

Amy L. Tucker

Candidate for Open Learning Teaching Staff Representative
The Planning Council for Open Learning

I have given twenty-five years to Open Learning. Nineteen of them teaching, fifteen as a prior learning assessor, and six years in student services. I am also a product of this university. I finished high school here, then earned a certificate, a diploma, a degree, a post-baccalaureate certificate, and a master's, all by conventional coursework through Open Learning and on campus, and went on to a doctorate in social sciences. Open Learning has been both my career and my education. **I am a strong advocate for open learning and for delivering open education to every British Columbian, which section 3 of the Act places on this university.**

I am standing because of what section 12 of the Thompson Rivers University Act gives this Council. We set the admission and residency requirements for Open Learning credentials, and we hold that power despite Senate's general authority. We also advise on the Division's educational mandate, including which courses and programs are established or discontinued, and on strategic direction, including this university's role as a system partner in developing distance and online learning across British Columbia. **Those decisions settle what we teach, who may enrol, and what a credential from this Division is worth.** They are made once and then lived with for years by students and by the faculty who teach them.

My second master's is in human rights and social justice, and that is the lens I bring to this work. Open learning was built as a promise of access to people whom conventional study had already turned away, and the faculty who deliver on that promise carry a precarity of their own. Much of my time now goes to that second question. I chair the Non-Regular Faculty Committee of the Federation of Post-Secondary Educators of British Columbia, and I serve as Membership Secretary of TRUOLFA and on the joint equity, diversity and inclusion committee of TRU and TRUOLFA. My research follows the same thread on recognition, precarity, and belonging in higher education.

My book *Every Student Belongs: Equity, Diversity, and Inclusion* was published in 2026; recent articles appear in *Group & Organization Management*, the *Journal of Participatory Research Methods*, and *Management Teaching Review*; and I am writing a history of open learning in British Columbia, a series of papers tracing the tradition from 1918 to the present, the first of which appeared in *Reading the Archive*. Knowing where this Division came from is part of knowing what to protect. Research can be viewed here: <https://orcid.org/0009-0006-9872-2248>

Open Learning Faculty Members teach at a distance from one another and from the rooms where decisions about our courses and our students are made.

Here is what I will do for you. I will ask what a proposed admission or residency rule will cost the student before I vote. I will press for the faculty who teach a course to be consulted before we revise or discontinue it. I will report back to Open Learning Faculty Members on this Council's work, so what happens at this table is visible to the people who carry it out. And I will keep two people in view whenever the rules are written: the student behind the policy and the faculty member behind the student.