Open for Anti-Racism Project:

Lessons from the First Cohort

Ireri Valenzuela

Alyssa Nguyen

August 2021

www.rpgroup.org

This report is shared under a CC BY license, except for certain images in this report from third-party sources.

Table of Contents

Executive Summary **4**
Data Collection Methods 4
Key Findings 4
Program Design Considerations 5
Introduction **7**
Road Map to This Report 7
Key Findings **8**
Theme 1: Pre-Program Faculty Profiles and Experiences 8
Opportunities to Enhance and Augment Their Current Teaching Practices 10
An Intentional Focus on Anti-Racist Curriculum 11
Theme 2: Faculty Participants' Experiences of the Program 12
Programmatic Experiences That Supported Faculty 12
Self-Reflection and Confidence to Talk about Race 14
Programmatic Experiences That Could Be Improved 15
Theme 3: Perceived Impact on Teaching 18
Using OER and Open and Anti-Racist Pedagogy 20
Other Curricular Redesigns 23
Theme 4: Perceived Impact on Student Learning 25
Faculty Perceptions of Student Learning 25
Students' Perceptions of the Learning Environment in Classes Taught by OFAR Faculty 26
Theme 5: Future Considerations for the OFAR Project 29
Different Levels of Knowledge 29
Community College Policies and Practices Create Barriers to Implementation 29
Part-time vs. Full-time Faculty 30
Final Remarks and Recommendations **31**

Recommendations 31

Program Structure 31

Peer-to-Peer Learning 32

Appendix A: Faculty Pre- and Post-Survey Results 33

Appendix B: Faculty Interview Protocol 45

Appendix C: Student Survey 47

Executive Summary

This report summarizes findings from research conducted to learn about the experiences of the first cohort of the Open for Anti-racism (OFAR) project co-led by the Community College Consortium of Open Education Resources (CCCOER) and College of the Canyons. To create an anti-racist learning environment for students, the OFAR project aims to provide resources and training on Open Education Resources (OER), open pedagogy, and anti-racist teaching practices.

Data Collection Methods



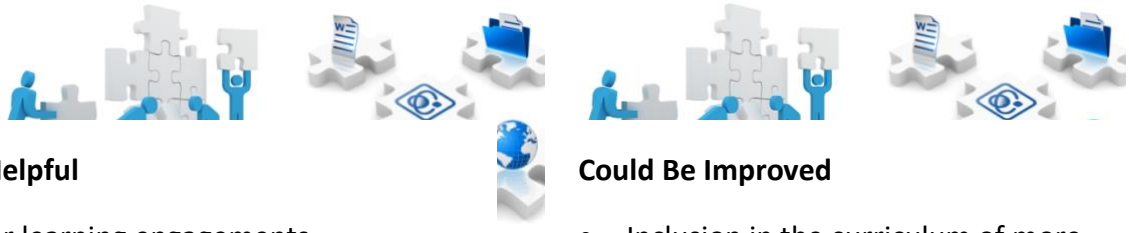
- Online pre- and post-surveys were administered to 17 faculty members from 16 colleges to understand their past teaching experiences and practices, perceptions of the OFAR training and resources, and the perceived impact of the strategies they learned on their teaching and students' learning as a result of the OFAR experience.



- Online surveys of students delivered to 205 students from 15 colleges in the classes taught by OFAR faculty in spring 2021 to understand their learning experiences.
- Virtual interviews conducted via Zoom with 10 out of the 17 faculty participants from the cohort.

Key Findings

According to survey and interview responses, faculty participants applied to the program because they were interested in and motivated to infuse anti-racism curriculum into their classes. The following summarizes which programmatic elements faculty found most helpful and which could be improved.



Most Helpful

- Peer learning engagements
- Presentations by field experts
- Opportunities to reflect and discuss issues about race to boost faculty's confidence on the topic
- Open pedagogy approach

Could Be Improved

- Inclusion in the curriculum of more concrete examples of each practice and strategies for engaging students with the content and materials
- More opportunities for participants to engage and connect with the full cohort
- More time to implement the action plan



90% of faculty indicated that OFAR resources and training improved their teaching practice. The following are examples of how faculty leveraged what they learned to redesign their classes to be more student-centered:

- Utilizing OER and various forms of OER to support instruction
- Embedding more culturally specific and sensitive materials to incorporate student perspectives and experiences
- Using community agreements to introduce anti-racist pedagogy and foster dialogue

Top Three Strategies Implemented in the Classroom by Faculty

- 88% incorporated student voices, bringing in non-mainstream perspectives and points of view
- 81% engaged students in the co-creation of materials for an anti-racism module
- 69% implemented inclusive images, data, videos, and podcasts as well as incorporated explicit conversations surrounding racism, oppression, privilege, and healing



Over 80% of students reported feeling more active or slightly more engaged in the OFAR class than in their other classes because of:

1. The effort they felt faculty made to engage students in the learning process,
2. The specific content covered in the course, and
3. The way the course included required interactions with other students

Program Design Considerations

Based on faculty and student responses, the following program design recommendations are offered to the OFAR project leads for consideration:

- Extend the program duration to allow more time for participants to engage with one another and apply the pedagogical approaches in their classrooms.

- Increase peer-to-peer engagement with active and past participants to promote and facilitate the learning and sharing of practices both during and after the program.
- Augment the curriculum with more concrete examples and strategies to support implementation of the practices in the classroom.

Introduction

The Open for Anti-racism (OFAR) project, co-led by the Community College Consortium of Open Education Resources (CCCOER) and College of the Canyons, was launched in response to the growing awareness of structural racism in our educational systems. Moreover, there is the belief that the adoption of OER and open pedagogy could be transformative at institutions seeking to improve their work in anti-racist teaching practices. Although many institutions published impressive statements decrying racism, calling for change, and putting the word "equity" into their strategic plans, these calls to action have not always translated into the implementation of teaching practices that directly affect students.

Faculty participants began the OFAR project by completing a four-week facilitated online course. Key topics included anti-racist pedagogy, OER, and open pedagogy. Participants concluded the course by developing an action plan to use OER and open pedagogy to implement anti-racist curriculum and practices in one of their courses the following term. The goal of the program is to see concrete anti-racist change using OER and or Open pedagogy.

Peer support and expert coaching was offered throughout the program as faculty implemented their action plans in the classroom. Monthly webinars from external experts in anti-racist pedagogy, open education, and research were offered to provide a deeper understanding of the structural barriers faced by marginalized populations. The experience concluded with participants sharing their projects via webinars.

Road Map to This Report

This report organizes the findings from the pre- and post-training surveys sent to all faculty participants, interviews with a subset of faculty participants, and online survey of students who enrolled in classes taught by the faculty participants. The study identified five themes from these data sources:

1. Faculty's profiles and their experiences with OER, open pedagogy, and anti-racist teaching practices before their involvement in OFAR
2. Faculty's experiences participating in the program
3. Faculty's perceived impact on faculty teaching
4. Faculty's and students' perceived impact on student learning
5. Faculty's reflections and suggested future considerations for the program

The report concludes with final remarks and recommendations.

Key Findings

Theme 1: Pre-Program Faculty Profiles and Experiences

In spring 2021, 17 faculty from 16 California community colleges (with good geographic representation across the state (see Table 1)) participated in the first Open for Anti-racist (OFAR) cohort. The OFAR project provided faculty participants with a professional development experience that included access to resources and training related to OER, open pedagogy, and anti-racist teaching practices. In addition, faculty received coaching and facilitation support from a team of experienced faculty and staff.

Table 1 below shows that participants were primarily White (39%), Black/African American (22%), and Hispanic/Latinx (22%). A review of the disciplines taught by these faculty participants showed that most faculty participants (33%) taught social science courses (e.g., history) followed by English/ESL (22%) and science, technology, engineering, mathematics (STEM; 22%) courses.

Table 1. Faculty Participant Profile

Characteristic	Number of Faculty	Percentage
Ethnicity		
Black or African American	4	22%
Central/South Asian and Middle Eastern	1	6%
Filipino	1	6%
Hispanic or Latina/o/x	4	22%
Two or more races	1	6%
White	7	39%
CCC Region		
Bay Area	3	17%
Central/Mother Lode	3	17%
Inland Empire	1	6%
Los Angeles/Orange County	3	17%
Los Angeles	2	11%
North/Far North	2	11%
San Diego/Imperial	2	11%
South Central Coast	1	6%
Unknown	1	6%
Discipline Area		
Business*	1	6%
English/ESL	4	22%
Health Sciences*	1	6%
Humanities*	2	12%
Social Sciences*	6	33%
STEM	4	22%

Note. * Includes at least one program flagged in career technical education (e.g., Emergency Medical Technician)

From pre-survey results, most faculty respondents reported experience with open education resources, commercial and open textbooks, and materials available through the college library. When asked whether they had incorporated specific pedagogical practices in their classes, nearly half (42%) had no experience incorporating open pedagogy. Moreover, about one in five participants had no experience incorporating OER or anti-racist teaching practices into their classrooms. When asked about access to training and resources related to open pedagogy, anti-racist teaching practices, OER, or culturally responsive teaching, about a third of faculty shared that their institutions did not offer training and/or resources with any regularity. One-third reported their institutions did not provide any resources to faculty either at the institution or via third-party services/resources.

Faculty who participated in the interviews shared excitement about their acceptance into a program that focused on preparing them to incorporate open education resources, open pedagogy, and anti-racist content and practices into their curriculum and approaches to

teaching. There was a range of knowledge among faculty around OER, as well as open and anti-racist pedagogy. Some faculty were already active users of these practices in their classrooms; faculty who were not familiar were curious and eager to learn about them. Summarized below are some of the reasons that inspired faculty to apply to the OFAR project.

Opportunities to Enhance and Augment Their Current Teaching Practices

Many faculty members shared that the opportunity to enhance and augment their current practices around OER and open and anti-racist pedagogy was a primary motivator to apply to the program. Three faculty described:

> *Because of the disparities in this field, I want to make sure our students, whether or not they're black and brown, have a balanced picture and a different narrative than what's being shared in textbooks, what they see on the news and what they're exposed to. The [predominant] narrative is that black and brown people are engaged in criminal activities. I do a lot of social justice components in my class; I wanted to figure out the best way to take it and push a little further. In our division, we have many white [students] who are interested in law enforcement. They need to have a balanced perspective because they're going to be the next generation in those fields. OFAR seemed like a good fit for what I was trying to do.*

> *A student asked me, "Are we going to talk a little bit more about social justice and resistance?" I was already getting the sense that I needed to do a better job highlighting the agency that my students have. [Because of my discipline], I already talk about race, but I think there can be a deeper level here to the anti-racist work I do; I just didn't really know how to start. When I saw that this program was available, I [said], "This is what I'm looking for."*

> *We had been talking about [anti-racism] in the General Biology program for a while. We'd been trying to incorporate a lot of those social and environmental justice topics into General Biology, so it seemed like a good opportunity to really sit down and think about how to do that in a meaningful way and expand on what we had already been doing.*

Many faculty participants began the program with a particular focus in mind and through exposure to other pedagogies, they developed an interest in new things. For example, one faculty member started with the focus of licensing a module she had created about Black Lives Matter and ended up incorporating open pedagogical practices into her module. In her words:

> *My whole goal was to license a Black Lives Matter module I had created. [Through OFAR], I ran across the idea of open pedagogy and learning how to create resources with students. I ended up adding a discussion board to the Black Lives Matter module that asks [students] to post their own pictures, things that*

they have seen if they participated in Black Lives Matter --Twitter feeds, something that they did themselves. [The work that students uploaded] would be a living document of their participation in Black Lives Matter, in the movement. They loved it.

Two other faculty members shared:

I was interested in using open resources. I liked the idea of low-to-zero cost textbooks, and I knew a little about how to go into commons and look up resources. [OFAR] is a great opportunity to learn more about [OER] and on top of that, it was connected to anti-racist pedagogy and that's something that I'm trying to do as well. It just seemed to fit.

The summer before the [OFAR] application went out, I was slightly familiar with OER. … When I saw that this program not only focused on anti-racist pedagogy but also OER, I [thought], "This would be great, maybe this can help me better conceptualize the textbook I wanted to create." I didn't even know the basics. I didn't even know how I was going to get it published. [OER and anti-racist pedagogy] came together at the same time as the [opportunity to apply] to this program.

An Intentional Focus on Anti-Racist Curriculum

Engaging in anti-racist work is not new, although explicitly leveraging open education to do anti-racist work is a fresh approach. This focus on anti-racism was fueled by the historical intersections of the resurgence of the Black Lives Matter movement incited by the killing of George Floyd and others, the disparities that came to the forefront related to the pandemic, and the politics in Washington fanning the coals of anti-racism. These events sparked a renewed commitment to anti-racist work. This commitment became visible through the California Community Colleges Chancellor's Office's Call to Action[1] for colleges to address social justice issues inside and outside the classroom. Numerous faculty members commented that the focus on anti-racism inspired them to apply to participate in the OFAR project. Two faculty participants shared:

[At our college], we had a robust, some would say contentious, campus debate within our academic senate about passing a racial equity resolution. I wanted it to be focused and targeted [on my] racial equity work. [Then] this great opportunity comes about to be a part of a cohort focused on anti-racist pedagogy, it was like a godsend, because I could step out of the toxic conversations that are very difficult to have with colleagues particularly at a majority white institution. I also didn't know a lot about OER, [just that it dealt

[1] Call to Action

with] affordability. To hear that OER could be anti-racist, I was like, "Oh my God; I want to know more about this."

I was excited to see the word anti-racism. Most often, you see the word equity and it has come to be meaningless to me. I believe it has really come to be meaningless in the field. In my view, the antecedent to equity is anti-racism, so when I saw anti-racism, I became interested in that.

A faculty interviewee candidly shared that she had tried different pedagogical approaches and strategies to engage a subset of students who enrolled in her class, but felt she did not have much impact. The OFAR project offered her new ideas and approaches to which she had limited exposure and had not tried before. She is hoping these strategies will help her better serve her Latina students. This faculty member shared:

I've noticed in general that the Latinas in particular are very, I don't know if it's shyness, if it's culture? But it's really difficult to involve them in class. I teach science and they're the ones that don't ask questions. They're absolutely lovely but there is something that is not happening. I thought, "I have to be better at reaching that population, and maybe I can find a way that I'm not doing." That was my first thought when I heard the program.

Theme 2: Faculty Participants' Experiences of the Program

The OFAR project's design uses an open pedagogy approach, which follows sound principles of adult learning. It was evident from the conversations with faculty that they found this type of learning effective and engaging. Overall, the OFAR project provided an incredible opportunity to deepen participants' curriculum change and teaching practices using OER, and open and anti-racist pedagogy.

Programmatic Experiences That Supported Faculty

WELCOME AND ONBOARDING

The program's welcome and onboarding included a webinar to help clarify expectations, followed by a Canvas module with resources to support faculty's learning and development with the aforementioned pedagogical approaches. All faculty participants reported in the survey that they felt the webinar was helpful (84% reported "very helpful" and 16% reported "somewhat helpful"). When asked what, if anything was missing from the webinar, faculty participants shared the following:

- More extended introductions to get to know people/provide participant information
- Examples of end-of-program deliverables
- Action plans

- Charts for visualization
- Overview of the Canvas page
- Exact dates and timelines to allow participants to plan ahead

OPEN PEDAGOGY

As the quotes below illustrate, using an open pedagogy approach effectively engaged faculty in the learning process around OER, open education, and anti-racist pedagogy. Numerous faculty participants remarked that they enjoyed having a voice and choice on how they approached reflecting upon the concepts presented in the curriculum. They further valued having the concepts modeled, receiving feedback, and having to create a public product. In the words of four participants:

> *We had reflections each week on what we were learning, and [the facilitators] allowed me to turn mine in as oral recordings and videos, which I loved. I felt like they were modeling open pedagogy by allowing that. I thought that was a really, really smart and effective way to teach the material.*

> *[The facilitators] asked what kind of feedback [we wanted] and then found different [feedback] modalities … other than just written feedback. In the OFAR class, both [facilitators] gave me a couple shout-outs on some of the discussion posts I wrote or the way I was planning my curriculum. [The shout-outs] made me feel good. A lot of my learning from OFAR was model[ed] from [the facilitators] and practice[d] in the class.*

> *The conversations and discussions facilitated in the Canvas course were helpful to hear other people's perspectives, see where they were coming from, [and get] feedback on our action plans and ideas for implementing the different kinds of pedagogy.*

> *We had to create an action plan. We are moving towards doing something, creat[ing] something tangible. I love that. We were always working towards creating an object, an item, a thing, a lesson plan, a module. I love that we were actually making and creating something that was fun too.*

PEER LEARNING OPPORTUNITIES

Interviewed faculty participants also spoke about the value of being in a program with faculty from different disciplines. This cross-departmental participation allowed them to engage with different perspectives; learn different approaches of implementing OER, open pedagogy, and anti-racist teaching practices; and develop a support network. Three participants remarked:

> *Learning from my peers in OFAR was great. There were other faculty that teach such an array of different disciplines; to see how they use anti-racism in their curriculum really inspired me to start looking at how I would look at it from mine.*

One of the [English] faculty talked about Black English, and how in the past it disempowered Black communities, and how today it empowers Black communities. That gave me an idea. In my class, I'm not going to grade grammar and punctuation and expect all students to write in White American English. I'm going to allow the fluidity of how you want to write in English. That gave me that equity lens just from learning from another colleague who teaches English.

The cohort idea and the interdisciplinary interaction is great because it's not just social sciences that need to engage in anti-racism, or open pedagogical practices. To be able to engage in this work with child development, ESL, STEM -- it's so great; all of our disciplines are all interconnected. I love that. I'm going to learn a lot from my colleagues and to be able to share my lens [with] colleagues as well.

SPEAKERS BROUGHT A DEPTH OF KNOWLEDGE

During the interviews, a number of faculty members cited really enjoying how the speakers engaged and presented the concepts. Two faculty participants commented:

I really enjoyed the guest speakers. Not only has the topic been timely and necessary, but the depth of the content that each of them brought has been invaluable. I have used absolutely some of everything already.

We would have speakers [at] the OFAR Friday cohort meetings. Those were really cool and helpful. [The speakers] humanized things and it gets beyond the nuts-and-bolts of OER. We'd have a variety of speakers that [were] talking about real issues that affect institutions and communities, and it's not just about a textbook, or an assignment. Those [conversations] are extremely valuable, and a lot of professional development came from that.

Self-Reflection and Confidence to Talk about Race

The majority of faculty participants spoke about the many reflection exercises they had to complete. Through these exercises, faculty identified and articulated how concepts and ideas impacted by OFAR promoted self-reflection and changes in themselves. For example, some faculty shared increasing their ability to be bold and courageous when introducing an anti-racist curriculum from the beginning of their course. Others described increased confidence to be vulnerable with students when discussing issues about race. Three faculty participants reflected:

OFAR gave me the starting point to the confidence I needed to be frank and vulnerable with my students, [especially] when it comes to race and privilege and how they themselves engage, perhaps perpetuate, and benefit from racism. To ease [students] into [difficult conversations], I share my experience with them. I tell them], "I benefit from racism. I benefit from colorism." [My students] know from day one, I identify as Latina. I'm obviously very light skinned and have benefited from that. I tell [students], "We know the statistics: light-skinned Latinas graduate high school [and] go to college at higher rates [than their

darker-skinned peers], and generally we see Latinas are getting PhDs at some of the highest rates." We [also] know [that] light-skinned Latinas are the ones getting hired as professors. I ask [students] to think of all the teachers and professors they've had and how many have been darker skinned than me. I think when they see that I, who they think is very knowledgeable on race and ethnicity, and doesn't engage in racism, is admitting that yes, I benefit from it and as a person in this society, I have engaged with it. That helps put [students] in the headspace to really engage in these conversations.

The more I'm teaching, the more I'm also reflecting and journaling [about] how I can do better. I think that's important for teachers to do -- to really reflect on how we have continuous[ly] created more barriers for our students and not been conscious about it. I don't think I would be conscious of [putting up barriers] if I didn't have conversations with students or others who have experienced community college.

OFAR allowed me that space, especially as a faculty of color, to reflect on how my students of color also experience education. I can't be an anti-racist educator, or a de-colonizer or an abolitionist and then create oppression in my own class. For me, this journey was more than just recreating my class. It was really about recreating myself. I learned a lot about myself, and the type of teacher and instructor I want to be at my institution and for students in the future.

Programmatic Experiences That Could Be Improved

Many faculty interviewees raised the issue that, at times, the program did not take enough of a deep dive into specific ideas presented in the curriculum. They also commented that sometimes examples were not concrete enough to enable faculty to apply what they were learning in the classroom. This section provides recommendations made by faculty in their own words of areas that the OFAR project could make more robust.

MORE CONCRETE EXAMPLES THROUGHOUT THE PROGRAM

Many faculty interviewees identified themselves as visual learners. They shared that they would have benefitted from having the curriculum broken down into more digestible chunks and more examples of what end products looked like for OER, and open and anti-racist pedagogy. A couple of faculty members suggested:

[Having] concrete examples is helpful so I can see visually what was created and made into an open textbook, a book of resources, or archive. Seeing what [these products look like] would help me feel like, "Okay then I can make it," but I don't because it's too open-ended. I was thinking, "Should it be a website? Should it be a textbook? What does it look like?"

What do I mean by scaffolding? Being able to unpack the evolution of projects from daily practices toward the culminating project. It would be helpful to see

examples. In the OFAR experience, they use the words "short-term" and "long-term" goals. If you're going to use those terms, break down the illustrations for the hands-on learners, like, "Here's some short-term realizations and here's some long- term realizations." [OFAR could] present the work and the curating in a way where it's more accessible to us and [where] we get to practice some of them in levels, rather than how OER was curated in the modules for us at the beginning. It's like, "Here's what we are. Whoa, that's gigantic." That might be helpful in a future cohort.

INTRODUCING STUDENTS TO NEW PEDAGOGICAL APPROACHES, OER, ANTI-RACIST TEACHING PRACTICES, AND OPEN PEDAGOGY

As faculty began implementing different practices such as, OER, anti-racist curriculum, and open pedagogy, they came across some challenges when engaging students in these practices. Challenges cited by faculty interviewees included helping students make the shift from a "traditional" instructor-centered mindset to a student-centered mindset where students, not the instructor, have ownership of their own education. Subsequently, faculty also struggled to instill confidence in students to engage with these "new" practices. One faculty member said:

What I'm struggling with, and what would have been helpful to learn, is how do we start build[ing] the confidence in students to actually engage in an open pedagogical approach. When it comes to something like, "You make a question that we can use for our next discussion board," where we really start to implement open, pedagogical practices, I feel like many students, at least my students, lack the confidence they need to feel like they're going to do a good job creating a question and that they're ready to create a question. I'm really struggling; I don't know how to build their confidence. Some real structured practices on how we can get students to feel that they do have control over their education and that they are ready to engage in these open pedagogical practices. I could have benefited from extra help or guidance.

Another faculty member added:

How do you get students involved in the textbook-making process or open pedagogy? This is extremely challenging, because students are not used to it at all. [Students] are used to having the book that they can flip through. More examples, like curated examples, would help the faculty cohort visualize how to go about this a little bit.

Yet another faculty participant described her struggle to explain to students the implications of and process for developing open education resources, especially because it is not a common practice in her discipline. She observed:

I struggled with figuring out how to frame to students [what] the implications were of creating an openly licensed product in a way that they would really understand. I tried looking on Canvas commons to see if that was something that

was already out there, and [it] wasn't. I ended up creating something, but it was not quite as involved as I would have hoped. I would have liked to give students a better idea of what it means for something to be their intellectual property, what it means when they're putting something out on the commons, and to think about their digital footprint … and then introduce the different options for creative commons licensing. I feel like I could have used more support because it's beyond what I typically do in biology-land. It would have been great if there was an openly licensed module that you [could] drop into your class that [would] introduce students to these topics, and [you could] modify it to fit with what else you're doing in your action plan. A few other people in the cohort were looking for something similar but didn't find exactly what [they] were hoping for.

Lastly, a handful of faculty interviewees discussed not fully knowing how to teach anti-racist pedagogy to students who held white supremacist beliefs. One faculty member described:

About four of my students are white supremacist-minded and honestly, I didn't really know how to give them the tools so that they can explore how to become anti-racist without me having to tell them directly. For me, this is what social justice work is about, because if I had the choir coming to my classes all the time, then how do I create change?

MORE ENGAGEMENT OPPORTUNITIES WITH THE FULL COHORT

Interviewees described the OFAR project as a four-week intensive, very structured curriculum component that involved the entire cohort of faculty. Following the four-week curriculum delivery, the program transitioned to a minimally structured program. Faculty continued working on their action plans and periodically joined a small group of peers to discuss their projects' progress and be a resource and sounding board for one another. The faculty found value in interacting with the entire cohort and wanted more opportunities to meet as a whole group. Two faculty participants described:

It would have been nice to have two webinars a month and continue to regroup with the cohort and be active with them, like we were in January. Right now, we still have a couple groups, but it feels very disconnected. Structuring how we interact with each other once we go off and implement our action plans would have been helpful. [The latter pieces of the program] didn't feel as structured as the first part of it, and I feel there's room for growth there.

What was good about the groups is they could work in whatever way they wanted to. Again, there was that modeling of open pedagogy and allowing us to work with each other in order to really learn the material. That was nice. The not so good thing was that we didn't get as much structure as we needed. We were all confused. "What do we do? How do we get this? What is it we're supposed to do?" I think if it's open ended, you get lost in some of the groups.

Short-term intensive professional development programs such as the OFAR project bring people together in a very personal way. Several faculty interviewees shared they would like to have the ability to stay connected with people from their cohort and/or ensure that their experiences were shared with future cohorts. Two faculty members commented:

> *Bring in speakers that have trail blazed their own curriculum that we teach. Sometimes [the facilitators] bring in speakers who are leaders within their nonprofit world or … the community college system, but they don't teach. What ends up happening is you learn things at the 2,000-feet-level, but you don't learn things on the 500-feet-level. I would bring OFAR alumni to share their experiences with their curriculum and what they've done, and how advanced they've become with their teaching. Even if we are faculty from different disciplines, we shared a lot of pedagogies and practice.*

> *I would love to stay plugged into my colleagues. Is there some way of creating a community of practice that meets every month or every six weeks? I think that would be helpful.*

Theme 3: Perceived Impact on Teaching

While faculty were in various stages of implementing their OFAR action plans during the surveys and interviews, they could identify various things they were now beginning to do differently. In addition to pedagogical approaches and changes to teaching practices, faculty cited that the program also prompted them to make changes to some of the expectations they had outlined for students in their course syllabi. The vast majority of faculty respondents implemented activities that brought students' experiences into the curriculum by incorporating their voices, engaging them directly in the co-creation of materials, and incorporating various inclusive media materials (see Table 2 on the following page).

Of all the activities, most faculty respondents reported revising their course themes with an explicit focus on social inequities and racism as most valuable for implementing an antiracist curriculum (53%), followed by the activities that centered on students' experiences and engagement. Not surprisingly, these two components were also what faculty reported in the survey as activities they will likely continue after the program.

Table 2. Top Three Implementation Activities Reported by Faculty Participants in the Post-Survey[2]

Rank	Activity Implemented	Found Most Valuable	Plan to Continue after the Program
1	Incorporated student voices --brought in non-mainstream perspectives and points of view (88%)	Revised course theme(s) to explicitly focus on social inequities and racism (53%)	Engage students in the co-creation of materials for an anti-racism module and incorporate student voices --bring in non-mainstream perspectives and points of view (87%)
2	Engaged students in the co-creation of materials for an anti-racism module (81%)	Engaged students in the co-creation of materials for an anti-racism module and incorporated student voices -- brought in non-mainstream perspectives and points of view. Licensed or newly developed/revised curriculum modules with Creative Commons. Incorporated use of self-reflective writing/projects where students can explore the ways in which their personal stories and experiences connect with broader cultural, social, and political issues. Moved away from traditional pedagogical approaches to open pedagogical approaches (47%)	Implement inclusive images, data, videos, and podcasts and move away from publisher-based course materials to OER-based course materials. Further, move away from traditional pedagogical approaches to open pedagogical approaches (80%)
3	Implemented inclusive images, data, videos, and podcasts and incorporated explicit conversations surrounding racism, oppression, privilege, and healing (69%)	Contextualized current inequitable policies, actions, and events for a particular subject area and expanded existing curriculum to include issues of diversity (or lack thereof), social justice, and anti-racist practices in particular areas of study. Moved away from publisher-based course materials to OER-based course materials (40%)	Contextualize current inequitable policies, actions, and events for a particular subject area and license newly developed/revised curriculum modules with Creative Commons (73%)

[2] For a detailed summary, see Appendix A, Table A2-6.

When faculty respondents were asked how they felt each pedagogical approach affected their teaching practice, over 90% of faculty survey respondents indicated that anti-racist teaching practices, culturally responsive teaching, and open pedagogy had improved their teaching practice. A slightly smaller proportion of interviewees reported improvements with their use of OER (85%), with about 20% of faculty reporting that OER as a strategy did not affect their teaching practice (See Appendix A, Table A2-5 for full details).

Using OER and Open and Anti-Racist Pedagogy

"Traditional" ways of teaching are teacher-centered; the teacher is in control of the learning environment. In contrast, the pedagogical approaches used in the OFAR project reflect approaches where students are at the center of teaching and learning. What follows are examples of how faculty interviewees began to incorporate OER, and open and anti-racist pedagogy.

LEVERAGING OER AND VARIOUS FORMS OF OER

Faculty participating in the OFAR project are on a continuum around knowing about and using open education resources (OER). Some faculty interviewees shared that their departments or they themselves have moved entirely to OER materials. Others had heard of OER and associated OER materials as a mechanism to eliminate or reduce the cost of textbooks for students. Finally, some faculty had no awareness of OER. The following quotes from three faculty members provide instances of how faculty are beginning to utilize OER materials and engage with the OER.

> *I went into zero textbook mode, which was the first time (I had done that). I'm really excited because I teach a class where I had a textbook for $10. Which is still low cost. But it's $10. That's still money, right?*

> *I was 100% sold on this idea that paying for textbooks is an access issue. It's an equity issue. This phrase, "Is the textbook important for your class in order to succeed"? It's like a little marble that rolls around in my head, and I can't shake it. Well, yes. Then, why put price as a barrier. If the students absolutely need the book, then why are you automatically putting this wall between the students that can't afford it [and the book]? You're automatically letting the students know, "If you can't afford it, you can't pass the class." And that right there just shook me to my core. I think that was one of the things that really impacted what I'm doing now.*

> *The movement towards OER has had a big impact on me. I have become committed to not using another publisher's textbook unless it [costs fewer] than 15 bucks. That's huge. I get it now. I'm not so sure I did before. Now I am focusing on what really is most important in this course, which is certainly not the textbook.*

A few faculty participants mentioned that OER materials did not exist for their particular discipline. One faculty described:

> *There's no OERs for the class that I'm teaching, and that's why I'm working on one, so I did have to assign a textbook and incorporate different readings -- [something] I haven't done in the past. Some of those readings were excerpts from novels written by authors of color talking about immigration issues.*

INCORPORATING STUDENT PERSPECTIVES AND EXPERIENCES

The OFAR project challenged several faculty participants to think about the perspectives and voices represented in their curriculum. As a result, some are beginning to implement more culturally relevant materials and validate the diverse student experiences in their classes. One faculty member shared:

> *I [started] an intake process of getting to know who my students are. What's their lived experience? What is their racial identity? What do they want to get out of this course? Questions about their cultural identity and racial identity to provide culturally sustaining and cultural revitalizing teaching practices in my class. If I'm talking about indigenous or native communities or about [the] Chicana movement or anything like that, I will bring in literature that allows students to feel validated in the classroom. Where[as] before I didn't do that because I didn't even know a lot of the demographics that my students shared.*

SHIFTING FROM DISPOSABLE TO NON-DISPOSABLE ASSIGNMENTS

Prior to the introduction of the concept of "non-disposable assignments, the majority of faculty interviewees shared employing traditional "disposable assignments." In open pedagogy, literature disposable assignments are described as students' work submitted only to the instructor for evaluation purposes (e.g., spelling test, quiz) whereas non-disposable assignments are considered any assigned task that adds value to the world (e.g., students taking instructional materials in a course and revising them to create tutorials for future students in that course). The idea of non-disposable assignments was very interesting to faculty. Three faculty described:

> *I like the word "enhanced" because I've been doing updates on my [curriculum] already. Like conceptually, this idea of open pedagogy, and involving students in the text-making process; as a historian, I am so glued to that. I know that the kids in [a local town] have unique stories that aren't in archives, so I want them to be archives creators. What [OFAR] has done is, it's expanded my tool kit in order to be able to do that. The whole concept of licensing things to showcase student work was very new to me. And I think it was new to a lot of the faculty participants; there was a bit of a learning curve there. Getting comfortable with how to generate those open licenses makes me feel good about putting things online.*

I was creating disposable assignments. The non-disposable assignment is the greatest thing that's exciting about the course. That word– "non-disposable" -- was like money for me. I've been using [non-disposable assignments] ever since I learned it in the OFAR cohort. That has just hit me like, "Yes, that is what needs to happen." And that's what I want to move toward.

Specific pedagogies, like culturally responsive teaching, I had been doing that already, but again [OFAR] helped me take it a step further … I'm going to be able to create and sustain non-disposable assignments and then curate all that information for the public and have students be involved in that curation process. I don't think it's something that can be accomplished in like six months, but it's like creating the template for it, practicing it, and then being able to build on it in the future, That's certainly been enhanced.

USE OF COMMUNITY AGREEMENTS TO INTRODUCE ANTI-RACIST PEDAGOGY

Several faculty members lauded the community agreements introduced by the OFAR project and highlighted how critical these agreements were to introducing anti-racist pedagogy to students with the expectation that they will engage in challenging conversations. Two faculty participants illustrated:

We [first developed] community agreements for the classroom. I gave [students] a [short] article on community agreements, [articles that the program shared with us in January]. Then I asked [students] to write in the discussion board what they would need from me and their classmates to engage in these hard conversations.

Something I didn't do before was to explicitly tell students to engage in conversations with folks they don't agree with. I have students respond to three or four people in the discussion board and really make the effort to respond to people who they don't agree with because as they know, in our society when it comes to race and ethnicity, you are going to run into people who do not agree with you. And there are some best practices that they can learn on how to have conversations with folks who they don't agree with. So I've highly encouraged that. And they did, I saw several students and in each discussion board at least one exchange where they don't agree. But they're highly respectful of each other. I want to give community agreements credit for that. I linked conversation starters to the community agreement like: "Don't just go in and say, 'I hate what you said.' You can approach starting a conversation with someone like, 'Bob, thank you for sharing your experience. I think I have a different take on it. Here's my take.' Or 'Bob, I'm going to be honest, I disagree with you. And here's why.'" You can be straightforward about [your opinion], but you can also still be kind, because in the end, we're all being vulnerable here. Talking about race is not easy.

At the same time, there were faculty members who struggled a little with effectively introducing community agreements. One participant illustrated:

> *What would be additional practices to [introduce] community agreements? I feel like I could do a better job there, really take the time and not make it just a formality because it felt like it was. I didn't have a lot of experience with community agreements, so I did the best I could. I'd want to modify that and learn some really effective practices that you can engage in when you create the community agreements [with students] that go beyond just asking them, "What do you need to feel comfortable?" And I think this is where a longer course could have been beneficial to learn specifically what those strategies are.*

Other Curricular Redesigns

WRITTEN PAPERS AND QUIZZES ARE NOT THE ONLY WAY TO ASSESS LEARNING

Many faculty members shared that before they participated in the OFAR project, written papers were the only format students could use to complete assignments. However, the different practices taught in the program inspired faculty to move away from "the paper" and allow students to choose different modalities (e.g., video, art, poetry) to complete their assignments and demonstrate learning. One faculty member commented:

> *I'm doing different types of assignments. In the English, our bread and butter is the college essay; we're constantly getting essay assignments. Now, I'm realizing that there are other ways to get some of this information besides a five-page essay. For their final project, students choose one book, A Lesson before Dying, Their Eyes Were Watching God, or I Know Why the Caged Bird Sings, and they're going to create a playlist of songs. They're going to take the book and divide the book into sections, [identify] where they think the sections happen in the plot, and create a playlist of songs. [Students will explain why] did they divide the book into those sections? Why did they pick that song for that particular section? You can't do that without having read the book. You can't do that without knowing the different plot breaks. So why write a five-page essay when you can do this and convey even more information?*

Two other faculty members shared moving away from quizzes and introducing reflections as a way to assess students' engagement with the material:

> *Across the board, I've seen that my students have been very open and excited to do these reflections. They loved them. [Students] have openly said that they appreciate that I give reflections, and not the quizzes, because it allows them to conceptualize more of what we're actually learning and engage with it, as opposed to just answering multiple choice questions. Or even essay questions allowing them to bring their experience and their narrative and connect it to the content. They have told me and been very open that it has been beneficial.*

What I did was structurally significant; I changed my assignments. I've been moving towards this for a while and [OFAR] helped me take that leap. I eliminated quizzes and exams and turned them into reflections. I also explained to [students] that I was taking an anti-racist approach to teaching this class, what that meant, [and] what I expected from them. For the reflections, I gave [students] four questions around the topics we had already talked about: race and ethnicity, acknowledging institutional oppression, [and] how folks can resist against that, which they could use to guide their paper. I left [the format of the reflections] open-ended. [Students] could use those four questions to depict their reflection through an art piece. I've had students paint things. Some students have done dances, they recorded themselves dancing, or singing a song that they feel like really resonates. Yeah, they love it. They did such a great job. Students who choose to take a more creative path, still have to give me about three-quarters of a double-spaced page write-up on how I am able to see them answering the questions I ask them in their reflections, but they have the option of how they would like to do it. I had a couple students start crying in their recordings while they were explaining things that they have experienced, or their parents experienced. They made it sound like it was a breakthrough for them on understanding these institutional factors. This is not something that they did, or their parents did. This is something that is much larger and societal and even global to an extent.

FLEXIBILITY IN COURSE POLICIES AND PROCEDURES

Course syllabi typically inform students' in-class expectations, identify when assignments are due, explain grading policies, and describe how to get in touch with the instructor. Many faculty participants shared that the OFAR project made them reconsider how they approached their policies and expectations of students in their classes. Two faculty members described the changes they made:

I used to be very strict on deadlines. I would have students complete assignments at a certain date and time in the week, and I changed that. I now have a soft deadline, where it's like, "If you get your work done by Sunday, great, but if you don't get it done, that's okay too. Just talk to me and I'll give you an extension." And that flexibility has allowed my students to finish their assignments on time. Just knowing that they have that flexibility alleviated a lot of the pressure that they have.

[Going through OFAR has] made me more empathetic; it has even changed my policies. When I first started teaching, I had this absolute, I don't take any late work. I don't care what happened. I had this very binary way of looking at the world. Now I say to my students, "Listen, there are due dates here, they're important" and I explain, "Here's why they're important." Then, I say to them, "If you submit something seven days late, I might impose a 10% penalty, but just tell me." I now accept almost everything because I believe that every single student is

here to be as successful as they can be, and I recognize that we're all on a journey at different starting places –so it's made me much more empathetic.

Theme 4: Perceived Impact on Student Learning

Faculty Perceptions of Student Learning

When asked how the various pedagogical practices they employed affected the learning environment for their students, most faculty respondents reported perceiving that all of the practices "enhanced significantly" the learning environment for their students (at least 60%, see Appendix A, Table A2-7 for details). All faculty reported open pedagogy as a practice that enhanced their students' learning environment (significantly or slightly). Faculty were also asked to observe changes in their students' level of engagement in their current class compared to previous classes. The majority of faculty reported that "my students appear to be more actively/slightly more engaged than past students" (over 80%, see Appendix A, Table A2-9 for details). Faculty respondents indicated that students in their current class appeared to be more engaged and felt a greater sense of empowerment over their learning -- connecting more directly and deeply with the content than students in previous classes.

Three faculty members noted the following changes in student learning:

> *I had one student write at the end of my class, "I feel like I'm learning something new in this class." I just died laughing because I was thinking to myself, "You're supposed to learn something new every week, that's the point, right?" [Her comment] showed that for her, that was not something she had experienced before, that [learning] was a new thing, and that she was actually deeply engaging with this material. She was feeling like she was learning. I was like, "Yes!" That made me feel so good.*
>
> *The Black Lives Matter module has a survey. One student said [that the module] has made him more willing to do anti-racist work. He wants to be more of an activist because of what he's learning. He actually wants to go out and make changes. Another student said that she wants to continue to take other African-American focused courses because she was so interested in what we talked about. Because of the demographics [in the course], a lot of the students who took the literature course said that they had not been taught those things before.*
>
> *I had a [bi-racial] student say, "I didn't know there were words to describe what I'm experiencing. [The class] really opened my eyes to who I am and my place in society. I'm now learning how to talk about this issue in ways that I didn't know how to talk about before." I was, "Oh, wow! Wow!" It felt really good that he felt validated. It's really, really rewarding in a lot of ways because I see [students] learning things that I know and I understand, but for them it's brand new. [What students are learning] is explaining their world in a way that's authentic to them. This is happening even with White students, or the Latino/Latina students. This is*

happening across the board. Students are making some strong strides in acknowledging how privilege and oppression are very complex.

Students' Perceptions of the Learning Environment in Classes Taught by OFAR Faculty

Two hundred and five students completed a 22-item online survey, with at least one student completing the survey from each of the 16 CCC where faculty program participants taught. Student demographic information was also collected (see Appendix C, Table C1 for details).[3] The online survey sought to determine whether students' learning experiences in the class taught by OFAR faculty participants differed from other classes they were currently in or had taken in the past. Similar to the faculty's reports of student engagement levels, over 80% of students reported feeling more active or slightly more engaged in the OFAR class than in their other classes (see Appendix C, Table C11 for additional details).

When asked why students reported the way they did on the engagement question, students who indicated that they felt more actively engaged or slightly more engaged in this course generally noted three significant reasons:

1. The effort their faculty members made to engage students
2. The specific content covered in the course
3. The way the course required interactions with other students

The most common topic identified in the open-ended comments was the efforts of the faculty members teaching the course. Student respondents indicated that their faculty members were very engaged in student learning by actively getting students involved in discussions, providing positive reinforcement and feedback, responding to messages and issues quickly, and being flexible with deadlines.

Notable comments from three students included:

The instructor really makes it a point to get everybody involved. It is almost impossible to be in the class and not be engaged. She really makes an effort to engage with each student, so it encourages us to engage as well. She even did a personal audio response on one of my assignments. I was really surprised that she took the time to do that for me.

[The professor] is a fantastic teacher and is one of the most attentive professors I have ever had. She has made the online learning experience very easy, and she is very willing to help us if we ever need assistance with Canvas.

[3] Each item in the student survey was disaggregated by students' reported race/ethnicity; however, very few differences were found among student groups, therefore, these disaggregated data are not included in the report.

The professor really encourages his students to get to know one another, to get to know him, and engage in the classroom all together. In other classes, it has been much more difficult for me to reach [out] for help. However, his approach to getting to know his students and building a rapport with them makes it much more encouraging for me to reach out when I need to, without being afraid.

COURSE CONTENT COMPARISONS

Overall, student respondents indicated that the content of the OFAR course compared positively to that of other courses, and they perceived an equitable learning environment. For example, compared to other courses they had taken, about 93% of respondents indicated that they were almost always or often given opportunities to provide their perspectives and experiences (see Appendix C, Table C10 for full details). About 92% of respondents indicated they almost always or often examined the history of the discipline. Another 84% indicated that they almost always or often used classroom content to identify and challenge biases.

When asked to describe which course materials supported their learning in the classroom, a review of the open-ended comments found that a significant number of students mentioned the use of videos and recorded lectures by their faculty. Student respondents noted that the ability to view lectures at different times was helpful due to their busy schedules. The videos provided by faculty helped clarify topics discussed in the course in ways that the text or readings did not. Three students commented:

I really enjoyed that there were a lot of videos because I feel like I learn better that way because I am more engaged. I also really appreciate that my teacher always had a check-in video at the start of each module.

Weekly videos on the professor's part helped clarify weekly assignments and learning outcomes. … [There were also] amazing TED talks and videos [that] helped further our learning for the week.

All of the videos that were presented were very helpful! We were able to see different perspectives and hear from the people directly, rather than dictated to us from a book. There is something about hearing people's voices and facial expressions that makes me learn more.

The second-most common topic identified in students' open-ended responses referenced the textbooks and articles used for their courses. Student respondents highlighted the quality of these materials, referring to them as "informative" and "helpful." Commonly, student respondents specifically noted the benefits of having textbooks that were easily accessible and not costly. Other notable items referenced in the comments included free course resources, such as calculators and spreadsheet applications, discussion boards, and assignments that focused on current events and/or issues of culture and race.

Student respondents also had positive reactions to the content covered in their courses. In particular, they highlighted topics or activities related to their career or educational goals and their personal racial or cultural identity. Two students illustrated:

> *The material really resonates with me. I was feeling upset and reluctant that I needed to change my major from Nutrition to something else. Social Work has made me feel confident that I will be able to do work I enjoy doing and that will help people.*

> *I enjoy the content of the class and I can relate it to my own life. We learned a bit about other people's perspectives and it is helpful information for everyday life.*

PERCEPTIONS OF AN EQUITABLE LEARNING ENVIRONMENT

When asked about the quality of their interactions with faculty, student respondents indicated that their experience compared favorably to that of other courses. For example, about 87% of students indicated that they almost always got the same opportunities to contribute and ask questions in class (see Appendix C, Table C9). Similarly, over 84% of respondents almost always received the same encouragement from their instructor as other students.

Students were prompted in an open-ended question to describe any assignments and activities they felt supported their learning in the classroom. The most common responses to this question were variations of "all assignments" or "all activities." Students also specifically identified assignments that reflected their personal experiences or histories. In particular, students mentioned topics related to race, immigration, and incarceration.

Student respondents described how these assignments made them think about these topics differently and connect with their personal histories and backgrounds. Three students shared:

> *The entire lessons made me learn more about my ancestors and the struggles they went through. I was not aware of how much Mexicans and Mexican-Americans were mistreated.*

> *The racial assignment, because it brought a real-life problem into our learning and made it interesting to learn.*

> *I appreciate when instructors bring current topics into the curriculum. It allows me to apply the information in real time.*

Similarly, student respondents identified assignments that related directly to their careers as beneficial to their learning. Other comments included assignments related directly to the subject of the course and activities that required working in groups or teams. For example, student respondents explained how faculty created courses that required significant interactions with other students, either through group work or discussions. Students noted that these required interactions were positive, and many explained that it increased their engagement and learning. One student described:

More than other classes, this instructor invited me to tap into my own thoughts and ideas on the subject. Instead of asking questions where the answer involved me just copying information from a textbook, they were critical thinking questions where I was asked to reflect upon the material. I felt more engaged and that I was truly understanding the material because we posted our answers on discussion boards where I could see the other students' responses. I was able to read other viewpoints and expand my knowledge and opinion.

Those who indicated that their level of engagement was the same as other courses generally noted the issue was not the course itself but that the course either resembled their other courses or that they always tried to be engaged, regardless of the course or faculty. Those who marked that their engagement in this course was worse than other courses commonly noted that the online course made it challenging to stay engaged and or that they were struggling with issues outside of school.

Theme 5: Future Considerations for the OFAR Project

Different Levels of Knowledge

Several faculty participants spoke of people in the OFAR cohort as being in different places in terms of their knowledge around anti-racist teaching practices, OER, and open pedagogy. Furthermore, individual faculty members were also in different places in terms of how much they knew about each of the strategies. Three participants described:

I basically started from zero. My [learning] curve is a straight line. I think for me, it was a lot more work; I had a lot of reading and reflecting, the whole point was reflecting. I just wish I had more time with those reflections to really grow. Sometimes there were so many things going on that you had to stop and move onto the next thing. I needed more time than other people did. It was harder than I thought.

For me, there was a real learning curve for OER. I think a few other people had challenges with this as well.

There were a variety of experiences that people brought, having anti-racism conversations may have been very familiar to people, but may have been very new to others. There were times where it was a little bit challenging to feel like I was growing in an area just because of that variety of levels of familiarity.

Community College Policies and Practices Create Barriers to Implementation

While the OFAR project may not be able to directly address specific college practices and policies, it is important that program leaders are aware of the barriers faculty participants face in their efforts to implement these new approaches. Faculty shared that they encountered

resistance at their respective institutions that hindered their ability to implement some of the practices they are learning through the program. Two faculty shared the barriers they have faced at their institutions:

> *I would have loved to go deeper into discussing how we can find ways to change not just our curriculum but how we change our campuses. Because it's one thing where students feel belonging in our courses, but then sometimes we're blocked because of different policies and practices that are in place at our institutions that's preventing us from doing the work we do. And so, I would want more training on that. Even with our course outline of record, whatever is on there, is what we teach. And so, because there's not an anti-racism focus on our course outline of record, I had to learn on my own how to go about changing that at our institution so that future counseling classes can be taught with anti-racist foci too. I didn't have the experience of knowing that, and I would say that was the only area that I would say I needed more guidance in.*

> *I think at my campus, and I don't know how normative this is for other campuses, but [in addition to] the textbook industry, there's also some disciplines that have produced their own textbooks or they have faculty that have financial investment in the production and sale of a book. And let's be honest, it's egregious, this whole idea of [students] not being able to resell a book, or use last semester's book, because it doesn't come with a new code. Not to mention it raises a lot of revenue for departments. To meet their quota, publishers want a mandate from department chairs –"everyone is going to assign this book." This has led to some adjunct faculty being bullied for saying, "This is totally wrong to not allow the purchase of used textbooks, just to generate revenue. Adjunct faculty have been told, "You won't be rehired if you don't assign the book." That's really problematic. The union has done a good job intervening in those conversations and citing the contract in academic freedom and that's helped adjuncts in particular because they typically don't question anything. That was the most challenging thing about OER, because you have a constituent group of faculty saying, "No OER" because it affects their bottom line. That's horrible.*

Part-time vs. Full-time Faculty

Part-time faculty want to engage in anti-racist work, and implement OER and open pedagogy; however, they have to tread lightly in terms of how much and how deep to infuse their curriculum with anti-racist materials because they do not have the same employment protections as tenured faculty. Two adjunct faculty members described:

> *As a part-time, adjunct professor, you're employed with no rehire rights. I'm a newer [faculty member] and if we're just going to be honest, your employment highly relies on students liking you and wanting to take your class. [Introducing] anti-racist materials has been stressful because it's like, "Oh my God, they're not going to like it." I say things how they are, and I do my best to do that, but I also*

don't want to make a student so upset to the point where my job becomes threatened. [Adjunct faculty] want to do this work, and we are doing this work; it's work that needs to be done, but I think part-time professors are always questioning whether or not [they're] going to have a job next semester.

I struggled a lot to implement some of the practices that the other instructors were saying they were doing. I think that's because there's a privilege that comes with being a full-time instructor. I mean, [full-time faculty] can do almost anything [they] want, [they'll] be fine, and that's not an experience that part-time professors have. I feel like acknowledging and understanding that for adjunct faculty there is a different experience would have been helpful. I understand the larger project of anti-racism and social justice. All professors need to engage in this work.

Final Remarks and Recommendations

The survey and interview data gathered from faculty and students indicated that, overall, the OFAR project provides faculty with a professional development experience that meets a need for anti-racist teaching practices and curriculum development using open pedagogy and open educational resources, and that the majority of program participants (87%) shared they would recommend the program to other faculty.

Recommendations

As with any new program, there are always areas for improvement. A review of the data identified that the most salient faculty recommendations for program improvement fell into two primary areas:

1. Program structure
2. Peer-to-peer learning

Program Structure

In response to participants' experiences with and suggestions about improving the program's structure, we offer the following recommendations:

1. Provide supplemental learning opportunities that customize the resources and support based on faculty's experience with the pedagogical approaches. Some examples include the creation of additional topical Canvas shells/modules, samples of tools, and case studies.
2. Extend the program duration from one term to at least two terms to enable faculty to learn about OER, and open and anti-racist pedagogies in a way that is digestible and allows time for implementation. For example, the first term could be focused on

delivering the program's curriculum and allow for a deeper dive and understanding of the various practices, with the next term focused on implementation.

3. Ensure adjunct faculty have opportunities to participate in the OFAR project with an acknowledgment of how their status can affect their ability to implement OER and anti-racist and open pedagogies, and support on how to navigate these differences.

4. Augment the curriculum to include more examples of fully implemented OER, anti-racist teaching, and open pedagogy "products" and strategies for introducing these concepts to their students.

5. Identify policies, practices, and other obstacles at the colleges that hinder the implementation of OER, anti-racist teaching, and open pedagogy, and provide participants with strategies to navigate these barriers at their institutions.

Peer-to-Peer Learning

As part of any experiential-based learning model, peer-to-peer learning provides the opportunities for program participants to work through new concepts and material with each other, and teach and be taught by one another, thus expanding their perspectives and fostering meaningful connections. Faculty appreciated the peer learning opportunities provided by the program, yet they shared a few ideas for enhancing peer learning. We offer the following recommendations based on the faculty's experiences and suggestions:

1. Increase opportunities for program participants to engage with the whole cohort during the program to stimulate learning and facilitate the sharing of practices. Specifically, faculty would like to engage with their peers around the following topics:

    - Introducing students to OER and open pedagogy and building students' confidence in engaging with content; and

    - How to engage with students who espouse white supremacist ideals when teaching anti-racist curriculum.

2. Create and/or introduce participants to communities of practice around each of the pedagogical practices.

3. Provide adjunct faculty the specific opportunity to actively learn strategies from one another that will allow them to incorporate these practices into their teaching while at the same time not jeopardize their employment.

4. Create an alumni network and have past participants share how they have implemented the various practices and pedagogies, including their successes and challenges.

Appendix A: Faculty Pre- and Post-Survey Results

Figure A1-1. Before this term, what types of course materials have you typically required for your classes? (Items listed as required in the syllabus)

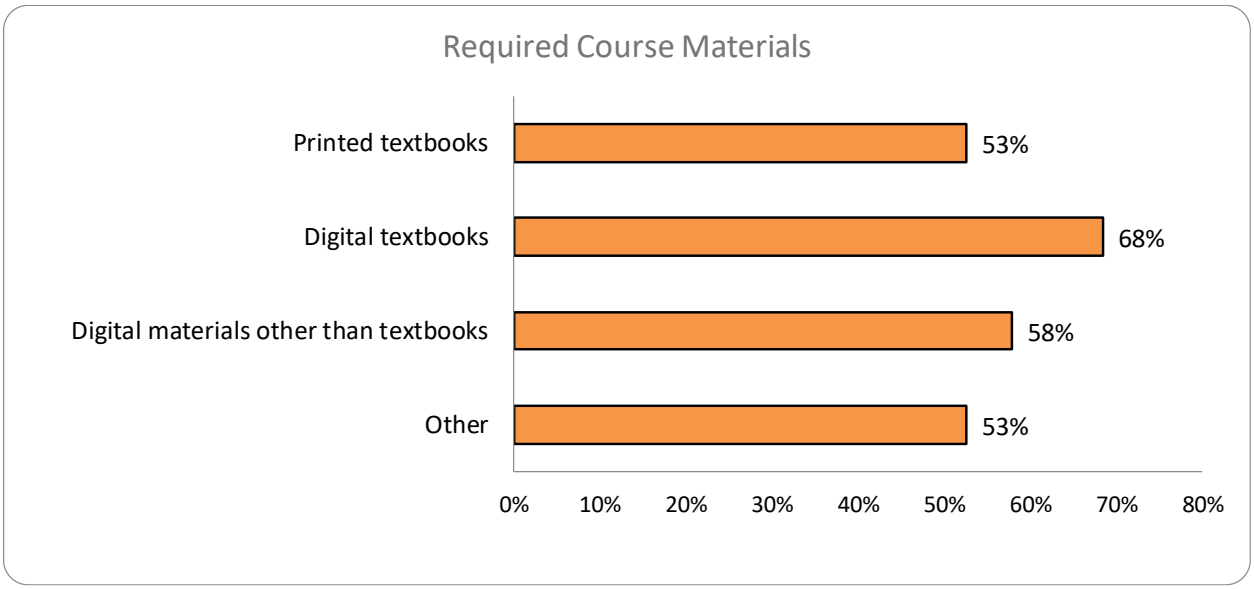


Figure A1-2. What is your role in selecting the required materials for your class?

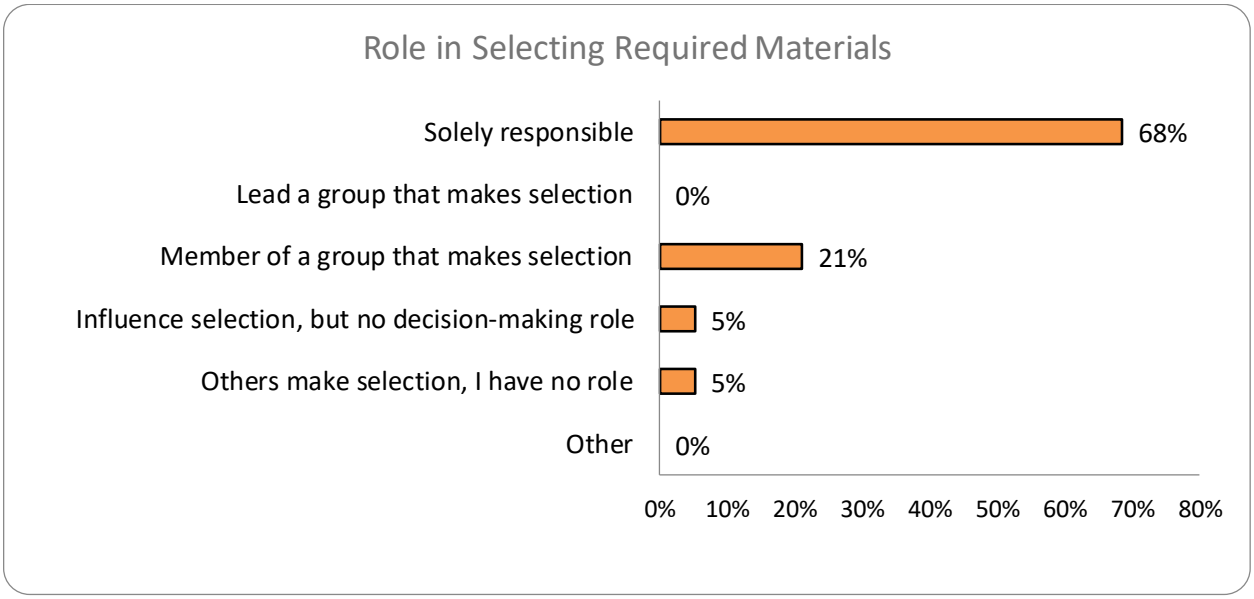


Figure A1-3. Which of the following materials have you used in your classes?

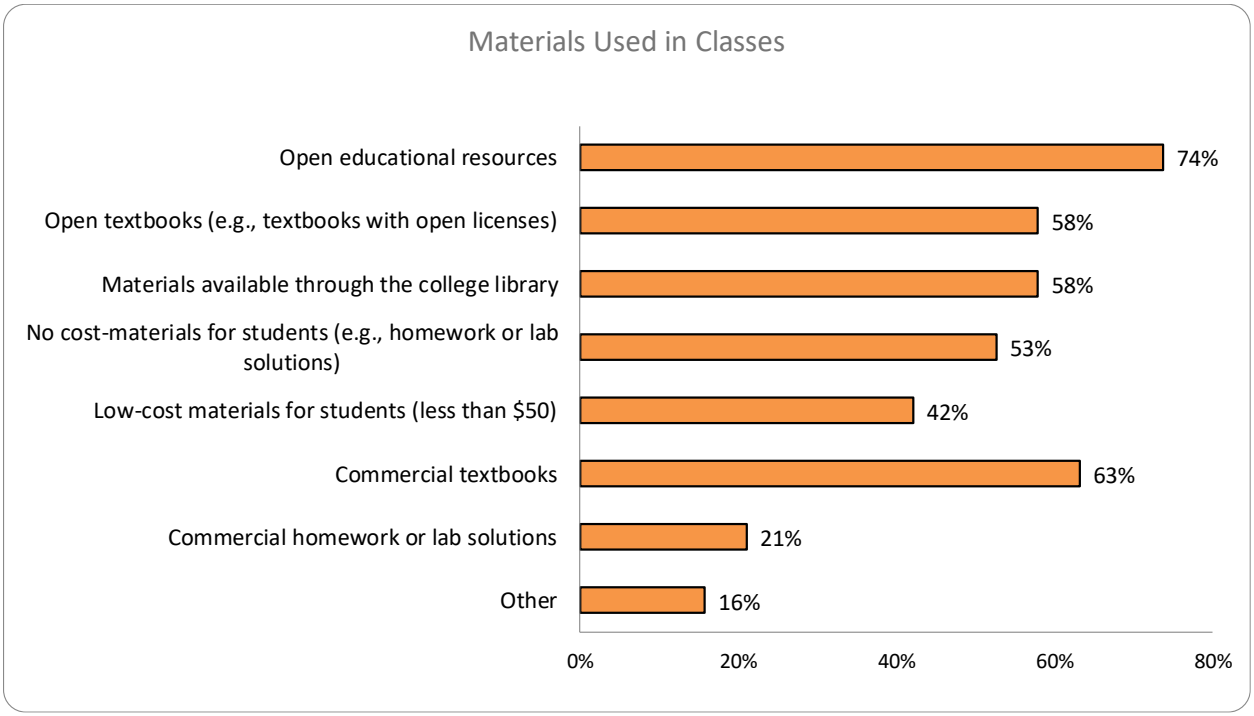


Table A1-1. Indicate your usage of the following pedagogical approaches in your classes PRIOR to this program

Pedagogical Practice	I had NOT incorporated it in any of my classes	I had incorporated some of it, but not consistently in my classes	I had incorporated it in all of my classes
Open educational resources	21%	47%	32%
Antiracist teaching practices	21%	53%	26%
Culturally responsive teaching	5%	37%	58%
Open pedagogy	42%	47%	11%

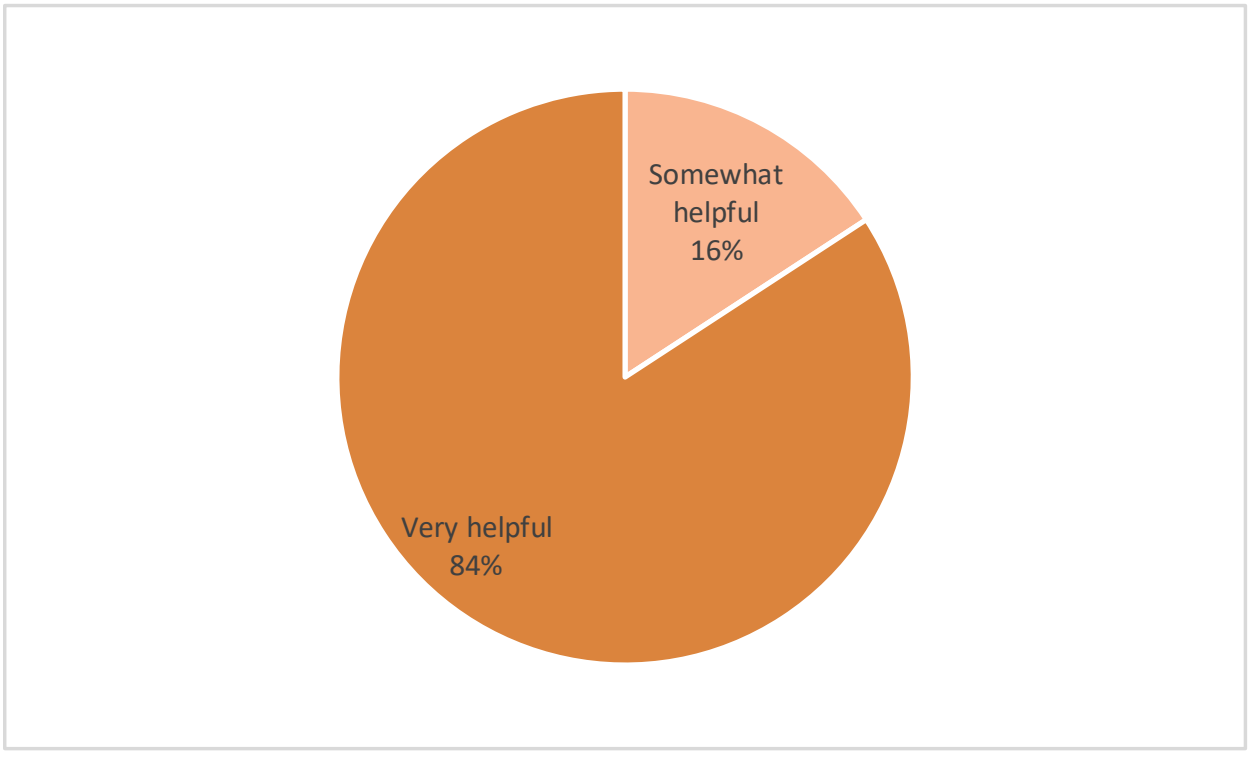
Table A1-2. Indicate your access to the following made available to you by YOUR INSTITUTION

Pedagogical Practice	Does not provide at all	Provides some resources and trainings	Provides regular and ongoing resources and trainings	Not sure
Open educational resources	0%	53%	37%	11%
Antiracist teaching practices	26%	58%	5%	11%
Culturally responsive teaching	26%	58%	11%	5%
Open pedagogy	32%	42%	0%	26%

Table A1-3. Indicate your access to the following available to you by a THIRD PARTY (outsourced)

Pedagogical Practice	Does not provide at all	Provides some resources and trainings	Provides regular and ongoing resources and trainings	Not sure
Open educational resources	0%	37%	26%	37%
Antiracist teaching practices	11%	37%	21%	32%
Culturally responsive teaching	11%	32%	21%	37%
Open pedagogy	16%	21%	11%	53%

Figure A1-4. How helpful was the OFAR "Welcome and Onboarding" webinar in clarifying your expectations of the program?



Comment A1-1. What additional information, if any, was missing from the webinar?

The majority of faculty felt the webinar was thorough, comprehensive, and reported that nothing was missing. Those who did offer recommendations shared the following:

- longer introductions to get to know people/provide participant information,
- examples of end-of-program deliverables,
- action plans,
- charts for visualization,
- overview of the Canvas page, and
- clear dates and timelines.

Comment A1-2. In order to implement your action plan, what support and resources do you expect to need?

The most common support and resources requested included:

- access to mentors,
- webinars on anti-racist pedagogy,
- OER recommendations,
- brainstorming sessions,
- examples of action plans, and
- clear expectations for the course

Several faculty indicated it is too early to know what they need as they are still in the preliminary planning stage.

Comment A1-3. What resources, if any, on anti-racist pedagogy would you like us to be aware of?

Faculty shared the following resources:

- University of South Carolina's Anti-Racist Collective Training
- Books
    - Every Day Anti-Racism
    - How to Be an Antiracist

    - Circle Works: Transforming Eurocentric Consciousness
    - Decolonizing Education
- Resources on the web
    - https://antiracisminstem.wordpress.com/,
    - https://science.sciencemag.org/content/369/6510/1440.2.full
    - https://www.cherylmatias.com/
    - https://libguides.usc.edu/c.php?g=744325&p=5441086
    - https://cue.usc.edu/events/
    - https://coralearning.org/webinars/
    - https://www.csun.edu/undergraduate-studies/faculty-development/equity-minded-teaching
    - https://calisphere.org/

Comment A1-4. What additional questions do you have about this pilot program and your participation in it?

The vast majority of faculty did not have any questions at this time. Several indicated they were excited to get started and grateful for the opportunity. One faculty member asked about next steps in terms of future training and scalability.

Table A2. Post-Faculty Survey

The post-faculty survey was administered to faculty participants (N = 16) via email by program staff in late spring of 2021. Survey items focused on gaining an understanding of:

- Changes to faculty's' teaching practices and approaches resulting from their participation in the program,
- Their perceptions of the impact on the student learning experiences in their classes,
- Their overall experience of the program, and
- Their suggestions for future improvements of the program.

Table A2-1. Which of the following materials are you currently using in your classes?

Value	Percent	Count
Open educational resources	100%	16
Open textbooks (textbooks with open licenses)	56%	9
Materials available through the college library	31%	5
No cost-materials for students such as homework or lab solutions	31%	5
Low cost materials for students (less than $50)	25%	4
Commercial textbooks	19%	3
Other - Write In[1]	19%	3

[1] Other materials listed included: professional articles, YouTube videos, and student-created materials.

Table A2-2. As a result of your participation in the program, indicate your level of awareness of the following (N = 16)

Pedagogical Practice	I am not aware of it	I have heard of it, but don't know much about it	I am somewhat aware of it but I am not sure how it can be used	I am aware of it and some of its use cases	I am very aware of it and know how it can be used in the classroom
Open educational resources	0%	0%	6%	13%	81%
Antiracist teaching practices	0%	0%	6%	13%	81%
Culturally responsive teaching	0%	0%	6%	13%	81%
Open pedagogy	0%	0%	6%	19%	75%

Table A2-3. As a result of your participation in this program, indicate your usage of the following pedagogical approaches in your classes (N = 16)

Pedagogical Practice	I have not incorporated it in my classes	I have incorporated some of it, but could still use some help with accessing and implementing more elements of it	I have incorporated it throughout my classes
Open educational resources	0%	38%	63%
Antiracist teaching practices	0%	44%	56%
Culturally responsive teaching	0%	19%	81%
Open pedagogy	0%	56%	44%

Table A2-4. Indicate how your understanding of each strategy has changed as a result of your participation in the program (N = 16)

Pedagogical Practice	Increased significantly	Increased slightly	Stayed the same	Decreased slightly	Decreased significantly
Open educational resources	75%	6%	13%	0%	6%
Antiracist teaching practices	75%	19%	0%	0%	6%
Culturally responsive teaching	56%	25%	13%	0%	6%
Open pedagogy	75%	13%	6%	0%	6%

Table A2-5. As a result of your participation in the program, indicate how has each strategy affected your teaching practice(s) (N = 16)

Pedagogical Practice	Improved significantly	Improved slightly	Stayed the same	Impaired slightly	Impaired significantly	Did not use or apply
Open educational resources	63%	13%	19%	0%	6%	0%
Antiracist teaching practices	69%	25%	0%	0%	6%	0%
Culturally responsive teaching	69%	19%	6%	0%	6%	0%
Open pedagogy	69%	25%	0%	0%	6%	0%

Table A2-6. How aligned was your implementation of the action plan activities to your action plan?

Value	Percent	Count
Fully aligned - I implemented all of the activities described	25%	4
Partially aligned - I implemented most of the activities described	75%	12
Total		16

Comment A2-6. What was the greatest asset to helping you implement your planned activities as described?

Open-ended responses revealed that the greatest asset in helping faculty participants implement their activities was the support provided by the OFAR project team and their peers. Other assets mentioned by one or two other participants included their institution's support of the faculty, the students in their classes, and the material resources from the OFAR project as being helpful.

Comment A2-2. What were the greatest challenges preventing you from implementing your planned activities as described?

The greatest challenge reported by over half of the respondents (8 out of 12) was time. Participants reported feeling that the timeline for implementation was too compressed, which limited what they could implement within one semester. Other challenges reported included not having sufficient resources to introduce students to and apply open pedagogical practices, and implementation in an online environment during a pandemic.

Table A2-7. Experience with the following implementation activities.

Value	Percent implemented	Percent found valuable	Percent planning to continue
Contextualized current inequitable policies, actions, and events for a particular subject area	50%	40%	73%
Engaged students in the co-creation of materials for an anti-racism module	81%	47%	87%
Incorporate student voices --brings in non-mainstream perspectives and points of view	88%	47%	87%
Expanded existing curriculum to include issues of diversity/lack of diversity, social justice, and anti-racist practices in particular areas of study	63%	40%	67%
Embedded anti-racism/social justice content into student assignments	56%	27%	67%
Provided OER materials as resources to students wanting to go deeper into the course's subject matter	63%	13%	60%
Licensed newly developed/revised curriculum modules with Creative Commons	38%	47%	73%
Implemented inclusive images, data, videos, and podcasts	69%	27%	80%
Incorporated explicit conversations surrounding racism, oppression, privilege, and healing	69%	7%	60%
Provided the skills to enable students to identify and incorporate non-traditional curated materials that speak to their lived experiences into the classroom	19%	14%	40%
Revised course theme(s) to explicitly focus on social inequities and racism	44%	53%	47%
Incorporated use of self-reflective writing/projects where students can explore the ways in which their personal stories and experiences connect with broader cultural, social, and political issues	44%	47%	47%
Moved away from publisher-based course materials to OER-based course materials	56%	40%	80%
Moved away from traditional pedagogical approaches to open pedagogical approaches	63%	47%	80%

Table A2-8. As a result of your participation in the program, share how you perceive each strategy has affected the learning environment for your students.

Pedagogical Practice	Enhanced significantly	Enhanced slightly	Stayed the same	Hindered slightly	Hindered significantly	Did not use or apply
Open educational resources	60%	27%	7%	0%	0%	7%
Antiracist teaching practices	73%	20%	0%	7%	0%	0%
Culturally responsive teaching	60%	33%	7%	0%	0%	0%
Open pedagogy	67%	33%	0%	0%	0%	0%

Table A2-9. As a result of your participation in the program, share how often the following occurred in your classroom.

Value	Almost always	Often	Sometimes	Seldom	Almost never
Students have ample opportunities to contribute their own perspectives and share their own experiences in class and through assignments.	40%	40%	20%	0%	0%
Students' reflections and experiences are welcomed and supported in the classroom.	73%	27%	0%	0%	0%

Table A2-10. What differences, if any, have you observed in your students' engagement in your current classes compared to past classes?

Value	Percent	Count
My current students appear to be more actively engaged than past students.	25%	4
My current students appear to be slightly more engaged than past students.	56%	9
I've observed little to no difference in engagement between my current and past students.	13%	2
My current students appear less engaged than past students.	6%	1
Total		16

Comment A2-3. Please describe why you rated the way you did.

Comments from faculty respondents reflected mixed feelings about student engagement, mostly due to the effects of the pandemic and the transition to a fully remote teaching and learning environment that limits engagement opportunities for students to connect around the content and with each other.

Comment A2-4. Which practice/resource from the pilot do you see having the greatest impact on your students' learning?

Of all the pedagogical approaches covered, most faculty respondents reported seeing the greatest impact with the use of open pedagogy (6 out of 13), followed by mentions about incorporating historical and racial perspectives, as well as student experiences and perspectives.

Comment A2-5. Please describe the impact you observed on students' learning.

When asked what impact faculty respondents observed on students' learning in the class, many faculty reported the inclusivity of the curriculum having a positive effect on students' engagement with the content.

Comment A2-6. What was the most valuable aspect of this overall program?

Based on faculty respondents' comments, the most valuable aspect of the program were the resources and materials (e.g., Canvas module) to learn about and apply the different pedagogical approaches, and the cohort model used to connect and engage faculty from across disciplines and colleges to discuss these pedagogical approaches.

Comment A2-7. What was the least valuable aspect of this overall program?

When asked what faculty respondents found least valuable about the program, most comments (4 out of 14) were about the small group structures for peer engagements and not feeling that there were sufficient and substantial engagements in those settings. Another four faculty respondents indicated "N/A," with a few others noting different aspects (e.g., weekly assignments and check-ins).

Table A2-11. How effective have the following program supports been for the implementation of your anti-racist classroom practices?

Value	Very effective	Somewhat effective	Somewhat ineffective	Not at all effective
Coaches	40%	33%	7%	20%
Peer group support and check-ins	33%	40%	20%	7%
Monthly webinars	67%	33%	0%	0%
Office hours on OER support	39%	46%	15%	0%
Hearing about the experiences of other participants	73%	20%	7%	0%
Continued access to the online course	80%	20%	0%	0%

Comment A2-12. If the program were offered again, how likely would you recommend this program to your colleagues?

Value	Percent	Count
Very likely	87%	13
Somewhat likely	7%	1
Not Sure	7%	1
Somewhat not likely	0%	0
Not likely at all	0%	0
Total		15

Comment A2-8. If the program were offered again, what improvements would you suggest for supporting faculty?

When asked what improvements faculty respondents would suggest, many (6 out of 14) indicated that more time was needed to learn and implement the activities, so suggestions centered around expanding the program's timeline to at least two semesters. Other suggestions included: providing more concrete examples of open pedagogy, anti-racist teaching practices, and bringing back OFAR alumni to share their experiences.

Appendix B: Faculty Interview Protocol

Thank you for agreeing to speak with me. As I noted in my email to you, this conversation will provide you with an opportunity to share your experiences participating in the OFAR project, and for us to delve more deeply into topics, we asked you about in the faculty survey. Your comments will be summarized along with those of other faculty members that participated in OFAR to maintain your confidentiality. If you feel comfortable, I'd like to audio-record our conversation to ensure I accurately capture what you say. Is this okay? Do you have any questions before we begin?

Let me start by asking…

1. What is your discipline, and how long have you been at your College?
2. Can you share why you chose to participate in the OFAR project?
3. What was your overall experience with the program? What did you enjoy the most? The least?
4. From your perspective, can you share specific examples of how participating in the program changed your teaching practices? What was your approach to teaching before the program, and how are you teaching now.
5. The OFAR project introduced several pedagogical approaches; in the survey, many faculty indicated they could continue to use some help accessing and implementing more elements of the following practices.
    a. Open education resources
    b. Anti-racist teaching practices
    c. Open pedagogy

    If you indicated this need, can you elaborate on specific things the program can do to support and help you access and implement your identified practices?
6. Of the activities you implemented, which ones appeared to excite and engage students? For example, seeing external experts from a marginalized group they could identify themselves with found in the openly licensed content in the courses.
7. Based on the survey results, most faculty indicated that they incorporated student voices into their courses; if you tried this strategy, what specifically did you do to include student voices?
8. Office hours to help you with your needs around finding OER, openly licensing materials created for your course including those that student helped co-create

were offered during the spring. Were you able to take advantage of those services? If yes, what was most useful? If not, please share why?

9. Based on the survey results, many faculty indicated they engaged students in curriculum co-creation; if you tried this strategy, what specifically did you do to involve students in co-creating the course curriculum with you? Of the things you tried, what worked? What didn't?
10. What benefits/impacts to student learning did you observe that you could attribute to your curriculum redesign? For example, was there improvement in how students connected/engaged with the course content? With their peers?
11. Did your students connect with you at a deeper level because of the changes you made in your teaching practices? If so, please share how and or what specific activities/resources appeared to influence that connection
12. Of the various activities/resources, you incorporated into your teaching practices, which ones will you continuing doing/using? Why?
13. Of the various activities/resources you incorporated into your teaching practices, are there any you will stop doing/using? Why?
14. If you were to go through the program again, are there different activities you would implement or resources you would use? Would you approach implementing the activities/resources differently?
15. What advice would you give the program coordinators that would help them improve the OFAR project?
16. Is there anything else you would like to add that didn't emerge through the questions I asked?

Appendix C: Student Survey

The student survey was administered in classes faculty participants taught in spring 2021. The survey consisted of 22 items; seven questions about their demographics and 15 multiple choice and open-ended questions about their classroom experience. Not all questions were required to be answered by respondents, and students were able to exit the survey at any point. The survey was designed to better understand how students' experiences in these courses differed from their experiences in other courses they have completed. A total of 205 students completed the survey, with at least one student completing the survey from each of the 15 CCC represented by faculty participants.

Table C1. Student Respondents' Characteristics

Characteristic	Count	Percent
Gender		
Female	154	75%
Male	43	21%
Non-binary	3	2%
Decline to state	6	3%
Other	1	1%
Ethnicity		
African American/Black	19	9%
Native American/Alaskan Native	1	0%
Asian	15	7%
Hispanic or Latina/o/x	95	47%
Native Hawaiian	0	0%
White	54	27%
Two or more racese	9	4%
Unreported/Other	10	5%
Age Group		
19 and below	48	24%
20-24	70	35%
25-29	21	11%
30 to 34	24	12%
35 to 39	12	6%
40 to 49	10	5%
50 and above	15	8%
Sexual Orientation		
Straight/heterosexual	163	80%
Gay or Lesbian/homosexual	3	2%
Bisexual	19	10%
Decline to state	18	9%
Other	2	1%

Characteristic	Count	Percent
First Generation Status		
Yes	72	35%
No	126	62%
Decline to state	6	3%

Table C2. Student Respondents' Colleges

College	Count	Percent
Folsom Lake College	39	19%
Palomar College	31	15%
Bakersfield College	27	13%
El Camino College	24	12%
Mt. San Antonio College	24	12%
Sacramento City College	19	9%
Modesto Junior College	15	7%
Cabrillo College	13	6%
Fresno City College	4	2%
Monterey Peninsula College	4	2%
Unreported	4	2%
Butte College	1	0.5%
College of the Canyons	1	0.5%
Cerro Coso Community College	1	0.5%
Clovis Community College	1	0.5%
Hartnell College	1	0.5%
Total	205	100%

Table C3. In general, how often do you buy the required textbook (s) for your classes?

Frequency	Count	Percent
Always	71	35%
Often	50	25%
About half the time	40	20%
Rarely	27	13%
Never	14	7%
Total	202	100%

Table C4. How much do you typically spend on textbooks and required course materials each semester?

Amount Spent per Semester	Count	Percent
Less than $100	39	19%
$101 - $200	68	34%
$201 - $300	52	26%
$301 - $400	26	13%
$401 - $500	11	5%
More than $500	7	3%
Total	203	100%

Table C5. How much did you spend on textbooks and required course materials for this course?

Amount Spent for This Course	Count	Percent
Less than $100	39	64%
$101 - $200	13	21%
$201 - $300	4	7%
$301 - $400	2	3%
$401 - $500	1	2%
More than $500	2	3%
Total	61	100%

Table C6. Indicate the reason(s) you did NOT spend any money on textbook(s) and/or required course materials for this course?

Reason(s) for Not Spending Money	Count	Percent
The instructor directed us to textbooks that were online and free	104	73%
No textbooks or course materials were required	44	31%
I couldn't afford to purchase the textbooks	6	4%
I used library copies	2	1%
I borrowed someone else's textbooks	1	0.7%
The textbooks were sold out	1	0.7%
Other	1	0.7%
Total (Unduplicated)	143	100%

Table C7. How often did you use the textbook(s) and/or required course materials for this course during the term?

Rate	Count	Percent
Daily	37	18%
2-3 Times a Week	106	52%
2-3 Times a Month	17	8%
2-3 Times a Term	5	3%
Never	39	19%
Total	204	100%

Table C8. How would you rate the quality of the textbook(s) and/or required course materials used for this course?

Quality	Count	Percent
Better than the quality of the textbooks in my other courses	69	34%
About the same as the quality of the textbooks in my other courses	129	64%
Worse than the quality of the textbooks in my other courses	4	2%
Total	202	100%

Table C9. How many terms have you completed in college?

Terms Completed	Count	Percent
None	6	3%
1-2	66	36%
3-4	45	25%
5-9	48	26%
10+	19	10%
Total	184	100%

Table C10. Compare this class to other classes you have taken with respect to the following:

Value	Almost Always	Often	Sometimes	Rarely	Almost Never
The instructor gives as much attention to my questions as to other students (N = 203)	81%	12%	5%	2%	0%
I get the same amount of help from the instructor as other students (N = 203)	79%	14%	5%	2%	0%
My thoughts and ideas are valued the same as other students in this class (N = 203)	84%	10%	4%	1%	0%
I am treated the same as other students in this class (N = 203)	87%	11%	2%	1%	0%
I receive the same encouragement from the instructor as other students (N = 203)	85%	11%	3%	1%	0%
I get the same opportunity to contribute to class discussions as other students (N = 203)	87%	10%	3%	0%	0%
My work receives as much praise as other students' work (N = 203)	83%	11%	4%	2%	0%
I get the same opportunity to answer questions as other students (N = 202)	87%	9%	3%	1%	1%

Table C11. Compare this class to other classes you have taken with respect to the following:

Value	Almost always	Often	Sometimes	Rarely	Almost never
Provided opportunities for me to provide my own perspectives and experiences to the coursework (N = 203)	81%	128%	5%	1%	1%
Examined the history of the discipline - how knowledge for the discipline was defined and accepted and whose voices the discipline represents (N = 202)	68%	24%	6%	1%	1%
Encouraged me to explore and discuss my racial identity and its social positioning (N = 202)	62%	16%	12%	4%	5%
Used classroom content to identify and challenge biases on an individual and societal level (N = 202)	67%	17%	11%	3%	3%
Tapped into my cultural and racial identity to make the learning more meaningful (N = 200)	63%	15%	13%	3%	8%

Table C12. What differences, if any, have you observed in your level of engagement in your learning compared to other classes?

Engagement Level	Count	Percent
I feel more actively engaged in this class than in other classes.	104	52%
I feel slightly more engaged in this class than in other classes.	57	28%
I feel little to no difference in engagement between this class and other classes.	30	15%
I feel less engaged in this class than in other classes.	11	5%
Total	202	100%

Comment C1. Please describe why you rated your level of engagement in this class the way you did.

Comment C2. Please describe any topics or assignments/activities that you felt supported your learning in the classroom.

Comment C3. Please describe any course materials that you felt supported your learning in the classroom.

See pages 26-29 for a summary of students' responses to these open-ended questions.

Research and Planning Group for California Community Colleges

As the representative organization for Institutional Research, Planning, and Effectiveness (IRPE) professionals in the California Community Colleges (CCC) system, the RP Group strengthens the ability of CCC to discover and undertake high-quality research, planning, and assessments that improve evidence-based decision-making, institutional effectiveness, and success for all students.

Project Team

Alyssa Nguyen, Senior Director of Research & Evaluation

Ireri Valenzuela, Senior Researcher and Director, Leading from the Middle

Daniel Berumen, Researcher

Michelle White, Senior Researcher

Learn more:

Contact research@rpgroup.org

