SAMPLE QUESTIONS TO CONSIDER WHEN IMPLEMENTING A TRAUMA-INFORMED APPROACH TO DIVERSITY, EQUITY & INCLUSION

Safety	Trustworthiness and Transparency	Peer Support	Collaboration and Mutuality	Empowerment, Voice, and Choice	Cultural, Historical, and Gender Issues
10 IMPLEMENTATION DOMAINS					
Governance and Leadership	• How does leadership communicate its support and guidance for implementing an equitable, inclusive, and culturally responsive approach? • How does their mission statement and/or written policies and procedures include a commitment to providing equitable, inclusive, and culturally responsive programs, services, supports, opportunities? Are funds and resources allocated to this work? • How do leadership and governance structures demonstrate support for the voice and participation of people using that have been historically not included or are structurally marginalized? • How does leadership promote and utilize diversity in its teams, structures, decision-making, and impact?				
Policy	• What policies are reflective of the institution's commitment to diversity, equity, and inclusion? • Are there policies that allow for individual needs to be considered and addressed that have larger systematic impact? • What are the training expectations for staff, faculty, and students that are designed to promote a broad and shared understanding of diversity, equity, and inclusion? • What policies and procedures are in place for including those who have been underrepresented or in most need of equitable services and supports to play meaningful and significant roles in planning, governance, policymaking, services, and evaluation?				
Physical Environment	• How does the physical environment promote a sense of safety, calm, and de-escalation for students, staff, faculty, and the larger community? • In what ways do staff, faculty and students members recognize and address aspects of the physical environment that may be retraumatizing and work with people on developing strategies to deal with them? • How has the university provided space that encourages students, staff, and faculty to practice self-care and wellness in culturally responsive ways? • How has the university developed mechanisms to address gender-related physical and emotional safety concerns (e.g., gender-specific spaces and activities)?				

Engagement and Involvement	• How do people with diverse and varied lived experiences have the opportunity to provide feedback to the university on quality improvement processes for better engagement, access, program development, curriculum development, and services? • How do staff members keep people fully informed of rules, procedures, activities, and schedules while being mindful that people who are frightened or overwhelmed may have difficulty processing information? • How is transparency and trust among staff, students, faculty, and stakeholders promoted? • What strategies are used to reduce the sense of power differentials among faculty and students? • How do staff, faculty, and students help people identify strategies that contribute to feeling comforted and empowered?

Collaboration	• Is there a system of communication in place with other stakeholders, cultural brokers, and partners who can provide culturally responsive and targeted services and supports when needed? • Do your collaborative partners share your commitment to diversity, equity, and inclusion? • How does the organization identify community providers and referral agencies that have experience delivering evidence-based trauma services?
Progress Monitoring and Quality Assurance	• Is there a system in place that monitors the university's progress in becoming more equitable, inclusive, and diverse? • Does the university solicit feedback from community partners, cultural brokers, and stakeholders to help assess its efforts toward being more diverse and inclusive? • What strategies and processes does the agency use to evaluate whether staff members feel safe and valued at the agency? • How does the agency incorporate attention to culture and trauma in its operations and quality improvement processes? • What mechanisms are in place for incorporating collected into changes at the university: recruitment, retention, curriculum development, program development, access, and other evaluation processes?
Evaluation	• How does the agency conduct a trauma-informed organizational assessment or have measures or indicators that show their level of trauma-informed approach? • How does the perspective of people who have experienced trauma inform the agency's performance beyond consumer satisfaction surveys? • What processes are in place to solicit feedback from people who use the agency's services and ensure anonymity and confidentiality? • What measures or indicators are used to assess the organization's progress in becoming trauma-informed? *Substance Abuse and Mental Health Services Administration. SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach. HHS Publication NO. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2014. Excerpts from pages 14-16.*