



Amy L. Tucker

Candidate for Open Learning Teaching Staff Representative
Senate

I have spent 25 years of my working life in Open Learning: 19 teaching, 15 as a prior learning assessor, and 6 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.

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.

My second master's is in human rights and social justice, and I bring that lens 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. 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 book *Every Student Belongs: Equity, Diversity, and Inclusion* was published in 2026; recent articles appear in *Group & Organization Management* and the *Journal of Participatory Research Methods*; and I am writing a history of open learning in British Columbia, tracing the tradition from 1918 to the present. Knowing where this Division came from is part of knowing what to protect.

Why you should vote for me. I have seen this Division from more sides than most, as its student, its instructor, its assessor, and its advocate. I have made fifteen years of equivalency decisions one file at a time, so I know what a policy does once it reaches a real student. I have spent years making the case for non-regular faculty at provincial tables, so I know how to prepare a position, build support, and carry it to a vote. **Open Learning needs its four seats used, and I will use one of them.**

Here is what I will do for you. I will read every curriculum, admission and grading proposal for what it does to a student who studies at a distance, and for what it asks of the faculty member who has to deliver it. I will speak up when a policy written for the campus is about to be applied to Open Learning without adjustment. I will work with the other three Open Learning senators so that our four seats carry one argument rather than four. I will tell you what is coming before it is decided, not after, because a division taught at a distance should still know what is happening in the room. I will advocate for Open Learning.