

Transcript for Supporting Trauma-Informed Teaching with a Community of Practice Model
BCcampus webinar recorded on May 27, 2025
Presenter: Matty Hillman
Host: Leva Lee

LEVA LEE:

So good afternoon, everyone, and welcome to today's session that will highlight the work of our research fellow. My name is Leva Lee and I am a learning advisor at BCcampus, and it is my pleasure to welcome you today from my home and office located on the traditional and unceded territories of the hən̓q̓əmin̓əm and Skwxwú7mesh-speaking peoples, which is also known as Burnaby. Before we begin, I just wanted to mention a few housekeeping items. Please note that this presentation will be recorded and shared later on the BCcampus website. If you wish, you may change your name to participant and have your camera off. There will be live captioning that has been enabled for accessibility. Today, I am very, very delighted to introduce you to our presenter, Matty Hillman, who is one of our BCcampus research fellows for this year. Matty is a counsellor, instructor, and educational developer at Selkirk College, and that is located in the beautiful Kootenay region of BC, the traditional territory of the Sinixt people. His research interests include sexual violence prevention and response on post-secondary campuses, trauma-informed post-secondary education and radical youth work. So Matty is a regular contributor to many BCcampus projects, and we're very, very fortunate to have him work with us. Something that's very much of interest to me is that he is a muralist and he is especially interested in the intersection of youth work and public art and using this as a way to explore the opportunity of these complementary practices to create spaces for empowerment, community building, social justice. So please join me in providing a warm welcome to Matty Hillman.

MATTY HILLMAN:

Thanks, Leva. What an introduction. Hi, everybody. So thrilled to be here, so thrilled that all of you could make it. I see so many familiar faces in the crowd. Yeah, thanks again.

Yeah. Today's about just discussing and sharing some of the takeaways from my research project. It's a mouthful. It's called Understanding and Implementing Trauma-Informed Post-Secondary Education Through a Community of Practice. So yeah, let's get into it. I have a lot to share, and I'm hoping to hear from you folks, as well.

So I'll start by just talking a bit about myself and where I'm situated here on the traditional unceded territories of several First Nation groups who have been stewards of the land since time immemorial. I usually start by acknowledging the Sinixt folks who are not extinct, despite the colonial myth perpetuated by the federal government, which was recently overturned, as well as the Syilx, the Ktunaxa and the Secwepemc folks, whose traditional territories the campuses lie on. I'm in Pass Creek. I live rurally with my wife who's also an educator and published author, our seven-year-old daughter, almost 7-year-old daughter. As Leva

mentioned, I'm an artist as well. I think, you know, just to further the connection between the land and why we do land acknowledgments and the topic, you know, certainly trauma can and does affect people of all walks of life. But you know, we know that certain groups that have subjugated through systems of oppression are much more likely to be targeted for traumatic violence and, you know, that's why we're here. That's why we consider it in our education.

So today, you know, I was thrilled to see the numbers. I was a little surprised. You know, who wants to listen to someone disseminate their research. But, you know, this topic remains really important and of interest. So the questions that BCcampus asks participants have been really helpful to me in sculpting this presentation. There's been some interesting content, so I'll speak a bit about, you know, trauma-informed approach to education. But primarily, I want to just give you a snapshot of the project. So we'll review trauma-informed education, key concepts and terms. If we have time, there's a short video. We'll examine the data. We'll hear quotes from participants that I've interwoven throughout that I think are quite powerful. We'll talk a bit about trauma-informed strategies and tools, and I'll do my best to answer the dozens of requests for content and takeaways. I have a lot of resources to share, links. The slide deck is available. This recording will be available, so you can definitely check this stuff out later. I'm always open to follow-up inquiries as well. In terms of guidelines, you know, I didn't create a set of guidelines for our time together. I think we can sort of share the common understandings of confidentiality and respect and things like that. You know, I want to just reiterate that participation. There's several opportunities for participation or reflection. It's completely optional and by choice. Same with, you know, having your camera on or not. You know, let's leave names out and maintain confidentiality. Refrain from any graphic descriptions of trauma and sharing. I won't be going there. Just do what you need to take care of yourselves. I love that open-endedness, ask for what you need, give space where you can. And follow up with me if you're interested at all. I'm also thrilled to have a number of the research participants with us here today. Hi, Kathleen. Hi, Michelle. I'm going to ask them to share some of their insights on the experience a bit later. I think it's so important that we have participants in research's voice included. My team from the Teaching and Learning Centre is here, including some of the guest speakers that were part of the research project. Yeah, so just a great group of folks. So I'm looking forward to hearing from people.

So this research project comes, sort of following a number of projects with BCcampus on this topic. Most recently, I did a week-long micro-course on boundaries. I know some of you folks here attended that. I feel boundaries is such an important part of being trauma-informed and, you know, really honouring the role that we have and the limitations to it. We did some great work in that micro-course on scope of practice and the fluidity of boundaries. The year before that, I offered another week long micro-course on interrogating your syllabus for transparency and increasing a tone of relationship, essentially creating a trauma-informed syllabus or cruelty-free syllabus as Matthew Cheney refers to it as, a sort of, for a broad overview, I have a three-hour workshop on the foundational aspects of trauma-informed education that I call Recognition, Relationship, and Resilience. So all of these were offered from BCcampus;

recordings of the FLO Lab, I believe, are available. Yeah, and just follow up with me if you're interested in some of the content and resources from that.

So moving into this project, a background on the Fellows, Research Fellows Grant is funding for small-scale research and teaching and learning to produce evidence-based teaching practices that foster student success. I mean, I think this really fit really well, obviously. It's great. There's various options for the deliverables, this presentation being one of them. I also wrote a blog post that's available. The project happened in conjunction with Selkirk College. The participants were faculty there. My ethics approval went through Selkirk and supported by my teaching and learning centre. Yeah, we held the meetings here. All that stuff happened on campus here. I spoke about those various resources from the past. That's what it looks like. In general. In terms of the methodology, I used a community of practice. We engaged in a community of practice model. I'll give a bit more background on that in a bit. But essentially, one of the biggest takeaways here is the congruence between the community of practice model with the content with the principles of trauma-informed teaching. I'll definitely highlight that. Participants were self-identified. I promoted several different ways. There was a bit of a snowball method. But I was really lucky to get diverse participants from diverse disciplines and that really added to the experience, I believe. We had a bit of mixed methods for data. We did some pre and post surveys that included both open-ended as well as closed scaling, multiple choice stuff. Yeah, had a bit of help from AI in disseminating and analyzing the data, which was super helpful. I'll share a bit about that. And then we have to that point of the diversity of the disciplines represented, we have that quote at the bottom. "Meeting others, especially outside my own department helped me move away from that feeling of impostor syndrome." I had a conversation with a with a colleague this morning who was part of it and, you know, they share just, you know, hearing about the challenges and the successes and the skills in different fields when it comes to, you know, academic rigour, for example, really, really added to the experience. So, I guess one of my hopes for a presentation like this is people feel inspired and that they know that it's possible and the positive outcomes of replicating a project like this and, you know, if you can really source diverse participants. I attribute my success there with just the existing role I have as an educational developer for mental health at Selkirk as well as the relationships, the existing relationships. We're a smaller college. I do my best to make my position known to lots of different schools here. I think that helped. I really tapped some people and really asked them. I did overshoot, in terms of the numbers, which was good because there was attrition there always seems to be. But we were a tight group of sort of seven to eight, for the most part.

So, you know, a bit of content here. We based all of our meetings and all of the work on the trauma-informed care guidelines. These are sort of the most foundational ones. This is, you know, pre-trauma-informed education. This would be drawing from social work or even nursing, and certainly there's more specific versions now for trauma-informed education. Janice Carello is a great scholar in trauma-informed education and they've created, I'll just drop them in the chat here. They've created just more detailed ones that include extra pieces around

social justice and safety in academics. But, you know, these were the working ones that we based most of our conversations on. We'll be talking a bit about, you know, what does this actually look like in the classroom, though. I did put Janice's principles in the chat. Yeah, so safety, choice, collaboration, trustworthiness, and transparency as well, empowerment. These things if we're working from these principles in our teaching and our curriculum design, we're minimizing that chance for harm and re-traumatization.

In terms of a community of practice, it's defined as a group of professionals sharing knowledge and developing best practices in a particular field. I mean, that couldn't have fit better. Paula has dropped in a link there to the Community Practice website. Again, we were an intimate group of various disciplines and really what this does is fosters safety, relationship, encourages vulnerability, all of those principles that we saw in trauma-informed practice, we're using those in the community of practice. And so there's no surprise that there's this great congruence between a COP and TI education or trauma-informed research and trauma-informed education, I think that's evident there with the quote as well. "Listening to peers talk about their practice and challenges was informative and supportive." For me, that's what I was looking for was, you know, how does this model of a COP work or not work? What are the challenges? What are the successes with this type of education? Yeah, but maybe I can even just pause here for a minute. If Kathleen or Michelle have any comments just specific to the COP, the atmosphere, the tone that was created, please.

KATHLEEN YOUNG:

It was really good. It was nice to talk with other instructors and that it was very relaxed. It was a very welcoming environment. We were able to openly share any challenges we have and what we are using in our classrooms to support students. It was a really great experience.

MATTY: Great. Thanks, Kathleen.

MICHELLE COLEY:

Just to add to that, I think that was really special is that we had a range of instructors teaching in different methods. We had instructors that teach in person and ones that teach online exclusively and a little bit of both, And how are we managing those classrooms. Yeah, that was pretty rad. Then also, it turns out that people from all schools at our school, all programs are facing the same things. That was great to know.

MATTY:

Yeah, sense of solidarity with the challenges and the successes. It's important too that I just mentioned, we did the pre-survey that all the participants had a significant level of understanding and practice already. So that we started off from that place and there was growth really across the board as the data shows. Yeah, thanks, folks. I like Jacqueline's comment there. Sometimes it all just feels lighter when you can share it with others. Absolutely.

So, when it comes to a community practice for educators, you know, I love this visual here with just a few defining features. You know, we're sharing these common purposes, perhaps sometimes common students, wanting the best for and from students, sharing challenges, you know, technology and learning theory were a part of this experience. The sharing of ideas, certainly learning from each other. And that support, all on a Tuesday evening around from 4:00 till 6:00 with pizza and bubbly beverages.

Yeah. So just to provide, I guess, foundational, some of the key takeaways when it comes to trauma-informed education, it's essentially about the position that educators and employers occupy in post-secondary. We have this opportunity to have close relationships with students. The opportunity to connect with them, direct them to services. We're not in a position to prevent all harm or completely eliminate the chance of activating students. But through these practices and principles, we can minimize that chance for harm or re-traumatization. A lot of it, I think, is a perspective shift. In terms of evaluating who you are as an educator and how you want to approach the educational relationship. I think there's a lot of preventative work that goes into it as well, and I'll touch on that in the next couple slides. There's also practical things we can do, again, in course planning, but in delivery, you know, you know, the common ones like content warning and getting names and pronouns right, but also some of the things that we can do with the tone in our welcome letters and in our documents, the choices for assessment, things like that. Yeah, there's lots. I mean, that's what we explored. Ultimately, these changes are positive for all learners. Learners' diverse intersecting identities create unique experiences. That's a given. That's that student-centred individual approach. As well, we need to hold the institutions accountable for making changes at that systemic level to become more trauma-informed. So those are sort of the main bullet points. I'll get into a few more details. To answer the funding, you know, I was blessed to have this grant, a funding grant. I wrote honorariums for the research participants. They're still coming, I promise. For the guests, they're still coming, I promise, as well as, you know, thinking ahead to, you know, we're going to be meeting over dinner time. We need to have food. So yeah, I wrote all of that in and, you know, I'm grateful to BCcampus for funding it.

I think we have time to watch this. It's a five-minute video from Mass Bay Community College. It really just summarizes trauma-informed education and the need for it. You could consider it a call to action for trauma-informed education. What I like about it is, this is the type of video I think you could show to faculty member who's never heard of it. You could show to leadership who want to know why they should implement it. These were a number of the queries on the intake forms for this presentation, particularly, it addresses that idea of trauma-informed education being incongruent with academic rigour, which is not it's a starting place for people who wonder I don't assume that's a lot of us here, but maybe you can use it to get by in the future. So let's watch this.

[VIDEO STARTS]

MALE VOICE: I was 19 years old when I found myself homeless. For a while I was living with my sister and then a couple of friends, but one night, I really had no place to go. My family had to desert our culture and roots in the middle of the war to escape being murdered, sent to prison, or to starve along with other people of my country. Honestly, I feel so much older. When I was deployed, I had to make life-or-death decisions. I feel so different from all the other students here, and I wonder if this college thing's for me.

NARRATOR: While higher ed is described as an ivory tower removed from the concerns of ordinary existence, the reality is that all campus members bring the full range of lived experiences to academic spaces. Violence is commonplace, and yet educators, particularly in higher education, have been conditioned to perceive trauma as absent from the learning process, thus constructing a failure of recognition that undermines teaching and learning. Research demonstrates that trauma, adversity, and violence are in our classrooms and communities, affecting academics, relationships, and overall well-being.

As Jenny Horseman observes, "Unless education at all levels acknowledges the violence, along with its impact on learning, many students will not only fail to learn, but experience the educational setting as a silencing place or another site of violence, where they are diminished by institutional structures and shamed by their failure to learn."

Bessel van der Kolk essentially defines trauma as an overwhelming of a person's ability to manage and how the body's response to fear and danger sets into motion some of the oldest and most primitive threat response systems that ultimately "affect brain development, self-regulation, and the capacity to stay focused and in tune with others." It's common. 66% to 85% of youth report lifetime traumatic event exposure by the time they reach college, and 94% of community college students report at least one traumatic event before starting. Childhood adversities such as abuse and neglect have lifelong effects, including on educational attainment. Systems of power, including poverty and racism, also negatively affect academic progress.

Cia Versheldon adopts the term "cognitive bandwidth" to frame the ways that daily experiences and the context in which they take place affect learning and believes that college can help build back cognitive bandwidth. While trauma-informed educational practices have existed in K through 12 settings for over 20 years, awareness of trauma represents a relatively new movement in higher education.

Trauma-informed is not a medical model intervention, but a hybrid of public health and higher-ed pedagogies and practices. A paradigm shift in trauma informed warrants asking the right question, not "What's wrong with you" but rather "What has happened or is happening to you?" This shift recognizes dynamics that impact academic resilience and creates opportunities for change. For example, the concept of homework is predicated on home. For a student experiencing homelessness, time outside class first demands finding shelter, leaving less time

and concentration for homework. Mindful of the significant proportions of students facing housing insecurity, faculty are not being asked to be social workers, but to consider flexible due dates or a basic needs section of the syllabus that links to relevant resources. This is the core of the movement beginning to take hold.

Trauma-informed means seeing that trauma, adversity, and violence already exist as consequential forces in the lives of students, as well as in the culture of college and university. Inadequate recognition of this undermines educational reform because it fails to see fundamental factors that overwhelm academic persistence, ultimately rendering trauma a barrier to college access and retention. Compassionate practices and academic rigour can coexist. Incorporating awareness of trauma and adversity reveals strategies that contribute to academic resilience vital to authentic equity and inclusion in higher education.

[VIDEO ENDS]

MATTY:

All right. So first of all, my apologies, there were references to traumas in there in the very beginning, certainly real things that students do deal with. Sounds like folks found that helpful. Yeah, American, but nonetheless I think a good summary, again, for those who are just wondering, what's this all about? How can we begin to conceptualize this in our institution? Some good questions in the chat. I'm going to keep going and whoops.

This is actually good timing. Jen's here, sorry, Jen is asking about terminology, trauma-sensitive, trauma-informed, trauma-aware, exactly. And so what are the nuances between trauma-sensitive and being-informed, meaning maybe you've made those changes. Certainly, language is important. And, you know, there's a host of related terms and concepts here that are all relative and important in trauma-informed education. So I thought we would just go through these briefly. One of the requests in the pre, preamble was for any opportunities for gamification in the presentation, which I didn't think I'd be able to do, but I just realized we can play a quick game here. I'll list out the definitions and just either to yourself or you can pop them in the chat. What ones am I talking about? The definition is "focuses on the learner and their individual needs, empowering them to actively participate in the learning process." Nice. Good work. Nice, nice. Next one, "Policies, programs, and practices that aim to minimize the negative health, social, and legal impacts associated with substance use or other problematic choices." Yes. Nice. Great. Okay. Moving on. "This is a framework for designing curricula in a way that's accessible for all learners anticipating and addressing diverse learning needs." Yeah. I'm stoked how quick you all are on the draw. Moving on." The interconnected nature of social categorizations, such as race, class, gender." And of course, "The systems of discrimination and disadvantage that these create." As great. How about this one: "Diverse and unique understandings and practices passed down through generations within Indigenous communities, emphasizing interconnectedness, respect for the land, holism, especially that physical, emotional, spiritual intellectual." There's another one that I'll often talk about with educators is the holistic student, seeing your student having multiple areas of wellness and

while you're not necessarily focused on all equally, considering them is important, knowing that they exist in these areas and these areas need attention. The college can support so many areas of wellness. Moving on, a couple more. "To identify challenge and dismantle these systems of oppression that create inequalities and marginalize certain groups." All right. All my social work peeps. Good work. So these are "Key principles in creating fair and inclusive environments, such as removing barriers, celebrating the variety of individuals, and ensuring everyone feels valued, respected and supported to participate." Yes, that is EDI. Finally, "A framework that explains our nervous system influences our emotional, social and physical responses to perceived threats or safety." Yeah. So that is the polyvagal theory, which and sort of the neuroscience behind trauma and learning I go into, we didn't really cover that to that extent in the COP, but I do have some slides dedicated to that in my bigger training. All of these terms, you know, ultimately, I think ultimately it's about relationship. It's about individuality, knowing that students are individuals and have different needs.

You can take a moment to pause and maybe think about your own pedagogy. Feel free to just reflect or add in the chat. What are you already doing? What are some strategies you could try? How do you consider these terms in your curriculum design and delivery in your work with students? I know we're not all educators here. We're support staff, we're counsellors. So, people can feel free to chime in on the microphone as well. Nice. Oh, nice, Sarah. That sounds great. Equitable but not equal assessment. Providing choice, clarity, and transparency. Nice. If you have any specific examples too. Yeah, so when we talk about referrals too. There's a spectrum of referring a student, everything from saying, you know, "Counselling is down the hall. Consider checking it out" to that warm handoff where we can introduce them to the intake or the receptionist, help them schedule that appointment, even if it's during class time, offer how they can make up that time, prioritizing their wellness in that way. And, you know, I wonder if anyone's going to write anything about boundaries here, right? Warm handoff, yeah. Sharing vulnerability. Yeah, there was a lot of that that came up in the COP too was normalizing the struggle that is academics, that setbacks are part of that. That critical feedback is helpful and normal to get. Yeah, scope of practice. Absolutely. I find that that's a more common conversation these days with the folks I work with the educators is, you know, sort of, you know, hearing their practice, hearing what they have done for students and almost, you know, acknowledging that you did it and, you know, not every student will be successful. It's not a fault of theirs or yours. You know, it's the time and the place. But that scope of practice and, you know, knowing where to draw our boundaries. Awesome. Okay. So it sounds like folks are really thinking about this and have lots of examples. I'll keep going here.

Ultimately, it comes to that relational piece. I think that's the foundation. You know, that's on us as educators to develop relationships with students and to prioritize them. It's easier in certain disciplines and certain programs, I think, when you're working with a cohort for a year or two, certainly we can form relationships. But I know for me, I remember the instructors and the professors and the advisors more than I remember the content.

To even elaborate further from that video, moving to this place of curiosity and empathy, not what's wrong with you, not even really what happened to you because that doesn't matter, but seeing these responses as just that responses to trauma, to previous experiences with education, to the power imbalances, to the lack of representation that students see of themselves, you know, just hearing and considering others' experiences can really change things.

So further principles of a relational approach would be to provide clear expectations, transparency and policy, expect and accept this range of emotions, provide support and referrals, focus on relationship, and provide that emotionally safe environment. That takes time. That doesn't develop right off the bat, but there's things we can do to foster that.

So when we think about a personal approach to teaching, and that's something I think I'd like to offer in future sessions is developing a philosophy to teaching something we can reflect on ourselves as well as communicate with learners. For me, I think about students being unique in their learning, background, and identities, trying to maintain curiosity and avoid assumptions. We talked about that holistic lens. Promote connection and inquiry connection with the greater community, the campus community. Of course, that includes awareness of resources and maintaining boundaries. I'll often ask instructors what comes up for them when considering these suggestions. What could be helpful for relationship building with learners? Feel free to drop things in the chat. I mean, it's like, how do we form relationships with colleagues? We show interest, we get their names right, we share commonalities. Little bit goes a long way with students. I'm going to keep going for the sake of time.

Again, prevention. What's that quote about an ounce of prevention is a pound a cure or something like that. I think so much harm and misunderstandings can be prevented in the early pre-first class work that we do with our course outlines, welcome letters, welcome videos, providing that opportunity to connect with your learners, sharing your teaching philosophy, what they can expect, where they can get more help, breaking down the policy jargon into understandable, transparent language that has rationale behind what they can use office hours for, how to reach you and you're going to respond. Because we do as Matthew Cheney states there, "We do just get used to this bureaucratic academic language" that's unclear, that's unnecessarily dense, confusing, intimidating. We just go with it because that's what was on the syllabus.

Instead of just inheriting this, let's interrogate our outlines and our syllabus for opportunities to take out the cruelty, take out the jargon, and interject a tone of compassion. Humanism. This is a great podcast that is just an introduction to this concept of a trauma-informed syllabus. But it can look like your welcome video if you're online. It should be that first day of class as well. Multiple ways of sharing this welcome, this introduction with learners.

So things that I suggest taking a look at in your syllabus contact hours as well as an explanation of what these times can be used for, because we want to serve students. We want to serve as many as we can. We don't, sometimes students monopolize hours. So being clear about what you can offer and what to do in those hours, best contact methods and response times for emails, creating those guidelines with the buy-in from the learners, explaining policy, things like attendance and submissions. Sure. We do have policies, but why do we have them? Why is it important that you miss only so many classes? Well, because it contributes to your learning and the group's learning and just providing more explanation, sensitive content warnings, of course, options for different evaluation styles, self-care suggestions. I mean, if you can roll some self-care into your content all the better. Links to campus and community support, personal philosophy, maybe some background on your educational experience, your pronouns, options for diverse. I went in and I've sort of kept the headings that the institution sort of asks, but I've taken out the language, and I've just written it in a more conversational tone. Thanks, Paula. Paula put in the link to the podcast.

If you don't listen to "Teaching in Higher Ed," I think you should. It's got some great stuff in there, hundreds of podcasts. It's not just about teaching. Too often, we can get stuck in the micro. What are teachers doing and not doing? It really needs to sort of include all aspects of an institution. These principles should be embedded in all institutional policies and practices. That would be ideal. Because if we do that, we'll reduce the harm, we'll put in positive supports. We'll create consistency. Students know what to expect when talking to security, when talking to the front-end staff, when talking to enrollment. We have these inclusive intake forms or admission forms where your name is the name you choose and your pronoun name is the pronoun you choose. And really, this is now moving beyond just positive outcomes for students. We're talking about a safer work environment for all staff.

So that can look like environmental policy, accessibility and diversity, the onboarding that human resources does, leadership practices. This is a challenge, to get consistency across faculty, let alone across a whole institution as pointed out there by that quote at the bottom, can be very hard to implement aspects of TI teaching when entire faculties are not necessarily in alignment. And certainly that was something that came up often.

Okay, let's hear from you a bit. I'll launch this poll real quick. Certainly, you could say all of these, but I'm going to just keep it to one choice. What do you consider to be the biggest challenge to implement trauma-informed teaching practices in your institution? Time or person power, buy-in from multiple faculties and disciplines, as we just heard that last quote, leadership support or the knowledge theory and practice resources. Sarah's got a good point about co-teaching. You know, I mean, I think what I should have added to this. Another one that I think is relevant is the precarious nature of employment in post-secondary right now. If you've got sessional or contract employees, you know, they don't get a lot of time or release time, professional development funding. That's going to go, class sizes. Sure. A little point on class sizes. Oh, yeah, what do we... we're at 63. I'll give it another 30 seconds or so. One of the

great takeaways that I heard in our group was plus one. Just think about it that way. Can you plus one, each course, each semester, we offer this menu of ideas. Some of them work depending on your discipline and your assessment styles or even the licensing requirements for certain fields prevent an abundance of choice in assessment. But what else can you do plus one? Okay. I think that's pretty good. We got most people. Let's see. It's actually really evenly spread. Sure. Yeah, ends his point there. As well, that precarity, right? Again, it's tough, we're losing young inspired faculty too, when seniority comes into play and layoffs become a reality. Okay, so all the way across the board. That's interesting. I mean, yeah, that's really interesting. I guess that's why a lot of us are here now. Number four, we can focus on. The more we learn, the more we can share with others and hopefully get that buy-in. I think quotes and results from research like this, hopefully that creates interest as well because it was a formative experience.

To dip back to the community of practice, so some of the logistics, just in case you're wondering, we met four times throughout the winter semester. It was two hours long. You know, I think three hours would have been better, but at the same time, you know, you want to balance people's personal lives. It was 4:00 on a Tuesday. We had pretty good consistent attendance. So yeah, we met the four times. We had a variety of guest speakers come. So from teaching and learning, we had a presentation on UDL. Jessica Morin, who might be here today, our Indigenous ed developer spoke on Indigenous student safety. We had an accessibility and accommodations as well as a student, a small student presentation as well. Pre and post surveys to track that development. I also provided journals for the participants to record their observations in. The idea was that they were implementing some of these practices that semester that would come with challenges to discuss. We spent a lot of time in circle or half circle. Sure. Yeah, I can provide the pre and post surveys for sure.

Well, actually, we'll see it in the data chart in a second. We were really lucky to use this redesigned flexible learning space with these cool pod tables. I also had upgraded lighting, this dimming effect so we could not be under these blaring fluorescence. Yeah, we sat in circle, had food. Yeah. That was the space.

In terms of the findings and highlights, I had quite a bit of data. I had some help from AI to analyze it, provide some charts. It all showed an increased understanding. So all participants showed increased understanding of trauma and trauma-informed strategies. That's okay, great. I would hope so. All maintained confidence in boundaries. Again, a lot of folks already had a significant level of understanding. Boundaries was one of the topics and, you know, the questions for the pre and post. Some showed increased self-awareness and the need for consistent boundaries as well as the challenges, not all of the findings were super positive. A lot of it was like, you know, there's challenges. There's real challenges in academic culture and within the institution. But there was a lot of growth and consistency and routine, the choice and flexibility and transparency and the safe environment, being a lot around sensitive content warning.

So key findings were the minimizing of re-traumatization. I shifted from a general awareness to intentional uses of strategies like content warnings, group agreements, inclusive content presentation, as well as encouraging students instructor well-being. Getting more intentional with that, reminders and breaks, worked into a course, structured referrals, campus connections, proactive self-care strategies. Again, just intertwining self-care and instructor care.

We got some great visuals. This is just one example. This is a single participant's findings from pre and post. You can see significant existing knowledge and not insignificant gains either. That's a double negative, but I'm going to go with it. This person gained in every area. So I have data sheets from all of the participants that looked like this.

Again, the overall summary was moving from reactive to proactive. I think that stands out a lot for me. Increased intentionality with boundaries and well-being strategies is just shared. Inclusive teaching practice is an increased understanding of trauma. Then again, the COP format offered that space for reflection, safety, collaboration, confidence, and then resilience-generating strategies. So yeah, those are the main takeaways.

Any other comments from my lovely participants or any of the guests? We got a couple minutes. Does anyone want to add anything? I only have a couple slides left.

MICHELLE:

I just wanted to add that I think one of the biggest things I got out of it was actually just increased confidence. It turns out I'm doing okay. That can grow, but it turns out I know more about it without labelling it as trauma-informed teaching.

MATTY: Yeah. Yeah. Thanks, Michelle. Same for Kathleen, I'm sure.

I mean, this is what a lot of them looked like, right? There's significant understanding and then growth, right? So. Any other comments?

SARA MARKIN:

I spoke a bit about accessibility and accommodations and I found I originally had a bit more of a formal presentation, but it turned into just a very informal conversation, which I think ended up being almost better, especially for instructors. It was a chance for them to just ask each other what practices they're doing or what UDL practices they're implementing in their classroom and also a chance just to ask me questions that they may have had in terms of accessibility support. So yeah, I guess the point is that informal way of just speaking and learning from each other seemed to be really beneficial for them, but also myself, of course. Thank you for having me.

MATTY:

Thanks Sara. I can answer a few of the questions here. If anyone else wants to chime in, just jump in. No, I created the surveys, Kathy, so I can share those with you. The COP did have a defined end time. It went 4:00 till 6:00, four sessions with the fourth one being closure. And then this really being the final closure piece. We did only meet for one semester. I used the first semester for planning, ethics, recruitment, and build momentum. It would have been rather difficult to recruit people in the summer or fall and then have it happen in the fall. That's the way it worked timeline-wise. Moving ahead, I will be developing a teaching resource in the next school year, I'll be on leave developing a module based OER on trauma-informed teaching. Yeah, it'll be an open education, interactive. I'll lean on my TLC team to help develop the most progressive teaching and learning approaches for it. And so that will be available sort of this time next year. Yeah. I'm excited about that.

I got one more poll for you folks. Some good questions there. I love that people are thinking about implementing this in their own way. That's something like maybe we can talk about. I'd love to run another one again, maybe on a provincial level too. I noticed a lot of folks, not a lot, but a couple. Douglas said they were going to run one. So it's on people's radar. Does that sound interesting to you out of the things I've talked about? What would you be most interested in participating next in? So you can take a look at the options there. Yeah, I'm happy to connect with folks. I think I kept it at pick one, but you can write it in the chat if you want. Because yeah, I'll be petitioning BCcampus for another offering of some kind. Hi, Cathy.

CATHY MILLS:

Yeah, I just thought it might be easier to speak to this. I love the idea of talking more or having a session to talk more about the development of a community of practice and what that can look like and how it might be beneficial. The content that we're covering, I think, seems like it can pass into one million different spaces, but the bringing together of instructors to be able to have the space to chat, share ideas, and learn from each other. Sharing concerns I think is one thing that I think can be really, really beneficial. I'd love to hear more from other places that have had the community of practice. I'm at Douglas College, and we've just launched April 1, we launched a community of practice, and it's going to be sort of an ongoing thing with focused topics every couple of months. I'd love to, yeah, just brainstorm with other people that have had experience with community of practices to see what we can continue to do.

MATTY:

Mm. Thanks. Yeah. Absolutely. Again, one of the main takeaways here was that goodness of fit, right? So I've done the week-long micro-courses. It sounds like there's some interest there. That does provide, this was still fairly broad in terms of content. We didn't have the time to drill in deep into a lot of resources or theory. But luckily, a lot of the faculty already had that baseline understanding. So I'd say it turned out to be more experiential in a lot of ways than knowledge generating or gaining. So yeah, great. It sounds like there's interest there. The week-longs provide that deep dive and there's a lot of activities that we were able to get to in those week-

longs. Maybe that'll be a way that you can incorporate that, Cathy, is a way to further the community of practice model.

Whoops. Yeah, there's a couple of references. I'm happy to connect with folks as well, and with that, I'll stop sharing and it looks like we're done a couple minutes early.

LEVA:

Thank you very much, Matty. That was amazing and I am really heartened to see such great interest and keenness in the participants today to try to continue this important work and maybe we could do something provincially. That's probably something we can have a conversation about and Cathy Mills your work at Douglas. Good to know what others are doing on site. I really loved just how holistically you presented everything because I've learned a little bit about each of the topics, but just very separate from each other, but it's good to see how it all fits together as a complete philosophic approach and how that might translate into an institutional policy on things. Because in all aspects, it looks like an institution where trauma-informed needs to be considered, not just one angle. I noticed a few. I have saved the chat. I noticed there were a few questions. I think one was about the micro-course on the space in between. I know that I think there are recordings. So maybe when we send out the follow-up to this webinar, which will be a recording and some of the references, we can make sure that we can help people locate.

MATTY: I don't think there's a recording to the micro-course because it was, it was a module-based thing.

LEVA: Were there any webinars though or not?

MATTY:

There was just. like it was within the group. I don't think it would have been recorded for outside the group, but I can. If people want to reach out, I can share some of the activities that we did there. Yeah. And you can see a summary of it on the BCcampus website.

LEVA:

Yeah. Okay. That's fantastic. So yeah, rest assured we will be sending out some of this information to all. We're coming up to the top of the hour. I don't know if we have just a couple seconds to see if anybody has anything else that they'd like to say, but really thank you so much, Matty, for sharing your work and congratulations on finishing your fellowship with us.

MATTY: Thanks. It's been a privilege. Thanks.