



STLHE SAPES

Society for Teaching and Learning in Higher Education

La société pour l'avancement de la pédagogie dans l'enseignement supérieur

UPDATE 3

Third Update on the Work of the STLHE Task Force on Equity, Diversity and Inclusion

March 19, 2021

Dear STLHE members,

The EDI Task Force, established in the fall of 2020, is excited to announce the next stage of its ongoing work to identify gaps and opportunities for STLHE, as we work towards greater equity and inclusion in the organization's many activities. We recognize that there are a multitude of obstacles faced by equity deserving groups – groups including, but not limited to, women, Indigenous Peoples, persons with disabilities, members of racialized groups, persons with different socioeconomic status, and members of 2SLGBTQ+ communities. We stand in solidarity with all communities with whom we live and work.

Following the dissemination of our “Statement of Core Values” in the last update (February 3, 2021), the Task Force has embarked on the next step in this process: hearing from the membership! To that end, we have designed three possible ways for you to let us know your thoughts and experiences about the organization: [see the introduction to this process for more detail](#). We welcome everyone involved in STLHE to participate in any or all of these opportunities as your voice/presence is important. Tell us more about how STLHE can build on bringing an equity,

diversity, and inclusion lens to everything it undertakes.

We're using the word “lens” here because we want to emphasize that all work for equity, inclusion, decolonization, and justice is an ongoing process of constantly re-examining ourselves and how we do what we do, in every context. It is thus with much anticipation and hope that we invite the membership to engage in this next step of the process with us, via these opportunities. We are confident that the membership joins the Task Force (and the STLHE Board and Executive) in knowing that we can always do more, and that we need to hear from you to help formulate our report and design any future recommendations for the organization.

On a more personal note, from the Task Force:

After six months of this work, we in the Task Force want to take this moment to let you, the membership, know just how much we appreciate the opportunity to undertake this EDI work with you all. Under the leadership of Dr. Joy Mighty, the Task Force has created a collegial and effective working group--indeed, we all really look forward



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to our biweekly meetings with each other! We all feel fortunate to work with Joy and each other, and to learn from the breadth of knowledge and experience brought to the group by the chair and each member. And we share an immense gratitude to all of you, the membership, for entrusting us to move the organization through this process. While we as a group clearly support and believe in the integrity of this ongoing (and sometimes difficult) process, we are also always aware that we are only the visible face of a much larger dedication to that process throughout the membership. And we wanted to publicly thank you for that support and trust! We look forward to hearing more from you all in the coming weeks!

Respectfully submitted,

Ann Braithwaite, Member at Large, Professor, Diversity and Social Justice Studies, UPEI

Jacky Deng, Student Member, President of uOttawa's Chemistry and Biomolecular Graduate Student's Association, Department of Chemistry and Biomolecular Sciences, University of Ottawa

Shaobo Huang, SoTL Canada Representative, Assistant Professor, Ron and Jane Graham School of Professional Development, Department of Mechanical Engineering College of Engineering, University of Saskatchewan

Brian Leacock, Member at Large, Teaching Professor, Gustavson School of Business, University of Victoria

Valerie Lopes, STLHE Board Member, Professor, School of Arts and Science, Seneca College

Joy Mighty, EDI Task Force Chair; Professor Emerita, Sprott School of Business and The Pauline Jewett Institute of Women's and Gender Studies, Carleton University

Rodrigo Narro Pérez, Student Member, School of Earth, Environment and Society, McMaster University

Bre-Anna Owusu, STLHE Research Assistant; Department of Psychiatry and Behavioural Neurosciences, McMaster University

Pamela Rose Toulouse, Council of Fellows representative, Full Professor & 3M National Teaching Fellow, Faculty of Education, Laurentian University, Anishinaabe-Kwe from Sagamok First Nation (Northern Ontario)