

Recommendations and Resources for Supporting Students, Faculty, and Staff after Race-related Incidents¹

The Division of Diversity, Equity, and Inclusion anticipates students may need support after any race-related incident. University employees may consider the following strategies to support students, faculty, and staff and reduce the need for last-minute adjustments to accommodate the impact of a race-related incident.

In all venues

- Encourage students, faculty, and staff to attend to their physical and mental health (sleep, nourishment, play, connect with others, use campus and community resources)
- Model actions by attending to your own needs during times of increased stress, allowing students permission to care for themselves as they pursue academic and professional goals
- Ask students, faculty, and staff directly how they are doing, take their lead on the conversation, and avoid probing if they choose not to respond
- Implement your unit's existing strategies to support students, faculty, staff
- Offer students, colleagues, and yourself [radical empathy](#)
- Refer students, faculty, staff to [campus mental health resources](#) as appropriate

Service units

- Increase the availability and access of drop-in hours to direct services in the aftermath of the tragic incident
- Focus on the concerns or requests expressed by students, faculty, and staff and do not assume you know their identities or concerns
- Consider how the incident, local vigils and demonstrations might affect the community your unit serves. How may the needs of students, faculty, and staff differ based on their identities?

Supervisors

- Acknowledge that students, faculty, and staff may feel distracted and disengaged from their work in the aftermath of a race-related incident
- Directly communicate to employees if and how you can offer flexibility
- Provide opportunities for optional virtual and in-person check-ins for individuals and groups (within health and safety guidelines)
- Consider schedule adjustments and modifications for employment during this period as requested

¹ Recommendations modeled after Kate Elwell, MPH, CHES, CPH Sr. Health Promotion Specialist & Coordinator of Equity Initiatives | Boynton Health Chair | Prevention, Wellness & Training Committee of the Provost's Council on Student Mental Health

Classroom settings

- Explicitly acknowledge (in writing or verbally) the incident and the impact it may have on students
- Provide more drop-in office hours for students and state if they can be used for a general check-in, not just for course-related questions
- Communicate directly if you are able to offer flexibility and what types of flexibility are available

Sample language you may consider adapting when communicating with students, faculty, and staff after race-related incidents

As more information is released over the incident regarding [insert victim(s)], I would like to acknowledge the potential impact this may have on [members of the _____ community / you]. It is particularly important for me to name that I know the incident will have a disproportionate impact on [Black/Asian/Hispanic/Middle Eastern, etc.] panthers.

As the media coverage proceeds and the community responds, I want you to know that I care about how you are doing. If you need flexibility with [assignments/work schedules, etc.] please reach out so that we can work together to find a solution. If you need mental health support, the University has many resources including:

- [Counseling and Psychological Services](#)
- [Student Health and Wellness Services](#)
- [Office of Employee Assistance](#)
- [Diversity, Equity, and Inclusion](#)
- [Social Justice and Inclusion](#)
- [BetterMynd](#)
- [Togetherall](#)
- [Behavioral Intervention Team](#)
- [Mental Health Screening](#)