

Open for Antiracism Program

* Overview



The **Open for Antiracism (OFAR)** program was designed to respond to a growing awareness of structural racism in our educational systems by using an open education lens to support faculty engaged in adopting antiracist teaching practices. The **second cohort of faculty** participants began the OFAR program in the summer of 2022 by completing a **six-week facilitated online course** that covered antiracist pedagogy, Open Educational Resources (OER), and open pedagogy content. Overall, faculty participants and their students indicated that the program developed a stimulating and engaging classroom-learning environment.

Faculty Experiences

Student Experiences

45 Faculty



from 8 California community colleges participated.

66%

Tenure or
Tenure Track

13

Years Avg Teaching
Experience

30%

White

17%
Two +

26%

Hispanic/Latinx

13%
Asian

15%

African-
American

Disciplines taught: Social Science, STEM, Humanities, Education, Health, Visual & Performing Arts, Business, Library, and Noncredit

Faculty participants satisfied with:

- Opportunities to engage & collaborate with other faculty
- In-depth discussions of the material
- Improved understanding of antiracist & culturally responsive teaching
- Positive impact on teaching practices, including increased student engagement



100%

Found engaging students in the co-creation of antiracist material course the **most valuable**

OFAR presented a perfect opportunity to make myself a better educator for my students but to also stand out CLEARLY as an antiracist educator.

7 out of 8 Administrators surveyed indicated:

- OFAR aligned with their institutional activities around antiracism and social justice



1,724 Students



Enrolled in classes taught by OFAR faculty in Spring 2022.

391 students surveyed reported:

- Savings on textbook costs without loss of quality of the material
- Opportunities to deliver their own experiences and perspectives
- Positives feelings around their engagement with their classmates
- Active, responsive, and encouraging faculty



92%

Agreed there was productive dialogue & community among students



94%

Agreed class discussions were valuable in helping them appreciate different perspectives

I feel a particular connection to this material because of the social and political environment we are living in right now. It helps interpret how we got to where we are politically, and I can see the direct connections to policies affecting me and my community. In addition, I feel my background is represented in this class, and I never saw that in my educational background.

Opportunities for Consideration

Opportunity 1

Promote peer-to-peer learning & continued engagement

Opportunity 2

OFAR should model open and antiracist pedagogical practices

Opportunity 3

Differentiate the curriculum for different levels of knowledge

Opportunity 4

Expand opportunities to raise awareness of OFAR programming

Opportunity 5

Ensure expectations of roles are clearly articulated

Open for Antiracism Program



Executive Summary



This report summarizes findings from research conducted to learn about the experiences of the second cohort of the **Open for Antiracism (OFAR)** program co-led by the Community College Consortium for Open Education Resources (CCCOER) and College of the Canyons. The OFAR program aims to provide community college faculty with resources and training on Open Educational Resources (OER), open pedagogy, and antiracist teaching practices to create an

antiracist learning environment for students. In 2021, the OFAR program design was changed from a cohort of individual faculty from across multiple community colleges to a team cohort model, whereby teams of faculty from across a smaller set of community colleges learned and implemented antiracist strategies over a year. This cohort experience was complemented by a six-week online facilitated course, workshops, webinars, coaching, and facilitated group discussions to support each faculty with the implementation of an action plan they developed at the start of the program for using and implementing antiracist strategies in their classrooms.

To document the experiences, successes, and opportunities for supporting faculty in this new design of the OFAR program, the following activities were completed:

- surveys and interviews with faculty,
- surveys with students enrolled in classes taught by the faculty participants,
- surveys with administrators supporting the faculty at the participating colleges, and
- historical course outcomes information.

Findings from surveys, interviews, and historical course outcomes for faculty participants revealed that:

- Many had experience with the antiracist strategies and practices covered in the OFAR program prior to joining the program.
- Found the team-time within and between teams to be one of the most valuable parts of the program design, and desired more community of practice engagements.
- Indicated that the additional positions and roles created in the program's redesign (e.g., assigning a faculty lead, and identifying administrators to support the project) were all critical support features – but wanted more clarity around what OFAR expected from those serving in these roles.
- Expressed a desire to share their experiences of the OFAR Program within and outside their institutions.

Overall, faculty participants reported high levels of satisfaction with the OFAR Program. The feedback from faculty and administrators at the participating colleges provided valuable insights into future programmatic enhancements and broad communication and dissemination efforts for the OFAR Program.



To access the full report, click here:
[OFAR Cohort 2 Findings Report](#)