

Creating Culturally Responsive Education with GateWay's BRIDGE Academy

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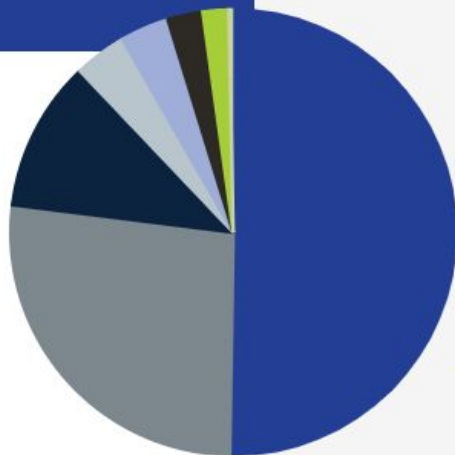
About GateWay Community College

(SP2023)

4,464

Ethnicity

Hispanic	50%
White	27%
Black	11%
Two or More	4%
Asian	4%
Am. Indian	3%
Not Specified	2%
Hawaiian	0%



Student Intent

51%	Enter/Advance in Job Market
28%	Transfer to University
8%	Undeclared
6%	High School Student
5%	Personal Interest
2%	University Student



About GateWay Community College

Academic Load

Full-time

20%



Part-time
80%

Averages

Age **27**

Credit Hours **7.7**

Class Size **16.4**

Prior Education

38% Some College or Univ., No Degree

34% No College or University

10% Associate's Degree

7% Bachelor's Degree

6% Undeclared

5% Some College while in High School

1% Master's Degree or higher

Gender



64%



35%

Undeclared

1%

Residency

90% Maricopa County Resident

4% Out-of-County

7% Out-of-State

First Generation

68%

First Generation

32%

Not First Gen

Non-Credit Headcount

373



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Pre-ÉXITO narrative

October 2004: GW receives HSI designation

- *Student Success: Starting Strong and Staying on Track* #P031S090050
- *Stay on TrAC (Transfer, Articulation, and Completion)* #P031S150098

Since 2004 - GateWay has used Title V funding to:

- Strengthen developmental education courses
- Develop POWER Math Camps, improving students' math preparation experience
- Implement the Early Alert program
- Develop a Service Learning Program
- Increase our data capacity and data-driven culture

What does it mean to be an HSI?

What is GateWay
doing to stand out for
its Latinx students?



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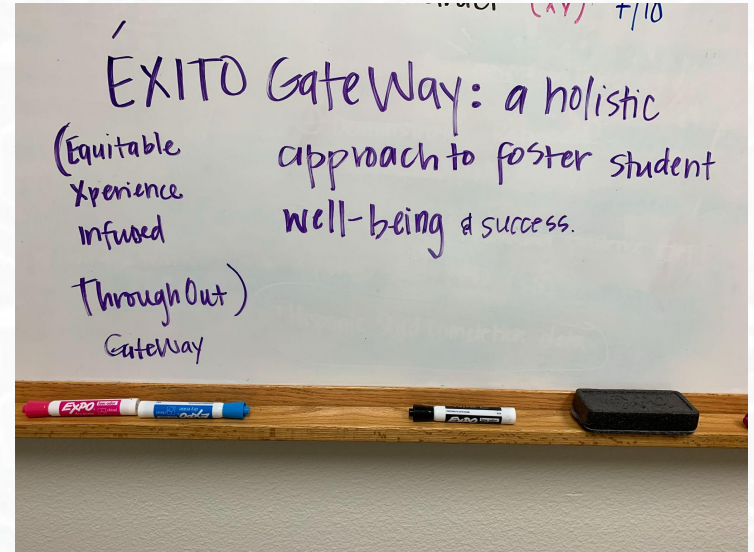
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ÉXITO #P031S90167

Equitable Xperience Infused Through Out (ÉXITO) GateWay: *a holistic approach to foster student well-being and academic attainment.*

Total Award amount: \$2,967,840

Grant Period: 5 years starting October 1, 2019 - September 30, 2024



ÉXITO Grant Goals

Goal 1: Increase student success and completion by enhancing the students' academic experience and creating an environment of well-being

1.5 BRIDGE Academy – Implement professional development for faculty to incorporate cultural competence strategies in the classroom.

Y1: Plan and develop faculty academy

Y2-5: 8 new faculty participate in annual academy.

Target: 32 faculty participate and \geq 32 classes infused with multicultural content.

Goal 2: Strengthen our institution's ability to meet students where they are by creating a student-ready culture.

Goal 3: Expand the College's financial resources to address emerging needs and continue to support ongoing student success efforts.

What is BRIDGE Academy?

Building Relationships through Intersectional Dialogue and Greater Engagement (BRIDGE) provides space for faculty to:

- Gain deeper insight into their personal identities, biases, and perceptions
- Increase awareness of shared and individual life experiences at GWCC
- Improve capacity to engage in conversations about intersections between ethnicity, race, class, mental health, ability, sexuality, gender, and model their willingness to understand the students we serve
- Self-assess how their discipline, curriculum, and pedagogy explore the relationship between overlapping identities; the complexity of challenges resulting from intersecting systems of oppression; and how the students, our colleagues, and the community we serve experience these challenges

Building the BRIDGE

- Tailoring this program/idea to your college
 - Include student voices
 - Share intersectional perspectives of faculty/admin across our district
 - Intentionally recruit participants from your “bread & butter” programs (e.g. Nursing, MATSCI)
 - Consider where you can make the most impact
- How did we get faculty buy in?
 - Representation of facilitators across academic divisions
 - Social capital of facilitators (i.e. find your Joe)
 - Opportunity to present on their work and contribute to growth of the practice

Y2 & Y3 Academy Highlights

Day 1: Introduction to Intersectionality

- Student panel
- RMMDI

Day 2: Race & Class

- Class communication & microaggressions
- Faculty panel
- Case studies

Day 3: Mental Health & Ability

- Implicit bias assessment debrief
- Disability & Accessibility
 - Legal & activist guest speakers
 - UDL & Social vs. Medical Model

Day 4: Religion, Gender & Sexual Orientation

- SME guest speakers
- Exploring LGBTQIA+ terms & spectra
- Group discussions & curricular prep

Day 5: Faculty Presentations

- Share ideas / works in progress
- Group feedback & build-on
- Outline next steps

Y4 Changes & Early Results

Modifications

- Shift to 1-week institute in summer
- Removed faculty presentations on final day
- Fully in-person from Day 1

Results

- Increased commitment/engagement
- Removed faculty presentations on final day

Desafíos / Challenges

- Pandemic = #1 complicating variable
 - Delays into Y2 (DEI Coordinator onboarded 11/2/2020)
 - Online engagement fatigue and disengagement
 - Finding equilibrium between in-person vs. online modalities in 2023 and beyond
- Personnel turnover
- Faculty burnout (2 total drops)
- Aligning programs & adjusting practice to GW/DoE standards
- Pendulum swing with DEI work
- Competing demands of faculty participants and facilitators throughout the year (addressed in Y4)

Éxitos / Successes

- Faculty by division:
 - 1* - Allied Health
 - 3^ - Arts, Humanities, Social & Behavioral Sciences
 - 1* - Business & Information Technologies
 - 4*^ - Math & Science
 - 3 - Medical Imaging & Cardiopulmonary Sciences
 - 1- Nursing
 - 1 - Counseling
 - 1* - Library
 - 5** - Literacy, Language & Literature
 - 2 - Industrial Technology

* indicates Division Chair trained

^ indicates Facilitator from division

Éxitos / Successes cont.

- Classroom management
 - “Ungrading”
 - Changing / flexing policies towards equity, considering individual students’ contexts
 - Belonging work / rapport
 - Consistent time and space (e.g. opening prompts with small groups)
 - Class playlists
- Content
 - Student-centered learning
 - Find a role model / story-telling activity
 - Connect concepts to backgrounds / environments
 - Student-generated learning assessments (e.g. videos, concept maps)
 - Course-based undergraduate research
 - Bats & Bees!
 - Inclusive / restorative curriculum

Pasos siguientes / Next Steps

- Collaborate with external evaluators on holistic evaluation of program success:
 - Survey of classes modified & final implementation (i.e. plan vs. reality)
 - Collect data on effects of modifications/interventions
- Embed in the PAR process to incentivize younger faculty participation
- Involve faculty participants in subsequent cohorts as facilitators, models, and guest speakers
- Adjust faculty incentive to FPG credits to reduce budgetary burden
- Continue monitoring BRIDGE alumni courses for changes in student success outcomes

¡Gracias!

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