

# UNIVERSITY OF KENTUCKY BOARD OF TRUSTEES

Robert S. DiPaola, M.D., Provost







# COMMUNITY RESPONSE

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- Dean's meetings
- Collaboration with 12 various university, college events with two more planned
- Leverage resources of the Office for Faculty Advancement
  - Center for the Enhancement of Learning and Teaching (CELT)
  - Instructional tips for supporting students of color during moments racial trauma



# COMMUNITY RESPONSE



## INSTRUCTIONAL TIPS FOR SUPPORTING STUDENTS OF COLOR During Moments of Racial Trauma

Students of color may be dealing with feelings of grief, anger, and loss after experiencing or witnessing acts of racism ranging from microaggressions to white supremacist violence. This graphic offers suggestions for how instructors can support their students during such times.

**Reach out to CELT for more instructional support at [celt.uky.edu](http://celt.uky.edu)**

### 1.ACKNOWLEDGEMENT

Many students – particularly BIPOC students – may be feeling a range of emotions from disappointment to sorrow or even anger and despair. One way to establish an empathetic learning environment is to acknowledge the painful circumstances and emphasize that you're eager to support students.

### 2.SPACE

Students may feel vulnerable and need space to process after a traumatic event. They may feel uncomfortable participating in formal learning spaces such as the classroom or videoconference. Working with students individually on missed or late requirements helps them feel valued in the class community.

### 3.PARTICIPATION

Students may not be ready to speak during class. Avoid putting students of color on the spot to speak about racial trauma. If you're concerned about a student's participation, checking in with a quick message or conversation will go a long way.

### 4.INTERVENTION

If harmful comments are made during class or between students, it's important to address the situation in the moment in a way that rejects the offensive ideas and affirms students' safety and dignity. Ignoring these comments can further alienate students of color.

### 5.MINDFULNESS

Witnessing racist acts can cause emotions that are complex, and we benefit from reflecting on them just as much as our students do. Being open about our own reactions can build rapport with students if we're comfortable sharing, and if it feels like the right time to do so.

### 6.OPENNESS

The more students feel they can communicate with you, the better. Often, just listening is more than enough, but if a student might benefit from resources on campus, you can point them in that direction. Resources for student support and well-being, as well as institutional equity and equal opportunity, are below.

### 7.FLEXIBILITY

Students may have difficulty processing an incident and focusing on learning, especially as racial trauma is compounded and exacerbated by other societal challenges. When possible, flexibility with how students engage in the course can keep them on track to finish successfully.

**to explore or access student services and well-being support go to [studentsuccess.uky.edu/get-help](http://studentsuccess.uky.edu/get-help)**

**to contact the Office of Institutional Equity and Equal Opportunity go to [ieeo.uky.edu/contact-us](http://ieeo.uky.edu/contact-us)**

# QUESTIONS

