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Letter From The Editor: Introduction to Volume 1, Issue 1 -- *Journal of Trauma Studies in Education*

By: R. Jason Lynch, PhD, Executive Editor
Journal of Trauma Studies in Education

Abstract

A letter from the editor to readers of the first issue of the *Journal of Trauma Studies in Education*, a publication bringing together scholars and scholar-practioners from around the world to explore issues of trauma and stress within the field of education.

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Letter from the Editor

Dear Reader,

I hope my letter finds you in good health and good spirits. I am pleased to share with you the first issue of the of the *Journal of Trauma Studies in Education*. Our publication began in earnest in the Spring of 2021 and has since brought together scholars and scholar-practitioners from around the world to explore issues of trauma and stress within the field of education. As a community of trauma-informed scholars, we are committed to upholding the highest standards of thought and inquiry. We are also committed to engaging in editorial and review practices aligned with our values of education, trauma-skilled practice, integrity, access, and equity.

In this issue, you will find a diverse array of manuscripts and thought pieces that represent multiple theoretical and ontological perspectives regarding the nature and impact of trauma within education contexts. Our authors also explore issues impacting a diverse array of populations including multiply minoritized faculty, youth, college students, and education practitioners. We hope the scholarship represented in these pages contributes to identifying, combating, and healing the multiple ways in which trauma may manifest in education systems.

Launching a journal during a global pandemic has been no easy task. I am indebted to the numerous hours and energy put forth by our leadership team, editorial board, reviewers, and copy editors, all of which invest their time on a volunteer basis. A special thank you to the Appalachian State University Reich College of Education for start-up funding. The creation and production of this publication is truly an effort of community and service. It is through these efforts that we are able to do our part in democratizing research through open-access, provided through the [Open Journals in Education](#) (OJED) consortium and the [Public Knowledge Project](#) (PKP).

I am excited for you to learn from the scholars whose work is represented in this first issue and encourage you to reach out to them with your thoughts and questions.

Sincerely,



R. Jason Lynch, PhD, Executive Editor
Journal of Trauma Studies in Education