

**Open Educational Resources
Advocacy Policy**
Students' Legislative Council (76.50)
Passed: March 12, 2019 (76.50)



Definitions

Open Educational Resources (OERs) refers to teaching, research and learning materials in the public domain or distributed under an open license. Students and instructors may freely use, adapt, or share OERs at no cost and under no or few limitations. OERs may include, but are not limited to, peer-reviewed textbooks, interactive resources, online tutorials, learning modules, and open access journals.¹

Stakeholders refers to individuals and groups with a vested interest in or capacity to affect the implementation, adaptation, distribution or use of OERs. They may include, but are not limited to, Active Members, government bodies, university faculty and administration, students, staff, members of the community, and OERs researchers and experts.

Authority

- 1 (1) Section 93(3) of the *Post-Secondary Learning Act* gives the Students' Union a mandate to promote and provide for the general welfare of the student body at the University of Calgary.
- (2) Section 95(4) of the *Post-Secondary Learning Act* gives the Students' Union a mandate to serve as the official channel of communication between the student body and university administration.

Purpose

- 2 (1) This policy demonstrates that the SU recognizes OERs as an important component in the evolution of affordable post-secondary education.
- (2) This policy provides a guiding vision for SU governance, advocacy, and operations as they relate to OERs.
- (3) This policy acknowledges the important roles undergraduate students can play in the creation and implementation of OERs.

Policy Statement

- 3 (1) The SU believes that OERs can have a profound impact on the cost, quality, and accessibility of education. The SU will:

¹ Definition derived from [OER Commons](#) and the [United Nations Educational, Scientific and Cultural Organization \(UNESCO\)](#).

- (a) Promote inclusion of undergraduate students as active participants in the creation and adaptation of OERs;
- (b) Support efforts to raise awareness and develop a clearer understanding of OERs existence, growth and usage at the University of Calgary;
- (c) Collaborate with stakeholders who address undergraduate student needs through the creation, adoption, adaptation, distribution, or use of OERs, for example, attending and/or receiving resources from conferences; and
- (d) Advocate to applicable levels of government and university administration for the prioritization of sustainable OERs funding.