

**CPI Welcomes the Summer 2022 Special Issue
 “Posthumanism: A Desire for a New Humanity” with Nikki Fairchild, Carol Lee,
 and Kay Sidebottom, invited Guest Editors**

On the national and international world stage, the northern hemisphere winter and summer of 2022 will be remembered for many events, some of which are likely to have long term impacts on our lives. In the following paragraphs, we highlight a few of the major events. None of which are ranked in terms of their significance.

Firstly, thanks to the development of the vaccines and booster shots, distributed widely across the globe by the respective governments, the COVID-19 pandemic appears to be under control. As we know all too well, since early 2020, the pandemic spread rapidly, wreaking devastation, killing millions of people of all ages and laying bare national and international inequalities between the haves and the have-nots. In doing so, COVID-19 has touched the lives of many of us. Thankfully its variants, although easily transmitted, do not appear to be as deadly.

Secondly, on July, 1st, the Governor General, Mary Simon’s first Canada Day address to the nation, offered us strong signs of hope when she emphasized inclusivity and stressed the importance of listening to Indigenous peoples on whose land we live and make our homes. Born in 1947, in Kangiqsualujjuaq, Quebec, the Governor General had a distinguished career as a diplomat, journalist and advocate for Indigenous peoples. The Governor General has been recognized for her work nationally and internationally, and has been the recipient of several awards including: Ordre du Quebec, the Gold Order of Greenland, and the National Aboriginal Achievement Award. Mary Simon is the country’s first Indigenous person to hold such an important position in the country (Google).

Thirdly, in Canada, during the winter of 2022, several hundred truckers invaded Ottawa’s downtown core and the nearby Parliament Hill. For three weeks, access to the city’s core was restricted by the occupation. From January 28, 2022 to February 20, 2022, the truckers blasted their air-horns, all day and night, and by taking possession of the city’s core brought everything to a halt. The protesters did not cease and disband until Prime Minister Justin Trudeau declared a state of emergency. The organizers as well as several members of the protest were arrested, and the truckers were forced to leave the city (Google: *The Guardian*, February 20, 2022 and BBC, February 7, 2022). At around the same time in Alberta (from January 29, 2022, for two weeks), a much smaller protest, by some other truckers, blocked effectively the very busy Coutts, Alberta, border crossing to the US (Google: CTV News, February, 15, 2022).

Fourthly, on the Eastern European stage, on February 22, parts of the Ukraine were invaded by Russian forces and/or experienced heavy bombing. As well, Russian ships blockaded the Black Sea ports. Until the end of July, the ships prevented the export of Ukraine’s grain to countries which relied heavily on the importation of grain (from the Ukraine). Despite sanctions imposed by several western countries, the Russian government has maintained its intransigent position, demanding that Ukraine’s people fully surrender and become absorbed once more within the Russian empire. By early August 2022, the invasion and resistance still continued. As anticipated, the toll on human life, the numbers of refugees fleeing the country, the destruction of the natural and manmade environments, and the resultant impacts on the agricultural and oil industries are immeasurable.

Fifthly, climate changes continue to ravage parts of the planet. In Europe, for example, in summer 2022, an extreme heat wave sparked forest fires in several countries. Several hundred people have died because of the extreme heat. The impacts of the European heat wave were brought closer to home when one of the UK Editors for this issue reported in mid to late July that she was without electricity for several days. While in the US, the heat wave has sparked extensive forest fires in Texas and California. In parts of California, unfortunately, the giant Redwood Sequoia trees are threatened by fire.

Sixthly, in the world of sports, on July 31, the English women's soccer team, for the first time in 56 years, won the Union of European Football Associations (UEFA) women's championship. It was heart-warming to see the English team and the fans in the stadium break spontaneously into singing Neil Diamond's well-known song: "Sweet Caroline". There was much jubilation at the Wembley stadium as the fans and English team jumped for joy and sang lustily.

Generally, with few exceptions, bearing in mind such a formidable, dystopic, international backdrop, we turn with high expectations to the Editors and Contributors of this Summer 2022 issue, to provide signs of optimism and hope for our collective futures. The Guest Editors, **Nikki Fairchild** (University of Portsmouth, UK), **Carol Lee** (University of Ottawa, Canada), and **Kay Sidebottom** (University of Stirling, UK), have worked unstintingly for several years to produce this issue on posthumanism. (We remind the reader that this is the *first part* of an international, double Special Issue. By the end of June 2021, the Guest Editors received at least 31 excellent proposals from potential contributors. As a result of such a strong response to their invitations, to contribute to the Special Issue, we agreed to create two CPI Special Issues with the same overarching theme).

In **Part 1** of the double issue, there are 14 articles, grounded solidly in the tenets, perspectives and assumptions of posthumanism. As importantly, the authors demonstrate how the adoption of such a philosophy in education encourages and promotes a worldview in which humans are decentred from being the Centre of the Centre (expanding Galtung's, 1976, well-known concept). Similar to a First Nations worldview, posthumanism insists that there are life forces in the natural environment. Furthermore, that planet Earth does not consist of so-called natural resources or renewable or non-renewable resources to be exploited by man. To the contrary, posthumanism recognizes the interconnections and entanglements of humans and the larger world as being one. (See for example, the Indigenous issue in *Cultural and Pedagogical Inquiry*, Vol. 10, No. 2, 2018). As well, man-made/manufactured objects are acknowledged and respected. The authors in this issue, who adopt a philosophy that embraces all beings, animals, creatures, nature and things, invite the readers to see with fresh eyes and to accept that we humans are all connected and merely a small part of the world. Working within a posthuman philosophy, one of the contributors, Ruth Churchill Dower, for example, explains that children with severe disabilities are allowed to shine, are no longer labelled as problems to be fixed, and furthermore, are encouraged to be their true, true selves. The authors and articles in this thought-provoking issue include the following:

- **Kathryn Strom and Tammy Mills** showcase a proactive response to negative peer reviews that are often conducted by academic evaluators. Such assessments tend to have deleterious effects on the recipients (for instance, see Fournillier, 2020, for a full discussion). Much of the article explains the process and procedures that Strom and

Mills have developed, tested and implemented in order to conduct a fairer, affirmative peer review.

- **Kathryn Bateman, Brandon Sherman and Sophia Jeong's** article carefully documents the devastating responses by the protagonist who participated in an important teachers' meeting. The teacher was involved in a face-to-face assessment meeting with her colleagues. Unfortunately, however, whenever she presented an alternative perspective to question the dominant views of assessment espoused by her colleagues, they deliberately ignored her argumenta and silenced her.
- **Jo Albin-Clark's** original play provides the larger context within which she analyzes key aspects of a participatory research project with a teacher. In her narrative, Albin-Clarke explains the unsolicited ways in which she continues to be haunted by a data-ghost that the teacher presented to her.
- By using a very innovative format, of a split column on most of the article's pages, **Magali Forte** questions the key concepts and principles of qualitative research. Forte argues further, that attempts to decolonize the curriculum and associated materials are quite limited. Accordingly, the colonial legacy remains embedded in the curriculum. Of specific interest to the Canadian readers, are the comments regarding implementation of the recommendations of Sinclair's Truth and Reconciliation Commission (2015).
- **Kelly Demers'** article investigates some pre-service teachers' encounters with an integrated arts course designed to teach how to integrate art in the K to grade 6 primary school curriculum. Demers explains that she has shifted the ways in which she teaches from a pragmatic skills-based approach to one in which there are no predetermined outcomes. In the encounters with music, Demers encourages the students to experiment, to think differently, to include their feelings and to experience music as a bodily sensation.
- **Thomas Albright's** article analyzes the introduction of a Youth Participatory Action Research (YPAR) Project. His role was to be "a floating support for students" in Mrs. Jones' grade 9 class. Albright draws our attention to the often taken for granted, non-human agents in the school, from the heavy, locked front door, to the security cameras, to the barrier separating the students from the staff in the front office. He reminds us that for many students, schools are not sites of liberation but oppression. It is particularly interesting, to note the students' responses to the YPAR Project. Especially, that a handout which should have been used as a guide or simply ignored, instead became the focus of the students engagement with the project. Albright also notes the importance of other forms of social control such as, the tyrannies of: the overloaded curriculum, time allocated to subjects, and even the ringing of the school bell which interrupts the class and disrupts the students.
- **Carolyn Cooke's** article challenges perspectives that knowledge is fixed, as well as some key neoliberal ideas. Her article concentrates on the notion that music is improvisation. Cook maps explicitly, the impacts of promoting and encouraging such improvisation on the teacher, graduate and undergraduate students.

- **Joanna Hume's** essay introduces a change of place and space, and a very different learning milieu. Her discussion concentrates on the establishment of the forest schools movement in the UK and US. As importantly, she presents the students' positive responses to being engaged in learning from and within a natural environment. Hume's essay challenges notions of man's superiority and his right to exploit the land and planet. She discusses fully, the positive effects on the overworked teachers and their students who learn anew how to be part of nature.
- **Natasha Rennolds'** article focuses on the impacts of sound and noise in learning environments. Her narrative includes graphic descriptions, for example of a bus journey with the adult students who attend a non-government organization's citizenship program. The inclusion of audio clips in the text, enables the reader to hear the sounds and noises. In one of the audio clips for example, we hear: the noises, voices, singing, shouting, and banging sounds which bombard the driver, tour guide, students and researcher, during the bus trip. As the program developed, Rennolds notices the changes in the group dynamics of the students. She explains the positive responses to singing, because the singing of their group's song, brings one of the teams of students together.
- **Ruth Churchill Dower's** article deliberately overturns stereotypes of children with selective mutism. The use of illustrations demonstrate the interdependence of the human and non-human, as the child, a sock puppet, and the teacher's spontaneous playing the violin, all interact joyfully. The author argues that in this narrative of difference, the mother and researcher are entranced by "performing joy".
- The early career researchers/educators, **Liz Latto, Julie Ovington, Louise Hawxwell, Jo Albin-Clark, Philippa Isom, Sharon Smith, Sharon Ellis, and Jo Fletcher-Saxon** present a series of bag lady stories. In response to the lockdowns imposed by COVID-19 in 2020, the authors created an online learning community that spanned England, Scotland, and Aotearoa (NZ). Initially, they developed two groups: (i) the bag lady group with their blog posts, (ii) the reading group that discussed books and articles. Of interest to the readers, are the number of interactive online links which allow the readers to see for themselves the postings and to participate in the discussions if they wish to do so. The authors established an open, online community in which they shared their stories regarding their respective workloads and family life, and supported each other fully.
- **The PlayTank Collective** consisting of four authors, **Eve Mayes, Sarah Healy, Alicia Flynn and Allison Edwards**, explain how they established a process of collaborative inquiry, during the lockdowns and restrictions associated with COVID-19. The authors present four sections and illustrated figures in which they outline carefully, "a process of learning with and in a more-than-human world [with the attendant], methodological and pedagogical entanglements."
- Drawn from a much larger study, **Shiva Zarabadi's** article discusses the lived experiences, worldviews and life chances of two British-Bangladeshi Muslim schoolgirls who live in an inner city, working class, east London community. One of the students, in particular, is willing to explain in vivid details aspects of her everyday life. For example she highlights: her experiences with racism; views of her culture; the students' responses to the continuous

teachers' surveillance; the importance of an off campus, natural, open space in which some of the students can meet to speak freely; and a matter of fact analysis of her working class community contrasted with the nearby, wealthy commercial district. The inclusion of the student's personal annotated photographs assist the readers to understand the student's world.

- **Carol Taylor, Hannah Hogarth, Elisabeth Barratt Hacking, and Eliane Bastos'** article challenges notions that objects are inert. They suggest ways of "thinking with things... to think with theory". The objects selected for serious discussion by four of the authors are as follows: a book, a stone, a missing lanyard, and a chocolate plastic wrapper. Each author makes explicit the object's significance, traces the nature of the relationships with the object, and situates the object within far larger historical, socio-economic, political and environments contexts.
- **Carol Lee's** three poetic fragments and illustrative photographs are placed at strategic parts of this issue. This work is deliberately designed to expand conventional thinking. To conclude, on behalf of the authors, we invite and welcome feedback from the CPI readers.

References

- Fournillier, J. (2020). Making the Ancestors Proud: Healing the Pain and Hiding the Shame in the Academy. *Cultural and Pedagogical Inquiry*, 12(2), 60-72.
- Galtung, J. (1976). A Structural Theory of Imperialism. In W. Barclay, K. Kumar & R. Simms (Eds.), *Racial Conflict, Discrimination and Power: Historical and Contemporary Studies*, pp. 391-418.
- Mayr, S. (2017). Dr. Edith Vane and the Hares of Crawley Hall. Toronto: Coach House Books.
- Spirit and Heart: Indigenous Peoples Contest the Formal and Lived Curricula. *Cultural and Pedagogical Inquiry*, 10(2), 2018.

Future CPI Publications include the following:

Publication of the Winter 2022 Special Issue (Vol. 13, No. 2), edited by **Veronika Bohac Clarke**, University of Calgary **is pending**. The international issue entitled: "Beauty and the Beast: Using creative expressions to envision a just society amid post-truth politics, pandemic and climate change" has been delayed, unfortunately, due to several factors over which we have had no control.

In Winter 2023 (Vol. 14, No. 2), **Nikki Fairchild**, University of Portsmouth, UK, **Carol Lee**, University of Ottawa, **Kay Sidebottom**, University of Stirling, UK, will produce **Part 2** of their international, double issue: "Posthumanism: A Desire for a New Humanity". As stated earlier, due to the very strong responses from potential contributors by Summer 2021, the co-editors

decided to close the Call for Submissions and to work closely with the researchers who would contribute to the two issues.

In Summer 2023 (Vol. 15, No. 1), **Kim Koh**, University of Calgary, **Kadriye Ercikan**, University of British Columbia, **Jennifer Lock**, University of Calgary, and **Cecille DePass**, University of Calgary will produce a Special Issue entitled: “All that Glitters is Not Gold: Culturally responsive online assessment and pedagogy in uncertain times”. The Call for Submissions is published in this issue.

In Winter 2024 (Vol. 15, No. 2), **Tiffany Prete**, University of Alberta and a **group of Indigenous academics** will produce an international issue. It will follow-up some of the overarching themes presented in CPI, Vol. 10, No. 2, 2018, as well as the recommendations of Sinclair’s Truth and Reconciliation Commission (2015).

In Summer 2024 (Vol. 16, No. 1), **Noah Romero**, University of Auckland, with **Carol Mutch**, University of Auckland, and **Wairehu Grant**, University of Waikato, will produce an international issue entitled: “The Remembered Children of Maui -- Pan-Pacific Conversations and Solidarities”. In the Call for Submissions, Noah Romero (2021) states that the CPI Special Issue is inspired by “Linda Tuhiwai Smith’s (2012) call for continued engagements between First Nations peoples living in the overdeveloped West and the Indigenous peoples of the Global South”. The Call for Submissions is published in this issue.

In Winter 2025 (Vol. 16, No. 2), **Noni Mendoza Reis**, San Jose State University, **Rosalinda Quintanar-Sarellana**, San Jose State University, **Enid Lee**, Enid Lee Associates, Santa Cruz, and **Cecille DePass**, University of Calgary will produce an international issue entitled: “The Unheard Voices, the Unheard Struggle: Una fuerza ponderosa que lucha por expresarse”. The Special Issue will concentrate on central issues encountered by Latin Americans in the USA and to some extent in Canada. The co-editors also plan to invite some Mexican scholars to contribute to the issue. The Call for Submissions is published in this issue.

In Summer 2025 (Vol. 17, No. 1), **Traci Cook and a team** will produce an international issue, the working title is: “Revisiting Toni Morrison’s ‘Blue Eyes’: Feminism from a re-imagined and culturally transformative non-Eurocentric Christian lens”.

CPI’s Book Reviews:

Individuals willing to review books for CPI should see the Call for Book Reviewers (CPI, Vol. 9, No. 2, 2017) and contact Dr. Kathy Sitter, University of Calgary, CPI Book Review Editor.

Invitations and Caveats:

CPI welcomes proposals to develop Special Issues, and to create additional eBooks in the **Legacy Series**, introduced in Winter 2019.

Although CPI publishes some works that tend to be critical of the existing status quo, the journal is committed to publishing pieces that portray hope for a better future for all and not for a few of us. To this end, CPI promotes the vision of a fairer, more equitable and a just-world documented in the UN Universal Declaration of Human Rights. Furthermore, CPI supports a dream that is/was espoused and practised by, for example: Martin Luther King Jr. Paulo Freire, Kofi Anan, Nelson Mandela, Desmond Tutu, Mahatma Gandhi, Toni Morrison, Maya Angelou, bell hooks, Linda Tuhiwai Smith, Vandana Shiva, Kamu Brathwaite, and Rosemary Brown (British Columbia), to name a few.

Contributions published in CPI, do not necessarily express the perspectives and considered opinions of the CPI Advisory and Editorial Boards, its founding Editors, external Reviewers and Production Team.

Every effort has been made to identify and seek permission from the respective copyright holders, especially for the photographs and video clips included, however, if any copyrights have been inadvertently overlooked, please contact the respective Author(s) who will notify CPI, and we will make the necessary changes.

Reminders:

- (i) CPI invites its Advisory Editorial Board, readers and contributors to share information regarding recent research, publications and accomplishments.
- (ii) CPI continues to welcome contributions from/by academics in the south and north in the fields of: literature, humanities, social sciences, arts, and of course, in education.
- (iii) CPI requests that any future publication, exhibition, or performance of specific work published in the journal, kindly acknowledges its prior publication in CPI.

News from Carol Lee's Desk:

“In consideration of the Truth and Reconciliation Commission’s (TRC) Call to Action 63.3, that asks teachers to facilitate cultural understanding, mutual respect, and empathy between First Nations and non-Indigenous students, Carol Lee’s doctoral research sought to find out if a collective, collaborative, story making activity with four Grade 5-6 students of different cultural backgrounds, including one First Nations student, could further the objectives of Call 63.3. The research suggests that a collective and collaborative story making activity does, on its own, further two of these reconciliation objectives, namely, mutual respect, and empathy. The third objective, cultural understanding, could probably not have been achieved without the intervention of a knowledgeable Indigenous adult, in the study, Annie (a pseudonym). Annie

was consulted by the story makers during the scripted “mentor” part of the 12-part hero/ine’s journey story making process.

Using primarily, a posthumanist framework that also integrated some arts-based research/ research-creation and critical discourse theoretical orientations for the analysis, Carol Lee found that an extended focus on a *single* story task by four students, not only brought them into a closer relationship with each other, thus facilitating mutual respect and empathy, it also permitted them to imagine a common vision of education. The education world, they imagined, was one in which an educational reconciliation might be realized, informed in part, by Indigenous ways of knowing and teaching” (Carol Lee’s synthesis received, August 2, 2022).

Arrivals and Departures

Arrivals:

In Winter 2022, **Dr. Sandra Dixon**, University of Lethbridge, was nominated and awarded the new Equity, Diversity and Inclusion (EDI) scholars award. Dixon was one of the three recipients to receive this award that that the university issued for the first time. A registered psychologist, Dr. Dixon specializes in multicultural counselling and has established an excellent academic track record.

Dr. Carol Lee, University of Ottawa, co-editor of this CPI issue, completed her dissertation at the University of Ottawa, in Spring 2022. CPI congratulates Dr. Lee for completing such an excellent dissertation (summarized earlier). Dr. Lee is encouraged to publish a book based on her dissertation in the near future. CPI readers are likely to remember that Carol Lee has actively supported CPI by co-editing the joint issue with Nicholas Ng-A-Fook and Hembadoon Iyorter Oguanobi entitled, “Living Migrancy” (Vol. 12, No. 2, 2020). Her earlier work, an anthology of poetry: “No Return” (Vol. 9, No. 2, 2017) became the springboard for the “Living Migrancy” Special Issue.

Finally, CPI looks forward to two forthcoming issues:

- (i) **Veronika Bohac Clarke’s** international issue (Vol. 13, No. 2, Winter 2022), entitled: “Beauty and the Beast: Using creative expressions to envision a just society amid post-truth politics, pandemic and climate change”.
- (ii) The second Part of their international Special Issue: “Posthumanism: A Desire for a New Humanity” by **Kay Sidebottom, Carol Lee, Nikki Fairchild**, will be published in Winter 2023, as Vol. 14, No. 2. The Guest Editors are already busy working on Part 2.

Departures:

Dr. Mavis Elaine Burke (September 10, 1928 - July 7, 2022). With a PhD in Education, University of Ottawa, an MA in Education, University of London, UK, and a BA Honours in History, University College of the West Indies (presently, the UWI), Dr. Burke has been described as a visionary for her work in education and community development. She spearheaded several community development initiatives with the Ontario Ministry of Education and the Toronto School *Cultural and Pedagogical Inquiry*, Summer 2022, 14(1), pp. i-x
ISSN 1916-3460 © 2022 University of Alberta
<http://ejournals.library.ualberta.ca/index.php/cpi/index>

Board that were designed to facilitate better communications and understanding between teachers, administrators and the ethnic/racialized minority immigrant parents and students. Dr. Burke commissioned, wrote and/or edited several important books and reports. She founded the very successful non-government organization, PACE, which at first sponsored early childhood education (basic schools) in Jamaica and later expanded into helping kindergarten schools in Canada. Before migrating to Canada, Mavis Burke taught at several Jamaican high schools and at the UWI. For a more comprehensive Tribute to Dr. Mavis Burke and for a list of some of her important publications, see the Tribute to her, written by Enid Lee and Cecille DePass, in this issue.

George Lamming (June 8, 1927 - June 4, 2022). Born and educated in Barbados before moving to Trinidad to teach, and then migrating to England in the mid-1940s, George Lamming was a leader of black intellectual and cultural life. Lamming was a well-known Caribbean writer, educator and activist who remained sympathetic to the lot of poor and struggling Caribbean people. He was a key member of the group of respected and highly esteemed, English speaking Caribbean writers that included: Derek Walcott, Wilson Harris, VS Naipaul, John Hearne, Kamau Brathwaite and Sam Selvon (Google: Sandra Pouchet Paquet, George Lamming Obituary, in *The Guardian*, June 14, 2022). For a larger discussion of George Lamming's thinking and work, see the Tribute to George Lamming, written by Cyril Dabydeen (Ottawa Poet Laureate Emeritus), in this issue.

Gerald Nagler (December 10, 1929 - July 23, 2022) was a leading human rights activist in Europe. He founded the Civil Rights Defenders (formerly the Swedish Helsinki Committee for Human Rights (1982) and was Secretary General of the International Helsinki Federation (1982-1992). Working with Helsinki Committees from other countries, his organization monitored compliance with the human rights provisions of the Helsinki Final Act. The focus was on the persecution of human rights defenders in the former Soviet Union and countries in the Eastern Block. (A video regarding Gerald Nagler's work is on YouTube, Google).

Sidney Poitier (February 20, 1927 - January 6, 2022). The iconic Bahamian American, civil rights activist, humanitarian, director and actor was born to humble Bahamian parents and migrated to the US. With his lifelong friend Harry Belafonte, Poitier attended the March on Washington (1963), and took an active part in the Civil Rights struggle for equality and justice.

Sidney Poitier is best known for his leading roles in many ground breaking films. Poitier was the first African American actor to win the Academy Award for the Best Actor for his role in "Lilies of the Field" (1964). He starred or co-starred in several classic films such as: "Defiant Ones" (1958), "A Raisin in the Sun" (1961), "A Patch of Blue" (1965), "Guess Who's Coming to Dinner" (1967) and "To Sir with Love" (1967). In one of his books, "The Measure of a Man: A Spiritual Autobiography" (2000), Poitier stated that from the beginning of his acting career, even when he was virtually penniless and had a wife and family to support, that he refused to play any roles in which Black men were portrayed in stereotypical subservient roles. His movie career continued until 2001 when he made a TV film, "The Last Bricklayer".

For his stellar work, Sidney Poitier received many honours and awards such as, the Academy Honorary Award for Lifetime Achievements in Film (2001), the Kennedy Centre Honour (1995), the AFI, Life Achievement Award (1992), and from the UK, the Knight Commander of the British Empire (1974) (Google).

Urvashi Vaid (October 8, 1958 - May, 14, 2022). Born in New Delhi, India, Vaid came with her family to New York where her father accepted a position as a university professor. A prominent LGBTQ + civil rights activist and social justice organizer, Urvashi Vaid died of cancer in New York City. Vaid was a graduate of Northeastern University School of Law, Boston and Vassar College. She began her career as a staff attorney for the National Prison Project of the American Civil Liberties Union. She initiated the organization's work on HIV and Aids in prisons. Between 2001-2005, Vaid was the Deputy Director, Governance and Civil Society, Ford Foundation. From 2005-2010, she was the Executive Director, Arcus Foundation, a global funder of LGBTQ. Its focus was social justice issues as well as advocating for the conservation of great apes. Most recently, Urvashi Vaid was the President of the Vaid Group which sought to advance equity, justice and inclusion in global and national organizations.

A well-known author and researcher, Urvashi Vaid wrote several books such as, "Irresistible Revolution: Confronting Race, Class and the Assumption of LGBT Politics" (2012) and "Virtual Equality: Mainstreaming of Lesbian and Gay Liberation" (1996). For the latter book, Vaid was awarded the Stonewall Book Award. Vaid is described as a leader, warrior, colleague, and friend who was committed to struggling to achieve full justice and equality for everyone (Google).

Acknowledgements:

We thank the invited Guest Editors, Contributors, international and national External Peer Reviewers, the Senior Journal Manager and the Desktop Publisher, for all of their voluntary work to produce this CPI Special Issue for Summer 2022, during another very difficult time.

Very best wishes to the CPI readers for the northern hemisphere summer and the southern hemisphere winter.

Cecille DePass and Ali A. Abdi
CPI Editors and Founders