

Equity-Centered Trauma-Informed Pedagogy

<i>The Center: Cultural, Historic, Gender Issues</i>	An intersectional approach that helps us identify how overlapping social identities intersect with structures of oppression to understand how power and privilege are obtained, and disadvantage is doled out.		
Principles	Equity-Centered Definition	Does this class, my policies, and my decisions...	Application
<i>Safety</i>	“The physical setting is safe and interpersonal interactions promote a sense of safety. Safety can look different across intersections of race, ethnicity, gender identity, sexual orientation, ability/disability, size, age, class and across institutions.	<ul style="list-style-type: none"> ● Perpetuate the status quo or move the dial toward cultural change? ● Require students to hide behind hetero-normative constructions of identity or invite them to celebrate their authentic selves? ● Foster true belonging? Is it a shame-free zone? Or is it full of judgement and pressure to fit in or create the “ideal citizen subject” (Sasaki, p. 33)? ● Reduce uncertainty and promote psychological and physical safety? 	<ul style="list-style-type: none"> ● Create comfort agreements in collaboration with students that not only prioritize safe practices but also put into conversation what safety looks like across population groups. ● Make students and ourselves feel safe enough to take off the armor, to brave vulnerability (Brown, 2012, 2018). ● Put wording in our syllabi about inclusion, resources for all, and symbols that identify the class and its instructor as a safe, inclusive, and welcoming space across populations. ● Honor preferred names, avoid deadnaming, invite pronouns but not require them.

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			<ul style="list-style-type: none"> • Provide low-stakes assignments, revise & resubmit options
<i>Trustworthiness and Transparency</i>	<p>Trustworthiness and Transparency means treating people with dignity and respect and as experts in their own experience. It means recognizing that the trust of others must be earned through transparency, accountability, shared vulnerability, and consistent commitment to equity.</p>	<ul style="list-style-type: none"> • Cultivate relationships based on consistency in our ability to be curious and compassionate? • Establish boundaries to maintain relationships, not restrict them? • Recognize that everyone has equal value but different gifts and strengths? • Center feminist praxis as a method for affecting change? 	<ul style="list-style-type: none"> • Invite authenticity. • Admit when we make mistakes which may mean changing deadlines on a syllabus or expectations on a course assignment. • Be willing to confront the privilege we have when building relationships. • Openly acknowledge the limits of confidentiality in our setting. • Provide info about content in advance • Add trigger warnings if relevant • Flexibility in course policies and deadlines. • Scaffolding assignments

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<p><i>Peer Support</i></p>	<p>Peer Support is a flexible approach to building mutual, healing relationships among equals.</p>	<ul style="list-style-type: none"> • Make space for peer interactions to happen? • Encourage mentoring? • Enhance our ability to care for one another across lines of difference? • Prioritize belonging and nurture relationships? • Recognize that support is necessary for community building? 	<ul style="list-style-type: none"> • Consider the equity impact of meeting times or social activities offered. • Ask each other “How can I support you?” • Provide informal opportunities to build connections. • Lend a helping hand. • Listen actively. • Provide opportunities for peer check-ins and collaboration.
<p><i>Collaboration and Mutuality</i></p>	<p>Collaboration and mutuality call us to resist the status-quo of consensus and to move beyond Collaboration and Mutuality in favor of feminist coalition by finding “connections across difference rather than sameness.”</p>	<ul style="list-style-type: none"> • Incorporate opportunities for feedback and conversation between myself and my co-workers/class colleagues? • Make space for disagreement, discomfort, and for “both/and” thinking? Disrupt a power differential? • Develop new ways of doing things? • Center shared decision-making where everyone’s contribution is invited and valued? 	<ul style="list-style-type: none"> • Cultivate difficult conversations instead of shutting them down. • Create a built-in mechanism for bidirectional feedback (with careful consideration and revision when needed). • Invite co-creation of policies and procedures in the syllabus or assignments. • Partner with seemingly unlikely offices or departments across campus on projects where there are shared goals (albeit different visions). • State that you value students’ knowledge, lived experiences, input

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<i>Empowerment, Voice, Choice</i>	Empowerment, Voice, and Choice is the best way to help our students, colleagues, and selves transform “silence into language and action.”	<ul style="list-style-type: none"> • Ensure that the “choices” are not coercive choices? (e.g., invitation to name pronouns; offering public and private opportunities) • Make a space for write-ins? • Make assumptions about students’ or staff’s availability for work? • Recognize that discussions are best when shared? 	<ul style="list-style-type: none"> • Invite students to design a choice or alternative that is comparable to the choices already provided. • Revisit assignment sheets for access issues and find language that provide avenues for choice. • Create opportunity for everyone to contribute to the conversation by encouraging individual responses.
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Adapted from: Thompson, P. & Marsh, H. (2022). Centering Equity: Trauma-Informed Principles and Feminist Practice. In P. Thompson & J. Carello (Eds.), *Trauma-Informed Pedagogies*. Springer Nature. DOI: 10.1007/978-3-030-92705-93