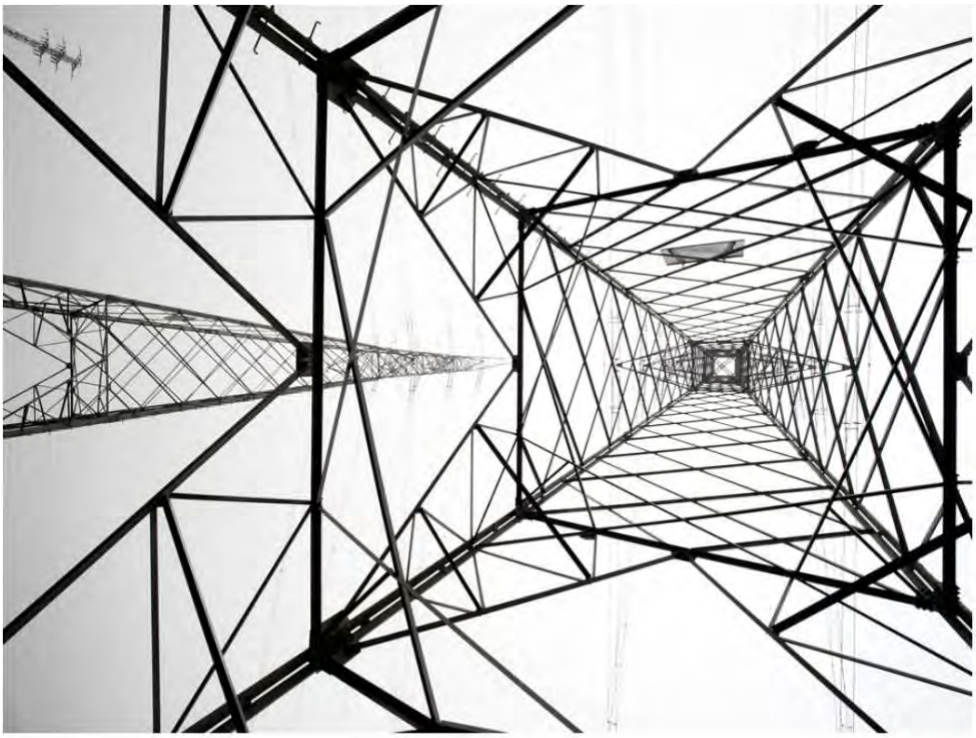
History of the Ukrainian Foundation for College Education (UFCE) 1993 to 2018: 25 Years of Community University Engagement



JOSE A. BERNAT BACET/GETTY IMAGES

Kane Mullen M.A
Dr. Roman Petryshyn
Dr. Olenka Bilash

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Executive Summary

The Ukrainian Foundation for College Education (UFCE) is a non-profit society established in 1994. UFCE supports the operations of the Ukrainian Resource Development Centre (URDC), an endowed centre at MacEwan University, and helps to develop provincial, national, and international projects connecting MacEwan to the Ukrainian Canadian community and to universities in Ukraine. UFCE's overall purpose is to build capacity in both the community and university by contributing time and expertise to international and domestic programming. Through the cultural expertise, fundraising and boundary-spanning skills of its Board members, UFCE focuses on the financial stability of URDC, new fundraising, advocacy, supporting field work, and maintaining a relationship with MacEwan University. To achieve this result UFCE and URDC have also facilitated development projects in the community.

UFCE's primary effort is to engage with MacEwan University administrators, faculty, and students and communicate with the Ukrainian Canadian community about MacEwan's engagement in Alberta and Ukraine and about the range of educational programs and materials prepared by the Ukrainian Resource and Development Centre. Building on the ethnic and diaspora skills of its members UFCE raises and donates funds to MacEwan University and other Alberta post-secondary institutions and has assisted URDC educational projects in business education and management, health care, inclusive education, performing arts, and English as a second language. The group enriches MacEwan programming by providing sources of expertise from Ukraine and Canada, fosters partnerships among institutions, and provides awards and bursaries for students and faculty. Through strategic and targeted support, UFCE has accrued expertise in creating programming capacity locally and internationally.

Drawing from an analytic review of documents such as UFCE minutes, URDC newsletters, interviews with UFCE members and MacEwan personnel, this history situates UFCE in a dynamic model of community-university engagement, and argues that such a relationship is at once an obligation of and a benefit to MacEwan University. It proceeds on the Freire's notion of equitable pedagogy wherein communities and institutions work in tandem to educate each other.[1] It calls on MacEwan University – itself a public supporter of such notions – to recommit in earnest to the principles of community-university engagement, and on all institutions and communities to recognize the potential of ethnic and diaspora groups.

[1] Paulo Freire, *Pedagogy of the Oppressed* (New York, NY: Continuum, 2005).

Introduction

This document discusses the evolution of community service in Canadian universities, a brief history of Ukrainian immigration to Alberta and the establishment of the Ukrainian Foundation for College Education (UFCE). Founded in 1994, UFCE is a non-profit society purposed to provide advice and raise, manage, and donate funds for educational purposes at post-secondary institutions. The organization has contributed primarily to the Ukrainian Resource and Development Centre (URDC) at MacEwan University, an endowed centre that initiates educational projects and partnerships on both domestic and international levels. In the first of two sections of the document, our history of UFCE traces such events as the group's founding, its major accomplishments, financial contributions and fundraising activities, its relationship with MacEwan University, its international activities, and its work in student and faculty exchanges. This information is offered for the purposes of summarizing records and of establishing the invaluable work UFCE has done to grow capacity at MacEwan and in the Ukrainian Canadian community.

The second section presents UFCE's history within an original community-university engagement (CUE) framework. First, we place UFCE and URDC into an ethnic and diaspora community-led CUE relationship with MacEwan. Our presentation assumes the perspective of the community, and in doing so offers a contribution to the field of CUE that may be of interest to other community organizations and higher education institutions. Second, in order to understand how UFCE and URDC have led the CUE relationship, we employ Boundary-Spanning Theory (BST). BST posits that individuals that comprise an organization 'cross borders' (in this instance, between the community/the academy, between Canada/Ukraine, between the organization/academy, and between the organization/community) in order to communicate, cooperate, and work effectively in partnerships or in other relationships. We argue that UFCE members have, since the group's creation, functioned intentionally as boundary-spanners and that this has contributed greatly to both its and URDC's success and longevity as CUE partners at MacEwan. The boundary-spanning of UFCE volunteers has provided MacEwan University considerable and timely social capital in its engagement endeavours, locally and internationally. The final element of our framework is the role of ethnicity and diaspora in CUE relationships. We present the survey results of UFCE members, and note that ethnic and diaspora community members can be particularly skilled boundary-spanners and are therefore predisposed to supporting CUE initiatives.

The document closes with a case study of UFCE within this framework. UFCE's activities reveal both that and how ethnic diaspora can greatly increase the capacity of its domestic and international communities by entering into CUE relationships at public institutions of higher education for the mutual betterment of both the community organizations and higher education

institutions. Appendices are attached that consider timelines, celebrated notable figures, and discuss impacts and outcomes of UFCE's BST and engagement.[2]

Some assumptions are made that uphold this argument. Firstly, as the Brazilian philosopher of education Paulo Freire first noted in 1970, liberal education has developed a contradiction:

> *"Knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing. Projecting an absolute ignorance onto others, a characteristic of the ideology of oppression, negates education and knowledge as processes of inquiry. The teacher presents himself to his students as their necessary opposite; by considering their ignorance absolute, he justifies his own existence. The students…never discover that they educate the teacher."*[3]

Others have more recently put forth calls for institutions to find alternative routes to knowledge creation, community engagement, and public service, and suggested that these actions present benefits to the institution.[4] It is therefore certain that alternative processes of enquiry, such as those involving the community, can contribute to the liberal ideal of knowledge creation at universities.

Additionally, a core principal at MacEwan University is the notion of *an engaged university.*

> *"A 'connected' culture where students, faculty, staff and the community are linked – and collectively, collaboratively engaged in realizing their full potential."*

Such goals are not uncommon across Canadian universities. A wide literature, beginning in the 1990s, arose to call liberal universities back to their original purpose. While our specific example of MacEwan readily proclaims a commitment to these principles, the view that all public universities should exist for public benefit is supported here.

Therefore, since alternative routes to knowledge creation can benefit education, and since these routes involve engagement on equal terms between a university and its communities, and since public universities are themselves committed to the upholding of knowledge creation and public service, we argue it is incumbent upon such institutions to seek out and develop effective and sustainable programs of community engagement with ethnic and diaspora community organizations. Partnership with UFCE is an important step in that direction

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[2] See Appendix A, G, H, I, and J.
[3] Freire, *Pedagogy of the Oppressed,* 72.
[4] See discussion on pp. 45-52.

Part I – History of the Ukrainian Foundation for College Education (UFCE)

The idea that institutions should serve their societies is not so much a revelation as it is a return to the liberal ideals upon which universities were founded. Thus we begin with a brief overview of the history of service and community outreach at Canadian universities.

Canadian Universities in Historical Context

Canada's oldest institutions were modelled on the European examples. Under church control, their intentions were to train the clergy and to educate the general public to the betterment of society. Harris traces higher education in Canada back to a Jesuit college founded in 1663.[5] However, the earliest degree granting institutions were not established until the 1780s – King's College in 1789, the College of New Brunswick in 1800, McGill in 1821, and King's (York) in 1827. Queens, Acadia, and Victoria formed through the 1840s with direct denominational affiliations. The model of a private denominational college created and supported by church organizations held as the dominant model through the end of the century.

Post Confederation (1867), significant power over domestic affairs was dispensed to the provinces, but relationships between varying types of institutions and their provincial governments remained ambiguous. To address the issue, the Federal Government created a Royal Commission to review the nature of these relationships and to observe internal governance structures elsewhere. The Flavelle Commission studied a number of American universities, as well as some in Great Britain, and resolved upon "a surprising unanimity of view upon the propriety of divorcing [universities] from the direct superintendence of political powers."[6] Ultimately, the Flavelle report was a point in favour of university autonomy.

One of the first acts passed by the new Alberta legislature in 1906 was to establish a provincial university. The early school and its western peers expanded quickly. The University of Alberta opened in 1908 with a single faculty and 32 students, yet by 1914 these had increased to three faculties and 418 students. On the identical timeline, the University of Saskatchewan grew from a single faculty and 70 students, to six faculties and 406 students.[7] Provincial universities in Manitoba (legislated in 1917) and British Columbia (1908) followed. The new provincial governments paid close attention to the Flavelle report when forming their structures and philosophies. They therefore included bicameral, monopolistic, and notably American structures

[5] Robin Harris, *A History of Higher Education in Canada, 1663-1960* (Toronto: University of Toronto Press, 1976).
[6] W.J. Alexander, *The University of Toronto and its Colleges, 1827-1906* (Toronto: Librarian of the University Library, 1906): 276
[7] Harris, *A History of Higher Education,* 1976.

of governance from the first. They based themselves on that ideal upheld in the Morrill Acts that supported the American state system: service to the economic and social development of society as a whole. As such, each of the four western schools quickly developed a faculty of extension meant to take the work of the university into the community.

The progression was compounded through World War II and an influx of government money, wherein Canadian institutions became closely linked with government interests in science and engineering research, furthered also by enduring Cold War tensions and returning veterans. The Advisory Committee for Scientific and Industrial Research, which later was called the National Research Council, formed in 1916 and quickly moved into funding the work, research, and graduate training in the sciences. The Council argued that government funding in scientific research was essential in order to develop the appropriate national infrastructure.[8] As global tensions cooled, government financial support for Canadian universities began to dissipate. It has been pointed out that Canada is home to no large privately endowed equivalent research institutions such as Harvard and Stanford. Therefore, when government interest in research slips, the reduction impinges on the whole sector. Further, Canadian universities compete with health care for public funding, further restricting the availability of funds. The university's capacity for serving the public good has been hampered in this way.

Thus, founded in history and incited through limited fiscal resources, the idea that universities should engage their communities has grown in importance throughout the last two decades. As an institution, the university provides social benefits such as increased social cohesion, productivity and employment, technological literacy, financial independence, and reduced crime rates. Such ends should therefore be pursued in universities through policy.[9] The notion has also grown as a response to observations of the increasing ties between the private sector and universities – something that many institutions viewed as an alternative to government money. Canadian scholars have argued that their universities should not exist solely as engines of economic growth. Rather, through engaging with their communities - and thereby fulfilling their social mandates - universities will accelerate their research activities, recruit tuition-paying students, and grow their cooperative culture. The university and the community can benefit in such relationships.

Indeed, programs of outreach and service have long been employed at universities to augment the public good. In the United States, national organizations have drawn attention to the field and

[8] Mel W. Thistle, *The Inner Ring: The Early History of the National Research Council of Canada* (Toronto: University of Toronto Press, 1966).
[9] Tony Chambers, "The Special Role of Higher Education in Society: As a Public Good for the Public Good," in Kezar, Chambers, and Burkhard, *Higher Education for the Public Good* (San Fransisco: Wiley, 2005).

ignited a wave of policy change in institutions across the country.[10] Canadian universities have similarly been affected by projects like the Campus Community Collaboration Initiative (CCCI), and groups like the Association of Universities and Colleges in Canada (AUCC). These have continuously issued nationwide calls for improved engagement strategies at institutions. At the University of Victoria, community-university engagement (CUE) means to "build a mutually beneficial exchange of knowledge and resources that can contribute to more sustainable, just and healthy communities."[11] The implied reciprocity, wherein *both* parties are recognized as holding and contributing knowledge, is foundational to contemporary ideas of engagement in service of the public good. Ivory towers enabled through top-down government funding can more effectively serve their communities when knowledge is transferred laterally across communities and across international borders.

MacEwan University, originally founded in 1971 as a community college in Edmonton, Alberta, similarly expresses commitment to a philosophy of engagement. Since URDC's creation in 1988 and UFCE's in 1994, the institution has undergone significant changes : in 1999 it became Grant MacEwan College, and in 2009, MacEwan became Alberta's sixth university. Further, in addition to the increasing emphasis of scholarly research and academic activity, MacEwan has remained committed to community engagement. Among the eight MacEwan University Pillars is the principle of "An Engaged University: A Connected Culture," which references a culture where "students, faculty, staff, and the community are linked – and collectively, and collaboratively engaged in realizing their full potential."[12]

In order to understand the relationship of MacEwan University to the Ukrainian community, we examine a brief history of Ukrainian immigration to Alberta.

Ukrainian Immigration to Alberta

Ukraine has rarely and only briefly known independence, such that much of its cultural development has occurred in the context of occupation, hostility, and dispersion. This has necessarily involved those displaced maintaining and developing culture abroad, those disenfranchised forming identities within an occupied nation, and both participating in the cultural continuation of what we recognize as Ukraine. Since Ukraine has only recently realized independence, its diaspora – well established through centuries of emigration and settlement –

[10] Kellogg Commission on the Future of State and Land-Grant Universities, *Returning to our Roots: The Engaged Institution* (Washington, DC: National Association of State Universities and Land-Grant Colleges, 1999).
[11] "Community University Engagement," University of Victoria, https://www.uvic.ca/cue/.
[12] MacEwan University, "University Pillars," https://www.macewan.ca/wcm/Discover/OurPriorities/UniversityPillars/index.htm.

have played primary roles in sustaining sovereignty and augmenting economic, political, and educational development.

Figure 1 - Galician Immigrants in Quebec, 1911 (LAC, PA - 010401)

The 2016 census reported 1.36 million Ukrainian Canadians, or about 3.7% of Canada's total population.[13] Ukrainians first arrived in Canada in significant numbers in the 1890s. Earlier, many left for American coal-mines beginning in the 1870s, while others looked to Brazil for free land and passage in the 1880s. However, the strenuous conditions in Latin America prompted Joseph Oleskiw, a Lviv professor of agriculture, to research alternative destinations. His pamphlet *About the Free Lands* described the Canadian opportunity, where 160-acre quarter sections of land could be had for $10 and minimal settlement obligations. The news caused a sensation among the Ukrainian population of Austro-Hungary. In coordination with the Canadian government and Minister Clifford Sifton, a selective scheme meant to filter out a destitute Ukrainian peasantry in favour of those affluent and knowledgeable enough to succeed was adopted, and Ukrainian emigration to Canada spiked, with an approximate 172,000 making the move by 1920.[14] This first wave was therefore primarily motivated by land and labour prospects. The majority of these settled along the southern boundary of the Canadian shield, from southern Manitoba to east-central Alberta. The first settlements were a tightly knit series of bloc settlements resembling regions of Galicia and Bukovyna. It is mentionable that, as relative

[13] http://www.ucc.ca/2017/10/25/1-36-million-ukrainian-canadians-identified-in-2016-census/
[14] O.W. Gerus and J.E. Rhea, *The Ukrainians in Canada* (Ottawa: The Canadian Historical Association, 1985), 8.

latecomers to the homesteading craze of decades prior, early Ukrainians settlers missed the government subsidies and favourable land plots enjoyed by Icelanders and Mennonites. For this reason, many who lacked the capital or simply the will to venture on in agriculture moved to the urban peripheries of Winnipeg and Edmonton, remaining still in close community pods for kinship support.

Ukrainian settlers maintained a surprising array of news publications, and these give some idea as to efforts to both maintain a Ukrainian identity while integrating into a new Canada. The *Canadian Ruthenian* spoke for the Ukrainian Greek Catholic Church, while the *Ukrainian Voice* did the same for the Ukrainian Orthodox Church. These privileged the nationalist cause at home. Other publications were more concerned with Canadian content: *Canadian Farmer* - a Ukrainian language journal financed by the Liberal Party in 1903 - *Morning,* and *The Working People*, targeted at farmers and workers, were some of these.

The "half-civilized" Galicians, as they were known at first, seemed a threat in the host-nation, and assimilation efforts were not uncommon. Through the First World War, Ukrainian language schools were closed and many of those from Galicia were arrested after Bishop Nikita Budka issued a call for Ukrainians in Canada to return home and serve in the Austrian army. The Government of Canada established internment camps and more than 5,000 Ukrainians were incarcerated and compelled to work. Budka later retracted his call, and approximately 10,000 Ukrainians served in the Canadian Armed Forces, but the smear of disloyalty plagued those in Canada.

Roughly 70,000 more Ukrainians arrived in the interwar years, mostly to work on the C.N.R. and the C.P.R., as well as in agriculture in the West, yet they were still viewed as suspicious. Influx after the Second World War was of a more political nature, with those wishing not to live under Soviet rule seeking life elsewhere. Enough Ukrainians had fought for Canada in both WWI and WW2 to quell worries of the "enemy alien," and Ukrainians in post-war Canada began to emerge as economic and political leaders. Yet also as a result of the war, millions more Ukrainians found themselves displaced in Europe, this time as refugees. The national Ukrainian Canadian Committee (UCC), established in 1940, became seriously involved in providing aid to refugees, and its lobbying efforts helped to stem the forcible repatriation of displaced peoples (Gerus and Rea 1985, p. 16). Most third wave Ukrainian immigrants settled in Ontario and joined a community of Ukrainian Canadians that by 1954 were 70% Canadian born (Gerus and Rea 1985). The post-war wave constituted the last major influx of Ukrainians to Canada before the crumbling of Communist Poland in the late 1980s and fall of the Soviet Union in 1991.

If we consider briefly, then, Robin Cohen's 1997 *Global Diasporas,* we are able to conceptualize some generalities of the Ukrainian diaspora in Canada. Two waves (1891-1914 and 1920s inter-war) of Ukrainian immigration to Canada were primarily motivated by labour prospects from the

Ukrainian perspective (imperial from the British), and can therefore be thought of as labour and imperial diasporas, while a third aligns more closely to the victim or refugee narrative. A central element of these, indeed to all diaspora, is the retention of some link to the motherland, a collective commitment to its maintenance, a strong ethnic consciousness, a troubled relationship with the host society, and the potential for distinct creativity and success in nations accepting of pluralism (Cohen 1997, p. 24). It is also argued that diaspora can be identified only in the wake of significant time, and further, that the character of a diaspora is neither singular, unchanging, nor constant – it must include some criteria but not all, and it may change over time. The point is to question the assumption that all migrants will demonstrate exclusive loyalty to their natal state. In other words, even if a Ukrainian immigrant identifies as ethnically Canadian, he or she may still not demonstrate links to and with Ukraine. It therefore behooves the researcher to recount the history of activities in displaced communities, to contextualize them as diasporic or normally ethnic, and assess what diasporic character remains, has grown, or has changed.

In order to do this for the Ukrainian community in Alberta, we study the work of the Ukrainian Foundation for College Education (UFCE) whose board members are descendants from all waves of immigration. Based in Edmonton, UFCE, a non-profit society established in 1994, raises, manages, and donates funds for educational purposes to post-secondary institutions in Alberta and to their affiliates. Further, UFCE structures and finances a range of educational programs and materials for students in Alberta and in Ukraine in such areas as business managements, health care, liberal arts, and English as a second language. These activities include faculty and staff exchanges and scholarship and bursary provisions. UFCE works closely to support the Ukrainian Resource Development Centre, an endowed institution within MacEwan University in Edmonton, Alberta. URDC's primary activities see to the development and execution of provincial, national, and international projects linking MacEwan to the Ukrainian community in Canada and abroad. Thus, in consideration of UFCE's activities – and with the understanding of the Ukrainian community's diasporic elements – we gain a glimpse of the character and behavior of contemporary diasporas. More precisely, through a framework of community-university engagement (represented by UFCE's relationship with MacEwan), we infuse the debate with international elements rooted in diasporic sentiment. In an ever-globalizing world, policy on engagement must be taken to the international level in order to augment the democratic development of countries worldwide. Engagements between universities and their local communities are an effective strategy to achieve such outcomes. In an immigrant-rich diverse country such as Canada an understanding of local communities needs to expand to include ethnic groups and especially diasporas who can bring linguistic, cultural, and strategic capital to the table.

URDC - 1987 to 1991

The Ukrainian Foundation for College Education was incorporated in Alberta on February 10, 1994, three years after the collapse of the Soviet Union. However, its senior organization, the Ukrainian Resource Development Centre (URDC), was launched in 1988 under a different political and social atmosphere.

> *"In response to your request, that the Ukrainian Resource and Development Centre be formally established and recognized by the Board of Governors of the College, I am pleased to inform you that on April 21, 1988 the Board of Governors passed a motion officially establishing URDC as a component of the College."*[15]

Indeed, support for Ukrainian cultural studies was needed. Despite the large settlement of Ukrainians in Canada, Ukrainian and Slavic studies emerged at the University of Saskatchewan only during World War 2. Since the 1950s Ukrainian content courses were taught by specialized professors at various universities in Canada (e.g. Toronto, Ottawa, Montreal) and in the USA. The first specialized Ukrainian centre was St Andrew's College established in 1963 at the University of Manitoba , which also established the Centre for Ukrainian Canadian Studies in 1981. Additional major Ukrainian centres and Chairs were created at the University of Alberta in Edmonton. This included the Canadian Institute of Ukrainian Studies founded in 1976 and the Kule Folklore Centre in 1981. A third centre was established in Edmonton in 1987 called the Ukrainian Resource and Development Centre, located at MacEwan University. Unlike others devoted to teaching and research, URDC was a project development centre that operated through internal partnerships with faculties and external relationships with other universities. To this day, there are no Ukrainian content courses taught at MacEwan.

Figure 2 - Andriy Semotiuk presents URDC with a $100,000 cheque, 1987

[15] T. Charles Day (VP Academic), Letter to Andrij Semotiuk (September 8, 1988).

The offices of URDC were initially in a "new suite of offices, room #330, Jasper Place Campus." A forthcoming historical account of URDC, principally authored by Dr. Roman Petryshyn, discusses the history of that organization in depth, and argues that ethnic and diaspora communities are natural conduits for engagement with local and international universities. For our purposes, it suffices to acknowledge that URDC was founded with the climate of a Canadian national policy on multiculturalism. Indeed, Canada has been culturally diverse since Confederation in 1867, yet recognition of Canadian ethnocultural pluralism was not adopted as national policy until Pierre Trudeau's government did so in 1971. Multiculturalism in its connotative form had appeared in writing as early as 1938 when John Gibbon published *Canadian Mosaic* (Gibbon, 1938). *Mosaic* argued that Canada stood to benefit from cultural diversity rather than from assimilation, the guiding philosophy of Canada's early racially hedged immigration policies. Such laws were behind the overwhelmingly European populations of Canada until the 1960s. Unrest in Quebec regarding the position of French Canadians in Canada led to a Royal Commission on Bilingualism and Biculturalism (the B and B Commission) to establish a path to equality for the French language in Federal government institutions. However, the Commission heard from many non-British and non-French who refuted the idea that Canada was bicultural. As a result, the fourth of the six published volumes of the Commission is entitled *The Cultural Contribution of the Other Ethnic Groups* in 1969, a report that served as the basis for Trudeau's 1971 official multiculturalism policy (Wong & Guo, 2015).

Within the context of that policy, MacEwan College agreed to establish URDC in 1987, later supported by $2.2 million of community and government funding. As an established centre within the institution, the director of URDC was in direct contact with MacEwan Vice-Presidents and faculty Deans, allowing for a high degree of transparency and communication. In the years between 1987-1991, URDC worked domestically as its international interests were hampered by Soviet restrictions. There was therefore little need for a local engaged-community body as international programming in Ukraine and much of Eastern Europe was essentially off limits. In this way, URDC worked in the local community to bolster the arts, music, languages, business, and agriculture.[16] The events cultivated a capable base of expertise at MacEwan College in a range of applications, and when global currents began to shift along the Iron Curtain – the Velvet Revolution in Czechoslovakia (1989), Solidarity in Poland, and the fall of the Berlin Wall – MacEwan's URDC began to contemplate international possibilities, as well as the need for community support and funding.

Thus, the location of URDC at a post-secondary institution both legitimized the knowledge and intellectual resources of the Ukrainian-Canadian community and helped the newly formed Grant MacEwan Community College to show leadership in bringing multicultural programming into reality within its doors.

[16] See Appendix G for events between 1987-1991.

The Ukrainian Foundation for College Education (UFCE)

Prior to 1991, the Ukrainian Resource Development Centre (URDC) focused its efforts on developing the Ukrainian community *within* Canada's borders as part of a broader national movement towards multiculturalism. This focus shifted suddenly in 1991 when the collapse of the Soviet Union brought on renewed interest from Ukrainian Canadians in returning to and developing Ukraine. The Ukrainian Foundation for College Education (UFCE) was established in large part to augment this activity through its support of URDC. Its efforts have resulted in partnerships with MacEwan University in Canada and with universities in Ukraine such as Kyiv-Mohyla Academy (NaUKMA), Ternopil State Medical University (TSMU), and the Ukrainian Catholic University (UCU). In addition, decade-long partnerships were established with the International Institute of Business (IIB) and the Institute of Special Pedagogy (ISP) of the National Academy of Pedagogical (now Educational) Sciences.

UFCE raises and manages community funds for URDC, an endowed institution within MacEwan that develops and carries out programming in Canada and in Ukraine. However, UFCE simultaneously engages its Canadian constituents. Its members – an array of prominent community volunteers – work to strengthen cultural and educational ties between Canada and Ukraine, offering financial awards, exchange opportunities, and community programming to all interested Canadians. Compounded with its fundraising efforts, UFCE plays a diverse role in spanning ethnic, institutional, and national boundaries. Its members and those it represents associate with the nation of Ukraine to varying degrees – some identify as ethnic Ukrainians, while others assume a Canadian identity. However, homogeneity in identification does not a diaspora make, and for a range of reasons the opinion of UFCE's Board members is unanimous – UFCE *should* support MacEwan's projects in Ukraine.[17]

Indeed, UFCE's focus has always been on education, something that has had traditional importance to the maintenance of a Ukrainian identity. To fight adult illiteracy, village reading clubs (chytalni) were established across Ukraine from the end of the nineteenth century. These functioned as multidimensional educational institutions and transferred over to Canada in the form of community halls, found in most every Ukrainian grouping (Gerus & Rhea, 1985).

Thus, rooted in a shared ethnicity yet stratified across diasporic sentiment, the Ukrainian community in Alberta is disposed to both domestic and international engagement in Canada and Ukraine. Given today's globalizing context, members of diaspora have an increasing number of ways to identify outside of a territorial demarcation. There are also various ways of interacting with the homeland that do not involve permanent resettlement - contractual relationships with institutions, sojourning, and intermittent stays are all viable possibilities. It has even been suggested that diaspora have always been in a position to liaise between the particular and the

[17] UFCE Survey (Electronic survey, conducted summer 2018).

universal, acting as interlocutors in commerce and administration (Cohen, 1996). In this way, diaspora are given to engagement activity, and specifically to those processes of boundary-spanning which we will cover later.

The following historical account of UFCE – its organization, primary functions, processes, and notable achievements – acts to prop up not only *what* the organization has achieved over 25 years, but *how* it has achieved it. A review of historical documentation (newsletters, meeting minutes, project reports, correspondence, etc.) and interviews with UFCE presidents, members, and MacEwan administrators yielded these themes – financial stability (endowments and large scale financing), fundraising, political lobbying efforts and field work (awards and bursaries, student and faculty exchanges), and the issue of maintaining a relationship with MacEwan University. Each of these will be discussed below. To understand these themes, we employ the theoretical concept of boundary-spanning as a lens. For instance, in UFCE's fundraising activities, Board members perform varying roles as spanners to organize logistics, gather participants, accrue MacEwan's support, and direct the funds for an accepted purpose.

Thus we see how UFCE forges a path of reciprocity with MacEwan University, securing legitimacy for the Ukrainian community and its potential contributors and promoting new international partnerships for MacEwan.

Beginnings

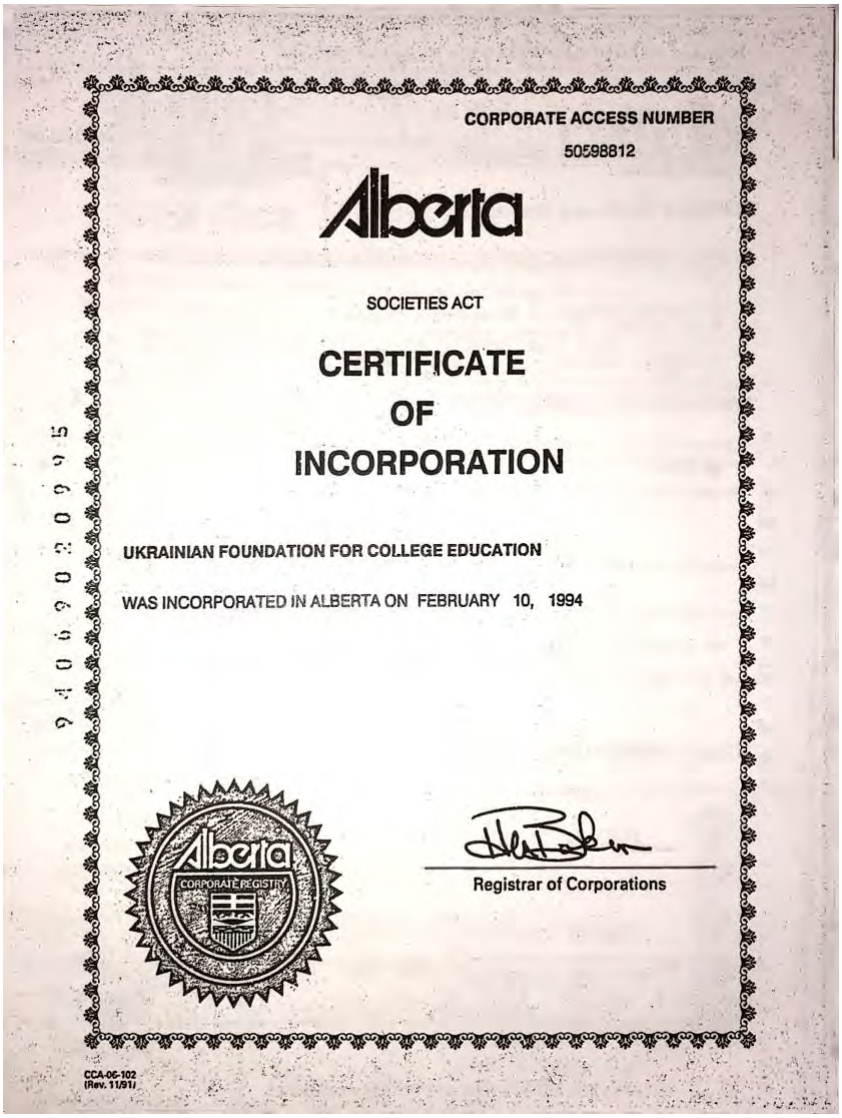
The Ukrainian Foundation for College Education was incorporated under the Societies Act on February 10, 1994. Dr. Albert E. Hohol was the group's first President, with Brenton Chmiliar as VP, William Chmiliar as Treasurer, and William Pidruchney as Secretary.[18] Its creation was realized out of need for financial support for URDC going international in the wake of Ukraine's independence:

> *"The majority of Ukrainian Canadians were in favour of an independent democratic state rather than a totalitarian one for Ukraine. So there was this immediate question, 'Well what should the Ukrainian Canadian community do given its longstanding political position?' Well in order to do something in Ukraine, a little unit of two people in a community college [URDC] needed to get help from somewhere. And so we needed to create a fundraising body that had some support from the larger Ukrainian community. And so that was, I would say, the cause of why UFCE was really created, to fundraise and provide support for URDC going international."*[19]

[18] See Appendices A and B for lists of membership.

[19] UFCE President and Board Member Interviews (Hereafter "Interviews), July 19, 2018, Interview 1, transcript.

Indeed, UFCE's founding document identifies the support of Alberta college projects in Ukraine and the fostering of exchanges between students and staff in the colleges of Ukraine and Canada as central objects.



CORPORATE ACCESS NUMBER

50598812

Alberta

SOCIETIES ACT

CERTIFICATE
OF
INCORPORATION

UKRAINIAN FOUNDATION FOR COLLEGE EDUCATION

WAS INCORPORATED IN ALBERTA ON FEBRUARY 10, 1994

Alberta
CORPORATE REGISTRY

Registrar of Corporations

CCA-06-102
(Rev. 11/91)

Figure 3 - UFCE's Founding Document

Yet even before UFCE, URDC's organizers attempted to establish a similar society for the same purpose, indicating that an international sentiment in URDC preceded the fall of the Soviet Union in 1991. As early as 1989, the URDC Implementation Group – a cross-section of Ukrainian Canadian leaders from across Canada - met to discuss the situation and possible fundraising strategies. However, that initial group was beset with problems, among which was its lack of local community representation:

"It proved dysfunctional in the sense that they had no personal stake in MacEwan College, they couldn't come to meetings and they weren't stakeholders. For example, one representative was the Executive Director of the Ukraine Canadian Congress from Winnipeg, but it was unlikely that the Congress would add the College to its agenda. From their perspective they looked at the entire Ukrainian Canadian Community and this was not a high priority for them. So I needed a group that would devote itself on an ongoing basis to the growth of URDC and to search for monies that would help to stabilize the operation."[20]

URDC Implementation Group, back row (from left): Bill Diachuk, Mykola Moroz, Ihor Broda, Lubomyr Markevych, Orest Talpash, Jaroslav Shudrak. Front left: Bill Werbeniuk, Serge Radchuk, Andriy Semotiuk, Roman Petryshyn.

Figure 4 - The URDC Implementation Group, February 1989

The issue became more pressing after the fall of the Soviet Union in 1991. At that time, URDC had been in operation for almost four years, and URDC's Director was wise to what his organization required:

"At this time URDC had roughly two or two and a half million dollars by way of endowment, which at five percent produced just over $100,000 a year, which is not a lot of money to run an organization…So the number one challenge was to increase endowments and the ability of URDC to do more in the face of the independence of Ukraine in particular."[21]

[20] Ibid.
[21] Ibid.

Practiced at utilizing government matching dollar programs, URDC sought to create an organization that would be well equipped to similarly organize large endowments through matching dollars from the institution and the government:

> "*It had to be a group that met criteria that would allow them to operate in this way. They had to know something about colleges and universities…they had to be, not necessarily wealthy people by any means, but they had to believe in URDC sufficiently to reach out to people that did have the financial means."*[22]

That group, the Ukrainian Foundation for College Education, was founded in February of 1994. Its membership reflected the values of its architect – the former Minister of Alberta Advanced Education, an exceedingly successful lawyer, numerous PhD holders, and active politicians.[23]

Figure 5 – UFCE Board, February 3, 1994. (Back row, l to r) Dr. Roman Petryshyn, John Krupicz, Anna Zwozdesky, Brent Chmiliar (VP), John Shalewa, Dr. Peter Savaryn; (front row, l to r) Andriy Semotiuk, Dr. Albert Hohol (President), Bill Chmiliar (Treasurer), Bill Pidruchney (Secretary).

The group has since achieved the vision of its original architect, playing central roles in the securing of over $6.5 million dollars across three separate endowment funds, as well as over $500,000 in general fundraising, for the operation of URDC. Indeed, the former Minister of Advanced Education and UFCE's first president, Dr. Albert Hohol, remarked that "UFCE was one of the best organizations I have ever worked with."[24]

UFCE's creation resulted from URDC's Dr. Petryshyn's initiative to establish a community-support group for the impending international activities of URDC and MacEwan, something that carried multiple benefits to MacEwan as well. URDC saw an opportunity to cultivate

[22] Ibid.
[23] See Appendices A and B for lists of membership.
[24] Personal correspondence (January 4, 2019).

international ties to a newly independent state, and with the existing Ukrainian population in Alberta, a chance to foster knowledge, culture, and transformation internationally. Officially, MacEwan was in support of such goals:

"it was a back and forth between MacEwan and the Ukrainian community – what do you need? What can we do in terms of expanding resources available, education available, support for the language…that was the official side."[25]

However, the institution emphasized a particular benefit in its acceptance of the relationship. While it accepted the notions of community engagement, international initiatives, and knowledge sharing – and indeed publicly declared to pursue them – it was a different feeling internally at MacEwan:

"*when you heard the budget discussion, the real motivator was, 'and we can charge these students a heck of a lot of money…There was this approach of saying, what we're really in it for is for altruistic reasons, to enhance the educational experience of every student at MacEwan, even the Canadian ones, by exposing them to the languages and cultures of people from all over the world. And that sounded really good. But then when it came down to it, it became 'Dammit, why aren't we making money off them?"*[26]

The inherent tension requires resolution. Community-university engagement relationships cannot be based on a one-way financial utility. Such a dynamic perverts the historic purpose of all public institutions. Partnerships wherein both the university and the community benefit *must* be based on the principles of CUE and predicated on respect and trust dynamics. UFCE's founding document indeed includes the exchange of university students among its goals – yet it also lists a further eight. UFCE's contributions have since significantly increased the capacity of URDC and MacEwan to work internationally, offer opportunity and programming domestically, and generally increase community engagement at all levels.

Financial Stability

Since its creation, UFCE has been a constant supporter of URDC in all things. Yet foremost among UFCE's contributions has been its continued financial backing of URDC initiatives. UFCE has most forcefully done this through securing three out of URDC's five major endowment funds and also receiving written authority from Drs. Peter and Doris Kule, represent those donors with regard to the Kule endowments held under trust agreements at the MacEwan Foundation. Revenue from such endowment monies not only increases the budget of URDC

[25] Interviews, July 13, 2018, transcript.
[26] Ibid.

annually, but also provides a capacity-increasing, sustainable resource from which to ensure continuous work.

UFCE has found multiple avenues through which to garner the financial means necessary to continually provide budget flexibility to the operations of URDC. Over its history, UFCE has demonstrated proficiency in four areas: community fundraising events, individual/personal gift giving, organizational commitment, and strategic/targeted endowment creation. The latter of these has had the greatest impact on the projects and programming of URDC, particularly under the leadership of UFCE Presidents Dr. Steven Kashuba, Alan Skoreyko, George Zaharia, and Dr. Ernest Skakun in the years between 1999 and 2016.

URDC currently runs annual operating costs at about $200,000 to $250,000 per year. In 2014/15, UFCE contributed $16,500, or about 6.6% of the total cost of operation. However, UFCE was also critical in securing Drs. Peter and Doris Kule as donors, whose gifts played significant roles in establishing three of the four major endowments. These endowments, in 2014/15, generated $199,602 towards costs, or 77%. So while UFCE contributes between $15,000 and $20,000 annually to the operating costs, it is responsible for the establishment of a majority of the endowments depended upon by MacEwan for its programs and activities. In 2013/14, UFCE was responsible for nearly 11% of URDC's operating costs, while its arranged endowments took care of another 72%, meaning that UFCE had a hand in roughly 83% of URDC's resources that year. One of UFCE's most significant contributions to the local and international Ukrainian community has come through its arranging three large, multi-million dollar endowments.

The Drs. Peter and Doris Kule Chair of Community and International Development

In 2003, Drs. Peter and Doris Kule had just recently helped to establish a $3.0 million endowment to fund a professorship (Chair in Ukrainian Ethnography) at the University of Alberta. Peter Kule had been a member of UFCE and his generosity to Ukrainian studies at several Canadian universities was known to the Board. Robert Westbury, Vice President of External Relations of Grant MacEwan College, requested Peter and Doris Kule to make a donation in order to establish a new fund. Westbury was authorized to request a $1M donation: *"Now, there is, I believe, an exciting possibility to nourish and grow URDC; the College will establish, in perpetuity, the Drs. Peter and Doris Kule Chair in Ukrainian Community & International Development"*[27] The Kules made two donations, each $500,000, to MacEwan. Moreover, Dr. Kule was able to arrange matching funds from MacEwan at a 2:1 ratio. The process was not without dispute, however, as according to UFCE:

[27] Robert Westbury, Letter to Drs. Peter and Doris Kule (November 7, 2003).

"UFCE did not have any involvement in how the donation would be matched. Consequently, the University double-matched Dr. Kule's donation by using $1,000,000 from the original Endowment Fund that had been created from grants [the original URDC endowment] provided by the federal and provincial governments."[28]

2004 Kule Donation	$500,000
2:1 Match (Taken from original endowment)	$1,000,000
2006 Kule donation	$500,000
2:1 Match (Access to the Future)	$1,000,000
Total	$3,000,000

The Kule Chair in Ukrainian Community & International Development was held by URDC director, Dr. Roman Petryshyn, from its inception until June 2015. A competition for the Kule Chair was announced that year and the successful candidate was meant to "pursue an active research program, chair the URDC Advisory Council, and guide disbursements from an endowment, to which the successful candidate will be expected to contribute," in addition to participating "fully in our academic community through a regular teaching assignment in one of our Faculty's departments."[29] Applicants were required to possess a record of teaching excellence, a well-rounded research program, and a demonstrated expertise in the study of Eastern Europe.

Dr. Svitlana Krys accepted the position for the period July 2015 until June 2020. Dr. Ernie Skakun, then president of UFCE, was a non-voting member of MacEwan's hiring committee. Previously the Kule Chair (UCID) was also the Director of URDC, managing both research, community service, and projects, domestically and internationally. In 2015 the MacEwan Provost separated the roles– the Kule Chair dealt exclusively with academic activities while the Director of URDC managed administrative issues and project planning. Yuri Konkin, formerly Associate Director, was appointed the URDC Director and served until January 2019.

In 2018 the market value of the Kule Chair (UCID) endowment had grown from $3.0 to $4.2 million.

The Drs. Peter and Doris Kule Visiting Scholars in Ukrainian Studies and Culture

In July of 2006, the Kules donated $250,000 to URDC, which was double matched by MacEwan using the Access to the Future Fund. The principal totaled $750,000. In 2012 its market value was worth $856,075, and in 2017 $1.25 million (principal unchanged).

[28] Interviews, July 16, 2018, Interview #1, transcript.
[29] "Employment Opportunity," MacEwan HR, UFCE Archives.

2006 Kule Donation	**$250,000**
2:1 Match (Access to the Future)	**$500,000**
Total	**$750,000**

In the signed terms of agreement, the endowment was meant to "fund associated expenses of the Kule Visiting Scholars hosted by any of the Faculties and Schools of MacEwan College." Further, "These scholars must have a distinguished record in their field and will: enhance and contribute to the academic and public profile of the College, enhance and contribute to student learning; and enhance and contribute to the understanding of Ukrainian Studies." In 2013, MacEwan and NaUKMA re-engaged in a program of faculty exchanges, largely funded by the Visiting Scholar Endowment.

Figure 6 - MacEwan President Dr. Paul Byrne (seated, left) and Drs. Peter and Doris Kule sign the terms for the Kule Visiting Scholar Fund (November, 2006). UFCE' George Zaharia (right) looks on.

The terms of agreement enable each Dean to set up a Visiting Scholars selection committee and make long term plans, facilitating exchanges in all faculties and academic fields. UFCE was chosen by the Kules as the official contact authorized to give consents, approvals, and to amend as required. The first recipients were Natalia Adamiuk (former teacher, Ukrainian sign language researcher) and Lesia Leschenko (teacher at a deaf school in Ukraine), both members of the deaf community in Ukraine. In 2014, PhD candidate Olga Poliukhovych came to MacEwan to teach research methodologies and to help launch the journal *Social, Health, and Communication Studies* (SHCSJ), published jointly by MacEwan, TSMU, and NaUKMA.

In 2018, the value of the Visiting Scholar fund was $1.3 million.

Chair of International Health at URDC

The idea for the Chair of International Health (CIH) arose out of work that URDC had been doing in healthcare, and specifically in nursing education, since 1993. In 2008, UFCE approached Dr. Kule about setting up an endowment for the potential chair. Peter Kule agreed on the condition that the UFCE Board raise a matching $100,000. Double-matched by MacEwan through the Access to the Future Fund, this totaled $600,000 and created the Chair of International Health at URDC.

2008 Kule donation	$100,000
2:1 Match (Access to the Future)	$200,000
2009 UFCE donation	$100,000
2:1 Match (Access to the Future)	$200,000
Total	$600,000

Ultimately, UFCE committed to raising $1.0 million with an eye to receiving 2:1 matching dollars from the Government of Alberta. MacEwan President Dr. Paul Byrne explained in 2009:

> *"With the Kule's $100,000 contribution, equaled by UFCE's $100,000, the Chair of International Health will have an endowment of six hundred thousand dollars. UFCE's ultimate goal is to see this endowment at three million dollars. Based on the agreement between UFCE and Grant MacEwan College, the College has committed itself to contributing two million dollars to this Chair while the community has obligated itself to contributing one million."*[30]

The Kules donated the money "to support the Ukrainian Resource & Development Centre as it fosters innovation, leadership, and education within the national and international communities." UFCE's $100,000 gift was confirmed on January 23, 2009. The Chair of International Health became the first such medical endowment in the Ukrainian diaspora. CIH funds were particularly useful in the relationship between MacEwan and Ternopil State Medical University – for instance, in May of 2015, CIH funds paid for Dr. Burgess' visit to Ukraine to visit partner universities and help develop the fledgling PTSD course.

[30] Dr. Paul Byrne, Letter to UFCE (January, 2009)

Figure 7 - Launching the CIH in December 2008. Donors Drs. Peter and Doris Kule at middle

In 2018 the value of the fund was just clear of $1.0 million.

Health and Nursing Technology Endowment Fund

In addition to their generous endowment donations to the Ukrainian Resource and Development Centre (URDC) as described above, Drs. Peter and Doris Kule also donated funds directly to the MacEwan Foundation to create the Health and Nursing Technology Fund. The funds were matched by MacEwan University and in 2017 were valued at $1.49 million. Annual revenues from this endowment enable the Dean of Nursing to upgrade outdated nursing technology used for teaching on campus and in MacEwan nursing projects abroad. UFCE has been designated by Drs. Kule to represent them as the official donor representatives in annual discussions with the Dean of Nursing.

Kule Donation	$313,710
Provincial Matching Grant	$308,710
Development Office contribution	$200,000
Total	$822,420

The URDC Operating Fund

The Ukrainian Canadian Committee (UCC) initiated the original fund by getting federal and provincial governments to provide a total of $2.2 million in grants that created the initial URDC endowment at MacEwan. This led Grant MacEwan College to pass a motion in 1987 to create the Ukrainian Resource and Development Centre. A $1.5 million provincial grant was paid to Grant MacEwan Community College by the Government of Alberta, led by Premier Don Getty. Further, a $500,000 federal grant was brought to Edmonton by Deputy Prime Minister Don

Mazankowski and delivered at a banquet at the Sheraton Hotel. These funds combined with other community donations, including $45,000 from the Shevchenko Foundation and $13,000 from the Alberta Foundation of Ukrainian Education Society, brought the total to $2,257,333.

Federal Grant	$500,000
Provincial Grant	$1,500,000
Donations (community/organizations)	$257,333
Total	$2,257,333

The endowment has been the site of some controversy between UFCE and MacEwan, as we shall see throughout this document. For example, in 2004, MacEwan transferred $1M from the fund to match the Kule's $500,000 donation to begin the Kule Chair (UCID), leaving the fund at a significantly less $891,638. Since then, the operating fund has grown to be worth $1,470,000.

From the above four descriptions, it is evident that three of URDC's four endowments have been gathered through the efforts of UFCE. In total, UFCE has facilitated endowments worth $6,537,700 of the $8,012,500 endowment dollars currently held by URDC.

Community Fundraisers and Lobbying

Fundraising has been a central function of the Ukrainian Foundation for College Education since its inception at the inaugural meeting on February 3rd, 1994. At this inaugural meeting, the Executive officers were joined by Anna Zwozdesky, John Krupicz, John Shalewa, Dr. Peter Savaryn, and Andy Semotiuk. On February 10th UFCE was incorporated as a not-for-profit society in Alberta. Just three months later, UFCE held its very first fundraising event – a banquet which has since become an annual tradition. Further, UFCE's annual golf tournament raises thousands of dollars each year. Such mobilization of community to raise funds for use at the discretion of URDC at MacEwan places organizers – that is, UFCE – in the crossroads. UFCE members lobby administration to participate (MacEwan personnel regularly attend both the banquet and golf classics), invite keynote speakers and dignitaries, are responsible for logistics, leverage community relationships to acquire attendees, and much more. Their position as stewards of the community-university relationship is compounded by the incoming funds.

UFCE's two main streams of fundraising have come in the form of annual events – the Kyiv Konnection Banquet, hosted by UFCE since 1994, and a variably-named Golf Tournament in running since 2002 (except for 2012). While they do not constitute the entirety of UFCE's money-raising activities, they are the most direct links to broad community mobilization and have provided a consistent revenue stream for URDC and its programming, as well as community education.

UFCE's annual Kyiv Konnection Banquet is the organization's longest running event. It has traditionally been hosted on a Thursday in spring and has been held at a range of venues – MacEwan campuses, the Ukrainian Youth Unity Centre, St. John's Cultural Centre, and St. Basil's Cultural Centre, to name a few. When it seemed possible that Governor General Adrienne Clarkson might attend the 1999 event at the behest of UFCE President Bill Pidruchney, even Edmonton's renowned Shaw Conference Centre came under consideration.[31]

The banquet series was met with immediate success, a testament to both the work of the UFCE Board and the participation of the community. The guest speaker at UFCE's first banquet was Ukraine's ambassador to Canada Victor Batyuk, while MLA Ed Stelmach brought acknowledgments from Alberta's Deputy Premier Ken Kowalski and Edmonton mayor Jan Reimer. A guestlist comprised of political representatives, Ukrainian diplomats, students, faculty, artists, business reps, MacEwan personnel, and community members from across Alberta has since characterized the annual event and contributed to its sustained success. At that first event, over 270 people attended to raise over $9,000 earmarked for Grant MacEwan Community College's campus in Ukraine and the establishment of a career counseling centre at the National University of Kyiv-Mohyla Academy (NaUKMA). That project resulted in a job fair and job board on the campus grounds, the first ever such initiative at a Ukrainian university.

Figure 8 - The Vegreville Cultural Association greets Ukraine ambassador Victor Batyuk at the first Kyiv Konnection Banquet, 1994

The idea of publicly announced, merit-based positions, gained through competitive application and interview processes, was novel in Ukraine in 1994. In Soviet and post-Soviet societies, career positions were normally attained through personal connections, social influence, and often bribery. URDC's job board, made possible by the funds raised at that inaugural Kyiv Konnection

[31] UFCE Board Meeting Minutes, (November 19, 1999)

Banquet, was a first pass at introducing democratic hiring procedures into Ukrainian higher education (note: the job board still stands on the NaUKMA grounds).

Indeed, the very next year, four Kyiv-Mohyla students were in attendance at the banquet. They had received two-month work-study scholarships from UFCE, and also had their accommodation and transportation covered. URDC's Director, Dr. Roman Petryshyn, was clear in stating that these students "will end up working at NaUKMA once they've graduated...The university is just beginning to develop a proper administrative structure. [These] students are helping to set up these infrastructures."[32] That event nearly doubled the revenues from that of its predecessors and raised $17,000. The practice of hosting visitors has continued, as in 2014, at the 21st annual Kyiv Konnection banquet at St. John's, where three Ternopil State Medical Academy (TSMU) guests were present to take in the evening and lend support to the relationship between UFCE and TSMU. Two of the guests, Drs. Mysula and Korda gave the keynote presentation, *Health Care in Ukraine: Current Trends and Issues."* Indeed, one of the central roles played by the annual banquet is the dissemination of information to the broader community. In 2018, UFCE-funded student leaders from MacEwan University gave a presentation about their experience at the summer camps for Orphaned and Disadvantaged Children in Vorokhta (Western Ukraine), while two University of Alberta students recounted their activities at the "Ukraine Through its Living Culture" program in Lviv. With a sizeable and diverse crowd of community members in attendance, *Kyiv Konnections* provides an effective conduit for UFCE to inform its community and solicit support.

UFCE's Golf Tournament has been held every year since 2002, with the exception of 2012 (a total of 16 events). The first event, a nine-hole event at the Fort-In-View Golf Course, meant to raise money towards UFCE's goals. The event's original organization owed much to the established dentist and UFCE member Dr. Walter Buck. In 2012, the event was renamed that "Ed Stelmach Charity Golf Classic," featuring the former premier as an organizer. The tournament, regularly attended by over 120 community members, raises thousands of dollars every year for a range of UFCE and URDC initiatives (often UFCE financial awards) and has been held at courses such as Fort-In-View and Whitetail Landing. Since its inception, the event has raised a total of $165,000 for URDC. A look at the roster of players and donors shows outreach well beyond the Ukrainian Canadian community to support its annual focus.

[32] Ukrainian Resource and Development Centre (URDC), *Centrepieces* (Fall/Winter 95/96): 7.

Figure 9 - UFCE's 2016 Golf Classic raised money for Mykola (seated), injured in an explosion near his home in Ukraine.

UFCE's fundraising activities significantly expand the programming capacity of URDC. UFCE's contributions to the budget of URDC has already been discussed, but the monies given through fundraising enable URDC to do more. UFCE's annual contribution to URDC's budget has been remarkably consistent. Between 2004 and 2007, the group input was $54,000, or $18,000 a year. The next five years from 2008-2013 saw UFCE come up with $79,500, or about $16,000 annually, while 2014-2015's total was $20,000. The consistent addition was recognized in a letter from MacEwan Dean of Arts David Higgins in 2007: *"This is a significant contribution to URDC and has proven most valuable for operational purposes, allowing URDC to work beyond the limits of its endowment revenue."*[33]

UFCE has also conducted independent fundraising campaigns to provide increased funding to URDC from outside MacEwan. In late 2003, UFCE reached an agreement with the Shevchenko Foundation to match contributions made to UFCE in the 2003/2004 calendar year up to $150,000. To raise the money, ear-marked as a Shevchenko Foundation permanent capital fund, UFCE created a fundraising brochure, mailed requests to potential and past donors, and canvassed community members with phone calls and emails. By June 2004, UFCE had accrued $50,000 in donations. In November, UFCE held a fundraising breakfast for the campaign at the Mayfair Golf and Country Club, and Board members were encouraged to identify and personally bring at least five guests. The target was reached and today UFCE and the Shevchenko Foundation have set up an endowment fund of $300,000, the annual revenue being passed on from UFCE to URDC. Subsequently in 2017, UFCE placed an additional $100,000 in a managed fund with the Shevchenko Foundation to be used if circumstances warranted.

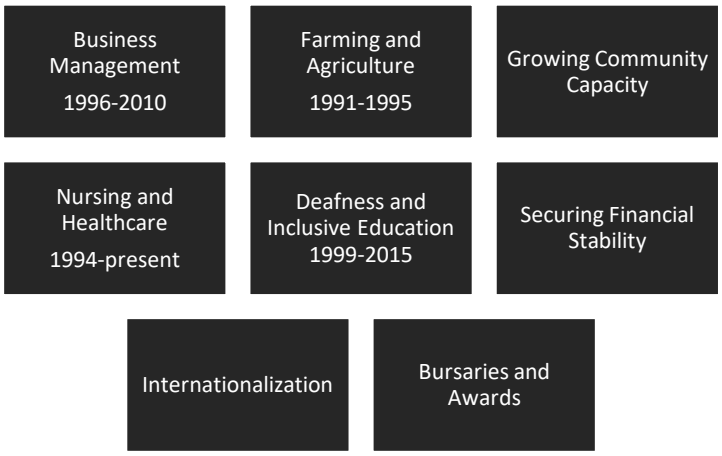
UFCE's efforts have also led to the creation of a sister organization that helps to manage UFCE funds. That organization is known as UFCE Trust and it was created when a trust organization (referred to as SUBA) offered to dedicate itself and its funds of $80,000 to the efforts of UFCE and URDC at MacEwan. The charter of the trust was amended and UFCE Trust continues to provide tax receipts to donors of funds given at UFCE's fundraising events. The impact of the arrangement was significant:

[33] David Higgins, Letter to UFCE (January 25, 2007).

> *"It made sense that we would inherit this money and go through the process of becoming a charity. When we had a fundraising banquet, well rather than Grant MacEwan Foundation providing the tax receipt, we could do it ourselves. It became critical. With that charitable number we could seek out donations for whatever purposes we saw. So when we have a particular need or a certain goal…[if] we needed about $25,000 to fulfill a certain need, we had a fundraising breakfast and raised $45,000. It made it a lot easier. Without the tax-deductible receipt, it would never have happened. It offsets the cost of donating money, it also engages the community in what you're doing."*[34]

Thus, we can see that UFCE has capitalized on the sentiment of its community to fundraise money for engagement activities through URDC. Through its banquet series the group has raised $400,000; through its Golf Classics, $165,000; many thousands more have been gathered via single fundraisers. Together with the endowments, these funds constitute the majority of sustainable funding by URDC for operations and planning. In essence, UFCE has brought significant dollars to MacEwan to augment programs of engagement.

UFCE Supported Projects and Fields of Work



The money raised through UFCE's fundraising activities and its securing of endowments has enabled work in a diverse range of fields, mainly through URDC. Here we discuss UFCE's activities in relation to each field to understand some of the ways in which the group has applied its support. Most often, UFCE has assumed the position of a program promoter and financial

[34] Interviews, July 16, 2018, Interview #2, transcript.

backer – pledging money to URDC, establishing awards programs, and funding individual faculty and students. On occasion, UFCE also performed more prosaic tasks: always in the students' corner, UFCE members have hosted exchanges, planned socials and community events for visitors, and even played tour guide for incoming personnel from partner universities. Further, UFCE members have even made the overseas trip to Ukraine to volunteer their time on the ground in URDC projects. While the manner of its activities is variable, its spirit is not – UFCE continually serves the goal of cross-cultural educational growth.

However, some areas, such as URDC's projects in farming and agriculture, largely precede the contributions of UFCE as a formal organization. Yet the Ukrainian community still played an important role in URDC's early initiatives. In the years 1991-1993, URDC conducted three exchanges with Ukrainian and Canadian farmers. Over 70 Ukrainian farmers participated, and these were hosted by community members across Alberta participating in the program. The result was that the first wave of private farmers to emerge in Ukraine, where collective farms had previously been the norm, were trained in Canada. This was only possible through the participation of the Ukrainian community in Alberta and should remind us that communities have inherent value to CUE relationships even without a registered organization.

Business

Figure 10 - First class of students to graduate the Business Management Program, October 7, 2000.

One of URDC's first and most significant forays into international programming was the development of a Business Management Education program in Ukraine. After the collapse of the USSR, Ukraine restructured itself as a national state and joined the global economic system. This

necessitated a long-term education of the population in market economics, business management, and fair practice.

Canadian Ukrainians saw a distinct opportunity to support Ukraine in becoming a democratic state, and URDC and UFCE were no different. URDC's approach was to form a partnership between MacEwan's Business Division and a business school in Ukraine, the International Institute of Business (IIB) in Kyiv (formerly known as the International Centre for Privatization, Investment and Management (ICPIM)). Students who passed through the program gained a business management diploma signed by both IIB and MacEwan:

> *"We're exporting the whole culture of teaching."*
>
> *"We want our graduates to improve the quality of life for everyone in the world."*[35]

The program, therefore, delivered a rigorous, western-style education to mature students from Ukraine so that democratic business practices could be spread in Ukraine. In the fall of 1997, MacEwan received a $1.6 million contract from the Canadian International Development Agency (CIDA) for a three-year $2.1 million project termed the Canadian Business Management Project (CBMPU). The program, which ran until 2001, was an 18-month accelerated business program – a compression of MacEwan's two-year diploma. Over 300 students passed through it.

Figure 11 - UFCE's George Zaharia presents a $6,000 cheque to Ted Sadlowski (Chair of Management Studies at MacEwan)

UFCE was a significant supporter of the project. On July 31, 2000, UFCE hosted its first fundraising dinner called *Commerce, Cordials, & Cocktails* at the Mayfair Golf and Country Club – an event meant to inform the community of the program and to bolster the newly announced Canada Ukraine Scholarship Fund. In this way, UFCE provided financial support (normally in the range of $1,000 to $1,500 per student) for Ukrainian students to conduct practicums in Edmonton as part of the program and continued to do so after the formal program closed and it became self-sustaining. UFCE also hosted socials for the incoming practicum

[35] CBMPU Final Report (May, 2001), Appendix 9, 5.

students, such as the Meet and Greet event held in July 2000, meant to introduce students to employers. Such events had a profound impact:

> "*This event provided many of the business people in the community an opportunity to meet and get to know [the] Ukrainian students, while becoming familiar with this project. This resulted in much curiosity and interest in next year's project, along with expressed desire by many to work with the project in 2002."*[36]

Figure 12 - A Meet and Greet for business practicum students at MacEwan, hosted by UFCE.

Indeed, the program, and particularly the Edmonton-based practicums, positively influenced many students. Since 1999, UFCE dispensed between $4,000 and $8,000 per group to practicum students in the CBMPU. This contribution, noted a MacEwan Dean, "enables students who could not otherwise afford the expense of the opportunity to experience a work practicum here in Edmonton, Alberta."[37] A second cohort student, Marina Shuvayeva, had this to say about her experience at Edmonton's HSBC:

> "*It is obvious that banking services in Ukraine differ a lot from those in Canada and my two month experience at HSBC Bank Canada will help me a lot in dealing with banks in Ukraine…HSBC has special requirements as regards to security and employees code of conduct, especially in dealing with customers. This was a new experience for me also."*[38]

Another student that year felt that:

> "*The Western business culture is more advanced than the Ukrainian business culture. It is based on human values such as humanity, mutual beneficiality and honesty in*

[36] CMBPU Final Report, Appendix 6, 2.
[37] Elsie Elford, Letter to UFCE (September 9, 2005).
[38] CMBPU Final Report, Appendix 6, 9.

business. I was 'immersed' into it and I really support and appreciate these values in business."[39]

The program was thus widely acknowledged for its potential impact in Ukraine, so much so that in 2002 Alberta premier Ralph Klein made the journey to IIB to speak at the convocation of the CBMPU students where he announced a new Alberta Ukraine Fund of $500,000 fund to foster further exchanges. In 2002 the IIB also began adapting and offering MacEwan's Human Resources and Management Program in Ukraine.

Nursing and Healthcare

Post-Soviet healthcare systems were extremely inefficient. MacEwan's move to partner with nurses in Ukraine originated from the Canadian Society for International Health (CSIH), an organization that invited a longtime UFCE member Dr. Geraldine Nakonechny to embark on a fact-finding mission to Ukraine in 1993. While there, Nakonechny noticed that, in a classroom of 24 anatomy and physiology students, "there were only six textbooks to go around…there were no Ukrainian books, and the most recent edition dated back to 1967."[40]

Figure 13 (l to r) Myroslav Kohut, Andry Potvin, Dr. Tatiana Chernychenko (Ukraine's Ministry of Health), Dr. Gerry Nakonechny, and Dr. Roman Petryshyn, 1994)

[39] Ibid., 12.
[40] *Centrepieces* (Spring/Summer 1994): 6.

Thus, one of the first undertakings was the translation of over 3,500 pages, as well as the voice overs for 17 nursing instructional videos, into Ukrainian of MacEwan's nursing curriculum. The translated materials were freely dispersed to 21 nursing schools in Ukraine.

MacEwan's involvement in nursing in Ukraine was significantly enabled through the establishment of the Chair of International Health, established in part by UFCE. Further, one of the main partnerships in recent years has been between MacEwan and Ternopil State Medical University (TSMU).

Figure 14 - A nursing class in Lviv, 1994

UFCE also funded, in part through its annual golf tournament, the development of a course on post-traumatic stress disorder (PTSD). The need for such a course was realized through the existing partnership between MacEwan and TSMU, but action became required due to the traumas soldiers and civilians experienced in the anti-terrorist operation in Eastern Ukraine beginning in 2014 and the resulting displacement of 1.2 million people. The course touched on mental health, PTSD basics, symptomology, diagnosis, and treatment among other topics. UFCE committed a $10,000 contribution to develop the course, funded principally through that year's charity golf tournament.

Figure 15 - URDC's Yuri Konkin meeting with nursing students at TSMU (May 2015)

The series of exchanges and for-credit programs held in partnership with TSMU has contributed greatly to the internationalization of MacEwan through substantial knowledge transference and fluidity of students, faculty, and resources between Ukraine and Canada. In 2014, two TSMU nursing faculty visited MacEwan to better learn how to modernize the system: *"We are interested in how the educational process is organized, because in Ukraine, it's organized a different way."*[41] Yet it is critical to remember that the learning relationship is never one way – the academy can learn from the community just as academies can learn from each other. One MacEwan participant on the July 2017 summer school in Ternopil commented that despite *"language, cultural norms and differences…we are more the same than anything…each person wants to progress their country."* Another remarked upon how she *"had an idea of what health-care was like in Ukraine,"* but added that *"it was even more interesting to see how the nursing profession is treated and how it is perceived."*[42]

Initiatives in Deafness and Inclusive Education

Figure 16 - A classroom with aids for deaf and hard of hearing students. UFCE sponsored much of these materials in the program.

URDC had sponsored the Centre for the Advancement of Deaf Education, which opened in Lviv in 1999 at the Mariya Pokrova School for the Deaf. In 2000, URDC forged a relationship with civic leaders in Ukraine's deaf community and began assisting them in modern methods of education. Drahomanov State Pedagogical University was among the first institutions, along with the Institute of Special Pedagogy (ISP), to be contacted in this regard. The resulting volunteer association, Canada Ukraine Alliance for Deaf and Hard of Hearing Persons (CUADHHP), was started in February 2000 when URDC arranged meetings in Ukraine for Dr. Michael Rodda of the University of Alberta. The meetings led to the group's formation, and it quickly set a mandate to foster educational, social, and medical partnerships between

[41] Connections (Winter 2015, 4).
[42] *Connections* (Winter, 2018, 3-4.)

organizations working with the deaf and hard of hearing. URDC also began working with ISP in 2000 in the fields of deafness and special education. As a result of the partnerships, URDC and UFCE were prepared to participate in a major project on Inclusive Education. In this endeavor, and in partnership with the Canadian Centre for Disability Studies, URDC was successful in obtaining funding from a $4.69 million CIDA grant to establish a project to institutionalize inclusive education in the schools and universities of Ukraine through legislation, policy, and education.

Figure 17 - 30 Ukraine participants visit Canada as part of the Inclusive Ed Project (May 2009)

The Kule Visiting Scholars program provided funding for a number of Ukrainian professionals to visit MacEwan and gain firsthand experience in modern methodologies. Further, the Alberta International Awards brought students such as Oksana Miakushko to Edmonton to conduct studies in education for children with disabilities. UFCE also provided more than just funding for programs in this area. For instance, in the summer of 2010, Dr. Michael Rodda from MacEwan and then-UFCE President Dr. Ernest Skakun travelled and worked with Ukrainian professionals in Lviv and Kyiv to help professionals in psychology transition from strictly medical assessment models to fully developed "360 degree" assessments of children with disabilities.

Figure 18 - A Parent Empowerment seminar in Lviv, 2010 (UFCE President Dr. Skakun at bottom right)

URDC's work, substantially supported by UFCE, in deaf and inclusive education had positive and profound effects on the pervasive discriminating culture towards disabled persons in Ukraine. In only the second year of URDC's Inclusive Education Project, senior officials began commenting on the project's progress. Ivan Franko National University Vice-Rector remarked that *"we can see a better attitude,"* and also that *"we can see more activity toward defending children's rights to education."* Further, a senior lecturer stated that:

"*Previously, we had questions; what to begin from and where to go in providing inclusive education. Now we have answers and an understanding in which direction to go. We plan to knock on all doors to get help."*[43]

International Partnerships with Universities in Ukraine

National University of Kyiv-Mohyla Academy

URDC and UFCE's first and longest standing partnership has been with the National University of Kyiv-Mohyla Academy (NaUKMA or KMA). The institution, originally founded in 1615 as a monastery, hospital, and children's school, reorganized itself in 1991 on the site of the old campus grounds. NaUKMA was the first institution in Ukraine to establish itself independently after 1991 and to demonstrate a desire to "westernize" higher education following the collapse of the Soviet Union.

Figure 19 - The National University of Kyiv-Mohyla Academy (NaUKMA), 1994

The URDC-NaUKMA partnership has played a key role in the institution's growth and credibility. GMCC's Kyiv office moved onto the grounds of Kyiv-Mohyla in 1994, and in 1995,

[43] *Centrepieces* (Fall/Winter 2009/10): 2.

following a visit to Edmonton by Kyiv-Mohyla President Viatcheslav Brioukhovetsky facilitated by URDC, three key documents were signed between MacEwan and NaUKMA calling for student and faculty exchanges. The intention of the NaUKMA personnel was clear: "*If we educate these young people correctly, we will have a wonderful country. If not, we have nothing."*[44] At the time, NaUKMA had 700 students enrolled across three faculties. Today, the university contains over 3,000 students in six faculties, offering masters and doctoral programs. URDC has run a number of UFCE-funded programs in concert with the university. In fact, a six-week Ukrainian Studies summer program at Kyiv-Mohyla was offered immediately after the exchange agreements were signed. Exchanges began right away – in 1995, four NaUKMA students completed study terms at MacEwan, with UFCE paying accommodation, transportation, and a stipend.

In 2002, an Edmonton delegation – including senior MacEwan administrators and UFCE Board member Orest Mulka – travelled to Ukraine to visit NaUKMA and refresh the long-standing agreement. Again in 2013, NaUKMA and MacEwan's agreement was refreshed through the signing of further agreements by Rector Dr. Kvit and MacEwan President Dr. Atkinson. This time, however, URDC drew upon its expanded capacity and committed $30,000 a year to the program of exchanges through the Kule Visiting Scholar Fund.[45]

Figure 20 -MacEwan President Gerald Kelly and NaUKMA's Dr. Brioukhovetsky sign agreement in 1995.

[44] *Centrepieces* (Spring, 1995): 1.
[45] *Centrepieces* (Winter, 2014): 3.

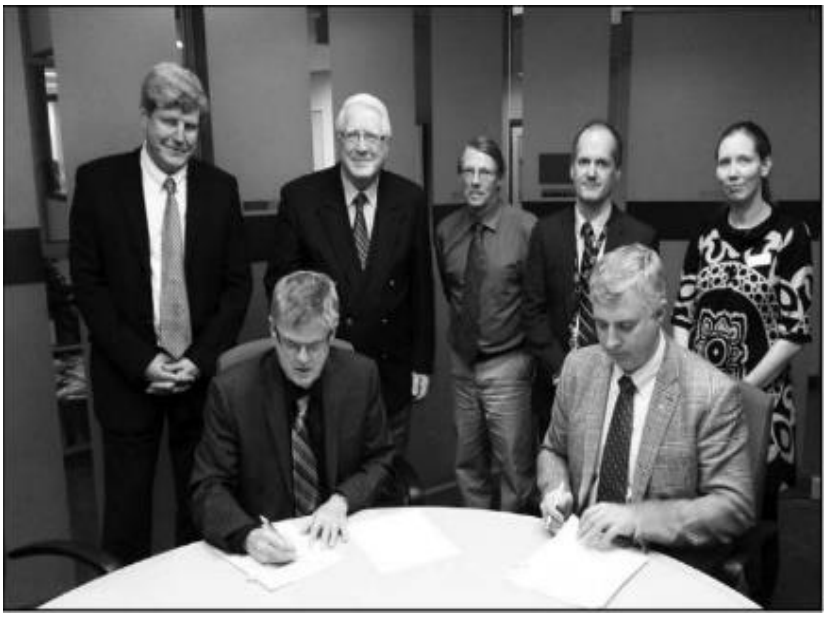


Figure 21 – MacEwan President David Atkinson and NaUKMA's Serhiy Kvit sign exchange agreement (Nov. 2013)

Ternopil State Medical University (TSMU)

Ternopil State Medical University is one of Ukraine's leading medical institutions. In recent years it has been one of URDC and MacEwan's most active international partners. The field of health care in Ukraine had been on URDC's radar since 1994 when it hosted a conference on Canada's strategy to educate health care professionals in Ukraine. Ukraine's need was dire, and in 1995 there were calls for a national nursing association at a conference organized by MacEwan's Dr. Geraldine Nakonechny. URDC responded in kind and in 1999 was undertaking the translation of English-language nursing materials into Ukrainian. This monumental project resulted in the translation of MacEwan's Nursing Refresher Program – items were translated in Edmonton and shipped to MacEwan's Kyiv Office, where they were distributed widely to 21 Ukrainian institutions. In 2001, GMC and TSMU reached an agreement to offer MacEwan's Nurse Credentialing Program in English at TSMU. In 2013, URDC undertook translating nursing brochures and refreshed exchange agreements with the university, ultimately resulting in a five-year cooperation agreement signed the next spring. During 2014 alone, five TSMU personnel visited MacEwan on work-study projects. URDC has continually looked to the Kule Visiting Scholar Fund to make such visits possible.

Figure 22 - MacEwan and TSMU sign MOU in May 2014

In recent years, UFCE has become more involved in funding student exchanges between MacEwan and TSMU. In 2016, UFCE sponsored two MacEwan BScN students with $1,500 each, covering 50% of the cost, to attend the International Summer Camp for Health Care Professionals organized by TSMU. Further, a course on post-traumatic stress disorder was partially funded by UFCE and delivered at TSMU in 2015-2016. In 2017, TSMU professor Nataliya Haliyash completed a three-week internship with MacEwan's Faculty of Nursing, and in July four MacEwan students and two professors made the trip to Ukraine to attend a Health Summer School at TSMU. Most notably, in May of 2018 20 MacEwan students joined 20 Ukrainian nursing students to take *HSLT 400*. There, UFCE helped fund 20 MacEwan students to participate in a special course jointly developed by MacEwan and TSMU called *Global Health Perspectives*.

Figure 23 - MacEwan nursing team and the TSMU International Summer School

Ukrainian Catholic University (UCU)

MacEwan's efforts in deafness studies and inclusive education brought it into contact with the Ukrainian Catholic University (UCU). UCU emerged in 2002 as the first Catholic University to open within the territory of the former USSR. In 2016, MacEwan University assisted the

Ukrainian Catholic University in developing a centre for students with disabilities. The following year, a series of student exchanges was begun, and via its study of MacEwan's *CAFÉ* (Centre for the Advancement of Faculty Excellence), the UCU implemented its own faculty development measures. In 2016, UCU's Dr. Taras Dobko and MacEwan President David Atkinson signed a comprehensive Memorandum of Understanding outlining pathways to student exchanges and services for students with disabilities. In 2017, MacEwan and UCU launched a program of student exchanges, resulting in one student (Anastasia Vedernikova) and one professor (Khrystyna Snihura) studying at MacEwan. A significant number of faculty exchanges between the sociology departments of UCU and MacEwan followed, and a plan is in place for the "Sociological Field School," a for-credit course to be held in Edmonton and Lviv.

Figure 24 - MacEwan President David Atkinson (left) and UCU's Taras Dobko (senior vice-rector) sign MOU in May (2016)

Other institutions, such as the International Institute of Business (which hosted the CBMPU in Ukraine, and in 2002 began adapting MacEwan's Human Resources and Management Program to Ukraine), the Institute of Special Pedagogy, Ostroh Academy, and Ivan Franko University in Lviv, have partnered with MacEwan and URDC over the years on a range of projects and initiatives.

Figure 25 – UFCE-sponsored MacEwan students meeting with student leaders at UCU in Lviv (2018)

Fostering these relationships has been important to both URDC and MacEwan. In 2005, MacEwan President Paul Byrne and Dean of Business Elsie Elford visited MacEwan's partner

universities in Ukraine. The visit spawned yet another agreement between MacEwan and Drahomanov National Pedagogical University (DNPU). Again, in 2009, the president of NaUKMA Dr. Serhiy Kvit visited MacEwan. His costs were largely covered by UFCE and from donations from the community. The visit resulted in plans for a Canadian Studies Centre at NaUKMA, which was never realized. However, the network of partnerships has resulted in further cooperation between the partner universities themselves – for instance, MacEwan jointly published the journal *Social, Health, and Communication Studies Journal (SCHSJ)* with NaUKMA and TSMU. Most recently, in the fall of 2018 MacEwan and its partner universities held a major faculty development seminar in Lviv. The event drew 16 attendees from MacEwan, 14 from the UCU, 11 from NaUKMA and eight from TSMU. Such partnerships unilaterally enhance the capacity of the local and international Ukrainian communities to communicate, cooperate, and work together. The seminar proved mutually beneficial – with the help of the MacEwan attendees, Ukrainian universities felt strengthened in their ability to *"establish contemporary demand-driven institutional faculty development services."* Indeed, MacEwan *"documents and ideas helped [to] establish the Centre of Innovative Teaching and Learning at NaUKMA."* Likewise, the MacEwan participants felt they gained *"broader and deeper awareness of research, teaching and learning"* through contact and work with another culture in post-secondary education. The event was deemed

> *"instrumental for building and furthering collegial relationships with faculty from partner universities in Ukraine, and more broadly, that it provided new opportunities for faculty to continue enhancing their professional practices in Canada and internationally."*[46]

Figure 26 - Participants at the Great Teachers Seminar at UCU (2018)

[46] Centrepieces (Winter 2019, 2)

Student Exchanges, Awards, and Bursaries

UFCE has always offered monies to students and faculty interested in related study or exchange. The very first awards administered by the organization went to four NaUKMA students for work-study programs at MacEwan in 1995. On July 31, 2000, an event held at the Royal Mayfair Golf and Country Club established UFCE's Canada-Ukraine Scholarship Fund. The awards were meant to assist Ukrainian and Canadian students to participate in educational exchanges, and were a key contributor to business practicum students going forward.

Figure 27 - AIEI Recipients Anna Zamsha (middle) and Svitlana Sofichuk (middle right) with Larisa Hayduk (left), Debra Russell (middle left), and Dr. Petryshyn

One of UFCE's most resounding successes in this regard came in 2003. A project team comprised of 10 UFCE Board members submitted a proposal to Alberta Learning to accrue the money and establish a permanent fund, abetted by a further $1M project grant from the Government of Alberta. The proposal, asking for a $1M endowment, was submitted by UFCE in October of 2002. The process was, no doubt, helped along by the fact that UFCE member Gene Zwozdesky, then the Minister of Community Development, submitted the proposal. Zwozdesky simply sent the letter down the hall to the Minister of Learning, Dr. Lyle Oberg. Indeed, such closeness and professional alignment is a boundary-spanning pillar of UFCE and no doubt expedited the proposal. In March of 2003, UFCE was informed that Alberta Learning accepted their proposal and would fund $500,000 for the establishment of an International Education Awards program with a focus on Ukraine. The program was to be managed by the Learner Assistance Branch of Alberta Learning (part of Alberta's Heritage Scholarship Fund). Since 2003, the award program has generated $25,000 a year and awards five students annually.

Figure 28 - AIEA Recipients Yulia Kolomiets and Vladyslav Tyschenko with Dr. Tim Loreman at the University of Alberta

In 2008, UFCE set up a scholarship fund in the name of Gene Kinasewich, a Thorsby native and Harvard hockey legend. Gene's younger brother, Bob Kinasewich, first expressed interest in setting up an Edmonton branch of the fund, which became a Designated Fund with UFCE Trust. The result was that two of the 19 students brought to the U.S. through the Gene Kinasewich Fund attended Grant MacEwan and played hockey for the Griffins. UFCE was instrumental in facilitating donations for the outstanding $15,000 required for the students and in organizing employment opportunities. The athletes that ended up at MacEwan, Artem Zemelyev and Oleg Koval, stated that they planned "to give back to our country men the way Gene gave to us."[47]

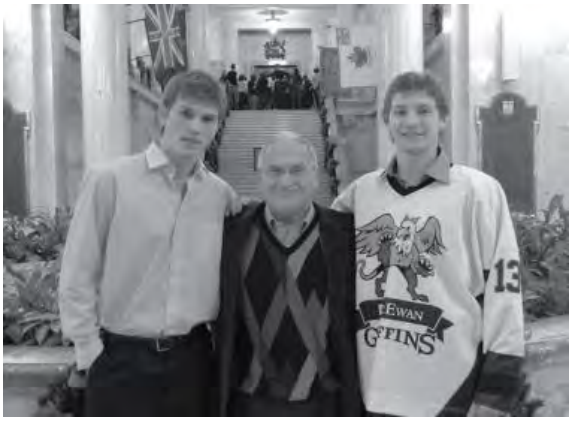


Figure 29 -Bob Kinasewich with two fund beneficiaries, Oleg Koval (left) and Artem Zemelyev (right)

Again, in 2014, UFCE offered four $750 bursaries to students wishing to study in Ukraine over the summer. In 2017, UFCE offered two BScN students $1,500 grants to attend the International Summer Camp for Health Care Professionals organized by TSMU (the awards covered over 50% of the total cost). Notably, in 2018 UFCE funded eight students in MacEwan's project *Community Service Learning: Building Peaceful Communities*. The course featured a three-week practicum in Vorokhta (in the Ivano-Frankivsk region of Ukraine), and students cited improved

[47] Centrepieces (Fall/Winter 2008/2009): 6.

professional communication skills, reflection on biases, and knowledge about global citizenship as outcomes.[48]

Thus, through its support (and at the time, its direct involvement) for URDC and MacEwan in these fields, UFCE has helped create sustainable community development in communities across Ukraine and Canada, as well as augmenting MacEwan's local and international engagement agenda.

Community Capacity

We have established that universities have an obligation to uphold the public good, and that MacEwan University is publicly committed to the notion. Indeed, the institution's strategic plans make numerous appeals to its moral imperatives, commitment to community support, and devotion to public service.[49] UFCE and URDC are strong contributors to such goals. The UFCE-URDC partnership has added greatly to the public good by increasing the capacity of the Ukrainian community in Canada and in Ukraine. Through its focus on supporting projects that grow capacity at a grass-roots level, UFCE ensures sustainable change and empowers communities to initiate and lead their own development.[50] Ways in which the partnership has affected positive change in communities is myriad, though six specific themes stand out, all of which are buttressed by academic research into effective community growth: 1) growing skills and knowledge, 2) supporting projects that lead to sustainable, community-led change, and 3) mobilizing and directing community resources.[51]

Expanding Knowledge

One area UFCE has prolifically supported is the development of skills and knowledge of students and faculty at MacEwan. Student exchanges, offered to Canadian and Ukrainian students alike, build intercultural tolerance, ability in communication, and awareness of alternative learning methods. Such ability is critical to enhancing community capacity in future generations. Since the level of community capacity may be lower in the absence of skills,

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[49] See MacEwan ISPs, available at https://www.macewan.ca/wcm/Discover/OurPriorities/IntegratedStrategicPlan/index.htm

[50] See Appendix J.

[51] See Robert M. Goodman et. al., "Identifying and Defining the Dimensions of Community Capacity to Provide the Basis for Measurement," *Health Education and Behavior* 25, no. 3 (1998): 258-278.; Glen Laverack, "An Identification and Interpretation of the Organizational Aspects of Community Empowerment," *Community Development Journal* 36, no. 2 (2001): 134-145.

Goodman notes that community members "must have considerable skills to ensure community capacity to address local concerns."[52]

Figure 30 - MacEwan students in the Ukrainian language and culture program at the UCU in Lviv, 2018

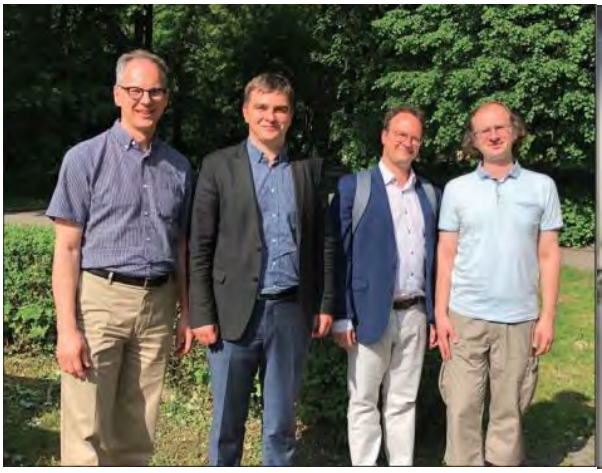
Participants are quick to comment on how such programs impact perspective and enhance ability to engage constructively and problem solve. One participant from URDC's CMBPU considered *"the program to be very important for individual development,"* and *"gained a great deal of knowledge and learned how to conduct [herself] in a business environment."* Following a course at TSMU, one MacEwan student commented on how the camp was not solely one *"where [students] learned facts or attended lectures…but an assembly of friends coming together to learn from each other as individuals from different regions of the world."*

While future community leaders are empowered through cross-cultural knowledge and skill development, professional faculty are similarly advantaged through programs of exchange. UFCE-supported partnerships with Ukrainian universities, as well as its establishment of large endowments, enable faculty exchanges between Ukrainian institutions and MacEwan as well as others between institutions in Ukraine. Avenues through which to share ideas, knowledge, and experiences are thus opened, leading to better and more reliable fields of practice. Additionally, the resulting collaborations, improved teaching, and revitalized course content stimulate the global academy and grow the research base. The creation of communities of practice is an important factor in augmenting community capacity – as Laverack notes, "the ability of the community to be able to critically assess the social, political, economic, and other contextual causes that contribute to their level of disempowerment" is an "important domain for empowerment."[53]

[52] Goodman et. al., "Identifying and Defining," 266.
[53] Laverack, "An Identification and Interpretation," 10.

Figure 31 - Participants from Edmonton, the ISP, and from universities in Kyiv, Lviv, Crimea and others attend a meeting at the Ministry of Education and Science of Ukraine in June of 2008.

The benefit of establishing global communities of knowledge and research is clear to participants, and UFCE-supported faculty exchanges have proven popular among faculty, as one noted: *"I think we gained broader and deeper awareness of research, teaching, and learning in another culture…it was instrumental for building and furthering collegial relationships with faculty."*



(left) Figure 32 – Drs. Gulayets, Kaschuk, Stepnisky, and Sudyn in Lviv; (right) Figure 33 – Great Teachers' Seminar, Lviv, 2018

Sustaining and Legitimizing Communities

Another way that UFCE increases community capacity is by organizing large-scale endowments and supporting sustainability-focused projects through URDC. Indeed, the choice to back long-term, grass-roots programs is critical to the goal of building community capacity. It has been

noted that "most agents pay lip service to the ideas of sustainability," though in reality "they find this very difficult to do in practice."[54] When successful, these projects give primary stakeholders control over decisions, lending a sense of ownership to the community. Then, once formal funding lines close, the community is able to lead itself from the established groundwork – resulting in an empowered and self-sufficient community.

For instance, the CIDA-funded CBMPU formally closed in 2001, though it has continued in a self-sustaining fashion ever since. The project *"prepared instructors who believed in the program and stayed with,"* allowing the program to continue long after its formal conclusion.

Figure 34 - The 10th graduating class of the CBMPU in 2009, eight years after formal program closure

Further evidence of UFCE's sustainable approach came in the form of URDC's efforts in inclusive education projects in Ukraine. UFCE supported URDC in its work to transform the idea of inclusive education from the ground up. URDC worked with educators, policy-makers, and parent groups to reform attitudes towards these issues. URDC's Yuri Konkin noted that *"for the first time national and regional levels of government will be on board with the most motivated partners – the parents of children with disabilities…The whole community will change…it will become more tolerant."* Indeed, with parents on board, the movement towards inclusive education took off in Ukraine. Supported by numerous First Ladies, URDC's Inclusive Education program was extended to over 8,000 classrooms, and in 2017 Ukraine signed the UN Convention on Inclusive Education.

Moreover, when sustainable communities are *"augured by skilled leaders and members who are well resourced, then the community has the capacity to increase its base of power and influence*."[55] UFCE is thus concerned with providing a degree of legitimacy and agency to

[54] Laverack, "An Identification and Interpretation," 12.
[55] Goodman, "Identifying and Defining," 270.

communities in order to resist negative change and promote internal interests. UFCE has most successfully done this through its arranging of large-scale endowments purposed to enhance community capacity, its creating a formal executive board to give a voice to the community, and by encouraging participation of an ethnic group at a public institution.

Leadership and Community Mobilization

Lastly, it has been found that "the ability of community groups to mobilize or gain access to resources" is foundational in growing capacity. Furthermore, if those resources are unguided, efforts "often result in disorganization."[56] UFCE is indeed practiced at mobilizing community resources – its annual fundraisers, coupled with its connected members, allow the group to disperse information while mustering the financial, intellectual, and political capital of the community.

Figure 35 - Ukraine Trade Counsellor Ihor Zahlada, receives gift from UFCE's George Zaharia at the 2001 KKB. Minister Gene Zwozdesky applauds.

Once community support has been accrued, the UFCE-URDC partnership depends on strong leadership to take responsibility for getting things done, to deal with conflict, to provide direction, and to maintain community confidence. UFCE presidents bring track records of leadership, community involvement, and broad expertise.[57] Leadership abilities are augmented by strong community participation, and together this dynamic fosters regular streams of resources and activity.

Relationship with MacEwan University

UFCE's relationship with MacEwan has evolved over time. In 1994, the institution remained a community college, while in 2009 MacEwan became Alberta's sixth university. The gradual

[56] Laverack, "An Identification and Interpretation," 7.
[57] See Appendix A.

shifts in institutional focus that occurred over the evolution of the institution have impacted the way in which UFCE and MacEwan interact, share ideas, and plan for the future. Many UFCE members recognize that their collective expertise has earned a degree of legitimacy and respect from MacEwan's leaders, and this has contributed to the successful operation of the community-university engagement. Indeed, expectations of community organizers vary within different types of institutions. Different expectations imply different relationships, and this indeed is a driving force behind UFCE and MacEwan's current effort to formalize the relationship in a Memorandum of Understanding (MOU).

Figure 36 – UFCE members Julia Elaschuk, Gordon Gordey, shown with Ernest Skakun at a meeting with MacEwan"s President Dr Atkinson and Provost Dr. John Corlett (2016)

Yet there are some consistent trends that can be gleaned from an examination of the relationship between MacEwan (in all its iterations) and UFCE. At its most effective, the relationship practiced transparency, trust, and mutual consultation:

> *"During the time that I was involved, if there was anything that was very satisfying, it was that senior administration – we're talking now right at the president's level – accepted us."*[58]

> *"A four party kind of structure, a working group, was formed. That allowed them[UFCE] transparency, access into everything URDC was doing. They were informed."*[59]

> *"I think that was a strength in that we did have support, UFCE knew what we were doing."*[60]

At its least effective, staff turned over, endowments went unreported, and little consultation occurred, as the interviews with Board members and former Presidents revealed:

[58] Interviews, July 16, 2018, Interview #2, transcript.
[59] Interviews, July 19, 2018, Interview #1, transcript.
[60] Interviews, July 5, 2018, Interview #4, transcript.

> *"Universities tend to fracture into faculties and departments that have a degree of isolation. It's always a challenge at a university to build internal ties and to build interdisciplinary projects."*[61]

> *"There's a breakdown in communication. And the four party meetings have not met for the last three years."*[62]
>
> *"We didn't have much documentation because everything was done on the basis of trust with a whole bunch of people that aren't there now."*[63]

We can therefore suggest that ideals such as transparency, trust, and mutual respect – as articulated in Boundary-Spanning Theory – are vital to successful community-university engagement (CUE).

Many attempts were made at restructuring, clarifying, and generally making more harmonious the relationship between UFCE and MacEwan. For instance, in the fall of 2001, a UFCE delegation met with the then-president of MacEwan, Dr. Paul Byrne, and the Chairman of the MacEwan Foundation Harry Davis. The subject of the meeting was the UFCE- proposed relationship between the college and the foundation. At the time, URDC endowment monies constituted over 20% of the college's permanent funds ($3.0 million of $14.0 million). UFCE's expectations were clear – financial accountability, transparency, mutual consultation, long-term partnering, and the priority use of endowment revenue for URDC programming. The overall tone of the meeting was positive. Dr. Byrne "appeared to have a very good understanding of the hopes and aspirations of UFCE," while even the more reticent Harry Davis "expressed support for the development of a very special relationship between UFCE and the MacEwan Foundation."[64]

Yet, early the next year, a significant effort got underway to vet the relationship between UFCE, URDC, and MacEwan. UFCE had voiced concerns in January over fund management by the Foundation and over the nature of the relationship. In February, MacEwan senior administration began a review of the roles of URDC and UFCE at MacEwan, finding that "there is confusion amongst the college staff regarding the role and mandate of URDC."[65] UFCE, it was concluded, was "generally seen to be beneficial for the college, the community, and the students."[66] The college wanted clarified job descriptions, an advisory committee, and more principal endowment money for the budget of URDC.

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[61] Interviews, July 19, 2018, Interview #1, transcript.
[62] Ibid.
[63] Interviews, July 5, 2018, Interview #6, transcript.
[64] Summary Notes of Special Meeting (December 2, 2001), 184.
[65] Letter from J. Paterson-Weir to Dr. Byrne (February 19, 2002).
[66] Ibid.

Figure 37 – The UFCE Board and David Atkinson meet with Ihor Kobel (UCU), Mykhailo Shelemba and Taras Moroz of TSMU.

In reality, the main point of issue was the designation for the $2.2M original operational fund – MacEwan had been splitting the budget between URDC and the Eastern European Leadership Team (EELT). UFCE found it unfair that endowment revenue belonging to URDC was used to subsidized the budget of EELT. The tensions over the designation of the $2.2M fund nearly led to the splitting of URDC from MacEwan. UFCE meeting minutes show that a split was likely if "MacEwan does not view the endowment as designated for URDC," and indeed a letter from UFCE to Dr. Byrne indicated that "should things not work out, the College would assist in the transition of URDC to another location."[67] Evidently, this was not the case. UFCE held a special meeting in April of 2003 and recommitted itself to URDC and its mandate, and with the acquisition of Peter Kule's donation shortly after (the creation of the Kule Chair), the immediate funding issue for URDC was resolved.

Yet history reveals that the main area of friction between UFCE and MacEwan has been in the management of such endowments. In 2014, after three additional endowments had been created at MacEwan for URDC, UFCE began in earnest an attempt to account for the existing funds and to understand how they had been managed: *"The Ukrainian Foundation for College Education (UFCE) has grave concerns as to the operating budget of the Ukrainian Resource and Development Centre (URDC)."*[68] Once again, the efforts of a decade previous to define the relationship had been lost. The new president, Dr. David Atkinson, and a new slate of senior administrators meant that the engagement dynamic needed to be re-articulated – indeed, the university felt it must gain "a clear understanding of what URDC's goals might be"[69]. A

[67] Letter from UFCE to Dr. Paul Byrne (April 12, 2002).
[68] Letter from UFCE to Dr. Atkinson (June 12, 2014).
[69] Letter from UFCE to Dt. Atkinson (August 29, 2014).

Memorandum of Understanding (MOU) signed in December of 2014 sought again to establish the terms of the relationship. Yet with Atkinson's departure in the summer of 2017, UFCE was again obliged to refresh the MOU with the incoming president Dr. Deboarh Saucier. On September 11, 2018, UFCE signed its third major Memorandum of Understanding with MacEwan, setting up the relationship through 2020.

Figure 38 - UFCE members Gordon Gordey (President, left), Dr. Olenka Bilash, and George Zaharia with MacEwan President Dr. Deborah Saucier at the 2018 KKB

The unevenness of this relationship requires us to understand what makes a CUE relationship successful. UFCE and MacEwan have functioned well when trust relationships existed, transparency was a practiced philosophy, and mutual consultation was the norm. Yet what happens when old staff are replaced? More than once, UFCE has been forced to re-articulate its role, purpose, and importance to a new and unaware administration, as well as its benefit to MacEwan University. Sadly, never has this discussion been initiated by MacEwan – that is, MacEwan has typically held meetings about matters behind closed doors and conveyed their unilateral decision to UFCE and URDC.

Part II –CUE and Boundary-Spanning as Keys to the Success of UFCE and URDC in Developing and Sustaining Relationships at MacEwan

As Part I of this history reveals, the Ukrainian Foundation for College Education has been a success in many ways. Through its arranging large-scale financial endowments, fundraising activities, project support, and institutional mediation, UFCE has increased the capacity both of the Ukrainian community and of MacEwan University activities in Canada and abroad. Such boundary spanners operate at the nexus of the community and higher education institutions.[70]

[70] Mull, Casey."A Dissertation of Boundary-Spanning Actors Within Community Engagement." *Journal of Higher Education Outreach and Engagement.* 20 (2) (2016) :157

This is in keeping with Miller's view that "boundary spanners are aided by contextual and interpersonal skills, trust and connectedness …(and) are motivated by an underlying loyalty and a fundamental socially conscious impetus – one which invites active advocacy for the oppressed via strategic collaboration."[71]

Community University Engagement

It is notable that while much CUE literature considers only local perspectives, UFCE– as an ethnic and diasporic community organization with partners across many countries –has served to increase social justice abroad, by factoring into MacEwan University's local and global engagement agenda. Given that a definitive aspect of diaspora is the belief that members should be committed to the advancement or restoration of their original homeland, we see that UFCE-led engagement with MacEwan, motivated by diasporic sentiment, results in CUE and internationalization outcomes for the host university.

In this section, we discuss extant research in support of engagement, and offer UFCE as an example of an engaged diaspora operating on boundary spanning principles. We conclude that UFCE's success has been underwritten by an adherence to principles of engagement through boundary-spanning, and suggest that other ethnic and diaspora groups, when accepted as partners, could operate similarly thus increasing capacity at other Canadian universities.

[71] Miller, Peter. "Examining the Work of Boundary-Spanning Leaders in Community Contexts." *Journal of Leadership and Education.* 11, no. 4 (2008): 353.

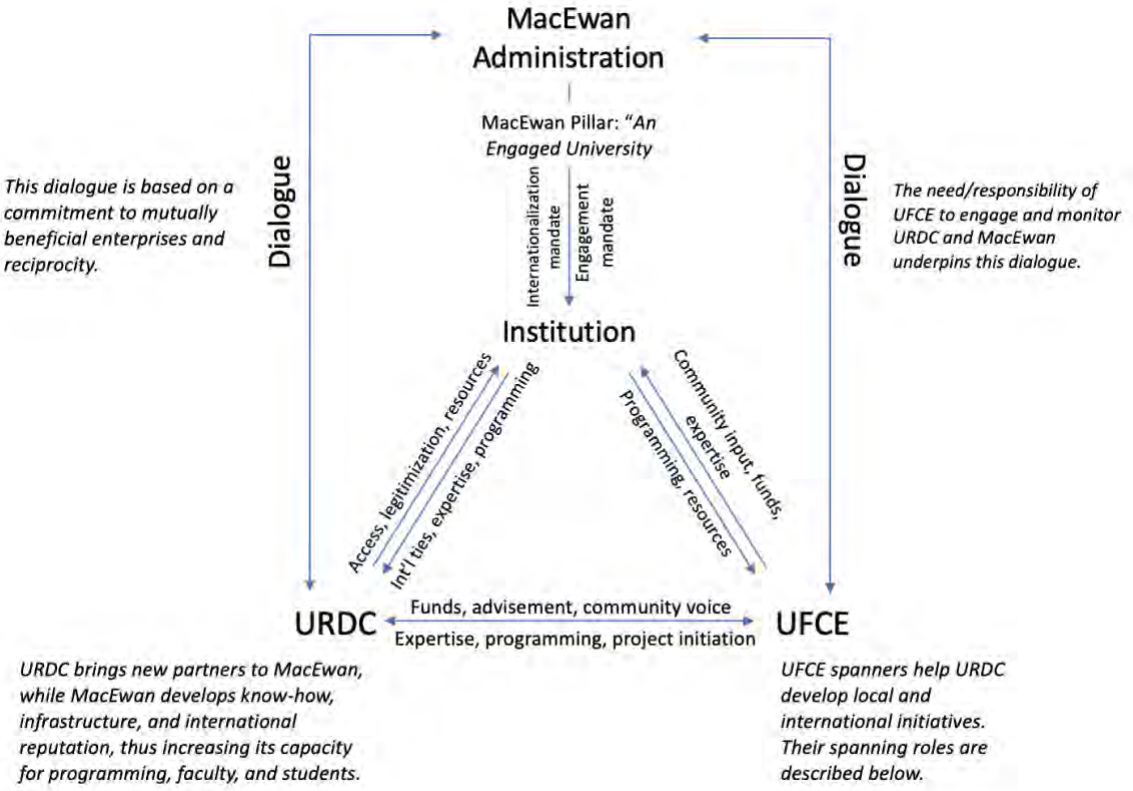

Figure 39 - A Dynamic Model of Ethnic Diaspora CUE

Ethnic and Diaspora Engagement

The meaning of what it is to *engage* has been subject to change. It has been over 20 years since the first calls for higher education to become more service-oriented in their community were issued. Boyer's "Scholarship Reconsidered," Glassick, Huber, and Maeroff's *Scholarship Assessed*, and Lynton's *Making the Case for Professional Service* brought attention to the failure of public higher education institutions to fulfill one of their core principles: serving broader public interests.[72] Moving forward from one-way dynamics of outreach and service to communities *in need*, universities and their faculty were being increasingly called to recognize the knowledge held in communities as untapped sources. Thus, a two-way and mutually beneficial relationship could emerge, whereby the university engages with its community to

[72] See Ernest L. Boyer, *Scholarship Reconsidered*: *Priorities of the Professiorat* (San Fransisco: Jossey-Bass Publishers, 1997); Charles Glassick, Mary Huber, and Gene Maeroff, *Scholarship Assessed: Evaluation of the Professiorate* (San Fransisco: Jossey-Bass, 1997); and Ernest Lynton, "Making the Case for Professional Service" (American Association for Higher Education), 1995.

exchange knowledge, facilitate research, and foster understanding. A large body of literature arose around the principles of engagement.[73] Scholars considered how a university might effectively commit itself to engagement, how it might be institutionalized and embedded in policy, and how it is affected by mission statements, culture, and external funding. All of these make important contributions to our collective understanding of what it means for a university to engage, though few extended beyond local geographies, and virtually all assume the university's institutional perspective.

As outlined, universities often attempt to serve the public good through programs of outreach to and engagement with local disadvantaged communities. However, as we inch closer to realizing a truly global society, the number of ways in which a university can see to the public good is myriad. For example, as universities endeavor to engage their communities at home, they are simultaneously becoming increasingly active abroad. International activity promises considerable tuition income, prestige, and diversification to universities. While much of this expansion is motivated by the competition of an ever-globalizing world, we hesitate to liberate international efforts from basic CUE principles. In addition to meeting bottom lines and diversifying revenue, universities should pursue agendas of internationalization based on rationales such as capacity-building and knowledge transfer. In fact, these are major criteria built into the assessment of most nationally funded research projects that take place in Canada and abroad. In this way, the concept of the public has already been globalized.[74]

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[73] See James Votruba, "Strengthening the University's Alignment with Society: Challenges and Strategies," *Journal of Public Service and Outreach*, vol. 1 (1996): 29-36; M.L. Walshok, "Strategies for Building the Infrastructure that Supports the Engaged Campus," in R.G. Bringle, R, Games, and E.A. Malloy (eds.), *Colleges and Universities as Citizens* (Boston: Allyn & Bacon, 1999): 74-95; A.J. Kezar, T.C. Chambers, and J.C. Burkhart (eds.), *Higher Education for the Public Good* (San Francisco: Jossey-Bass, 2005); Peter Miller, "Examining the Work of Boundary-Spanning Leaders in Community Contexts," *Journal of Leadership and Education* 11, no. 4 (2008): 353-371; David Watson, *The Engaged University: International Perspectives on Civic Engagement* (London: Routledge, 2012); David Watson, "The University in the Modern World: Ten Lessons of Civic and Community Engagement," *ECSJ* (2008): 43-45; Robert Bringle and Julie Hatcher, "Institutionalization of Service Learning in Higher Education," *The Journal of Higher Education* 71, no. 3 (2000): 273-290; Marilyn Amey, Dennis Brown, and Lorilee Sandmann, "A Multidisciplinary Collaborative Approach to a University-Community Partnership: Lessons Learned," *Journal of Higher Education and Outreach* 7, no. 3 (2002): 19-26; K. Ward, *Faculty Service Roles and the Scholarship of Engagement* (San Francisco: Jossey-Bass, 2003); Barbara Holland, "Institutional Differences in Pursuing the Public Good," in Kezar et. al. *Higher Education for the Public Good*, 235-259; and D.J. Maurrasse, *Beyond the Campus: How Colleges and Universities Form Partnerships with their Communities* (New York: Routledge, 2001).

[74] Kemal Guruz, *Higher Education and International Student Mobility in the Global Knowledge Economy* (Albany: State University of New York Press, 2008).

The rationale that has reified engagement principles in universities across the West should be directly transposed onto the international scene. Individualism in the ideological sense – the one that privileges market forces above all else – has been shown to be insufficient in supporting global economies. As Nixon has put it, events like the 2008 financial crisis "remind us that individualism is part of the problem, not part of the solution and that whatever solution is to be found will begin with the rediscovery of shared responsibility."[75]

UFCE as Boundary-Spanner in CUE

According to recent work on the place of boundary-spanners in CUE, individual boundary-spanners can be defined as "actors who are primarily responsible for interacting with constituents outside their organization."[76] Developing interpersonal and inter-organizational trust often have been cited as central to a reciprocal relationship.[77] Community actors, and especially those with the motive set of ethnic diaspora, interacting with the institution also pursue and require mutually reciprocal boundary-spanning roles. Authentic reciprocal engagement must reflect the unique interests of stakeholders.[78] In this sense, the community is understood as an organization, within which its ethnic diaspora component function as ideal boundary-spanners. However, leaders in the field of CUE, such as Weerts and Sandmann only take the perspective of the institution – that is, most literature concerns how best *an institution* can engage its surrounding communities, and do not prioritize the development of a relationship of reciprocity.

Some scholars have recognized that the type of engaged community significantly influences the direction of the higher education institution's engagement agenda.[79] This phenomenon is visible in the case of UFCE, URDC, and MacEwan, wherein an ethnic diaspora (UFCE) supports URDC and MacEwan programming in fields and regions of interest to achieve mutual goals. Diaspora are generally qualified by three elements: traumatic dispersal from the homeland, orientation towards it, and mobilization of group solidarity through boundary maintenance. They are therefore a group uniquely disposed to the activities of boundary-spanning for international programming.

The majority of UFCE's Board is comprised of members of the Ukrainian diaspora, and they perform boundary-spanning functions to engage MacEwan University and support the work of

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[75] Jon Nixon, *Higher Education and the Public Good: Imagining the University* (London: Continuum, 2011).
[76] Weerts & Sandmann, *Boundary Spanning*, 638.
[77] Zaheer, Akbar, Bill McEvity and Vincenzo Perrone, 141
[78] (Purcell, 105)
[79] Robert Bringle & Julie Hatcher, "Campus-Community Partnerships: The Terms of Engagement," *Journal of Social Issues* 58, no.3 (2002):503-516.

URDC. Yet individual boundary-spanners can fulfill any number of roles, and dependent on the type of partnership and involved organizations, these roles can take any number of forms. There is no universally applicable model that encapsulates all possible roles of boundary-spanners – the variability and nebulosity of boundaries and partnerships makes this impossible. However, in partnerships regarding communities and educational institutions, some common threads may be observed.

We begin with a model developed by David Weerts and Lorilee Sandmann, who identified four institutional boundary-spanning roles in their study of engaged universities. They are: 1) **community-based problem solvers, 2) technical experts, 3) internal engagement advocates, and 4) engagement champions.** All four categories can be seen in the actions of UFCE and the URDC Director in his/her internal relationship to the administration and faculty of MacEwan University.

In parallel, analogous boundary spanning processes can be seen in the cultural relationships of ethnic and diaspora communities. It is noted that the categories are not exclusive. Ethnic and diaspora community leaders may share aspects of one, some, all, or no categories at all. A survey in 2018 of most UFCE Board members showed how the above four boundary spanning characteristics and attitudes can be interpreted for diasporic communities as *institution-based problem solvers, community experts, community engagement advocates, and community engagement champions*.

Community-based problem solvers are described as an institution's members possessing close community links. From a community perspective, these are then understood as community members possessing close university institutional links. In UFCE these become *institution-based problem solvers* who add value by growing trust and respect with contacts in both the community and in the university.

Indeed, 43% of the Executive Board of UFCE work/have worked in post-secondary institutions. The familiarity and institutional knowledge play deeply into UFCE's ability to liaise with senior MacEwan administrators. As a former president of UFCE remarked:

> *"That's a very positive addition for us…they can't dismiss us. So suddenly these people are no longer just interested members from the community. They have a certain strength, power, presence. There are people sitting on the Board that [MacEwan] has to pay attention to."*

Technical experts are described as spanners "with a largely practical or content-focused task orientation," normally tenure track faculty.[80] In UFCE this refers to community members'

[80] Ibid., 644.

expert knowledgeable in the workings of ethnicity and diaspora cultural processes. These are *community experts.*

We found that virtually all UFCE members and URDC staff bring a level of technical expertise to their roles. As borne out by the history, the group owes much to the vast financial, legal, and political experience of its membership. Additionally, most URDC and UFCE members own a high degree of cultural knowledge – linguistic, social, historical and political. Such virtues were invaluable to the university institution in its efforts to establish international programs as well as in forging international partnerships. A former MacEwan Dean recalled how

> *"The* [URDC staff] *also assisted us right in Ukraine because they have the expertise and experience. There was somebody there, a URDC employee who was there and knew the culture et cetera so that made it much easier for our people from here who did not have international experience to get there."*

MacEwan was quite aware of the opportunity that cultural experts presented. As GMCC's International Education Coordinator Kathy Higgins pointed out in 1993, GMCC had the unique advantage of a well-established Ukrainian language resource program, the only college in Canada to have such expertise:

> *"Overseas projects stand a far better chance of success when you understand the language and culture where you're working…we have a great advantage in that Ukrainian language and culture has become one of our specialties."*[81]

Another former senior MacEwan administrator recalled the decision to go to Ukraine as driven

> "*certainly by the fact that we had URDC and UFCE. It made it so much easier, made it natural. To say, 'Well why would we not? Why would we not go and do this? Looks we've got this whole infrastructure here already. We've got people who speak the language.'"*

The same administrator continued:

> "*We have this opportunity with a whole cadre of people, who had not only the expertise in business or in their discipline in arts and science or whatever, but the language skills and the cultural knowledge…We know where we can go and get experts who are not tainted by the Soviet era to come and help us in developing a free and democratic society."*

[81] *Centrepieces* (Fall/Winter 1995, p. 5).

The third category, internal engagement advocates, are described as institutional leaders who work to create infrastructure for engagement ,such as budgets, structures, reward systems . They usually hold senior positions (deans, provosts, and other executives). From an ethnic or diaspora community perspective, these are community leaders who work to create community links to the university (e.g.members of UFCE), those who contribute donations, organize fundraising events, and endowments. This category becomes *community engagement advocates*.

UFCE Board members fill the role of community engagement advocates. One current Board member described its role:

> *Well very often an organization or group of people is an interest group, so they're there nattering on behalf of whatever they're supporting. Normally it's without bringing any money to the table…UFCE on the other hand, we raise money and [contribute] money to the operational good of URDC…For example, they were running that program in Ukraine for business students, and then some of those students would then come to Canada on practicums. We supported those students, we gave them money when they were coming here."*

Lastly, engagement champions are described as boundary spanners who are integrated with the community and possess a socio-emotional and leadership task orientation. Unlike the internal university advocates who spend much of their time in campus committees or meetings to build infrastructure for engagement, *community engagement champions* are more likely to have a stronger external dimension to their work. Specifically, champions focus heavily on creating alliances and organizational networks to support engagement (fund-raising and political action).[82]

These roles translate directly onto the URDC director, and somewhat onto the UFCE president of community fundraising groups and engagement organizations. In our framework, the director of URDC, the president of UFCE, and UFCE membership, play pivotal roles in bridging communities, institutions, and international institutions. It is indeed an expectation that potential members be proficient in these areas. They perform boundary-spanning roles across the spectrum – organizing infrastructure, engaging the community, liaising with university administrations, and maintain reporting lines within their organization(s).

For instance, nearly every UFCE president and member owned both institutional and community-based experience before assuming their respective role:

> *"[I] retired serving as a superintendent of schools of Fort McMurray, coordinator of private schools in the province, and providing these services to several private schools including Alberta College."*

[82] Weerts & Sandmann, *Boundary Spanning,* 648.

Another member *"had to think about [joining UFCE] because [he] was an employee of MacEwan University."* One president "*had just finished as chair at NorQuest College"* upon his appointment, while another brought experience from "*several assignments in Poland, Ukraine, Armenia, having to do with private schools, the creation of private schools, their funding, all of these"*[83]

These extant links to the institution, to international schools, and to the process of educational administration itself added value to boundary-spanning interactions conducted by each of the individuals: *"I had community trust, Board trust, and I definitely had university trust because I was one of them for over 40 years."* UFCE and URDC have therefore consistently sought individuals with such boundary-spanning capacity to lead and comprise their organizations.

Summary

Ethnic and diaspora communities are able to excel at boundary spanning in developing sustained community university relationships . UFCE has significantly increased the financial capacity of URDC to carry out both domestic and international projects to the benefit of the Ukrainian Canadian community, MacEwan University in Edmonton (i.e. faculty, students and administrators) and the academic institutional partners in the country of Ukraine.

This report indicates that UFCE and URDC have partnered with a range of Ukrainian Canadian community and university institutions. Domestically, the two have worked with over a dozen organizations including the Canada Ukraine Foundation, the Canadian Institute of Ukrainian Studies, the Canada-Ukraine Research Team, the Canada Ukraine Alliance for Hard of Hearing and Deaf Persons, Canadian International Development Agency , the Canadian Bureau of International Education, and many more. URDC has also partnered with various Canadian colleges and Universities in carrying out major development projects.

On the international stage, UFCE and URDC have communicated with and funded ground breaking collaborations in partnership with five higher educational institutions in Ukraine, including NaUKMA, TSMU, and UCU universities, the International Institute of Business and the Academy of Pedagogical Sciences of Ukraine. These institutions, while immediately benefitting from URDC and MacEwan's programming, have gone on to develop self-sustaining change and to form multilateral partnerships.

UFCE has had a profound and wide-ranging impact on the above involved constituents by ensuring that major donors have created sustaining endowments with the Grant MacEwan

[83] Quotes from *Interviews*.

University Foundation. UFCE has also contributed over $500,000 directly to URDC from the proceeds of the Kyiv Konnection Banquets and Golf Tournaments. UFCE has supported international exchanges through sustainable structures such as the Alberta-Ukraine International Awards, the Kule Visiting Scholar Fund, the Canada Ukraine Scholarships. UFCE and URDC have seen over 180 students and faculty visit MacEwan from overseas, and helped send more than 50 MacEwan personnel on faculty exchanges and work-study trips. Moreover, UFCE has dispensed over $200,000 on its own to facilitate those exchanges.

We have argued that UFCE is both an ethnic and diaspora organization as it includes members with both sentiments. As such, Board members fill certain boundary-spanning roles to more effectively communicate, collaborate, and share with a range of stakeholders. These include MacEwan, Ukrainian universities, the Ukrainian Canadian community, and student award recipients. UFCE boundary spanners have been encouraged by a university institution committed to the principles of engagement, with the result that mutual respect has been developed and underpinned the longevity of the UFCE-MacEwan relationship.

Much has been achieved by UFCE in its first 25 years of service. However, we have also noted that the UFCE-MacEwan CUE relationship has suffered from some lack of clarity among senior MacEwan personnel as to the functions, roles, financial specifics, and positions of UFCE and URDC at MacEwan. The topic of attaining greater clarity has been the subject of several UFCE retreats over the years. Three memoranda have been signed between UFCE and MacEwan over the duration of the relationship, each iteration endeavoring to formalize the arrangement in a clearer manner. The issue arises most often when turnover occurs in the senior personnel of the university administration.

Conclusion

As our model of CUE at MacEwan demonstrates, UFCE and URDC have enjoyed direct communication lines with the uppermost level of MacEwan administration during most of their tenures. In a very real sense, this arrangement is a key factor that allows the dynamic to work fluidly. UFCE helps URDC to avoid being limited to a single faculty and supports local and international programming in a range of fields such as business and nursing. With the boundary spanners on its Board UFCE provides financial resources to MacEwan's endowments, infrastructure, and knowledge, while MacEwan gains direct access to the resources in the Ukrainian ethnic and diasporic communities. For a time, this relationship was reflected in the four party meetings between the Dean, MacEwan's Finance Department, URDC, and UFCE. These meetings promoted the transparency and trust central to CUE:

> *"So this involved the community very intensely, informing them about what was going on, and this business of treating the community as a full partner, respecting the*

> *community, accessing the community's knowledge about Ukraine, and getting community feedback on projects. This was possible in this arrangement because there was full transparency and disclosure, and this is at the heart I believe of a successful community-university engagement project."*[84]

Indeed, the need for inter-personal and inter-organizational trust has been identified as a crucial factor in collaborative relationships.[85] Establishing memoranda, holding annual budget meetings, and upholding close networks of communication can help the cause. Moreover, recent work suggests that, in a boundary-spanning context, spanners must be trusted internally as they are externally.[86] The implication is that organizations such as UFCE must understand their boundary-spanning behaviours, and the institution must itself comprehend clearly its engagement responsibility.

Communities are strengthened when members span outwards. Minority ethnic groups can gain capacity and legitimization through such activities. Forming and maintaining external links through engagement creates avenues through which members may gain knowledge, apply existing skills and capital, and lead future generations. Further, such pathways work to mobilize community resources, capitalizing on what are otherwise dormant capacities. Community leaders pursue the community's interest and obtain with the necessary resources through intentional engagement strategies.

Conversely, UFCE – and indeed all ethnic and diaspora communities – present opportunities for institutions of higher education to fulfill their social mandate. They are uniquely disposed to the goals espoused in university policies around the world yet remain an underutilized asset in the ever-globalizing higher education industry. It is incumbent on universities to mobilize their infrastructure and resources to communicate and collaborate with their ethnic and diaspora communities to benefit the public good.

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[84] Interviews, July 19, 2018, Interview #1, transcript.
[85] A. Zaheer et. al., "Does Trust Matter? Exploring the Effects of Inter-organizational and Interpersonal Trust on Performance," *Organization Science* 9 (1998): 141-159.
[86] Frens Kroeger & Reinhard Bachmann, "Trusting Across Boundaries," in Janice Langan-Fox and Cary Cooper (eds.), *Boundary-Spanning in Organizations: Network, Influence, and Conflict* (New York: Routledge, 2014).

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APPENDIX A - UFCE PRESIDENTS

Dr. Albert (Bert) Hohol (1994-1998)

Dr. Hohol was a charter member of UFCE and its first President. He brought experience in the RCAF, education, school administration, and political arenas to UFCE's executive. Dr. Hohol also served as Minister of Alberta Advanced Education. He volunteered much of his time around the community, especially at St. Andrew's Ukrainian Orthodox Church, and was central in the creation of the Institute of Ukrainian Studies at the University of Alberta. Dr. Hohol passed away peacefully on November 17th, 2017, at age 94.

William T. Pidruchney (1998-1999)

Bill Pirdchuney was a founding member of UFCE and served as its first Secretary. He was a highly respected lawyer and member of the Ukrainian Canadian community and exerted great influence in its organization. As President of UFCE, Pidruchney oversaw support for URDC in the CBMPU, the establishment of URDC's office in Kyiv and the launch of the series of *Kyiv Konnection* Banquet fundraisers. He passed away in the summer of 2010

Dr. Steven Kashuba (1999-2002)

Dr. Kashuba has held many positions on the UFCE executive, including two years as President. During his tenure, he oversaw the amended and restated Trust indenture between the Strathcona Ukrainian Bilingual Association and UFCE which was signed on September 30, 2001. He has authored two novels on Ukraine and Eastern Europe: *Once Lived a Village* (2007) and *Destination Gulag* (2013)

Alan Skoreyko (2002-2004)

Alan Skoreyko has an MBA from the University of Alberta and has worked in a multitude of fields including development, building, and management industries. As president, he handled UFCE's support for the Canadian Business Management Program in Ukraine, organized multiple charity golf tournaments, and oversaw the creation of the Alberta International Education Awards.

George Zaharia (2004-2009)

George Zaharia has held many roles on the UFCE Board. Besides his presidency, Zaharia has acted as Treasurer for many years, keeping watch over all UFCE's and UFCE Trust's financial matters. His keen financial mind has been a benefit to UFCE many times, especially in monitoring the endowment funds. He oversaw the signings of a number of gifts and endowments, including the Kule Visiting Scholar Fund in 2006, the Chair of International Health in 2008, and the Gene Kinasewich Fund.

Dr. Ernest Skakun (2009-2016)

Dr. Skakun was elected president in 2009 after serving for years as Vice-President. Skakun is a Professor Emeritus at the University of Alberta, and has also served as Past-President of St. Andrew's Ukrainian Orthodox Sobor, Vice-President of St. Andrew's Men's Club, President of the Order of St. Andrew, and one of the directors of St. John's Fraternal Society. He has been an active promoter of UFCE's initiatives, having awarded many scholarships and grants. Notably, in 2010, he with his spouse, Vivian, along with Dr. Michael Rodda, travelled to Ukraine as part of the Inclusive Education Project.

Gordon Gordey (2017-)

Gordon Gordey has a BEd, MA and MFA in drama studies from the University of Alberta. Gordey has taught at the University of Alberta, Dalhousie University, and MacEwan University. He also worked for 15 years at the Alberta Human Rights Commission. As Artistic Director of the Ukrainian Shumka Dancers his original theatre dance works have toured to major theatres in Canada, Ukraine, and China. He is a Board Member of the national Ukrainian Canadian Foundation of Taras Shevchenko. With UFCE he champions community engagement with MacEwan University guided by long-term strategic planning. He is is currently championing the implementation of the Kule Chair in International Health

APPENDIX B - UFCE MEMBERSHIP

Bill Baziuk
John Benson
Dr. Olenka Bilash
John Boyko
Suzanna Brytan
Dr. Walter Buck
Eugene Chamczuk
Brent Chmiliar
William Chmiliar
John Chomiak
Alice Chumer
Nestor Chumer
Most Rev. Myron Daciuk
Stephanie Dowson
Ron Dutchak
Bill Dymianiw
William Dymianiw
Elsie Elford
Wiiliam Fedeyko
Luba Feduschak
Dr. Cornel Filipchuk
Ron Galagan
Roma Gauk
Gordon Gordey
Rena Hanchuk
Elaine Harasymiw
Larisa Hayduk
Dr. Albert E. Hohol
Len Hudyma
Gene Huk
Wally Jaciuk
Dr. Steven Kashuba
Robert Kinasewich
Peter Kmech
Khrystyna Kohut
Yuri Konkin
Peter Kossowan
Dr. Lorne J. Kott
Lon Kowalek
Dennis Kowalishin
Donna Kowalishin
Dr. Maryana Kravtsenyuk
John Krupicz
Dr. Peter Kule
Ivan Kupchenko
Julia Megley-Elaschuk
Vitaliy Milentyev
Harry Mosychuk
Orest Mulka
Dr. Gerri Nakonechny
Elizabeth Olynyk
Orest Olenick
E. Onusko
Darlene Panych
Cliff Perritt
Alexander Petryshyn
Dr. Roman Petryshyn
Ed Piasta
Irka Pyzyk
Darcya Rolland
Howard Samoil
Dr. Peter Savaryn
Dr. Michael Schubyn
Andriy Semotiuk
Randy Seniuk
John Shalewa
Suzanna Sidlar
Dr. Ernest Skakun
Allan Skoreyko
David Skyrpichayko
Ed Stawnichy
Dr. Oksana Suchowersky
Olesia Talpash
Walter Tkach
Nick Tywoniuk
Dr. Marian Weleschuk
Molly Anne Warring
Roman Wiznura
Morley Workun
Paul Yewchuk
Anna Zwozdesky
Gene Zwozdesky

APPENDIX C – AIEA AWARD RECIPIENTS

Dr. Natalia Chemerkina
Oksana Miakushko
Dmytro Muratov
Dr. Oksana Taranchenko
Tetyana Bernyk
Zoriana Leniv
Maryana Zakharchuk
Yuliya Kolomiets
Vladyslav Tyschenko
Oksana Tyschenko
Elyana Danilavichiutie
Ihor Nester
Yulia Derkach
Anna Zamsha
Svitlana Sofichuk
Nadiya Drofiak
Oksana Fedorenko
Irna Hudym
Olga Prokopenko
Tetyana Kutsenko

APPENDIX D – CBMPU Ukrainian Practicum Students

2000 - Larysa Sukhovatkina, Natalia Melnichenko, Volodymyr Sukhovatkin, Iryna Khorzevska, Liumyla Vasylyk, Andriy Chytovets, Alla Kovtun, Natalia Pikula, Andriy Kononeko, Yevgeny Kozlov.

2001 – Volodymyr Haidash, Volodymyr Khalupko, Inna Kotsyubska, Nataliya Koshil, Marina Shuvayeva, Oleksandr Surzhyk

2002 – six students, names missing.

2003 – four students, names missing.

2004 – Igor Beck, Oksana Dzyuba, Mar'yana Gryga, Svitlana Kryshtalska, Georgiy Onyshchenko, Olexandr Yurkevych.

2005 – Oksana Gerasymenko, Maryna Kholabayeva, Sergiy Kravchenko, Tatiana Zakhrova

2006 – Yevgeniy Filatov, Galyna Maguza, Pavlo Morozov, Roman Nesmyeyanov, Dmytro Sihov.

2007 – Ivan Bodnarchuk, Borys Deriy, Volodomy Melnychuk, Vadym Polischuk.

2009 – Oleg Grabovetskyy, Danylo Bezmenov, Hanna Meleh, Svitlana Kuhtina, Serhiy Sokurenko

2011 – Natalia Bakurova, Diana Korobova, Natalia Lukianenko, Tetiana Magurchak, Valeriia Pitiakova, Kseniia Solovey.

UFCE provided a total of $59,500 based on documentation, for an average of $5,409 a year.

APPENDIX E - Visitors in Higher Education from Ukraine to URDC

1991 - Tetiana Vorobyova

1994 - Dr Tatyanna Chernychenko (Nursing Ukraine Ministry of Health); Victor Batyuk, (Ukraine's Ambassador to Canada); Dr. Lesya Baturska (NaUKMA); Dr. Natalia Andrievsky (NaUKMA); Dr.V. Brioukhovetsky (NaUKMA)

1995 - Vitaliy Ovsienko, Canada Ambassador to Ukraine Christopher Westdal; Victoria Soldatova, Marina Burlachenko, Anatoly Alimov, Ilona Lemeshko; Oksana Medveda, Anton Shmagin, Katerina Smaghliy, Hanna Rudyck,

1996 – Dr. Sophia Pokhodnia and Natalia Shumkova (NaUKMA), Orest Logounov (NaUKMA);. Tatyana Chernychenko, Dr. Volodymr Tarasiuk, Dr. Ina Hubenko, Dr. Yurij Voronenko, Dr. Vasyl Pishak; Dr. Olena Kurovska (NaUKMA), Larysa Fedoryachenko (NaUKMA).

2000 - Dr. Liudmyla Formicheva (Drahomanov State)

2001 – Ihor Zahlada (Trade Counsellor for the Embassy of Ukraine); Oleksandr Savchenko, Olena & Oleksandr Radchenko.

2002 – Anna Vlasova, Karina Banashevych, Ruslan Lemeschuk

2004 – Dr. Vitaly Bondar; Dr. Natalia Chemerkina, Oksana Miakushko, Dr. Oleksander Savchenko, Dr. Alla Kolupayeva; Iryna Kuschenko, Svetlana Litovchenko.

2005 - Yaroslava Fedoriw and Lidiia Ratushna (NaUKMA); Dr. Mykola Polischuk (Minister of Health of Ukraine)

2007 - Dr. Oksana Taranchenko, Tetyana Bernyk (ISP); Zorianna Leniv, Maryana Zakharchuk (Ivan Franko University)

2008 – Oleg Koval, Artem Zemelyev

2009 - Dr. Serhiy Kvit; Dr. Stepan Chekovsky (Ivan Franko), Dr. Alexandr Bilchenko (Kharkiv Medical Academy)

2012 - Anna Zamsha and Svitlana Sofichuk,

2013 – Dr. Svitlana Oksamytna (NaUKMA); Dr. Olexiy Haran (NaUKMA); Vadym Prystaiko.

2014 - Oleksiy Haran, Dr. Serkiy Kvit. Olga Propopenko and Tetyana Kutsenko, Dr. Svitlana Oksamytna; Dr. Svitlana Yastremska, Dr. Mykhaylo Korda, Dr. Igor Mysula, Tamara Rybalka, Dr. Natalia Petrenko (TSMU)

2015 - Dr. Mykhailo Korda (Rector TSMU), Olga Poliukhovych

2016 – Dr. Serhiy Kvit, Tetiana Antoniuk, Dr. Anatoly Oleksiyenko, Zarina Khalimon, Cassian Soltykewych, Dr. Ihor Kobel

2017 – Dr. Natalia Haliyash (TSMU), Zarina Khalimon (NaUKMA), Taras Moroz (TSMU), Mykhaylo Shelemba (UCU), Khrystyna Snihura (Ivan Franko), Anastasia Vedernikova (UCU), Dr. Sergiy Kvit, Oksana Pasichnyk (UCU), Dr. Tamara Martsenyuk (NaUKMA)

2018 - Dr Darya Orlova (NaUKMA), Dr. Myroslav Kashcuk (UCU), Dr. Danylo Sudyn (UCU), Dr. Dmytro Myronovych (UCU), Dr. Oksana Miheeva (UCU), Hanna Saturska, Olha Namisniak, Yurii Petrashyk

APPENDIX F - MacEwan Staff Who Visited Universities in Ukraine

1991 – Marie Lesoway (URDC) studies in Lviv

1992 – Six Canadian specialists – Robert Roy, Leonard Fundytus, Jean Webb, Grant Wood, Ron Bawtinhimer, Don Bushe - visit Ukraine to consult on Agriculture Project

1993 – Orysia Krucko

1994 - Dr. Geraldine Nakonechny (Nursing)

1995 – Dr. Len Bauer, Allan North, Barbara North (English Department), Laurie Morison

1996 – Camille Romaniuk (Nursing instructor)

2000 – Janet Riopel (Chair of BoG), Cathryn Heslep (Director, Student Services), Ted Sadlowski (Chair of Management Studies), and Margo March (Executive Assistant) attend graduation ceremony of the first CBMPU class at the International Centre for Privatization, Investment, and Management (ICPIM) in Ukraine. In May, Geralyn St. Louis (ESL teacher) travels to Kyiv to study EL education there. Margo March (above) conducts workshop in Ukraine for Executive Assistants.

2002 – Premier Ralph Klein visits Ukraine, visits MacEwan's Kyiv programs. MacEwan sends delegation of Dr. Janet Paterson-Weir (VP Academic), Dr. Bill Mucklow (Chair, Student Recruitment), Monika Weber (Chair, Management Studies), Orest Mulka (UFCE) and Dr. Roman Petryshyn (Director, URDC). Peggy Quinny (Dean of International and Program Studies) visits Ukraine for Canadian Bureau of International Education (CBIE) conference.

2004 – Dr. Roman Petryshyn and Bohdan Horich of MacEwan observe presidential elections in Ukraine from Kyiv. Dr. Michael Rodda (Psychology), Lucy Horbay (Instructor, Teacher Assistant program), and Dr. Petryshyn (URDC) visit Kyiv as part of special-education conference.

2005 – MacEwan President Dr. Paul Byrne, and Dean of Business Elsie Elford, visit Ukraine to review Ukraine partnerships.

2008 – Anna Horban (Director, Representative Office) speaks at the Artek Dialogs Educational Forum in Crimea to announce the CIDA-funded Inclusive Education Project.

2009 – Elsie Elford and Monika Weber travel to Ukraine to visit the IIB.

2010 – Dr. Rodda and Dr. Ernest Skakun (UFCE) visit professionals in Lviv and Kyiv to assist in Inclusive Education project. Drs. Tim Loreman (Concordia University College), Donna Richmond (University of Victoria), and Cheryl Crocker (Instructor, MacEwan University) conduct workshop in Kyiv on methods of differentiated instruction as part of the Inclusive Education Project, Mike Henry (MacEwan's Associate Dean of Business) visits Ostroh Academy in Ukraine.

2013 – Dr. Donna MacLean (Nursing) visits TSMU

2014 – MacEwan President Dr. David Atkinson, as well as former dean of Health Sharon Bookhalter, visit TSMU to sign new agreement.

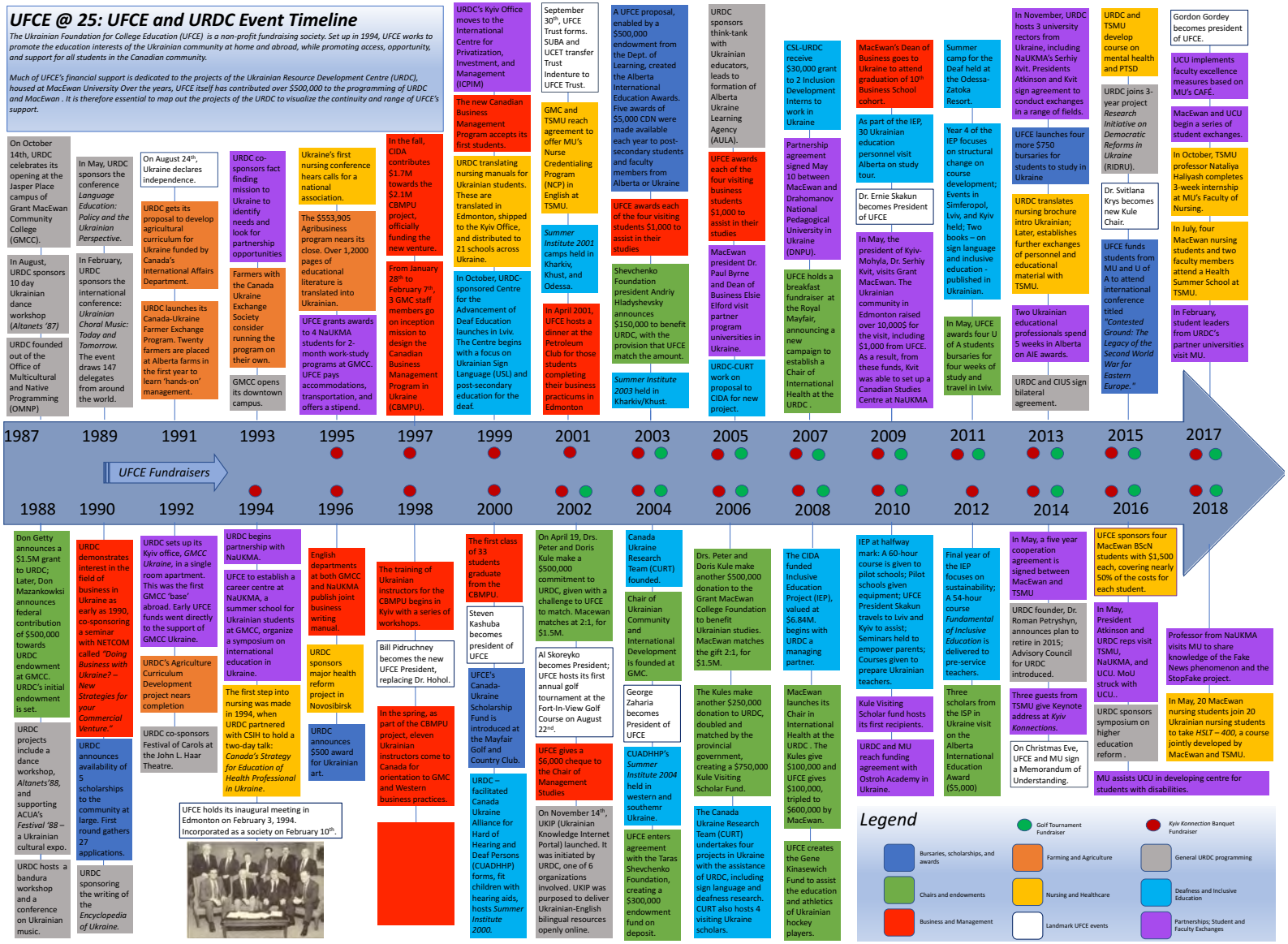
2015 – MacEwan delegation of Dr. Elizabeth Burgess-Pinto (Nursing), Dr. Lucille Mazo (Communication Studies), Dr. Petryshyn and Yuri Konkin visit MacEwan's partner universities.

2016 – Dr. Atkinson, Dr. Mazo, and Yuri Konkin (URDC) travel to Ukraine to meet with partner schools. Dr. Jeff Stepnisky (associate professor and chair, Sociology) spends three weeks at NaUKMA through Kule Visiting Scholar Fund, lecturing and presenting his research. Larisa Hayduk (advisor at MacEwan International) visits Vorokhta in western Ukraine to help develop course "Community Service Learning: Building Peaceful Communities."

2017 – Brian Gorman (Professor of Journalism, MacEwan) visits NaUKMA as guest lecturer; Collete Foisy-Doll (Director, Clinical Simulation Centre at MacEwan) delivers a series of workshops at TSMU; Dr. Burgess-Pinto and Christine Shumka (both from Nursing) accompany students to Ternopil to attend the summer school program. Dr. Atkinson speaks at TSMU after receiving the title of Honrary Professor. Cynthia Zutter (vice-provost, Research) and Carolyn Ives (interim director of CAFÉ) visit Ukraine. Abigail Parrish-Craig (chair of Services for Students with Disabilities at MacEwan) visits UCU.

2018 – 16 MacEwan personnel visit Ukraine in November for the Great Teachers Seminar. MacEwan participants include Lynne Honey (director, TLS), Shelley Josey, Tracey Cyca, Jody Marshall. Dr. Burgess-Pinto and Christine Shumka help deliver HLST 400 at the UCU and at TSMU. Professors Dr. Stepnisky and Dr. Michael Gulayets completes a two-week exchange at UCU in Lviv

APPENDIX G – Timeline of Significant UFCE Events



APPENDIX H – UFCE and BST in the Local and Global Community

The Effect of UFCE on Local and Global Communities:

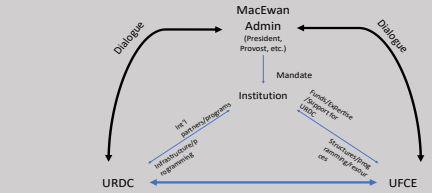
Ethnic and Diaspora Communities in Community-University (CUE) Relationships

Winter 2018

Motivation

- Explore relationship between institutions of higher education and their surrounding communities
- Address the special effect of diaspora-communities on the CUE dynamic (other studies focus on **needs based engagement**)
- Investigate *how* communities engage their universities, including individual roles in ***Boundary-Spanning Theory (BST)***
- Display range and impact of community-initiated activity by UFCE

Analytical Model



- Endowed centre at MacEwan
- Small, paid staff; Director at the centre
- Int'l projects, partner universities
- "Official BST"

- Community organization
- Diasporic majority (50%)
- Range of expertise
- Cultural knowledge

Discussion

- *Community-University Engagement (CUE)* – communities and universities working together, mutually benefitting, and growing the capacity of each.
- MacEwan University **committed to CUE and Internationalization** → "An Engaged University," and owns an Strategic Internationalization Plan.
- *Boundary-Spanning Theory* - individuals play critical roles in "crossing" institutional, vocational, cultural, and interest-based boundaries to work together more effectively = ***GOOD BST MEANS BETTER CUE***
- Ethnic communities, specifically diaspora, are excellent agents of BST (motivation, cultural knowledge, large networks, connections to homeland) for engagement AND internationalization.
- URDC is an endowed centre at MacEwan whose purpose is just that – engage the Ukrainian community at MacEwan and Edmonton, in Canada, and abroad.
- UFCE supports CUE at MacEwan by employing BST strategies to increase the capacity of both, raising and donating funds, supporting programming, offering awards, and providing expertise.
- Its members are boundary-spanners, and they fulfill a range of roles.

UFCE – Spanning Roles

- ***Cultural Experts*** – Individuals fluent in cultural areas (language, social norms, politics) otherwise little known to the institution. Such knowledge has high utility in attempts to internationalize.
  - Eg.) *"Overseas projects stand a far better chance of success when you understand the language and culture where you're working… "*
- ***Institution-based problem solvers*** - community members possessing close institutional links. 43% of UFCE Board members work/have worked in post secondary institutions.
  - Eg.) *"There are people sitting on the Board that [MacEwan] has to pay attention to."*
- ***Community-engagement advocates*** - community leaders working to create community links to the institution, those who contribute donations, organize fundraising events, endowments, etc.
  - Eg.) *very often an organization or group of people is an interest group…UFCE on the other hand, we raise money and [contribute] money to the operational good of URDC…"*
- ***Engagement champions*** – URDC Director/UFCE President. These play pivotal roles in bridging communities, institutions, and international institutions. They perform boundary-spanning roles across the spectrum – organizing infrastructure, engaging the community, liaising with university administrations, and maintaining reporting lines within the organization.

UFCE-Initiated Projects

Banquet fundraiser

- UFCE's longest running fundraiser has been ongoing since 1994. Consistently brings MacEwan admin, community, politicians, businesses together for network/information opportunity - a central platform of UFCE's strategic BST.

Golf tournament fundraiser

- Annual tournament (in running since 2002) draws community members, MacEwan admin, local business, together. **Together with the banquet series, UFCE has raised over $500,000 towards the operation of URDC.**

Endowments

- UFCE has helped arrange three of the four major URDC endowments at MacEwan, valued at over $6 million (about 80% of the value of all URDC's endowments). The revenue from these comprises over 70% of URDC's operational budget. Including UFCE' annual donation, URDC's yearly budget would be **80% smaller without UFCE.**

Award programs

- Consistently arranges for and disperses grant and award money
- Biggest achievement was the establishment of the Alberta International Education Awards in 2003. Based on a UFCE proposal, the award is now administered by Alberta Learning and has distributed $25,000 annually since its inception.

Support for URDC

- UFCE has notably supported these URDC initiatives

Business	*Nursing and Healthcare*	*Deafness and Inclusion*
UFCE provided over $60,000 to more than 60 practicum students	UFCE provides >$??? to exchange students	UFCE members go overseas to assist

Int'l Partners	*Exchanges*
Partnered with three top Ukrainian universities	Funded through Endowments and UFCE grants

Business: Support for MacEwan/URDC's Business Management Program between 1997-2001 → UFCE hosted over 60 practicum students, provided funding at over $60,000

Nursing: UFCE integral in establish Chair of International Health (CIH); Funded development of int'l courses; has granted over $20,000 (check) in bursaries to exchange students in nursing.

Int'l Partners: With UFCE's support, URDC/MacEwan have partnered with many Ukrainian institutions. Their 3 partner universities are the UCU, TSMU, and NaUKMA. NaUKMA has since grown from 700 to over 3,000 students.

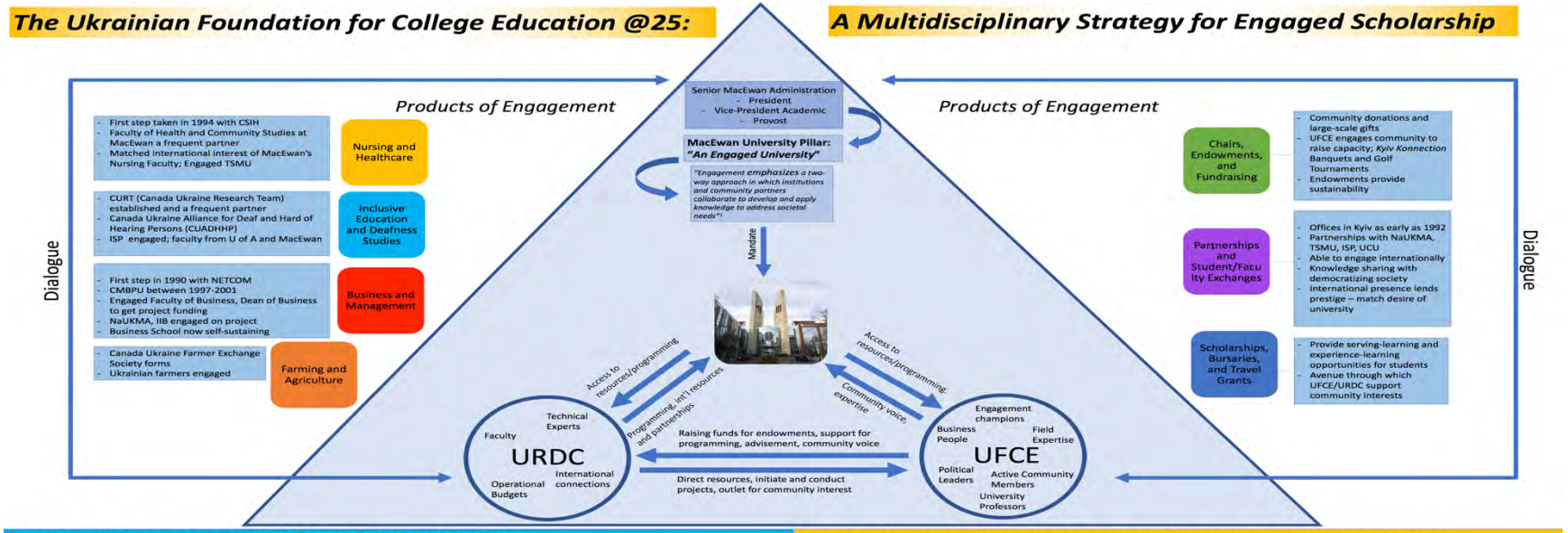
Deafness/Inclusion: UFCE a supporter of URDC's program in Ukraine. 30 summer camps held for over 2,000 children/parents/staff in 9 cities to educate about deaf ed. Efforts in inclusive ed led to Ukraine signing UN convention, arranged funding for support in classrooms.

Exchanges: Thanks to UFCE grants, endowments, and bursaries**, over 180 Ukrainian students and faculty** have visited on work/study projects, while **more than 50 MacEwan personne**l have travelled to Ukraine.

Conclusions

1. Through its boundary-spanning abilities, UFCE has more effectively engaged with MacEwan University and supported URDC.
2. Its support has resulted in large scale endowments housed at MacEwan, as well as more sustainable funding for URDC.
3. The international presence of MacEwan/URDC is largely enabled through UFCE, and therefore UFCE is integral to MacEwan's pillars of engagement and internationalization.

Appendix I – UFCE's Multidisciplinary Strategy



A Multidisciplinary Strategy: UFCE and URDC at MacEwan:

- URDC and UFCE work with a **range of faculties, organizations, and individuals** to accomplish their goals. This allows for swift and effective communitcation and maintains direct contact with senior administration at MacEwan.
- Working with a range of faculties, professors, and in a variety of fields, UFCE and URDC are able to **match the needs of the institution** with their **internal interests**, resulting in a mutually beneficial partnerships across many different areas.
- Further, forging partnerships with other organizations and overseas institutions **increases the capacity** of URDC and UFCE to engage a wider audience.

Some of the organizations that URDC and UFCE have worked with include:

- Canadian Institute of Ukrainian Studies (CIUS)
- Canada-Ukraine Research Team (CURT)
- Canada Ukraine Foundation (CUF)
- Canada Ukraine Alliance for Hard of Hearing and Deaf Persons (CUADHHP) (AUPE)
- Alberta Ukrainian Dance Association (AUDA)
- Kule Institute of Advanced Study (KIUS)
- Canadian Bureau of International Education (CBIE)
- Canada Ukraine Centre (CUC Inc.)
- Alberta Ukraine Learning Agency (AULA)
- Canadian Society for International Health (CSIH)
- Alberta Paretns for Ukrainian Education

Within MacEwan, URDC has been associated with...

- The Office of Multiculturalism and Native Studies (OMNP)
- The Faculty of Nursing
- The Faculty of Arts and Science
- The Faculty of Business
- The Department of English
- Health and Community Studies

Such affiliations increase the capacity of UFCE and URDC to work – but how do they engage with MacEwan and the community at large?

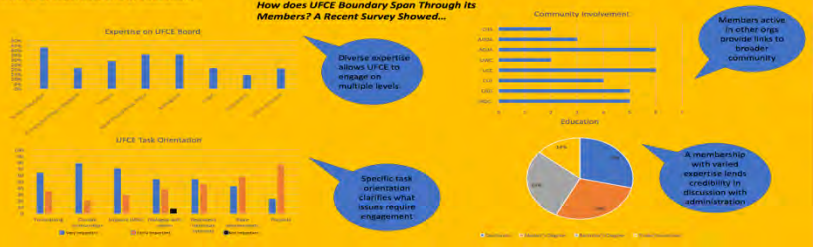
In Ukraine, URDC and UFCE have worked with...

- The National University of Kiev-Mohyla Academy (NaUKMA)
- The International Institute of Business (IIB)
- Ternopil State Medical University (TSMU)
- Ukrainian Catholic University (UCU)
- Institute of Special Pedagogy (ISP)
- Drahomanov National Pedagogical University (DNPU)

Boundary Spanning? The Key to Engaged Scholarship at Large Universities

- Engaged Scholarship is a two-way relationship between the academy and the community focused on the mutually beneficial exchange of knowledge and resources.[2]
- As institutions increase in size and scope, community engagement may become more difficult to implement.[3] Communities become passive participants rather than partners in research and knowledge sharing.
- BOUNDARY-SPANNING THEORY (BST) can help leaders at universities conceptualize linkages to the community in ways that are mutually beneficial.
- Part of what makes MacEwan, URDC, and UFCE a successful example of ENGAGED SCHOLARSHIP is the utilization of **individual boundary** spanners - people who interact with parties outside their organization. Weerts and Sandmann (2010) ID **'task orientation'** and **'social closeness'** as tools for spanning. UFCE adds to this framework: **1) expertise, and 2) education.**

How does UFCE Boundary Span Through its Members? A Recent Survey Showed...



Appendix J – Community Empowerment

Yuri Konkin (l) and Dr. Roman Petryshyn

Dr. Petryshyn (above, right), founder of URDC and UFCE creator, has provided leadership for the Ukrainian community for over 30 years. Under his watch, URDC has grown from a small community operation to a permanent and endowed centre. Petryshyn identified early on the opportunity for the Ukrainian community to serve itself in Canada and abroad:

"Ukrainian Canadians were in favour of an independent democratic state rather than a totalitarian one for Ukraine. So there was this immediate question, 'Well what should the Ukrainian Canadian community do given its longstanding political position?' Well in order to do something in Ukraine, a little unit of two people in a community college [URDC] needed to get help from somewhere. And so we needed to create a fundraising body that had some support from the larger Ukrainian community."

Yuri Konkin (above, left), URDC's 2nd Director and long-time head of URDC's Kyiv Office, has been instrumental to the international success of URDC programming.

Mykola and his mother Alena

UFCE's 2016 Golf Classic was held in support for Mykola Nyzhnykovskyi, injured near Mariupol when an undenotaed grenade exploded, killing his brother.

The event raised $20,000 – demonstrating how community awareness can drive resources

"To watch life being brought back into him has been an amazing journey." CUF's Krystina Waler

Ukraine Trade Counsellor Ihor Zahlada, after speaking on Ukraine's educational system and economic outlook, receives gift from UFCE's George Zaharia at the 2001 Banquet. Minister Gene Zwozdesky applauds.

(l to r) Ed Stelmach, Marie Stelmach, and Myrna Tataryn at the 2014 UFCE Golf Classic

UFCE's annual banquet has consistently played a vital role in keeping the community engaged and informed of the work being done at home and abroad. Ukraine's government officials, prominent businesspeople, students participating in URDC programs, Canadian ministers, and senior MacEwan personnel consistently attend the annual event and speak on important issues. Even at the second-ever banquet in 1995, UFCE hosted four NaUKMA students completing a work-study program at MacEwan College. The students spoke about their experience to an audience of over 300 people.

"Many people said that was the best part of the event…It gave them a chance to see what the money is being used for. These students are the hope for the future. The training they receive here will help them to return home and affect change." **– Long-time UFCE Board member Suzanna Sidlar**

UFCE President Gordon Gordey (l) and Board members Dr. Olenka Bilash and George Zaharia with MacEwan president Dr. Saucier (middle right) at the 2018 KKB.

Parent Empowerment seminar in Lviv, 2010

UFCE members and presidents have similarly contributed to leading the local and international communities.

In 2010, UFCE President Dr. Ernest Skakun volunteered to travel to Ukraine to help Dr. Rodda instill a comprehensive assessment program for children with disabilities. He is pictured above at bottom right.

Deaf student in Kharkiv

URDC and Dr. Michael Rodda, a leader in deaf education studies in Ukraine, drew enthusiastic paritcpation in their projects:

"I never thought anything like this would happen…everyone is so excited. You don't have to fight for change – everybody wants improvements."

"Participation without a formal leader who takes responsibility for getting things done, dealing with conflict and providing a direction for the group, often results in disorganization" (Laverack, 2001).

6. Leading & Participating

- Leadership is key to developing community
- But leadership requires strong participation.
- Capable UFCE-URDC leaders take action at a grass-roots level, growing participation.
- UFCE and URDC are successful in both regards, identifying strong leaders and motivated communities.

"The experience of many programmes has identified the ability of community groups to mobilize or gain access to resources as an important factor toward empowerment" (Laverack, 2001)

5. Mobilizing Community Resources

- Relaying information to the community gives individuals the opportunity to engage in matters of interest to them
- Community members are more likely to contribute resources towards that issue
- Resources are myriad – traditional capital, such as property and money, as well as social capital, exist in the community and are effectively applied through UFCE.

"When community organizing is augured by skilled leaders and members who are well resourced, then the community has the capacity to increase its base of power and influence" (Goodman et. al, 1998).

4. Organizing & Legitimization

- Community legitimization is characterized by the ability to create or resist change regarding community turf, interests, or experiences.
- UFCE has done this by bringing large-scale endowments to MacEwan University, creating a formal executive board to represent community interest, and facilitating participation of a minority group at a public institution.
- The result is an influential and respected community base.

(l to r) Julia Elaschuk (UFCE), Gordon Gordey (UFCE), John Corlett (provost, MacEwan), David Atkinson (president, MacEwan), and Ernest Skakun (UFCE) meet in 2016.

UFCE has succeeded on two occasions in negotiating comprehensive Memorandums of Understanding with MacEwan, each time validating the existence and utility of the organization and of the Ukrainian Canadian community.

UFCE-URDC Partnership Empowers Communities

Kane Mullen, M.A.

UFCE & URDC empower communities in Canada and Ukraine through:

1. **Growing Skills & Knowledge**
2. **Creating Communities of Practice**
3. **Sustaining Communities**
1. **Organizing & Legitimization**
2. **Mobilizing Community Resources**
3. **Leading & Participating**

Community members "must have considerable skills to ensure community capacity to address local concerns. Yet, the skills to assess community needs and implement responsive programs often are not developed…the level of community capacity may be lower in the absence of skills" (Goodman et. al, 1998).

1. Growing Skills and Knowledge

- Global experiences build communication skills, tolerance, awareness of international issues, and awareness. of alternative learning approaches
- UFCE funds students in a range of disciplines – health care, business, inclusive education, deafness studies, and the fine arts.
- These exchanges ultimately grow community ability to resolve conflict, engage constructively, plan and problem solve, and capitalize on potential.

Further, UFCE has brought over $6.5 million endowment dollars to MacEwan University. The inclusion of large-scale funding has validated the Ukrainian Canadian community as a significant player in the affairs of a large educational institution.

"UFCE on the other hand, we raise money and [contribute] money to the operational good of URDC" (former UFCE president).

"I consider the program to be very important for individual development. As a graduate, I can confidently say that I have gained a great deal of knowledge and learned how to conduct myself in a business environment." CBMPU student Ludmila Vasylyk.

The TSMU Summer School "was not solely a camp where [students] learned facts or attended lectures…but an assembly of friends coming together to learn from each other as individuals from different regions of the world." MacEwan student Jessica Katerenchuk.

"I can't emphasize how valuable and inspiring this experience was…I hope that SAMU can work with international partners in the future." MacEwan student Stephanie Nedoshytko.

Students at the TSMU Summer School

An "important domain for empowerment is the ability of the community to be able to critically assess the social, political, economic and other contextual causes that contribute to their level of disempowerment." This "process of emancipation through learning or education" has been "successfully used in a number of programmes" (Laverack, 2001).

2. Creating Communities of Practice

- Faculty exchanges create avenues through which to share ideas, knowledge, and experiences, **building better and more reliable fields of practice.**
- **Collaboration, improved teaching, and revitalized course content** are common immediate impacts.
- The result is a stimulated global academy and broader base on which to perform research.

"Whilst most agents pay lip service to the ideas of sustainability and the management potential of the community, they find this very difficult to do in practice" (Goodman et. al, 1998).

3. Sustaining Communities

- UFCE's funded projects take a long-term, sustainable approach to building communities.
- Projects give primary stakeholders control over decisions and give the community a sense of ownership.
- After funding-backed projects close, this allows the community to lead itself from the established groundwork.
- The result is a more **empowered, capable, and motivated community.**

Hard of hearing and deaf children dance to greet participants at a Summer Institute in Zaporizhija

President Dr. Paul Byrne (seated, left) and Drs. Peter and Doris Kule sign the terms for the Kule Visiting Scholar Fund (November, 2006). UFCE's George Zaharia (right) looks on.

URDC formed partnerships with Ukraine universities to modernize deaf and hard of hearing education – sign language was formerly rejected.

Summer camps were organized around the country – bringing in teachers, parents, researchers – to educate and help reform deaf education. Over 2000 children, parents, and staff have attended the now self-sustaining camps, funded by faculty and students from the Ukrainian Catholic University (UCU).

Goodman, R.M., Speers, M.A., McLeroy, K., Fawcett, S., Kegler, M., Parker, E., Rathgeb Smith, S., Sterling, T.D. and Wallerstein, N. (1998) Identifying and defining the dimensions of community capacity to provide the basis for measurement, Health Education and Behavior, 25(3), 258-278.; Laverack, G. (2001) An identification and interpretation of the organizational aspects of community empowerment, Community Development Journal, 36(2), 134-145.

UFCE-sponsored MacEwan students meet with Ukrainian students governments in Lviv

Speaking of this event (pictured), MacEwan's executive assistant to the president remarked that it *"not only exceeded my expectations, it exceeded my dreams…I was told people wouldn't come together like that"*

39 Executives gather in Kyiv for a management workshop in October 2000

MacEwan's 2018 Great Teachers Seminar, held in Lviv, drew this comment: *"I think we gained broader and deeper awareness of research, teaching and learning in another culture…[it] was instrumental for building and furthering collegial relationships with faculty."*

Drs. Gulayets, Kashchuk, Stepnisky, and Sudyn in Lviv.

Discussion at the Great Teachers Seminar, 2018.

The CBMPU, formally closed in 2001, is now a self-sustaining program in Ukraine. The project *"prepared instructors who believed in the program and stayed with it."*

The 10th graduating class of the CBMPU in 2009, 8 years after the formal program closure

Ukraine's only former option for the education of children with disabilities was segregated boarding schools.

UFCE supported URDC in its work to transform the idea of inclusive education: ***"For the first time national and regional levels of government will be on board with the most motivated partners – the parents of children with disabilities…The whole community will change…it will become more tolerant."*** – URDC's Yuri Konkin.

Parent Empowerment seminar in Lviv, 2010

Supported by Ukraine's First Ladies, URDC's Inclusive Education program was extended to over 8,000 classrooms in Ukraine. In 2017, Ukraine signed the UN Convention on Inclusive Education.

Authors

Kane Mullen (kmullen@ualberta.ca) earned his BA (2016) and MA (2018) in History at the University of Alberta. Throughout his studies he worked as a teaching assistant and helped manage the Department's graduate journal. In 2018 his research brought him to the University of Cambridge and ignited a passion for travel and education. He currently lives in Wellington, New Zealand and is working towards a law degree at Victoria University of Wellington.

Dr. W. Roman Petryshyn (petryshynr1@gmail.com) founded the Ukrainian Resource and Development Centre and facilitated the endowment of two chairs at MacEwan University during his tenure as URDC director from 1987 to 2015. Utilizing a model of community-university engagement, URDC initiated and managed a variety of international projects, research studies and faculty and student exchange programs, which linked MacEwan University to several partner universities in Ukraine and to ethnic and diaspora organizations, government agencies and other universities in Canada. He was awarded the MacEwan University Medallion in 2015.

Dr. Olenka Bilash (obilash@ualberta.ca) is a professor in the Faculty of Education and serves as Senior Advisor for the Ukrainian Language Education Centre (ULEC), Canadian Institute of Ukrainian Studies at the University of Alberta. She has lead numerous research projects, engaged in professional development with teachers on six continents, trained young researchers from ten countries and helped launched numerous internationalization projects in higher education. She has been a member of a number of Ukrainian community organizations and is currently vice-president of the Board of the Ukrainian Foundation for College Education. She is a 3M National Teaching Fellow and a recipient of an Alberta Centennial medal for her contribution to Alberta-Ukraine relations.