



# Trauma Informed Approach to Diversity, Equity & Inclusion in Higher Education

Karen C. Simms

Trauma & Resilience Initiative

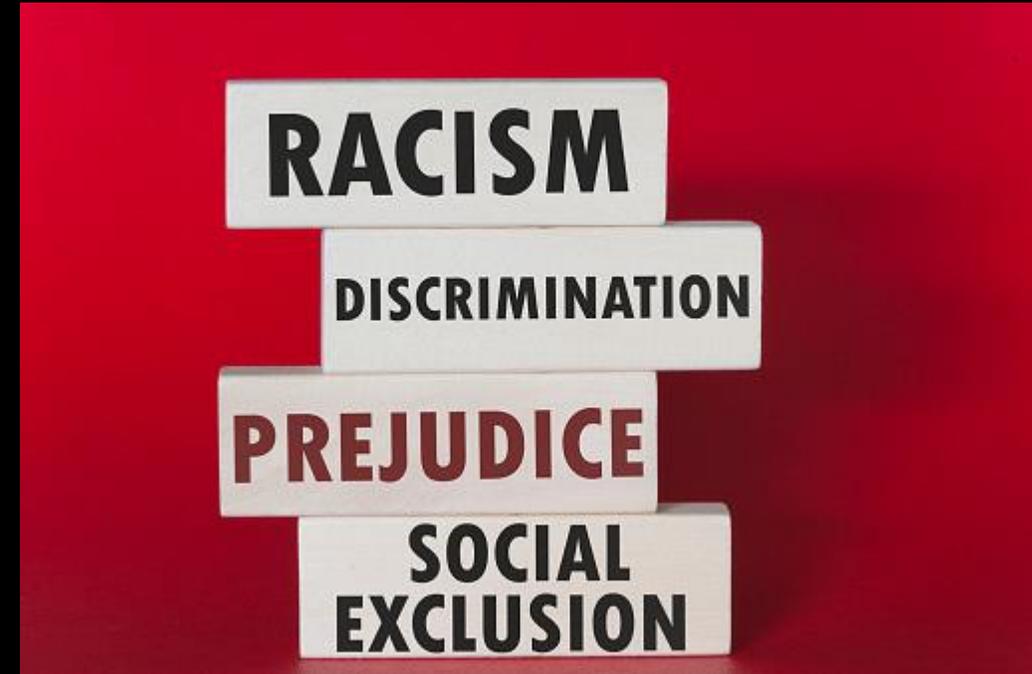
University of North Dakota

# A Child of the “Promise”

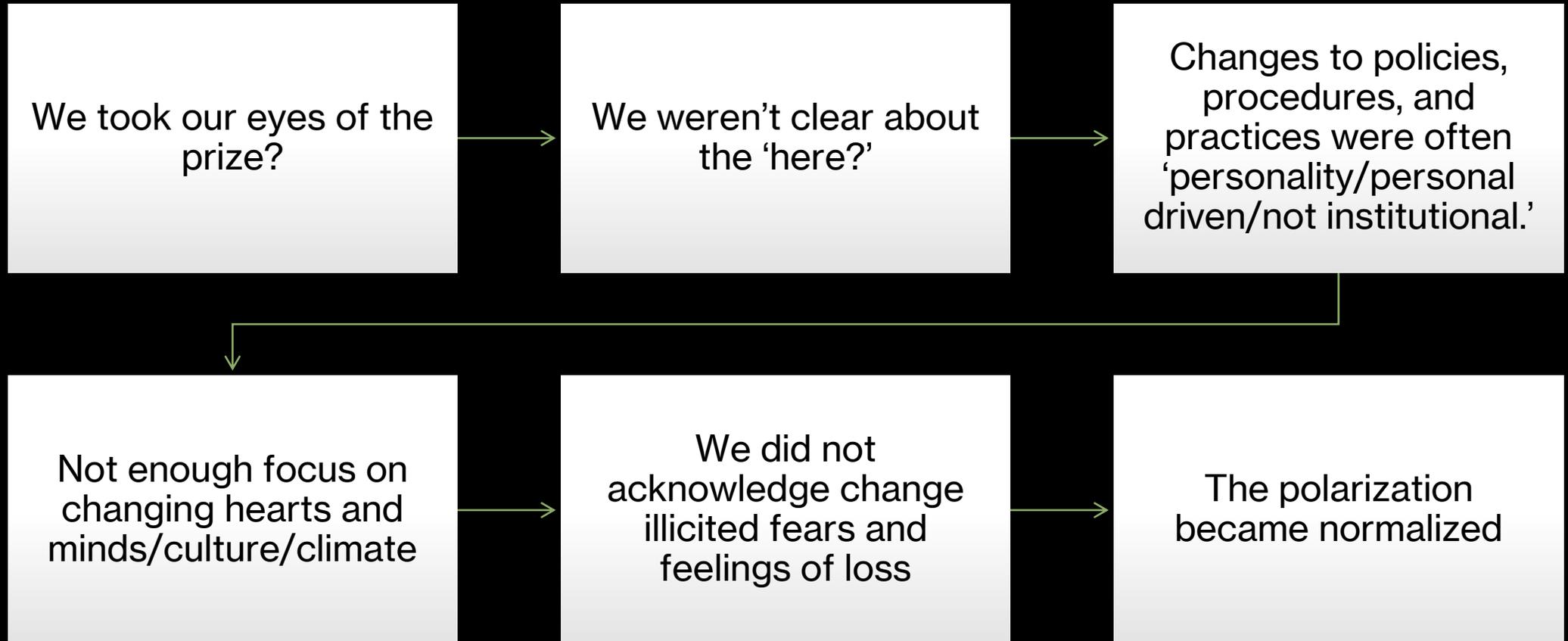


# And still

- Drive to Indy
- Friendships/Relationships Tested
- Slurs/Comments
- Loans/Financing
- Homophobia
- Retirement – Generational Wealth



# How did we get here?



# Broadening the Frame



# President Armacost's Philosophy:

“My philosophy is to love your people. Take care of them, involve them and offer an opportunity for growth.”

President Armacost's leadership philosophy includes five ways in which we can come together as a campus and community.

1. Love your people and take good care of them
2. We are always here for our students
3. Learning and discovery of new knowledge should happen with a sense of wonderment and humility
4. Everyone is great at something
5. Treat everyone at our campus and our community with dignity and respect

# Human Beings Need the Right to:

Be

Become

Belonging

# Diversity, Equity and Inclusion

## DIVERSITY, EQUITY & — INCLUSION —



DIVERSITY  
ASKS

**WHO**  
— IS IN —  
THE ROOM



EQUITY  
ASKS

**WHO IS**  
— TRYING TO —  
GET IN THE ROOM  
BUT CAN'T



INCLUSION  
ASKS

— HAVE —  
EVERYONE'S  
IDEAS BEEN  
**HEARD**



# Stress Gets in the Way of Connection

**B:** Biases

**R:** Really

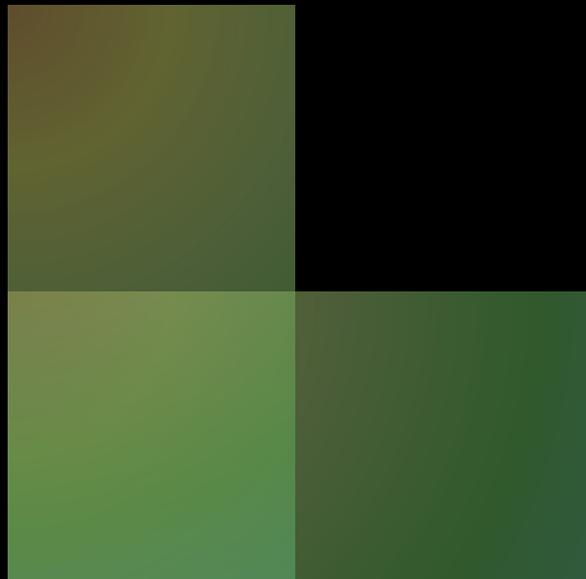
**A:** Are

**I:** Inherently

**N:** Normal



**Take a Minute  
Reflect How  
You Feel When  
You Think  
About Having A  
Conversation  
Diversity:**



Racism

Microaggression

Oppression

Implicit Bias

Ally

Diversity

Power

White Supremacy

Sexism

Homophobia

Poverty

Mental Illness

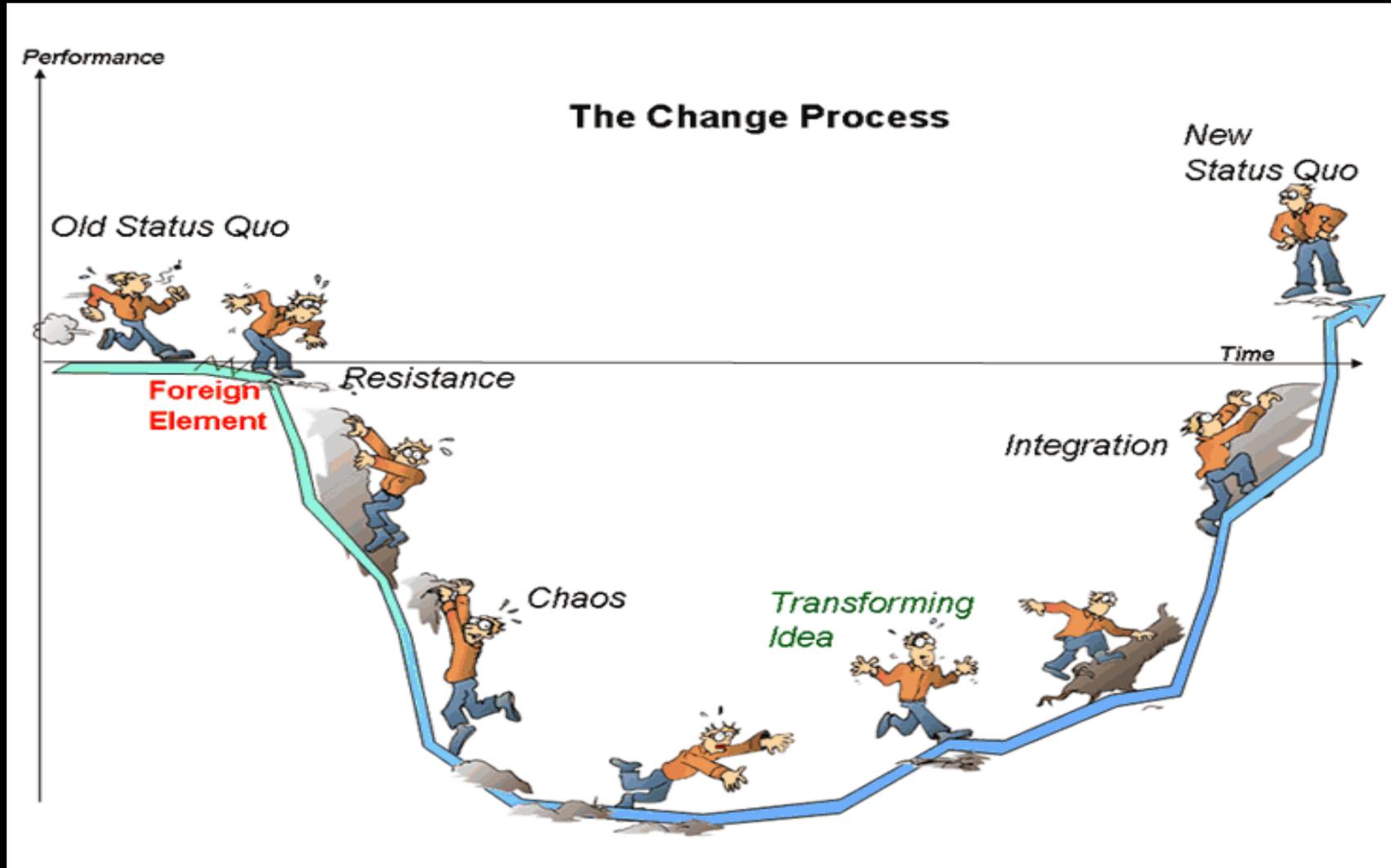
Ableism

# Let's Talk About Stress

## Stress Continuum Model

<b>READY</b> (Green)	<b>REACTING</b> (Yellow)	<b>INJURED</b> (Orange)	<b>ILL</b> (Red)
<p><b>DEFINITION</b></p> <ul style="list-style-type: none"><li>◇ Optimal functioning</li><li>◇ Adaptive growth</li><li>◇ Wellness</li></ul> <p><b>FEATURES</b></p> <ul style="list-style-type: none"><li>◇ At one's best</li><li>◇ Well-trained and prepared</li><li>◇ In control</li><li>◇ Physically, mentally and spiritually fit</li><li>◇ Mission-focused</li><li>◇ Motivated</li><li>◇ Calm and steady</li><li>◇ Having fun</li><li>◇ Behaving ethically</li></ul>	<p><b>DEFINITION</b></p> <ul style="list-style-type: none"><li>◇ Mild and transient distress or impairment</li><li>◇ Always goes away</li><li>◇ Low risk</li></ul> <p><b>FEATURES</b></p> <ul style="list-style-type: none"><li>◇ Feeling irritable, anxious or down</li><li>◇ Loss of motivation</li><li>◇ Loss of focus</li><li>◇ Difficulty sleeping</li><li>◇ Muscle tension or other physical changes</li><li>◇ Not having fun</li></ul> <p><b>CAUSES</b></p> <ul style="list-style-type: none"><li>◇ Any stressor</li></ul>	<p><b>DEFINITION</b></p> <ul style="list-style-type: none"><li>◇ More severe and persistent distress or impairment</li><li>◇ Leaves a scar</li><li>◇ Higher risk</li></ul> <p><b>FEATURES</b></p> <ul style="list-style-type: none"><li>◇ Loss of control</li><li>◇ Panic, rage or depression</li><li>◇ No longer feeling like normal self</li><li>◇ Excessive guilt, shame or blame</li></ul> <p><b>CAUSES</b></p> <ul style="list-style-type: none"><li>◇ Life threat</li><li>◇ Loss</li><li>◇ Moral injury</li><li>◇ Wear and tear</li></ul>	<p><b>DEFINITION</b></p> <ul style="list-style-type: none"><li>◇ Clinical mental disorder</li><li>◇ Unhealed stress injury causing life impairment</li></ul> <p><b>FEATURES</b></p> <ul style="list-style-type: none"><li>◇ Symptoms persist and worsen over time</li><li>◇ Severe distress or social or occupational impairment</li></ul> <p><b>TYPES</b></p> <ul style="list-style-type: none"><li>◇ PTSD</li><li>◇ Depression</li><li>◇ Anxiety</li><li>◇ Substance abuse</li></ul>

# Change Can Feel Hard



# Building our Capacity to Do the Work

Reducing  
Shame, Guilt and  
Fear

“Positive Intent”

Win-Win

To Create  
Community

A Relational  
Model

Everybody Gets  
What They  
Need/When  
They Need It

# This does not:

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Deny

Deny Harm

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Acknowledge

Acknowledge That There Are Structural Inequities and Inequalities that Need to be Address

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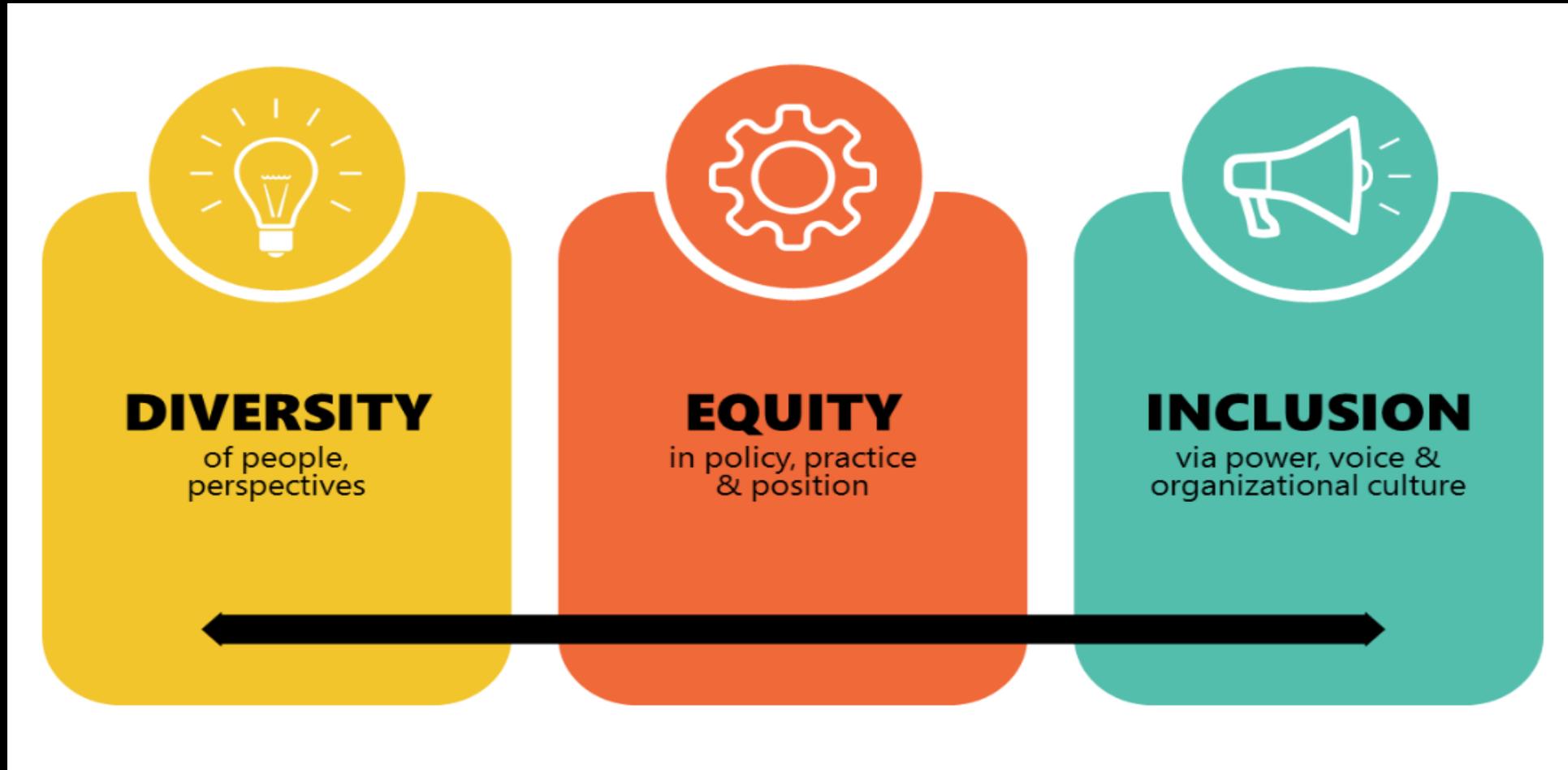
Guarantee

Guarantee it will be conflict free/or disagreement

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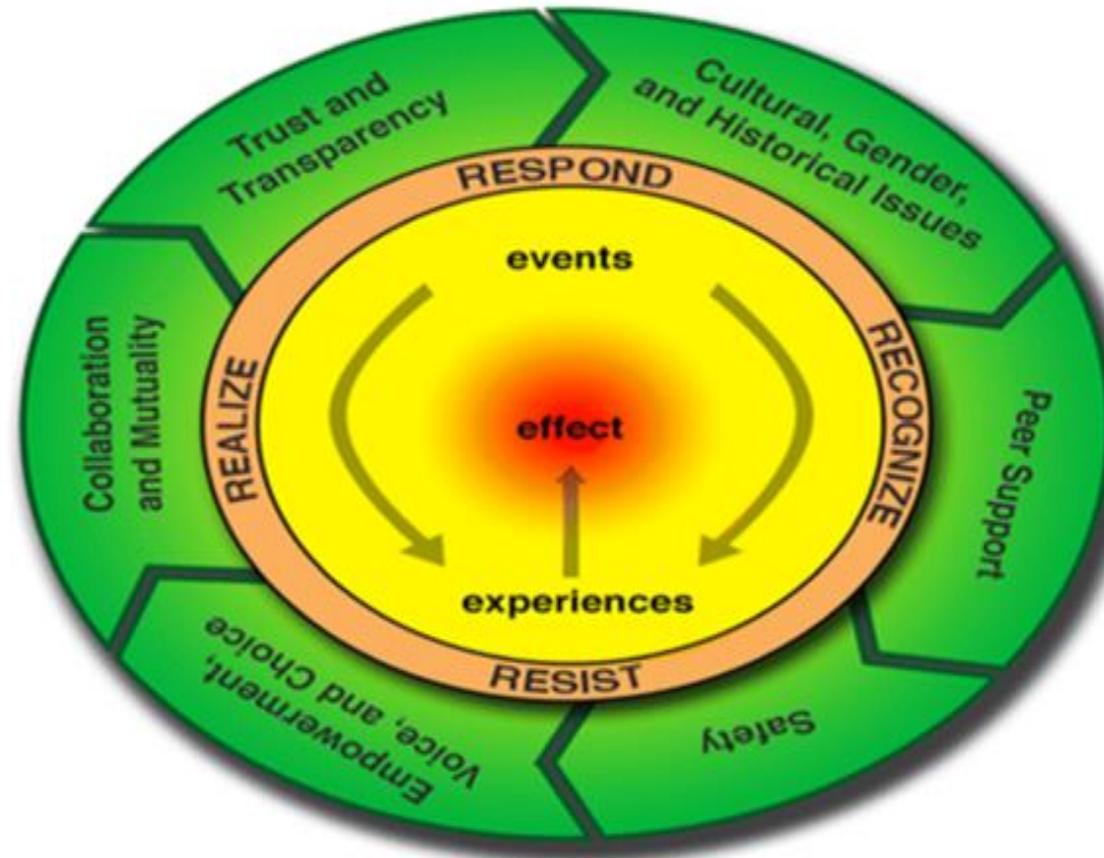
AL JUSTICE  
RESPECT  
DIVERSITY  
HUMILITY SUPPORT SYSTEM COURAGE  
MUTUAL INTERSECTIONAL GROWTH  
CO-CREATION REPRESENT IDE  
TRUST ACCOUNTABILITY WELCOMING VALUED GROWTH CENTER  
TRANSPARENCY INTERACTING ACTIVE FAIRNESS JUSTICE  
EQUITY FAMILY TRANSPARENCY RECEPTIVENESS  
EQUALITY COLLECTIVE RESPONSIBILITIES  
SOCIAL JUSTICE DIFFERENCE INTERSECTIONALITY RECEPTI  
ERSECTIONALITY COMMUNITY EXPERIENCES HONESTY WELCO  
BACKGROUND INFORMATIVES SOCIAL  
AFFIRMING IDENTITIES  
INFORMATIVE VALUED PERSPECTIVES  
SUPPORT SYSTEM SOLIDARITY  
CATALYST THRIVING CONSCIOUS COMMUNITY APPRECI

# The proposal: A trauma informed approach to diversity, equity and inclusion.



# SAMSHA Trauma Defined

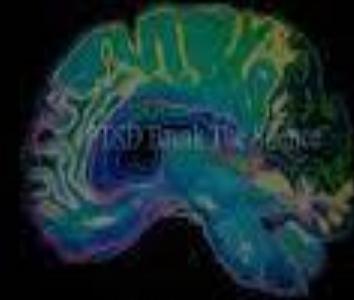
## Trauma Informed Care Principles



# Trauma's Impact

- Shaping and Defining
- Individualized
- Overwhelms our ability to cope
- Painful
- Disempowering/Reinforces feelings of powerlessness

Trauma is

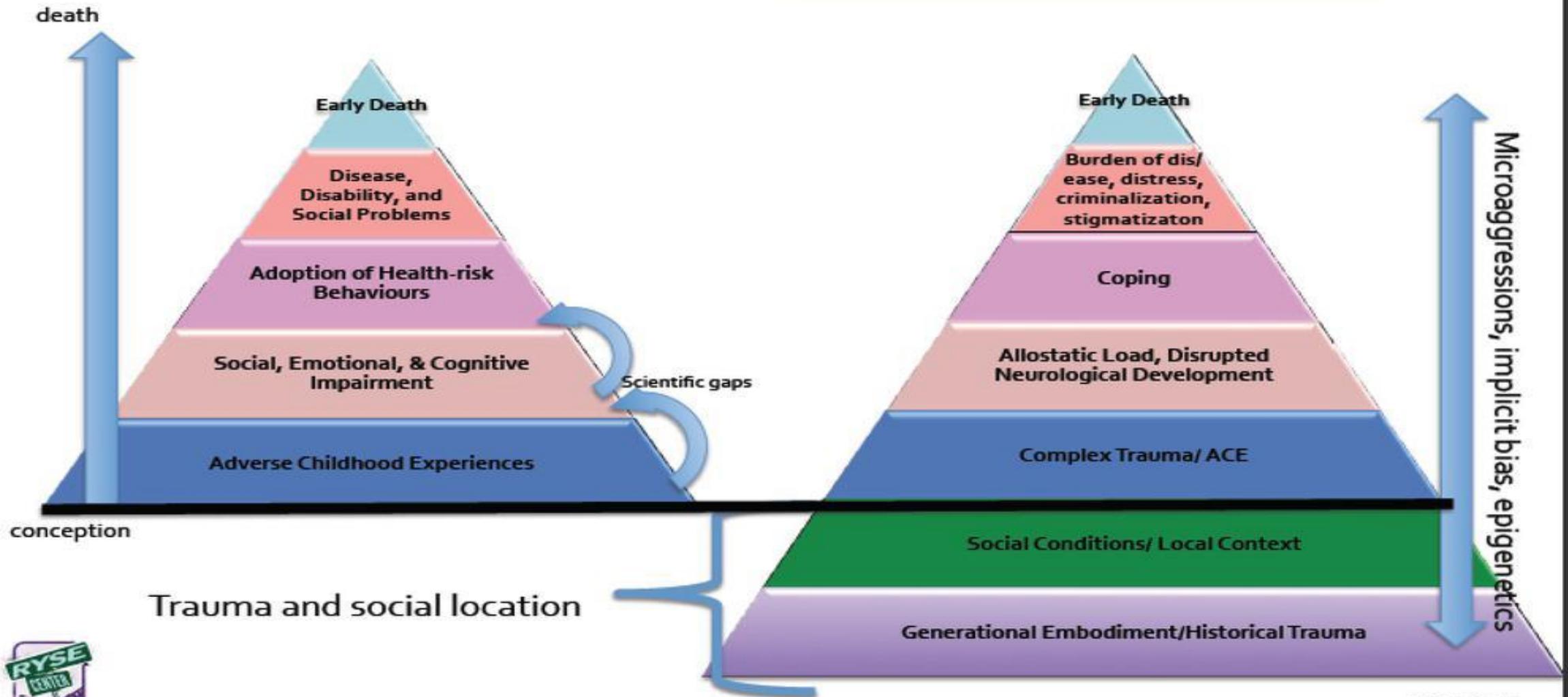


anything that  
overwhelms the brain's  
ability to cope.

# Trauma and Social Location

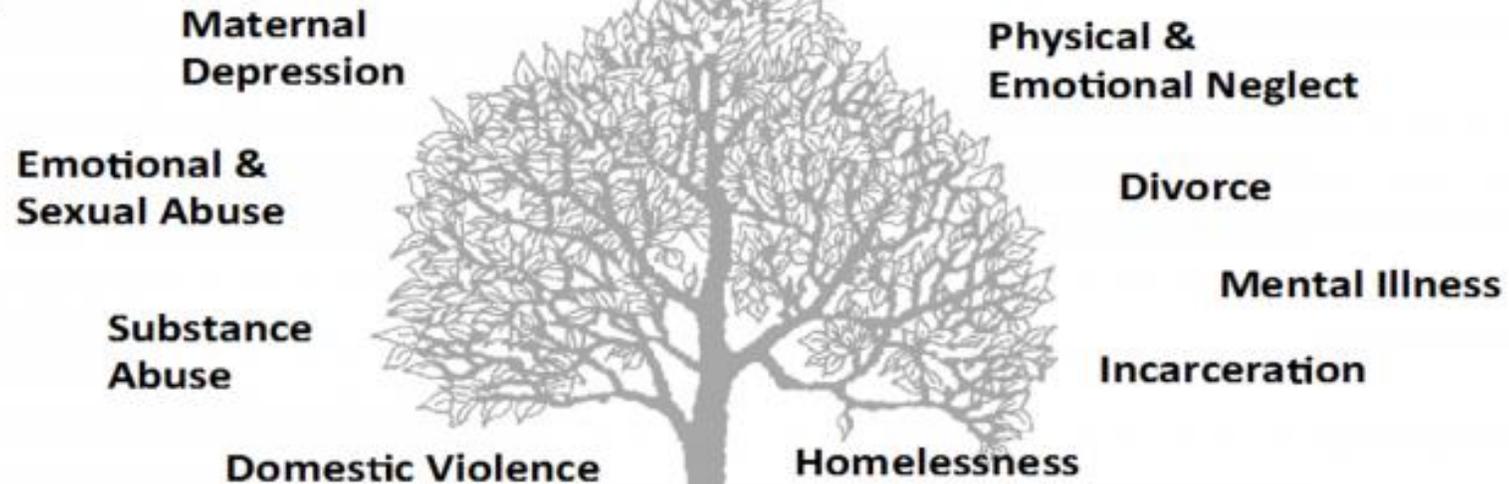
Adverse Childhood Experiences

Historical Trauma/Embodiment



## The Pair of ACEs

### Adverse Childhood Experiences



### Adverse Community Environments



Ellis, W., Dietz, W. (2017) A New Framework for Addressing Adverse Childhood and Community Experiences: The Building Community Resilience (BCR) Model. *Academic Pediatrics*. 17 (2017) pp. S86-S93. DOI information: 10.1016/j.acap.2016.12.011

# Trauma in postsecondary learners

- : What you might see
  - Difficulty focusing, attending, retaining, and recalling
  - Tendency to miss a lot of classes
  - Challenges with emotional regulation
  - Fear of taking risks
  - Anxiety about deadlines, exams, group work, or public speaking
  - Anger, helplessness, or dissociation when stressed
  - Withdrawal and isolation • Involvement in unhealthy relationships

Source: Hoch et al., 2015.

# Trauma Facts & Stats

- By the time they reach college, 66 to 85 percent of youth report lifetime traumatic event exposure, with many reporting multiple exposures (Read, Ouimette, White, Colder, & Farrow, 2011; Smyth, Hockemeyer, Heron, Wonderlich, & Pennebaker, 2008).
- Sixty percent of adults have reported experiencing abuse or other difficult family circumstances during childhood (National Center for Mental Health Promotion and Youth Violence Prevention, 2012).
- College students are particularly vulnerable to experiencing a new potentially traumatizing event (PTE); as many as 50 percent of college students are exposed to a PTE in the first year of college (Galatzer-Levy et al., 2012).
- Female college students with a history of sexual trauma are at higher risk for repeated trauma (Griffin & Read, 2012).
- Ethnic minority status and low socioeconomic status have been shown to be risk factors for trauma exposure (Read et al., 2011).
- Trauma increases susceptibility to depression, and trauma symptoms are more likely to co-occur with depression symptoms (Kilpatrick et al., 2003; O'Donnell, Creamer, & Pattison, 2004; Rytwinski et al., 2013).

# Elevated Risk Trauma Exposure

Trauma can happen to anyone. However some students are more vulnerable:

- Veterans,
- Current and former foster youth,
- American Indian/Alaska Native students,
- Refugee students,
- LGBTQ students,
- and Nontraditional Adult Learners.

This is not an exhaustive list of student groups at risk of experiencing trauma, nor does it indicate that students from the following groups are less likely to thrive in college as healthy, confident, strong, and resilient adults.

# Where there are elevated risk factors there are also unique/elevated protective factors

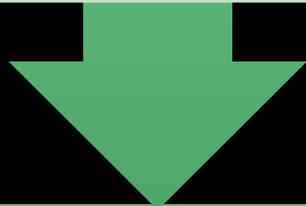
- Individuals are experiencing chronic stress, adversity, and structural inequities need more support, opportunities, growth, and empowerment tools to overcome the adverse impact of toxic stress
- Stressed brains struggle to learn and function optimally
- When people don't feel safe (physically or emotionally) the stress response is activated
- Those who are wounded/or unaware (even strong advocates/ champions) of their wounds can retraumatize others

We must not only address and improve people's understanding of the 'whys' of diversity, equity, and inclusion but you also have to change policies, procedures and practices to create sustainable change.

# Seeing People as Whole

When trauma is not considered, people see themselves and are looked upon by their behaviors alone, rather than with understanding of what they have experienced.

- Need to increase understanding of the impact of trauma on people's lives, relationships, connections, and communities

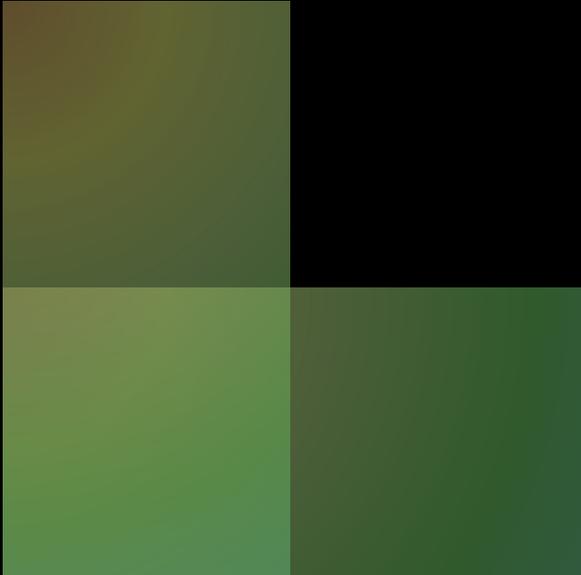


Opportunities for healing rest within the context of those relationships, connections, and communities.

# Reminders of the 'why' of trauma- informed practices

- Stressed brains struggle to learn and function optimally
- Individuals are experiencing chronic stress, adversity, and structural inequities need more support, opportunities, growth, and empowerment tools to overcome the adverse impact of toxic stress
- When people don't feel safe (physically or emotionally) the stress response is activated
- Helpers and healers who are wounded/or unaware of their wounds can retraumatize others
- We must not only address and improve a person's coping & affect regulation skills – Trauma Informed policies, procedures and practices focus on removing threats.

# Basic Trauma- Informed Principles



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**Safety:** ensuring **physical and emotional** safety for families, youth, participants, stakeholders, the community, and providers

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**Trustworthiness:** maximizing trustworthiness, making tasks clear, policies, procedures, and practices are open and transparent

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**Choice:** prioritizing family, youth, and community control – ensuring culturally responsive practices

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**Collaboration:** maximizing collaboration and the sharing of power with youth, participants' families, the community, and between providers

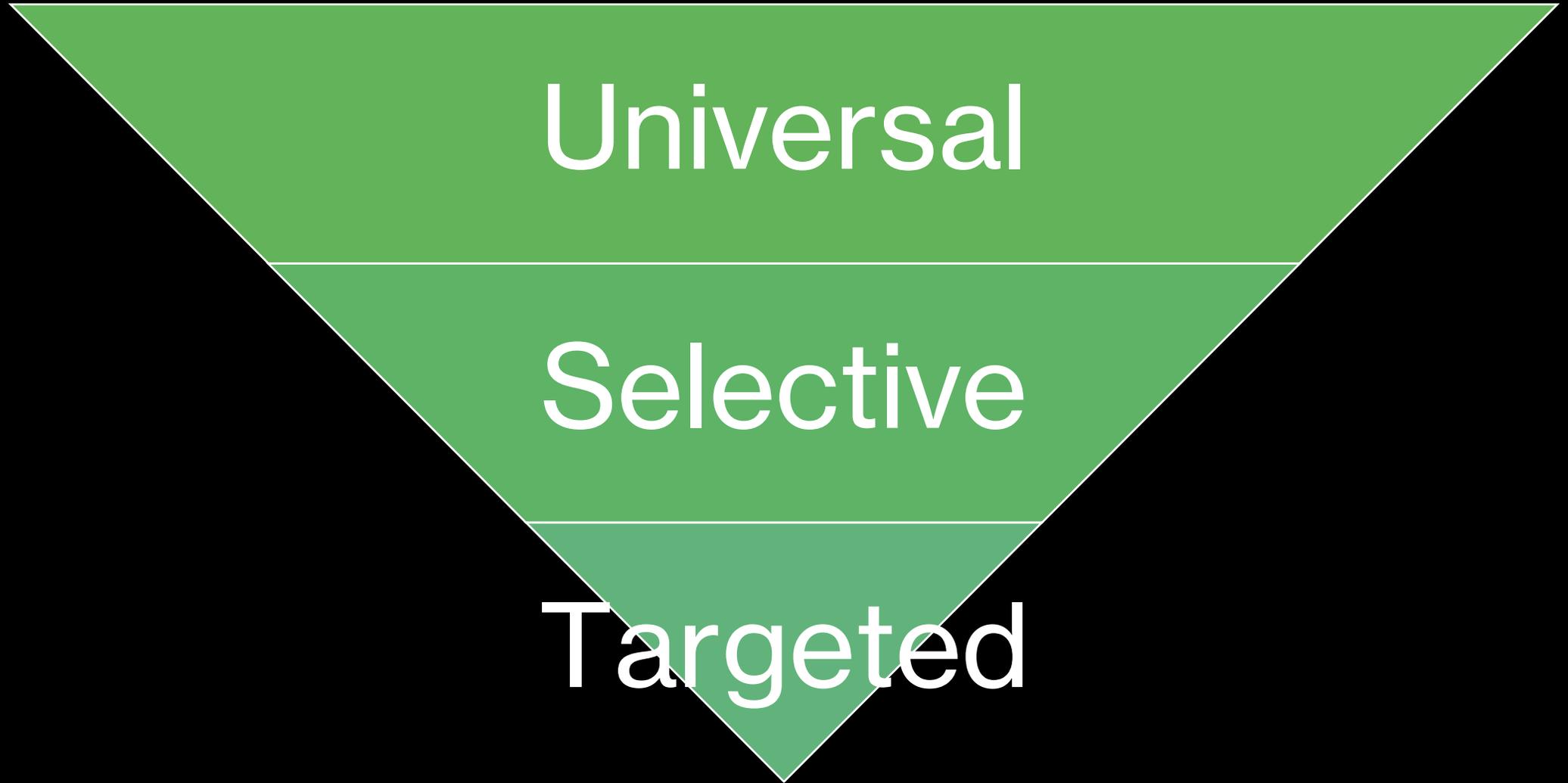
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**Empowerment:** prioritizing family, youth, community empowerment, and skill-building. Falot & Harris

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**Restorative:** restorative practices Restorative practices use social capital and achieve social discipline through participatory learning and decision making. They repair harm, restore relationships, democratize leadership, and create safer and more connected communities.

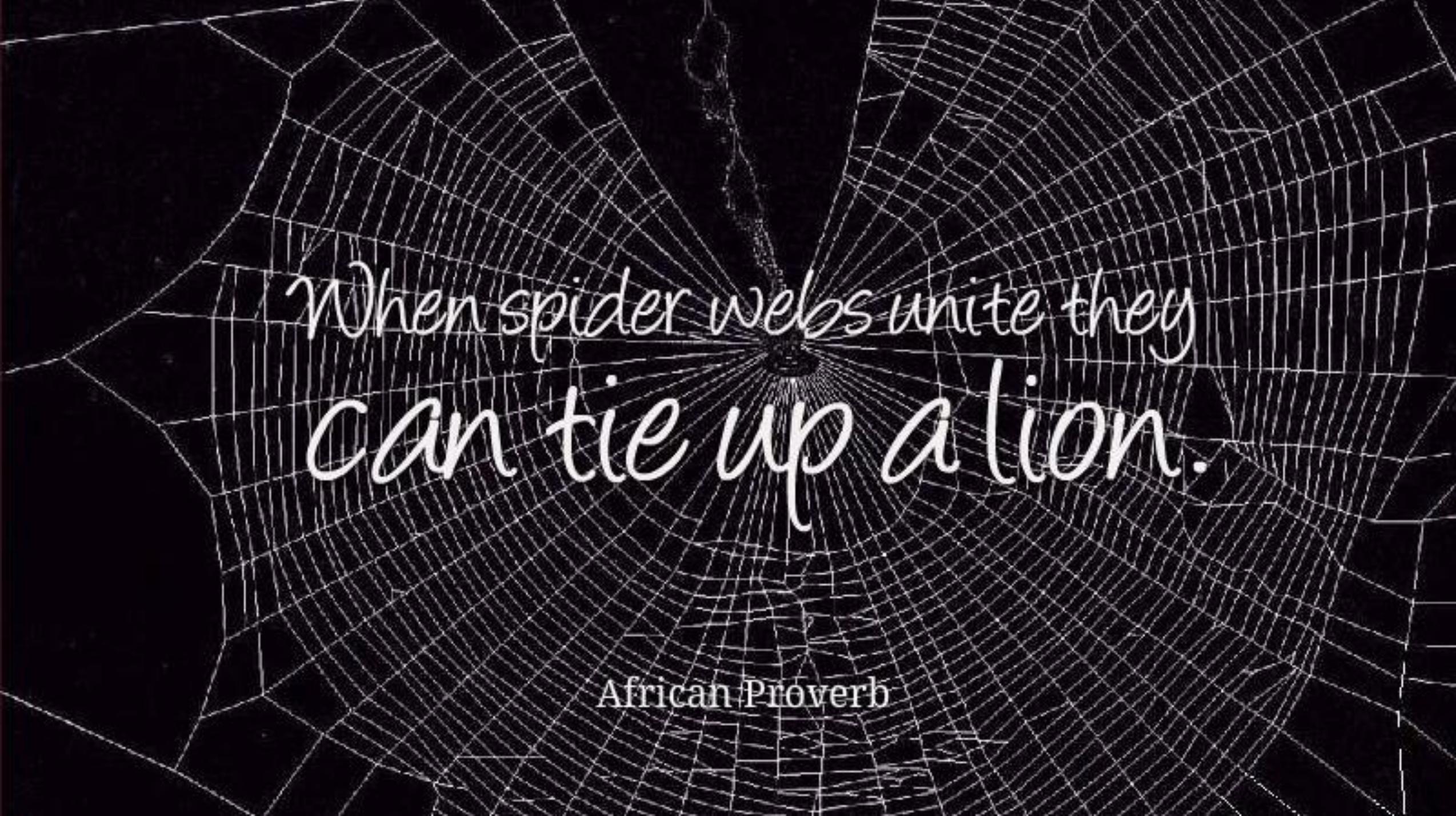
**Consider this as a approach**



Universal

Selective

Targeted



When spider webs unite they  
can tie up a lion.

African Proverb

# True Healing also involves: Healing Integrational & Collective Trauma

- Healing trauma involves both an examination of the wounded parts (differentiation )
  - Begin with an appreciation and acknowledgment of difference
  - An appreciation of difference
  - An awareness that difference exist and is valuable
  - Some of this is unconscious (in the body, in the lived experiences)
- Then move to integration (an integrative model)
  - Looking for themes
  - Looking for connections
  - It is relational

***True 'moving forward' also involves acknowledging the hurts and harms and reparative/ restorative processes***

# The End Game

## Equality



The assumption is that **everyone benefits from the same supports**. This is equal treatment.

## Equity



**Everyone gets the supports they need** (this is the concept of "affirmative action"), thus producing equity.

## Justice



All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.

**A journey of a thousand miles begin with one small step. What could**

**SUCCESS**



**WHAT PEOPLE THINK  
IT LOOKS LIKE**

**SUCCESS**



**WHAT IT REALLY  
LOOKS LIKE**

**Every great dream  
begins with a dreamer.  
Always remember, you  
have within you the  
strength, the patience,  
and the passion to  
reach for the stars to  
change the world.**

*Harriet Tubman*