In order to present what I see as key elements of a policy to guide college-level practice, I first describe what I see as the scope of Trauma-Informed Educational Practice (TIEP). I then draw upon existing practice and policy initiatives to propose a TIEP meaning and purpose statement, TIEP principles, TIEP objectives, and TIEP implementation domains. Following this I differentiate TIEP from what I am (for now) calling *trauma-informed teaching and learning* (TITL) which I conceive of as a way TIEP could be operationalized for classroom practice. Drawing again upon existing models, as well as upon the TIEP framework, I then propose a TITL meaning and purpose statement, TITL principles, TITL objectives, and TITL implementation domains.

The Scope of TIEP

To my mind, TIEP is the umbrella concept/term for a system-wide approach to implementing a TI approach in higher education settings. As with trauma-sensitive initiatives in K-12 schools (e.g. Cole, Eisner, Gregory, & Ristuccia, 2013; Hodas, 2006; Jaycox, Morse, Tanielian, Stein, 2006) and TI initiatives in child welfare and human services systems (e.g. Harris & Fallot, 2001; Bloom & Sreedhar, 2008; Elliot, Bjelajac, Fallot, Markoff, and Reed, 2005; National Child Traumatic Stress Network Schools Committee, 2008; Ko et al 2008; SAMHSA, 2014), TIEP ideally involves change at every level of the institution, not just the classroom. To effectively facilitate such as shift in higher education, everyone involved in the system would need to be included in the change effort, including students, staff, faculty, all levels of administration, boards of directors, affiliate institutions, and, in the case of public colleges and universities, state lawmakers.

Even when such shifts happen on a smaller scale at the program, department, or school level (e.g. University at Buffalo School of Social Work, 2015), realizing such a vision takes a great deal of collaboration, commitment, advocacy, assessment, implementation, resources, and time. Fortunately, however, there are existing models, that could be adapted for such a purpose. The Substance Abuse and Mental Health Service Administration (SAMHSA, 2014), for example, sponsors the National Center for Trauma-Informed Care (www.samhsa.gov/nctic) and provides both TI principles and implementation guidelines that have been adapted from Fallot and Harris (2006), the pioneers of TI approaches, and others. The Adolescent Health Working Group (www.ahwg.net) provides principles and implementation guidelines for adolescent providers that have been adapted from SAMSHA (2014) and others (see St. Andrews, 2013). And the Trauma and Learning Policy Initiative (www.traumasensitiveschools.org), sponsored by Massachusetts Advocates for Children and Harvard Law School, provides not only principles and implementation guidelines, but also a variety of assessment and advocacy tools and policy recommendations (see Cole, Eisner, Gregory, & Ristuccia, 2013).

Though these are excellent models, clearly K-12 schools and child welfare and human service systems differ from higher education settings in important ways that need to be considered when adapting them. For example, the primary goal in TI child welfare and human service systems is recovery from trauma. Though learning is a primary goal in K-12, some, such as Bloom (1995), argue that TI schools should be re-imagined as therapeutic communities. While I agree that colleges, like K-12 schools, can and should "maximize their potential for learning and growth with as little exposure to trauma as possible" (Bloom, 1995, p. 7), the goals of TI in higher education are more aligned social justice and human rights than with therapeutics; therefore, I believe the primary objective in higher education will and should remain educational outcomes.

Higher education and K-12 schools also differ in that the former often perform a gatekeeping function and weed students out, so to speak, whereas the latter are compulsory and try to ensure no child gets left behind. In some ways this gatekeeping function is not congruent with TI principles. However, federal TRIO programs do already address the problem of inequality of access to some extent, and I expect a TI approach could be used to expand such programs.

The Meaning and Purpose of TIEP

The primary goals of all TI approaches are to a) understand the ways in which violence, victimization, and other forms of trauma can impact individuals, families, groups, organizations, and communities, and b) apply that understanding when designing and providing services in order to prevent retraumatization (Harris & Fallot, 2001; SAMHSA, 2014). Therefore, I propose the following meaning and purpose statement for TIEP: To be trauma-informed in higher education settings means a) to understand the ways in which violence, victimization, and other forms of trauma can impact all members of the campus community, and b) to use that understanding to inform policy, practices, and curricula for two main purposes: 1) minimize the possibilities of (re)traumatization and/or (re)victimization, and 2) maximize the possibilities of educational success (adapted from Butler, Critelli, & Rinfrette, 2011; Carello & Butler, 2014, 2015; Harris & Fallot, 2001).

Though some of the models I have seen refer only to clients in similar purpose statements, here I refer to "all members of the campus community" rather than "students" because TI approaches understand that all members of an organization may be impacted by trauma. I chose the wording "maximize possibilities of educational success" in order to emphasize what Fava and Bay-Cheng (2013) refer to as the "promise of resilience" and to extend it to every member of the organization in which TIEP is being adopted and implemented. Educational success benefits everyone, not just students.

I imagine this statement as one that could be adapted for inclusion in a program, department, college, or system mission or values statement and include in a strategic plan.

TIEP Principles

The eight principles that I propose (see Table 1) are adapted mostly from the five principles (safety, trustworthiness, choice, collaboration, and empowerment) originally proposed by Fallot and Harris (2009) for use in human service delivery. I also adapted and added principles based on recent publications by the Substance Abuse and Mental Health Service Administration (SAMHSA, 2014), the Trauma and Learning Policy Initiative (Cole, Eisner, Gregory, & Ristuccia, 2013), and the Adolescent Health Working Group (St. Andrews, 2013), and educator Howard Bath (2008).

Table 1.
Principles of Trauma-Informed Educational Practice
1. Physical, Emotional, and Social Safety
2. Trustworthiness and Transparency
3. Support and Connection
4. Inclusiveness and Shared Purpose
5. Collaboration and Mutuality
6. Empowerment, Voice, and Choice
7. Cultural, Historical, and Gender Issues
8. Growth and Change
   (Adapted from Bath, 2008; Cole, Eisner, Gregory, & Ristuccia, 2013; Fallot & Harris, 2009; St. Andrews, 2013; SAMHSA, 2014)

Safety is the foundational principle of all TI approaches, and it should be a key element that guides all levels of TIEP. As Perry (2006) observes, "The major challenge to educators working with highly stressed or traumatized adults is to furnish the structure, predictability, and sense of safety that can help them begin to feel safe enough to learn" (p. 25).

I added social safety because I agree with Cole, Eisner, Gregory, & Ristuccia (2013) that members of educational communities need to feel safe not only as individuals, and not only physically and emotionally, but also as part of the various groups in which they engage. And I added transparency because I agree with SAMHSA (2014) that it is an essential element of building and maintaining trust.

Support and connection were adapted from SAMHSA's principle of peer support and Bath's (2008) principle of connection. Herman (1997) also emphasizes connection in her model of trauma recovery. I did not specify peer support because in higher education settings I believe support of various kinds is valuable, including peer, institutional, and community. Employee Assistance Programs (EAP), for example, are peer support programs that provide connections to community services to support employees.

Inclusiveness and shared purpose I adapted from the Adolescent Health Working Group (St. Andrews, 2013). In addition to emphasizing that everyone has a valuable role to play, it also encourages collaboration by reminding us that we are all on the same team. To collaboration I added mutuality, following SAMHSA, to draw attention to power dynamics that shift in TI approaches. Institutions of higher education are hierarchical; however, there are ways in which we can respect roles yet still share power and decision-making.

Empowerment, voice, and choice and cultural, historical, and gender issues are also adapted from SAMHSA (2014). Fallot and Harris (2009) identify choice and empowerment as separate principles; however, I see all three as ways that power differentials and coercion are mitigated. Adding cultural, historical, and gender issues reminds us to acknowledge and address structural oppression.

Lastly, change was adapted from the Adolescent Health Working Group (St. Andrews, 2013). They identified change processes as a principle. Since change is a process and is always ongoing, I thought processes was redundant and included growth instead. Change to me is different than growth; not all changes are perceived as positive; many are perceived as loss. And though the loss may in time lead to growth, I do not believe we should conflate the two processes.

TIEP Objectives

The ten objectives of trauma-informed educational practices that I propose (see Table 2) are adapted from the ten principles of trauma-informed services developed by Elliot, Bjelajac, Fallot, Markoff, and Reed (2005). I refer to them as objectives rather than principles because they are written using behavioral verbs, much like learning objectives are worded. And to me, they are learning objectives: we can use them to learn how to develop and maintain a TI approach to our educational practices.

Table 2.
Objectives of Trauma-Informed Educational Practices:
1. Recognize the impact of violence and victimization on development, learning, and coping strategies
2. Minimize possibilities of retraumatization and maximize possibilities of successful educational outcomes
3. Identify successful educational outcomes as the primary goal
4. Employ an empowerment model
5. Strive to maximize choices and control
6. Mitigate power imbalances through relational collaboration
7. Create an atmosphere that is respectful of the need for safety, respect, and acceptance
8. Emphasize strengths, highlighting competencies over deficiencies and resilience over pathology
9. Strive to be culturally competent and to understand people in the context of their life experiences and cultural background
10. Solicit input from all stakeholders and involve them in evaluation processes
    (Adapted from Carello & Butler, 2014, 2015; Elliot, Bjelajac, Fallot, Markoff, & Reed, 2005)

Ko et al (2008) point out that "Trauma confronts schools with a serious dilemma: how to balance their primary mission of education with the reality that many students need help in dealing with traumatic stress to attend regularly and engage in the learning process" (p. 398). I agree with this, but my changes to the wording of the principles reflect my belief that a TI approach is not only about students. It is not just their traumatic experiences, developmental processes, and coping strategies that may impact educational outcomes. Oppressive or exploitive structural factors such as the overreliance on adjunct labor, for example, have an impact on the quality of educational outcomes.

Negative educational outcomes affect not only individual students but also institutions, systems, and communities. There are more global implications as well: "As the United States continues to realize the importance of increasing the educational attainment of its citizens as the key to its future economic stability in the global marketplace, improving postsecondary access and success among underrepresented populations, such as low-income, first-generation students, is paramount" (Engle & Tinto, 2008, p. 4). Low retention and graduation rates pose a threat not only to the economic well-being of individuals and institutions of higher education, but also to the economic well-being of our country.

TIEP Implementation Domains

Since the TIEP implementation domains (see Table 3) have more to do with procedure than with policy, I am not providing a detailed description or rationale. I wanted to include them, however, to illustrate that they are different than the implementation domains for TITL. For example, the physical environment here refers to all of the buildings on campus, including the dorms, library, walkways, parking lots, and so on. The physical spaces TITL is concerned with are the classrooms and/or digital learning environments.
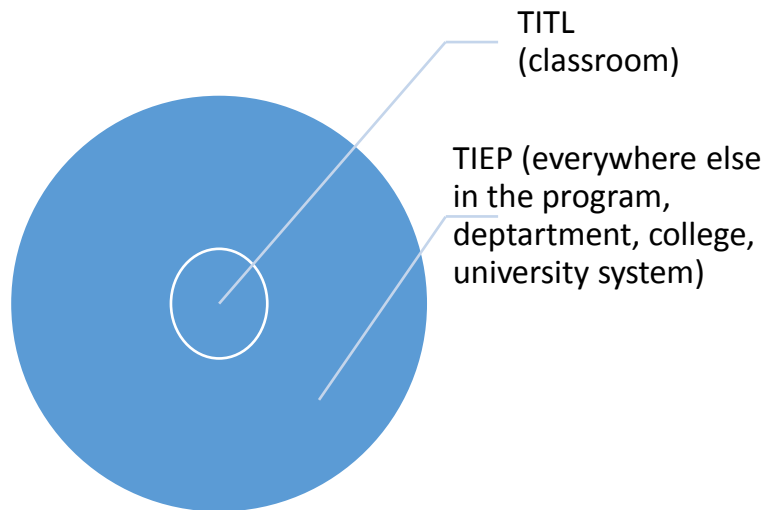
Table 3.
TIEP Implementation Domains
1. Governance and Leadership
2. Policies, Procedures, and Protocols
3. Physical Environment
4. Academic and Nonacademic Engagement and Involvement
5. Cross-Sector Collaboration
6. Screening, Assessment, and Treatment Services
7. Professional Development
8. Progress Monitoring and Quality Assurance
9. Financing
10. Evaluation

(Adapted from Cole, Eisner, Gregory, & Ristuccia, 2013; Harris & Fallot, 2009; St. Andrews, 2013; SAMHSA, 2014)

Differences between TIEP and TITL

Ideally, a TI approach in higher education involves change at every level of the institution in order to be successful. It is unclear, however, whether or when colleges and universities—or even individual programs, departments, and/or schools within colleges and universities—will move toward adopting such an approach. Also, since TI approaches have been so recently developed, even when programs, departments, or schools have adopted such an approach, TI principles have not been operationalized in the classroom. In the meantime, traumatic material and sensitive subjects continue to be taught in professional training and in courses across the curriculum in ways may inadvertently be causing more harm than good (Carello & Butler, 2014). Furthermore, it is important that all students feel safe in all classroom settings, not only students who have trauma histories or symptoms, and not only

classrooms in which students learn about trauma or sensitive subjects. Therefore, in what follows, I again draw upon existing models, as well as upon the principles, objectives, and implementation domains of TIEP, in order to propose TITL principles, TITL objectives, and TITL implementation domains. [The graphic below is not labeled because I added it here; it was not in my original exam paper.]

TITL (classroom)

TIEP (everywhere else in the program, deptartment, college, university system)

The Meaning and Purpose of TITL

Though the meaning and purpose of TIEP and TITL are similar, I've adapted the TIEP statement of meaning and purpose to reflect the specific members and goals of classrooms: To be trauma-informed in the context of teaching and learning about trauma and other sensitive subjects means a) to understand the ways in which violence, victimization, and other forms of trauma can impact all classroom members, and b) to use that understanding to inform course content, policies, and practices for two main purposes: 1) minimize the possibilities of (re)traumatization and/or (re)victimization, and 2) maximize the possibilities of educational success (adapted from Butler, Critelli, & Rinfrette, 2011; Harris & Fallot, 2001).

I imagine this statement as one that might be included in a teaching philosophy statement or adapted for inclusion on a course syllabus.

TITL Principles

The eight principles of TITL (see Table 4) remain almost entirely the same as for TIEP.

Table 4.
Principles of Trauma-Informed Teaching and Learning
1. Physical, Emotional, Social, and Academic Safety
2. Trustworthiness and Transparency
3. Support and Connection
4. Inclusiveness and Shared Purpose
5. Collaboration and Mutuality
6. Empowerment, Voice, and Choice
7. Cultural, Historical, and Gender Issues
8. Growth and Change
(Adapted from Cole, Eisner, Gregory, & Ristuccia, 2013; SAMHSA, 2014; St. Andrews, 2013)

Safety is still the foundational principle. The only change I have proposed is that academic safety be included in the first principle. It is important that both students and instructors feel safe to make and learn from mistakes.

As one would expect, the principles are operationalized differently. In the context of teaching and learning, trustworthiness and transparency would include things like clear and consistent expectations for assignments as well as fair, transparent, and consistent grading policies and practices. Yes, this is good teaching practice, but those who have histories that include abuse and/or neglect by authority figures may have even more difficulty learning to feel safe when they lack trust in their instructor.

Support and connection would include having on hand and/or posting in the syllabus referral information for the campus counseling center, health center, tutoring services and other campus and other relevant community resources. It would also include facilitating connections with peers and other colleagues such as school counselors or community providers who could provide trauma-specific services should they be sought.

Inclusiveness and shared purpose, to my mind, are related to course objectives and student success. To me this relates to the way instructors and students position themselves and each other. Do they perceive a mutual goal such as student success in the course? Or do they perceive one another as adversaries? When teachers are perceived as gatekeepers, for example, the relationship may be interpreted as adversarial. Teachers need not act as or be perceived as gatekeepers. Departments, schools, accrediting bodies, and professions already have policies and procedures in place that serve gatekeeping functions. In some ways, instructors may be like mandated reporters: they are required to share information, such as grades and progress reports that may result in action by others; however, they are not the ones who make decisions about the consequences that result due to such reporting.

Collaboration and mutuality are also related to classroom power dynamics. Despite the fact that education has been moving toward learner-centered approaches (see APA, 1993 for more) that position students as knowledge creators and instructors as facilitators of meaningful learning experiences (see Kalantzis and Cope, 2008 for more), many college instructors still rely upon traditional authoritarian teaching approaches that position students as knowledge receivers and that exacerbate rather than mitigate power differentials that exist. TITL approaches seek to mitigate these power differentials through power sharing and shared decision-making. As an example, students could be given opportunities to help develop classroom policies or contribute to the design of assignment rubrics.

Empowerment, voice, and choice also say something about centrality of control issues in TI approaches but emphasize learning new skills, by speaking up, and maximizing choice. For example, students can be held to rigorous standards and be expected to meet student learning objectives while at the same time be permitted to make some choices regarding what content they engage.

Cultural, historical, and gender issues is similar, but in classroom contexts I conceive of this as being related to ways in which students' stereotypes are challenged.

Change and growth are also similar, though here the focus in more on individual growth than on department, school, or community growth.

Objectives of Trauma-Informed Teaching and Learning

The objectives of TITL (see Table 5) are the same as for TIEP except they are intended to be operationalized by each instructor, and when possible, in conjunction with students.

Table 5.
Objectives of Trauma-Informed Teaching and Learning:
1. Recognize the impact of violence and victimization on development, learning, and coping strategies
2. Minimize possibilities of retraumatization and maximize possibilities of successful educational outcomes

3. Identify successful educational outcomes as the primary goal
4. Employ an empowerment model
5. Strive to maximize choices and control
6. Mitigate power imbalances through relational collaboration
7. Create an atmosphere that is respectful of the need for safety, respect, and acceptance
8. Emphasize strengths, highlighting competencies over deficiencies and resilience over pathology
9. Strive to be culturally competent and to understand people in the context of their life experiences and cultural background
10. Solicit input from all class members and involve them in evaluation processes
    (Adapted from Elliot, Bjelajac, Fallot, Markoff, & Reed, 2005)

Classroom Implementation Domains

As one would expect, TITL implementation domains (see Table 6) differ from TIEP because they are specific to the classroom. Here I have gone into more description of the domains. These implementation domains could be used to identify both structural and process criteria to create evaluation tools to be used by instructors, students, and others involved in program assessment.

Table 6.
Classroom Implementation Domains
- Classroom Characteristics
    - Physical space
    - Time of day
    - Format (e.g. seated, online, hybrid)
    - Length of sessions (individual and semester)
- Content & Skills
    - Course objectives
    - Texts, audio, video, data, software, hardware
    - Assignments
- Policies
    - Attendance
    - Participation
    - Grading
    - Missing or late work
    - Classroom management
- Pedagogy
    - Philosophy
    - Methods
- Assessment
    - Formative
    - Summative
- Student Characteristics & Behavior
    - Personality
    - Attitudes & values
    - Coping style
    - Communication style

- o   Authority style
  - ▪ Instructor Characteristics & Behavior
    - o   Personality
    - o   Attitudes & values
    - o   Coping style
    - o   Communication style
    - o   Authority style
  - ▪ Student-Instructor Relationships
    - o   Motivation
    - o   Engagement

I would like to conclude by emphasizing that I see these policy principles as suggestions. I believe there is a place for expert opinion, particularly in helping identify and develop models and tools; I also believe policy should be created and implemented by stakeholders. This seems even more important in the case of TI approaches which seek to restore a sense of control to those who have been victimized.