

George Floyd
Breonna Taylor
Kamal Flowers
Rayshard Brooks

Statements from members of the college, the union, and the university:

- [John Jay Student Council Statement Regarding Racial Injustice Amidst COVID-19 Global Pandemic Across the Nation and New York City](#)
- [Joint Statement from the Departments of Africana Studies and Latin American and Latinx Studies](#)
- [Gender Studies Statement of Solidarity with AFR, LLS, and BSU](#)
- [Statement from President Karol V. Mason during this time of unrest](#)
- [PSC Statement on the Murder of George Floyd](#)
- [CUNY Chancellor Félix V. Matos Rodríguez Statement on the death of George Floyd](#)

My dear colleagues,

Please take several minutes of silence in respect and mourning for the names listed above and the many, many lives they represent.

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We are a college of justice, both criminal and social, and given the history of this country and the histories that have formed our systems and policies of justice, are the question of and demand for racial justice. This email presents options for supporting conversations, connecting resources, and deepening questions about what it means to teach students for whom racial justice is urgent and necessary **now**.

As a teaching and learning center, we believe learning requires self-education before we attempt to educate others; we believe we teach best when we experience ourselves as learners in the disciplines and methodologies we anticipate sharing. At a college named for justice, we at the TLC believe our role is to self-educate and to encourage others to join in self-education in order to learn how to teach effectively for racial justice and professional success. Social justice is therefore one of our strategic plan goals and the basis for many of our activities.

Please note that we do not claim that the TLC does or has done this work well. Over time, repetition, and revision, we improve our knowledge and practices to do the work better. We continue to ask you to do this work with us.

With this in mind, please consider these opportunities and resources for self-education and strengthening alliances towards antiracism and racial justice:

[**Academics for Black Survival and Wellness Call to Action**](#) (click the title for more information)

“Academics for Black Survival and Wellness is a weeklong personal and professional development training that will begin on Juneteenth, June 19, 2020. In recognition of the toll that anti-Black racism, white supremacy, and racial trauma has on Black people, we are inviting all academics to join with #Academics4BlackLives as we collectively strive to enhance the safety and wellness of Black students, staff, faculty and community members.”

[**Resources for Teaching and Learning Racial Justice**](#)
(also on the [TLC Teaching Resources](#) page)

“In this time of outrage and injustice and grief, we are responsible to our students for teaching racial justice both through content and practice. The following resources represent a few of those we feel are focused on truth, empowerment, and change in the ongoing efforts to create and achieve racial justice.”

- [**Racial Equity Resource Guide**](#): “These resources focused on racial equity include journal entries, books, magazines, videos, and more.”
- [**Teaching Tolerance/Teaching about Race, Racism, and Police Violence**](#): “These resources can spur much-needed discussion around implicit bias and systemic racism, but they can also empower your students to enact the changes that will create a more just society.”
- [**Vanderbilt University Center for Teaching/Teaching Race: Pedagogy and Practice**](#): “this guide summarizes some of the common challenges instructors may encounter and offers five broad pedagogical principles for teaching racial justice, and three possible strategies for implementing each strategy in the classroom.”
- [**‘Teaching for Black Lives’**](#) — a handbook to fight America’s ferocious racism in (virtual or face-to-face) classrooms: “a collection of writings that helps educators humanize blacks in curriculum, teaching and policy and connect lessons to young people’s lives.”

[TLC Open Conversations](#)

We ask you to join us this summer in three open conversations about racial justice and our students. The topics will include self-education, identifying and addressing gaps in our teaching, and increasing our openness to learning from and with our students. As there are great vulnerability and risk implicated in these conversations, we will be requesting that those participating abide by group agreements for communication and that everyone register via Zoom in advance. We will ask that those who wish to speak raise their hands electronically. The group agreements and protocols will be available on our [website](#) later this week.

Tuesday, June 23, 2pm ET: Racial Justice and Our Students: Where do I need to self-educate in order to educate towards justice?

Click [here](#) to register.

Tuesday, July 21, 2pm ET: Racial Justice and Our Students: How Do I Identify and Address Racial Justice Gaps in My Teaching?

Registration link to be announced the week before the conversation date

Tuesday, August 18, 2pm ET: Racial Justice and Our Students: How Do I Increase My Openness to Learning about Racial Justice from My Students?

Registration link to be announced the week before the conversation date

In past years, we have sponsored teach-ins following national protests and events (e.g., post-election 2016, Charlottesville, free speech). We anticipate offering racial justice teach-ins this fall; this summer's conversations may help us frame these in ways that support and challenge our community where we are.

Thank you. Be safe and well.

Gina

Gina Rae Foster
John Jay Teaching and Learning Center
Preferred pronouns: she/her/hers