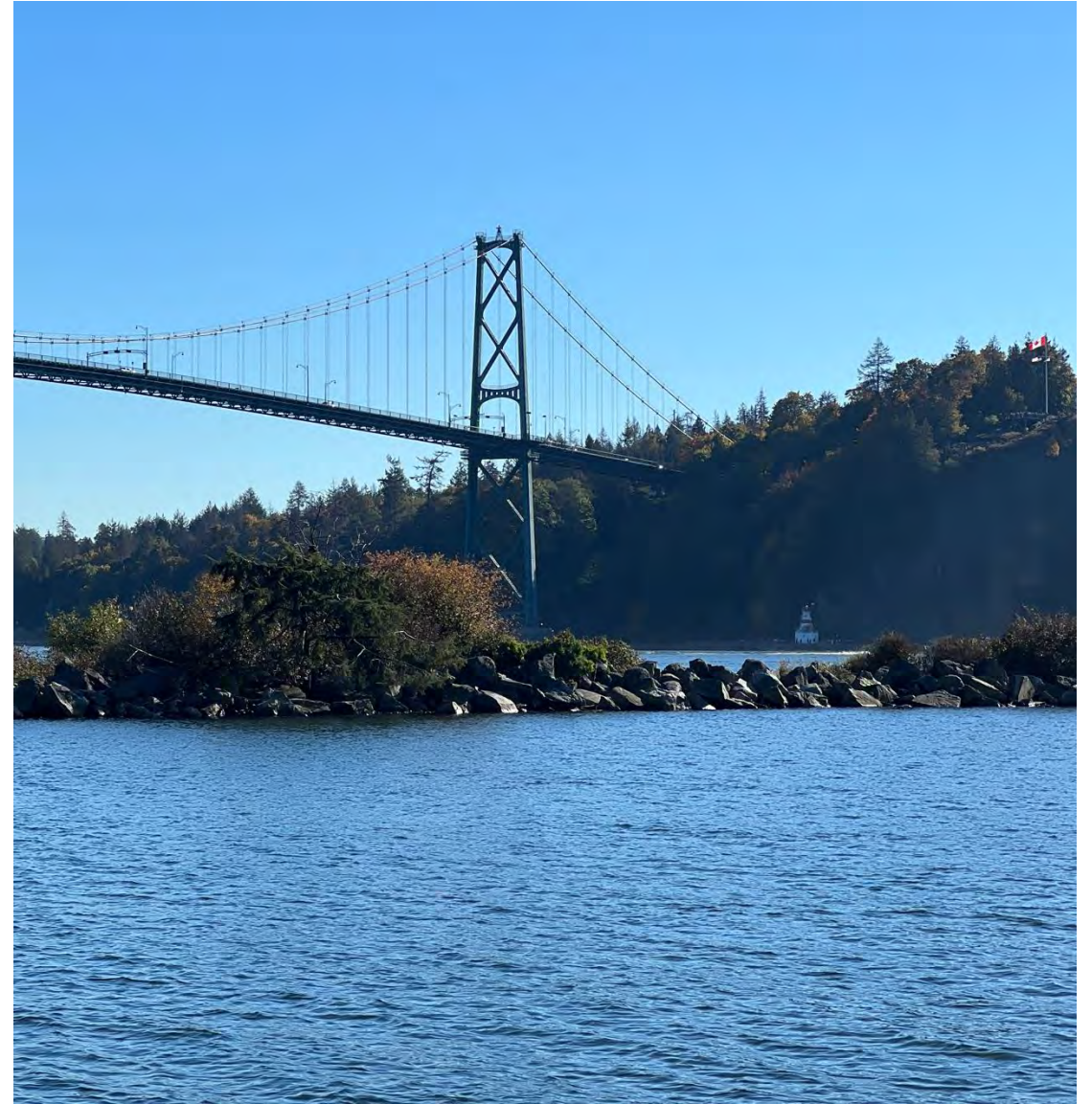# DESIGNING FOR JUSTICE

## with Open Educational Practices

**Rajiv Jhangiani, Ph.D.**

Vice Provost, Teaching & Learning
**Brock University**

May 16, 2025
University of Regina Open Education Bootcamp

Photos by Rajiv Jhangiani

"A **Global polycrisis** occurs when crises in multiple global systems become causally entangled in ways that significantly degrade humanity's prospects."

Lawrence, Janzwood, & Homer-Dixon (2022)

# HOPE

is essential
to any political struggle
for radical change
when the overall social climate
promotes disillusionment and despair

bell hooks

# Jobs Impacted in CdnPSE

*Reported Layoffs, Early Retirements, Positions Eliminated since Fall 2024*



**Legend:** ■ Positions already impacted   ■ Announcements about anticipated impacts
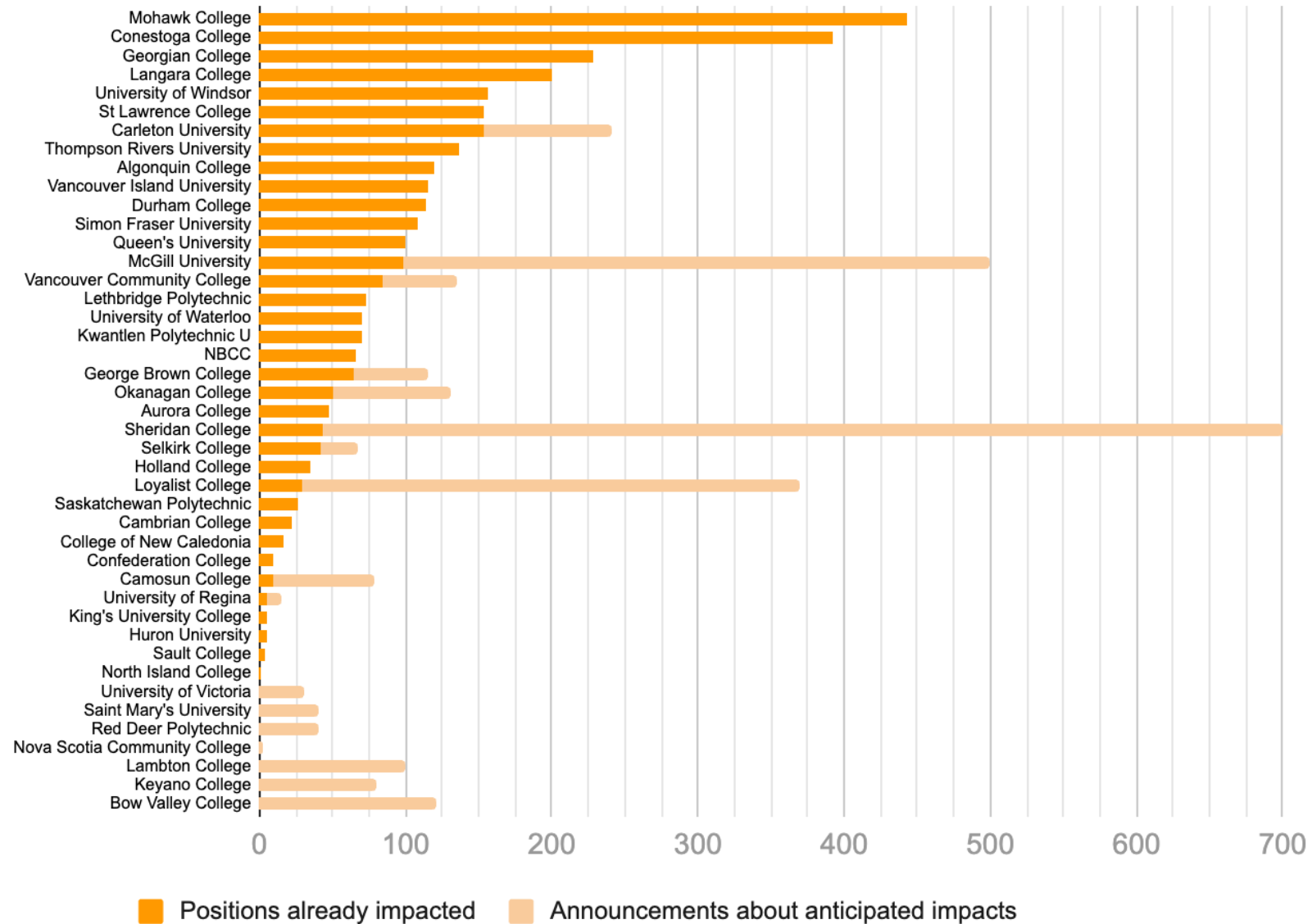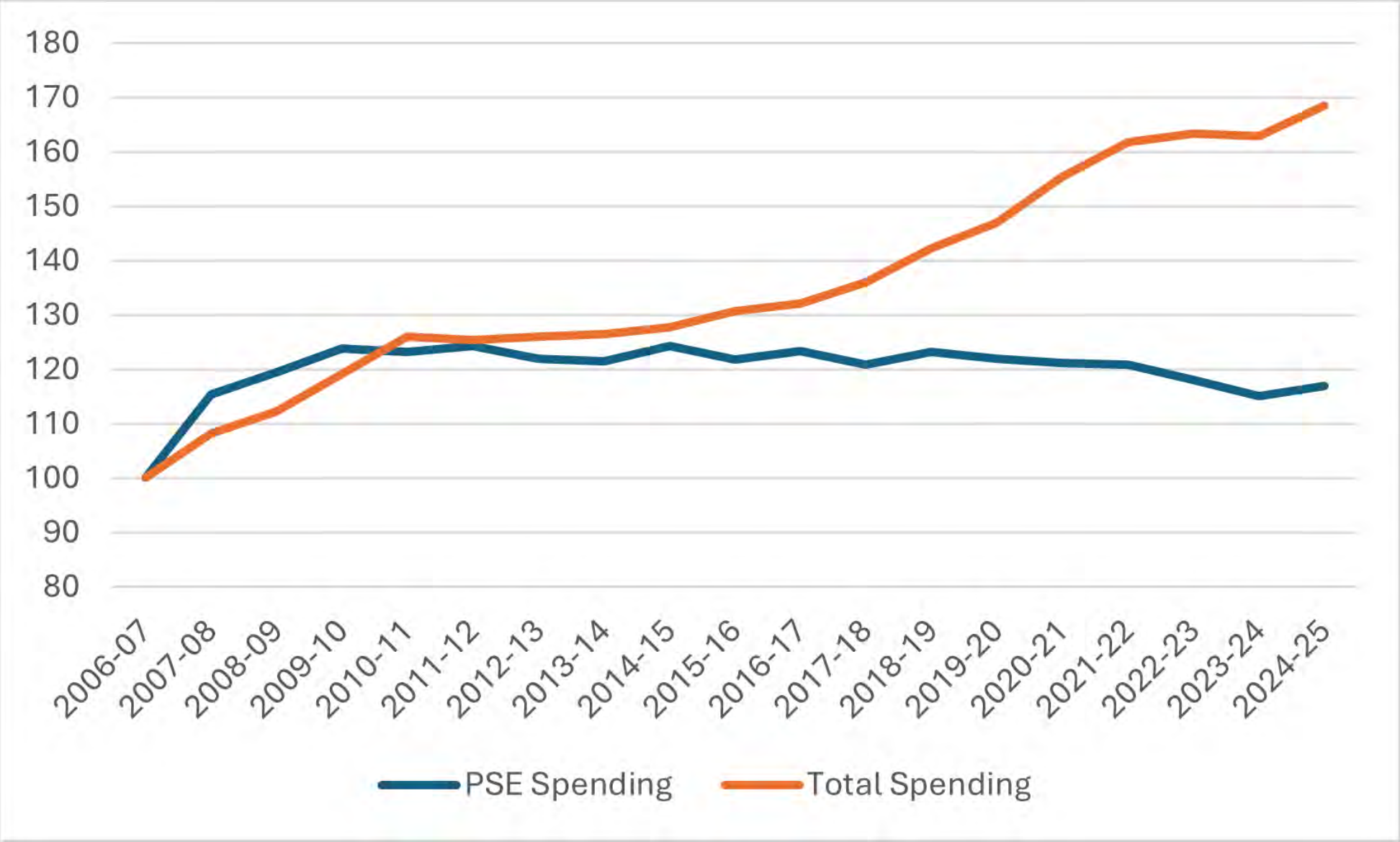
Source: Eduvation

**Figure 6: Real Change Provincial Spending on PSE Institutions vs Real Change Total Provincial Spending, Canada, 2006-07 to 2024-25 (2006-07 = 100)**

Search analysis, research, academics…

# Demonizing foreign students sidesteps solutions to Canada's problems

Published: January 12, 2025 9.04am EST

When political leaders, media outlets and think tanks frame international students as the main source of societal woes, they miss the opportunity to fix underlying problems. (Shutterstock)

Throughout 2024, international students, along with other immigrants, found themselves on the receiving end of blame for Canada's economic challenges. Starting with the Jan. 22 announcement of a cap on international student

Author

Yvonne Su
Director of the Centre for Refugee Studies
University, Canada

Down

Source: The Conversation

# OPEN EDUCATION BOOTCAMP

May 13 - 16, 2025

University of Regina

CENTRE FOR TEACHING & LEARNING

OER — OPEN EDUCATION AND PUBLISHING

OPEN EDUCATIONAL RESOURCES

@bryanMMathers

# Increase in textbook costs and CPI since 1980
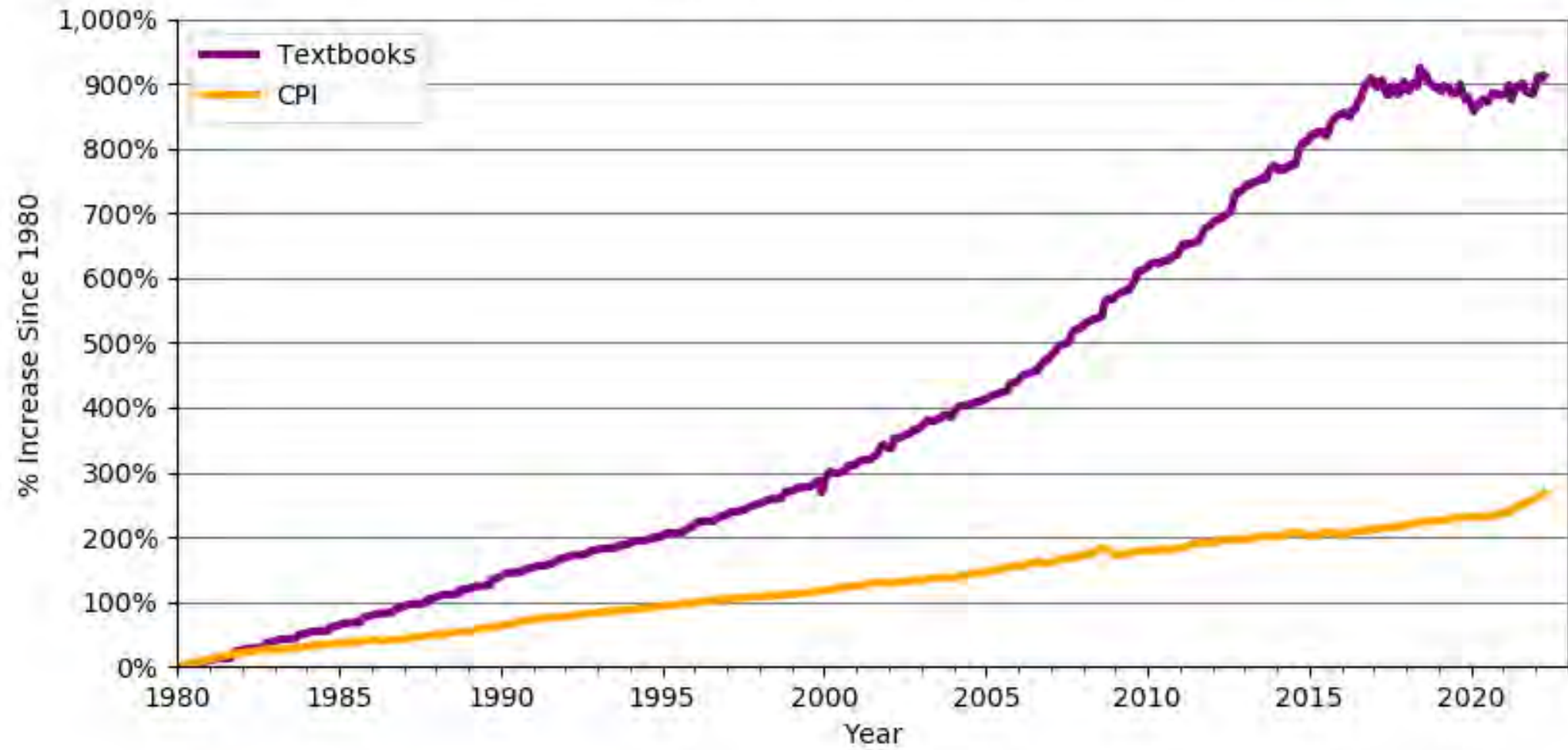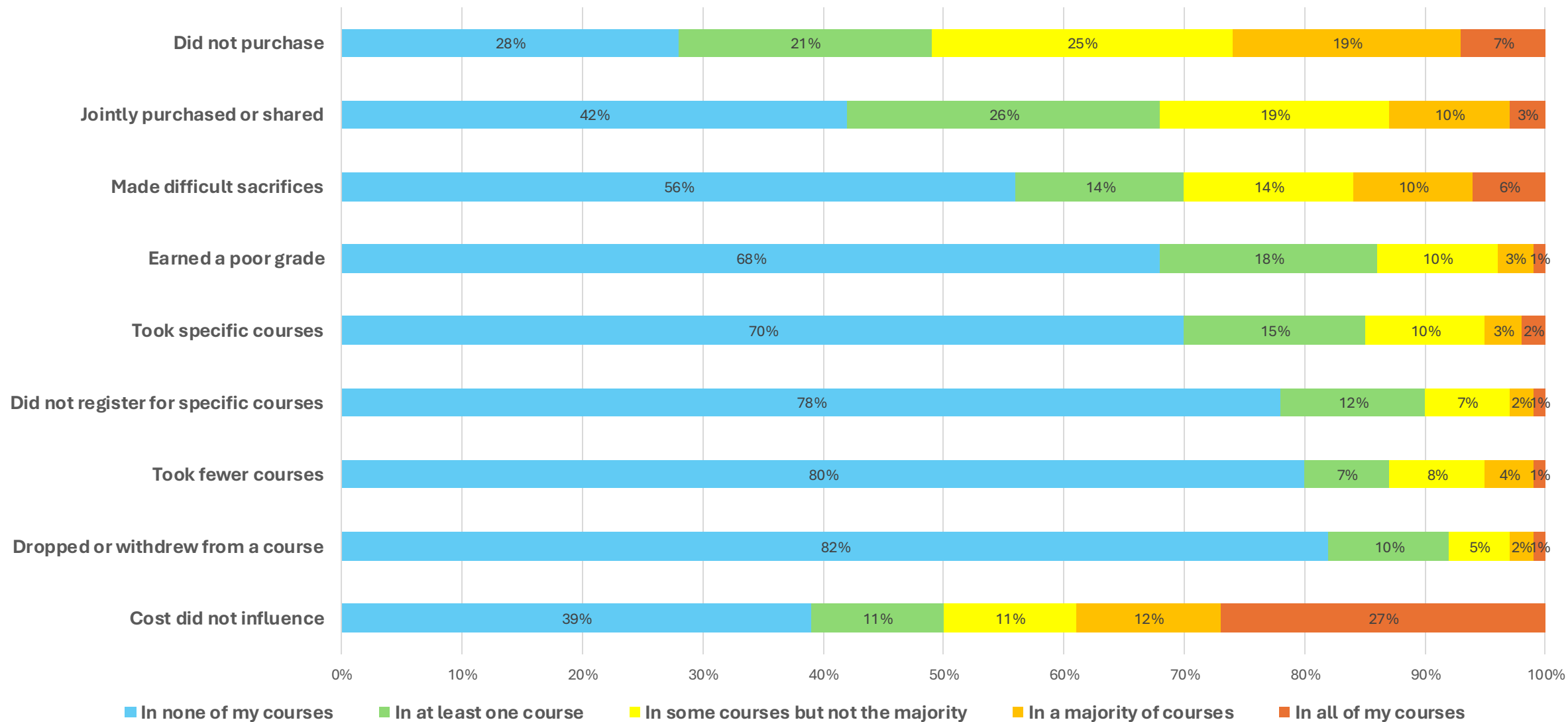
# Over the course of your studies at Brock, has the cost of course materials (e.g., textbooks or associated access codes) affected you in any of the following ways?



| | In none of my courses | In at least one course | In some courses but not the majority | In a majority of courses | In all of my courses |
|---|---|---|---|---|---|
| Did not purchase | 28% | 21% | 25% | 19% | 7% |
| Jointly purchased or shared | 42% | 26% | 19% | 10% | 3% |
| Made difficult sacrifices | 56% | 14% | 14% | 10% | 6% |
| Earned a poor grade | 68% | 18% | 10% | 3% | 1% |
| Took specific courses | 70% | 15% | 10% | 3% | 2% |
| Did not register for specific courses | 78% | 12% | 7% | 2% | 1% |
| Took fewer courses | 80% | 7% | 8% | 4% | 1% |
| Dropped or withdrew from a course | 82% | 10% | 5% | 2% | 1% |
| Cost did not influence | 39% | 11% | 11% | 12% | 27% |

https://inclusiveeducationlab.com/2024-student-course-materials-survey/

# First generation students are more likely to struggle with affordability

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# As Good or Better than Commercial Textbooks: Students' Perceptions and Outcomes from Using Open Digital and Open Print Textbooks

**Rajiv S Jhangiani**
Kwantlen Polytechnic University

**Farhad N Dastur**
Kwantlen Polytechnic University

**Richard Le Grand**
Kwantlen Polytechnic University

**Kurt Penner**
Kwantlen Polytechnic University

⬓ PDF

How to Cite

# The Impact of Open Educational Resources on Various Student Success Metrics

Nicholas B. Colvard
*University of Georgia*

C. Edward Watson
*Association of American Colleges and Universities*

Hyojin Park
*Ewha Womans University*

There are multiple indicators which suggest that completion, quality, and affordability are the three greatest challenges for higher education today in terms of students, student learning, and student success. Many colleges, universities, and state systems are seeking to adopt a portfolio of solutions that address these challenges. This article reports the results of a large-scale study (21,822 students) regarding the impact of course-level faculty adoption of Open Educational Resources (OER). Results indicate that OER adoption does much more than simply save students money and address student debt concerns. OER improve end-of-course grades and decrease DFW (D, F, and Withdrawal) rates for all students. They also improve course grades at greater rates and decrease DFW rates at greater rates for Pell recipient students, part-time students, and populations historically underserved by higher education. OER address affordability, completion, attainment gap and their relevance to the great challenges facing higher education today.

# ZTC:
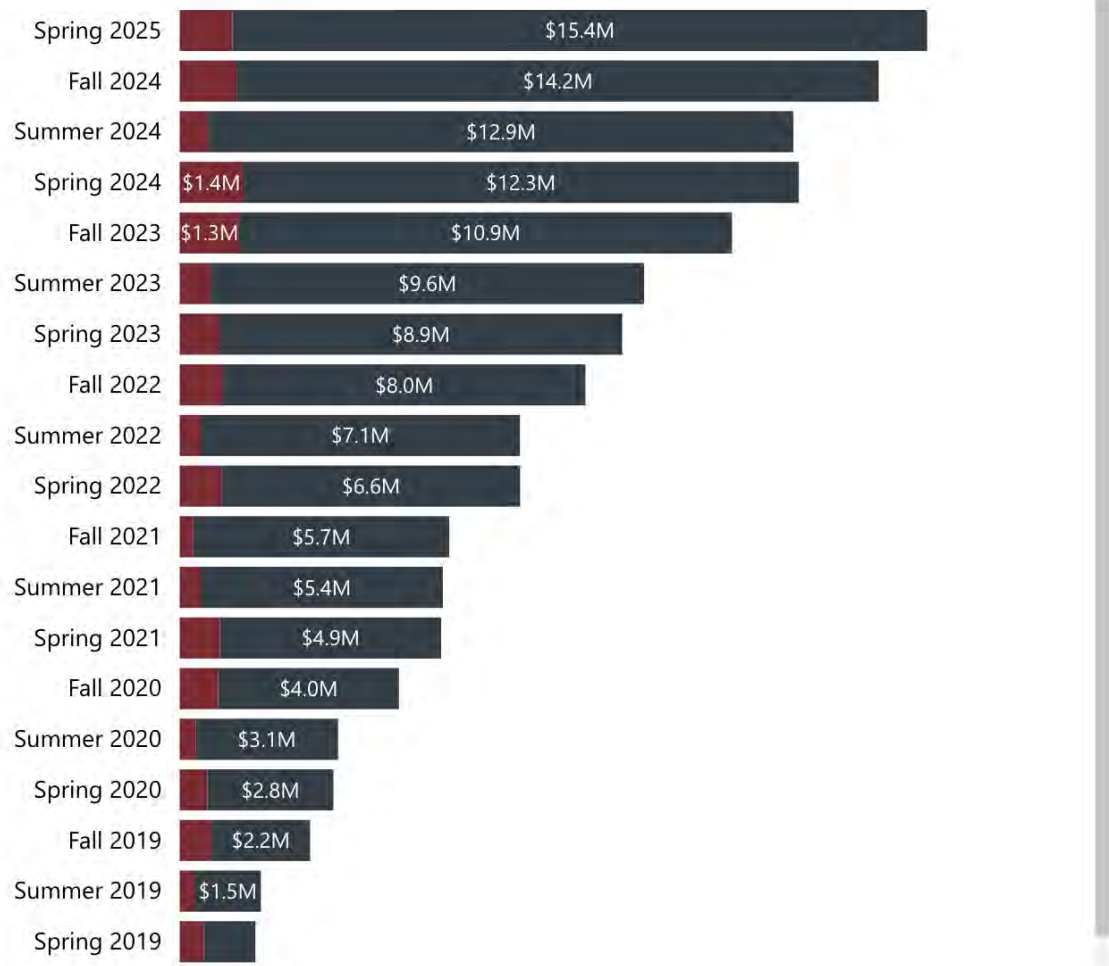## Zero Textbook Cost

All the credit, without the cost of books

# The Price of Textbooks

Multiply the average price of a textbook ($112.55) by the number of courses a student takes during their studies (typically 3 to 4 courses per semester and 2 semesters a year), and textbook costs become a significant expense for students.
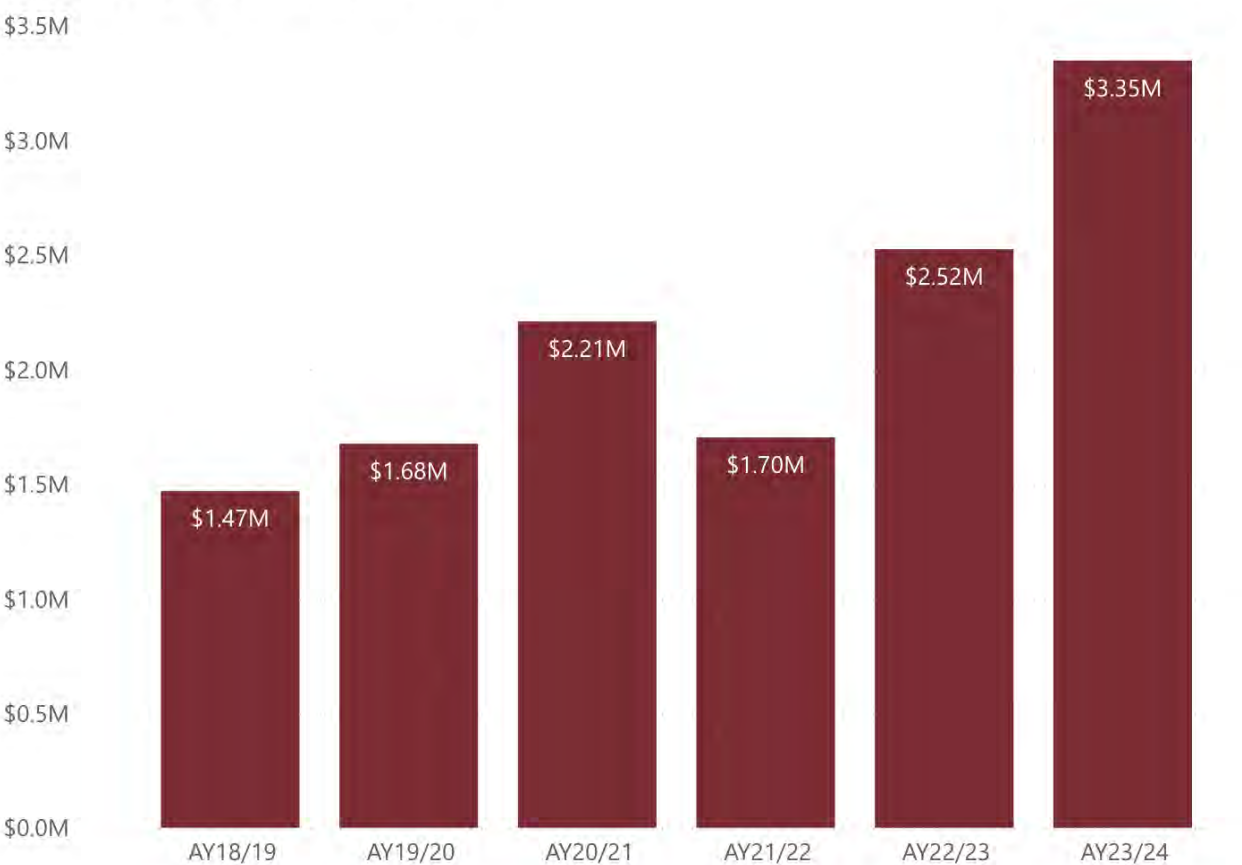
## Cost Savings per Semester

● Semester ● Cumulative*

| Semester | Value |
|---|---|
| Spring 2025 | $15.4M |
| Fall 2024 | $14.2M |
| Summer 2024 | $12.9M |
| Spring 2024 | $1.4M / $12.3M |
| Fall 2023 | $1.3M / $10.9M |
| Summer 2023 | $9.6M |
| Spring 2023 | $8.9M |
| Fall 2022 | $8.0M |
| Summer 2022 | $7.1M |
| Spring 2022 | $6.6M |
| Fall 2021 | $5.7M |
| Summer 2021 | $5.4M |
| Spring 2021 | $4.9M |
| Fall 2020 | $4.0M |
| Summer 2020 | $3.1M |
| Spring 2020 | $2.8M |
| Fall 2019 | $2.2M |
| Summer 2019 | $1.5M |
| Spring 2019 | |

## Cumulative Cost Savings*

# $15.4M

*\* Cumulative numbers do not include data from Spring and Summer 2018. See Data Handling and Attribution for more information.*
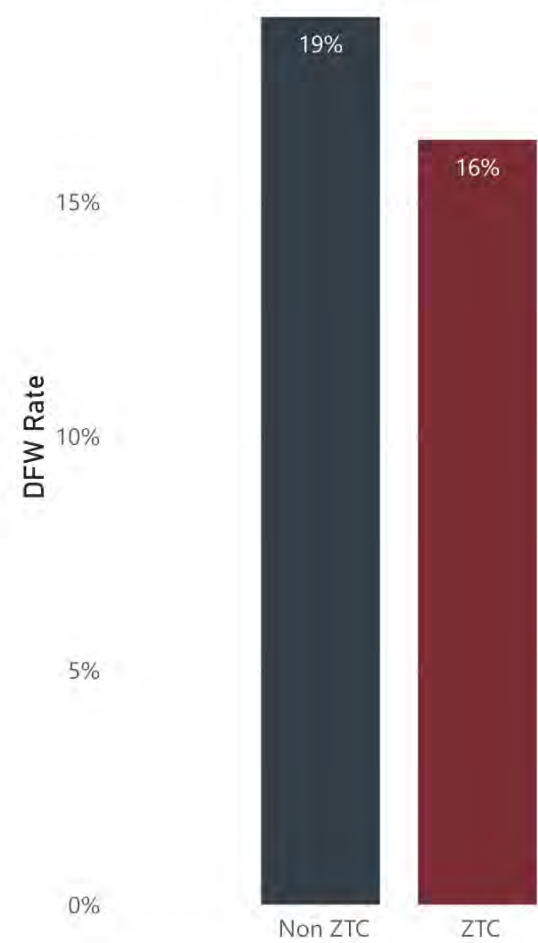
## Cost Savings per Academic Year

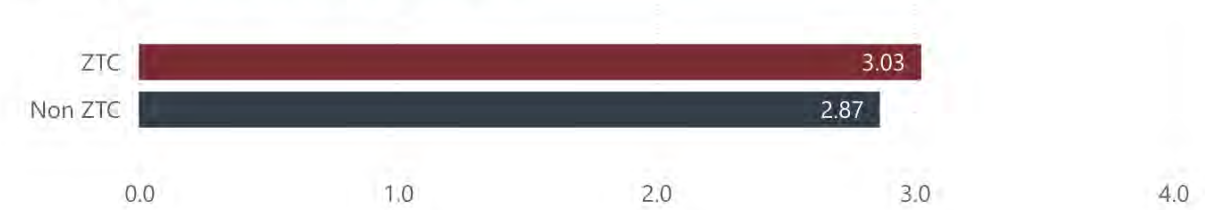| Academic Year | Value |
|---|---|
| AY18/19 | $1.47M |
| AY19/20 | $1.68M |
| AY20/21 | $2.21M |
| AY21/22 | $1.70M |
| AY22/23 | $2.52M |
| AY23/24 | $3.35M |

# Comparing ZTC and Non ZTC Sections

Removing financial barriers gives students the opportunity to achieve more than they would without the extra pressure.
More information about these numbers can be found in Data Handling.

## Average of Course Grade Points
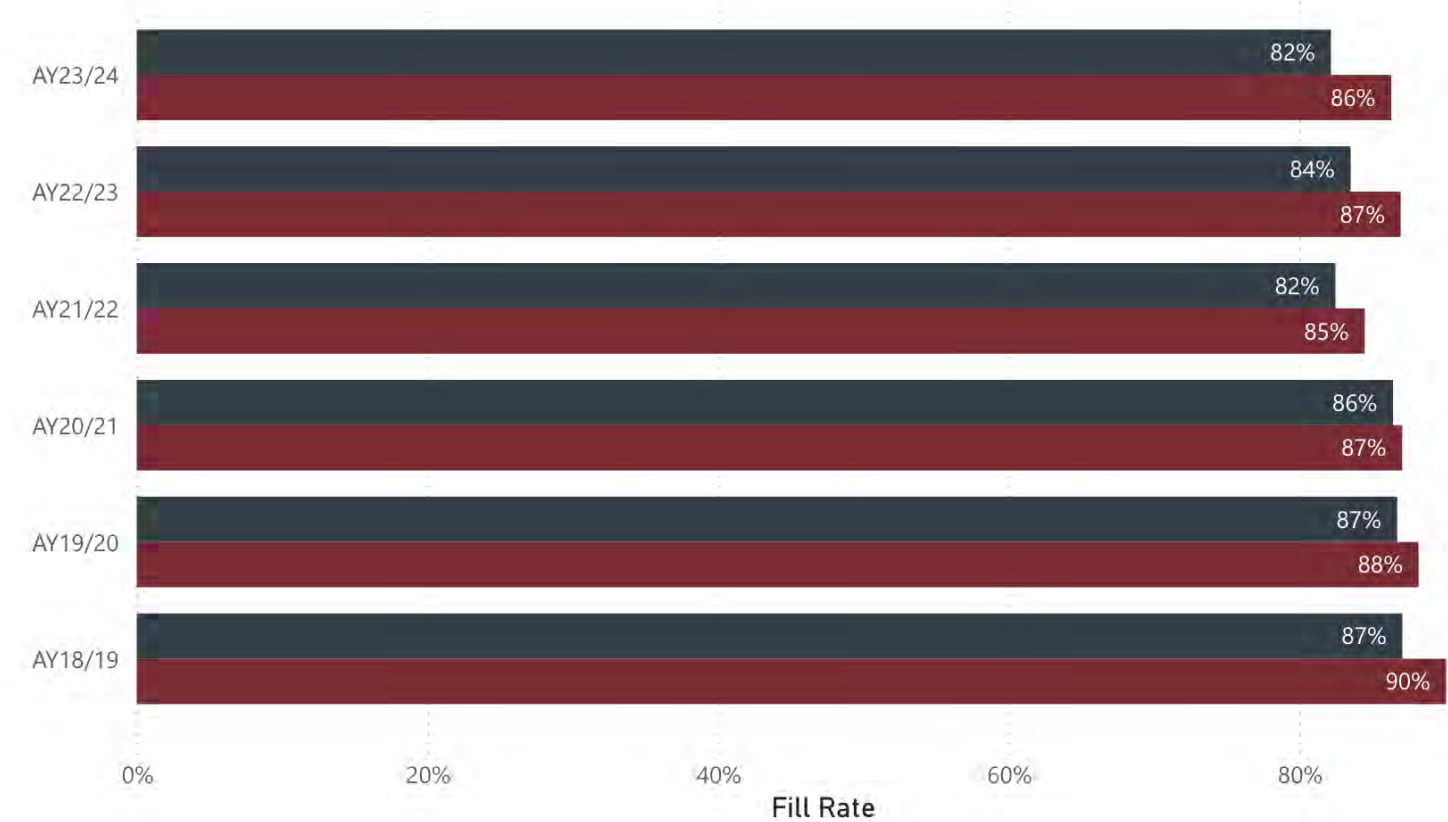
| | |
|---|---|
| ZTC | 3.03 |
| Non ZTC | 2.87 |

0.0  1.0  2.0  3.0  4.0

## D, F, or Withdrawal (DFW) Rate

DFW Rate

- Non ZTC: 19%
- ZTC: 16%

15%
10%
5%
0%

Non ZTC  ZTC

## Fill Rate

● Non ZTC  ● ZTC

| Academic Year | Non ZTC | ZTC |
|---|---|---|
| AY23/24 | 82% | 86% |
| AY22/23 | 84% | 87% |
| AY21/22 | 82% | 85% |
| AY20/21 | 86% | 87% |
| AY19/20 | 87% | 88% |
| AY18/19 | 87% | 90% |

0%  20%  40%  60%  80%

Fill Rate

Jhangiani, R. S., Pakkal, O., & Xiao, X. (in press). The multi-year impact of Canada's first zero textbook initiative. *Open Praxis.*

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# Changing our (Dis)Course: A Distinctive Social Justice Aligned Definition of Open Education

**Sarah Roslyn Lambert**
Deakin University
http://orcid.org/0000-0003-2722-9684

PDF

HTML

EPUB

| Social Justice Principle | Explanation | Example |
|---|---|---|
| Redistributive justice | Allocation of material or human resources towards those who by circumstance have less | Free educational resources to learners who cannot afford them |
| Recognitive justice | Recognition and respect for cultural and gender difference | Socio-cultural diversity in the open curriculum |
| Representational justice | Equitable representation and political voice | Co-construction of OER about learners of colour by learners of colour |

# Making Psychology's *Hidden Figures* Visible Using Open Educational Resources: A Replication and Extension Study

**Alison E. Kelly[1]** iD **, Jenna N. Laurin[1], and Virginia Clinton-Lisell[2]**

## Abstract

**Background:** Historically marginalized psychologists are underrepresented in history of psychology textbooks, which contributes to their poor recognition by psychology students. Open Educational Resources (OERs) offer a viable solution to inadequate pioneer representation.

**ARTICLE**

# Who Gets to Wield Academic Mjolnir?: On Worthiness, Knowledge Curation, and Using the Power of the People to Diversify OER

Amy T. Nusbaum

---

[1]In many academic fields Western/white/male/cishetero[2]/abled perspectives are often centered, while other perspectives are presented as "other." Implicitly, this sends messages to students that success looks like one type of person, knowledge is generated in one kind of way, and their background is not worth being centered. While open educational resources (OER) are often marketed as a tool for social justice, due to their ability to neutralize class-based differences (e.g., Okamoto 2013), there is no evidence that OER are any better than commercial texts at addressing issues of diversity, equity, and inclusion (see Mishra 2017 for a discussion of context). However, OER do present a good opportunity for diversification, due to the relatively simple nature of updating the content. This project takes a crowdsourcing approach to

# 'She was a force against ableism': Tributes pour in after sudden death of former Paralympian Arley McNeney



Arley McNeney holds up her novel "The Time We All Went Marching." The former Paralympian, writer, accessibility advocate and devout mother died suddenly last week, her family announced on March 28, 2023. (Courtesy: Stephanie Clark)

Screenshot: https://bc.ctvnews.ca/she-was-a-force-against-ableism-tributes-pour-in-after-sudden-death-of-former-paralympian-arley-mcneney-

**Business Writing for Everyone**

Arley Cruthers

KPU | Open Education

"Equity isn't for all. **Equity is for those farthest from justice**, and if we are working towards true equity those farthest from justice can define for themselves what they need to be whole, healthy, and in just relations with others."

\- Erin Okuno

# A Social Justice Framework for Understanding Open Educational Resources and Practices in the Global South

*Cheryl Ann Hodgkinson-Williams and Henry Trotter*

VOL. 5, No. 3

**Table 1: Conceptualisation of Fraser's Social Justice Framework**

| Dimension | Injustices | Affirmative response: *addresses injustice with ameliorative reforms* | Transformative response: *addresses the root causes of inequality* |
|---|---|---|---|
| Economic | Maldistribution of resources: *economic inequality* | Redistribution: *of resources* | Restructuring: *of economic model* |
| Cultural | Misrecognition: *attributes of people and practices accorded less respect, status inequality* | Recognition: *valued, respected, esteemed* | Re-acculturation: *plurality of perspectives, but always fallible* |
| Political | Misrepresentation: *lacking right to frame discourse, norms and policies* | Representation: *social belonging* | Re-framing: *parity of rights* |

**POSITION STATEMENT**
**INDIGENOUS KNOWLEDGE IN CANADA'S COPYRIGHT ACT**

"Who holds 'legal' copyright to that knowledge or cultural expression under Canada's current *Copyright Act* is often contrary to Indigenous notions of copyright ownership. Indigenous knowledge may be found in published works as a result of research or appropriation, and in these cases, the author of the published work holds the 'legal' copyright to that knowledge or cultural expression, while Indigenous peoples would see the owners as the people from where the knowledge originated. As in Western notions of copyright, Indigenous peoples regard unauthorized use of their cultural expressions as theft."
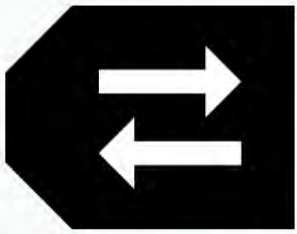
**TK Attribution**
(TK A)
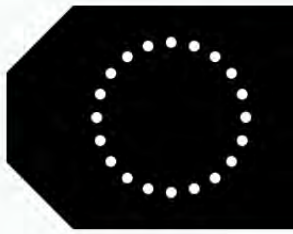
**TK Clan**
(TK CL)

**TK Family**
(TK F)
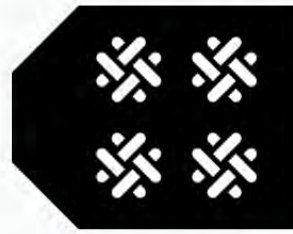
**TK Multiple
Communities**
(TK MC)

**TK Outreach**
(TK O)

**TK Non-Verified**
(TK NV)

**TK Verified**
(TK V)

**TK Non-
Commercial**
(TK NC)

**TK Commercial**
(TK C)

**TK Culturally
Sensitive**
(TK CS)

**TK Community
Voice**
(TK CV)

**TK Community
Use Only**
(TK CO)

**TK Seasonal**
(TK S)

**TK Women
General**
(TK WG)

**TK Men General**
(TK MG)
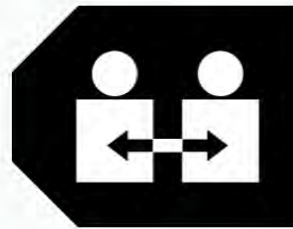
**TK Men
Restricted**
(TK MR)

**TK Women
Restricted**
(TK WR)

**TK Secret /
Sacred**
(TK SS)

https://localcontexts.org/labels/traditional-knowledge-labels/

**Articles**

# An OER COUP: College Teacher and Student Perceptions of Open Educational Resources

TJ Bliss ✉, T. Jared Robinson, John Hilton, David A. Wiley

## Abstract

Despite increased development and dissemination, there has been very little empirical research on Open Educational Resources (OER). Teachers and students involved in a large–scale OER initiative at eight community colleges across the United States were given a detailed questionnaire aimed at uncovering their perceptions of the cost, outcomes, uses and perceptions of quality of the OER used in their courses. Teachers and students alike reported significant cost savings and various pedagogical and learning impacts due to the implementation of OER in the classroom. In addition, most students and teachers perceived their OER to be at least equal in quality to traditional textbooks they had used in the past. Implications for further research are discussed.

# SCOPE of Open Education: A New Framework for Research

Virginia Elizabeth Clinton-Lisell[1], Jasmine Roberts-Crews[2], and Lindsey Gwozdz[3]
*[1] University of North Dakota, [2] The Ohio State University, [3] Roger Williams University*

## Abstract

The field of open education and research on the topic has notably expanded since the introduction of the term 20 years ago. Given these developments, a framework to structure research inquiry is necessary to ground and organize findings in open education. We propose the SCOPE framework for open education research: social justice, cost, outcomes, perceptions, and engagement. In this article, we explain how this framework emphasizes the need for social justice at the forefront of open education research. In addition, we incorporate existing theories in social justice, motivation, cognition, pedagogy, and engagement into each of the components to propose theoretical connections to future open education research. We suggest areas in which future research is needed. Finally, we conclude with suggestions as to how the SCOPE framework may be useful when connecting open education to open science and open scholarship as well as a call for considering intersectionality and critical methods in quantitative research (QuantCrit) in future inquiry.

# What is Open Pedagogy?

Use/reuse/creation of OER and collaborative, pedagogical practices employing social and participatory technologies for interaction, peer-learning, knowledge creation and sharing, and empowerment of learners.

Cronin, C. (2017). Openness and Praxis: Exploring the Use of Open Educational Practices in Higher Education. The International Review of Research in Open and Distributed Learning, 18(5). https://doi.org/10.19173/irrodl.v18i5.3096.
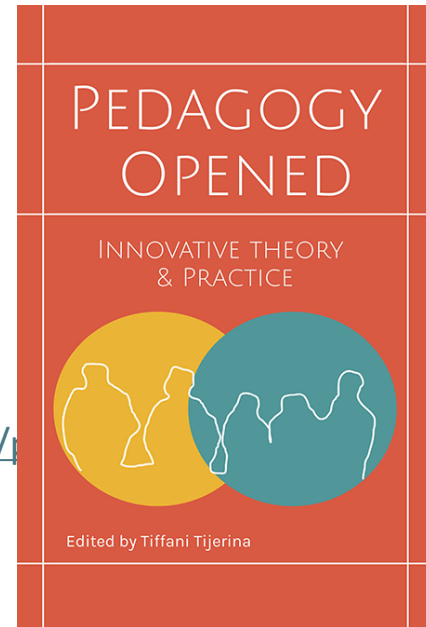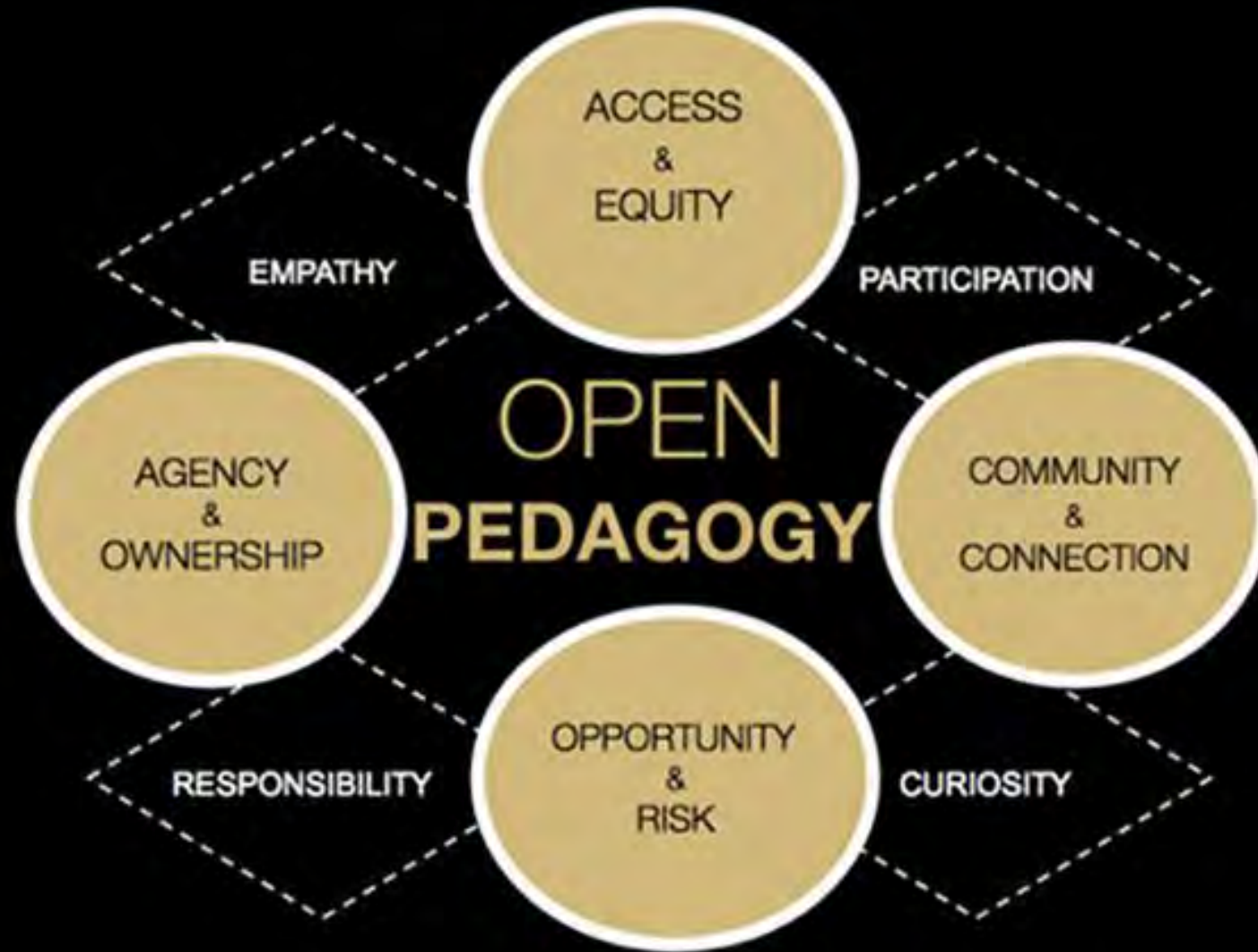
# What is Open Pedagogy?

An access-oriented commitment to learner-driven education AND a process of designing architectures and using tools for learning that enable students to shape the public knowledge commons of which they are a part.
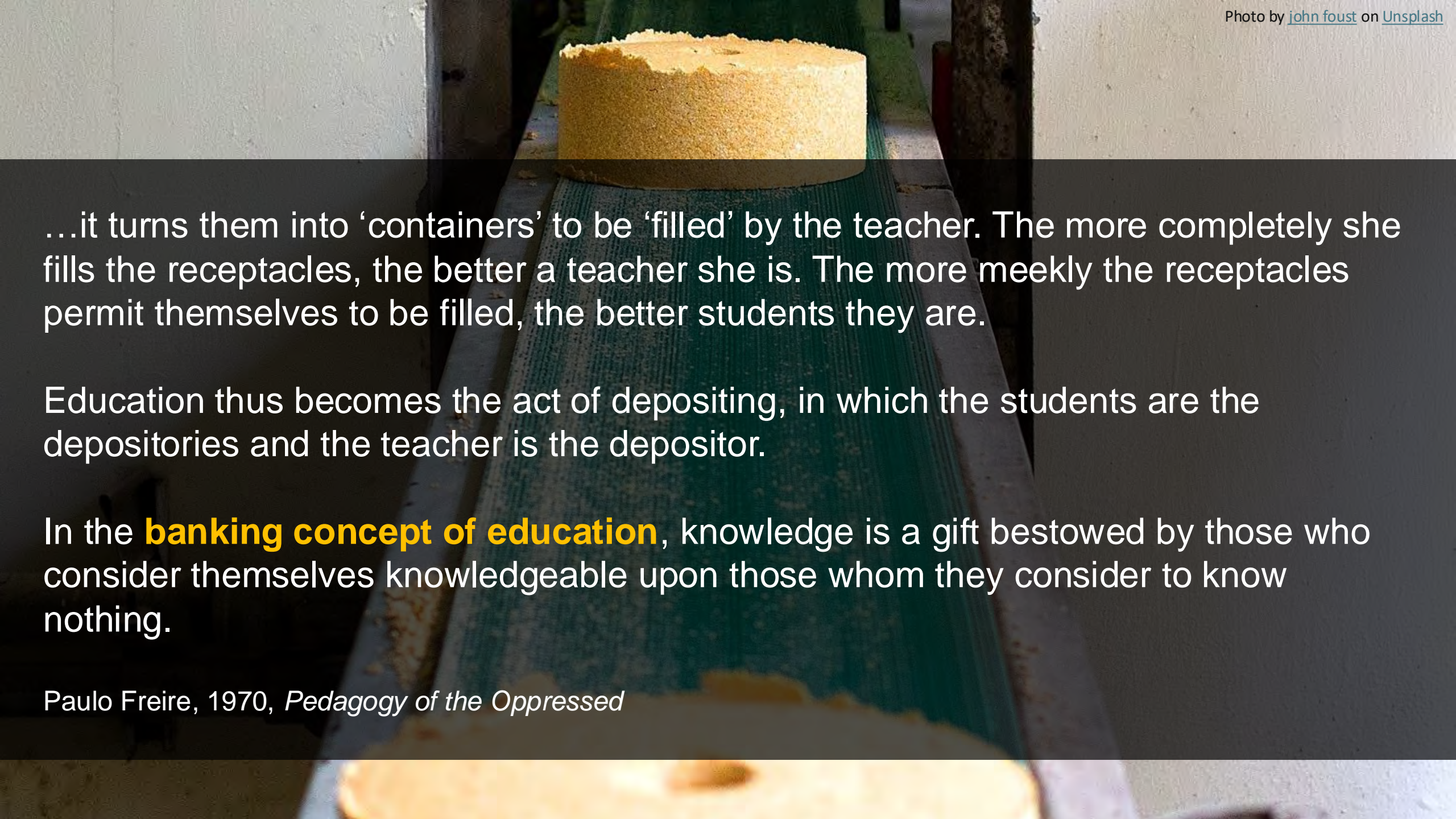
# What is Open Pedagogy?

Teaching and learning practices and environments that **promote equity, collaboration, and innovation** and **invite students to create and share knowledge** with future publics, often in association with the use of open educational resources

Tijerina, T. (2024). Pedagogy Opened: Innovative Theory and Practice. https://alg.manifoldapp.org/projects/opened

The values of open pedagogy © 2018 by Caroline Sinkinson is licensed under CC BY-SA 4.0

…it turns them into 'containers' to be 'filled' by the teacher. The more completely she fills the receptacles, the better a teacher she is. The more meekly the receptacles permit themselves to be filled, the better students they are.

Education thus becomes the act of depositing, in which the students are the depositories and the teacher is the depositor.

In the **banking concept of education**, knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing.

Paulo Freire, 1970, *Pedagogy of the Oppressed*

*Open Educational Practices: Perceptions and Outcomes*

## A Conceptual Framework for Non-Disposable Assignments: Inspiring Implementation, Innovation, and Research

Sally B. Seraphin , J. Alex Grizzell, Anastasia Kerr-German, Marjorie A. Perkins, Patrick R. Grzanka, and Erin E. Hardin

### Abstract

The concept of "non-disposable assignments" (NDAs), including those referred to as "renewable assignments," has grown in popularity in recent years in select education circles, particularly alongside an enthusiastic push toward open pedagogy. Unfortunately, little organized literature exists to effectively define, implement, and empirically evaluate what is ultimately an age-old though infrequently applied practice of assigning students a learning activity that provides impact or value outside the traditional student–teacher dyad. In contrast to the often-detested "disposable assignment," NDAs can be defined by their openness and, accordingly, their ability to reach others, even beyond classroom boundaries. It is this very characteristic that likely underlies anecdotal reports of NDAs' success at promoting student excitement, engagement, productivity, and achievement. In this report, we briefly review supporting rationale and guides for the implementation and innovative applications of these utilities of open pedagogical practice. Further, we provide a framework for conceptualizing NDAs wherein the openness of assignments can be viewed to influence others across three key dimensions: time, space, and impact/value, or "gravity." This model is further exemplified through a succinct review of representative NDAs applied at our own institution. Based on this framework, we endeavor to promote a launching ground for empirical research focused on effective practices and learning outcomes for NDAs and, accordingly, support for open pedagogy. Together, the current model and research strategy presents a path for future integration of NDAs in the individual instructor's open-education toolkit to benefit innovation in the classroom for students and humankind.
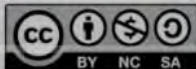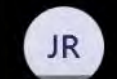
# oen-openpedportal.pubpub.org



# Open Pedagogy Portal

This portal contains case studies, student work product, and resources to support all of your open pedagogy needs.
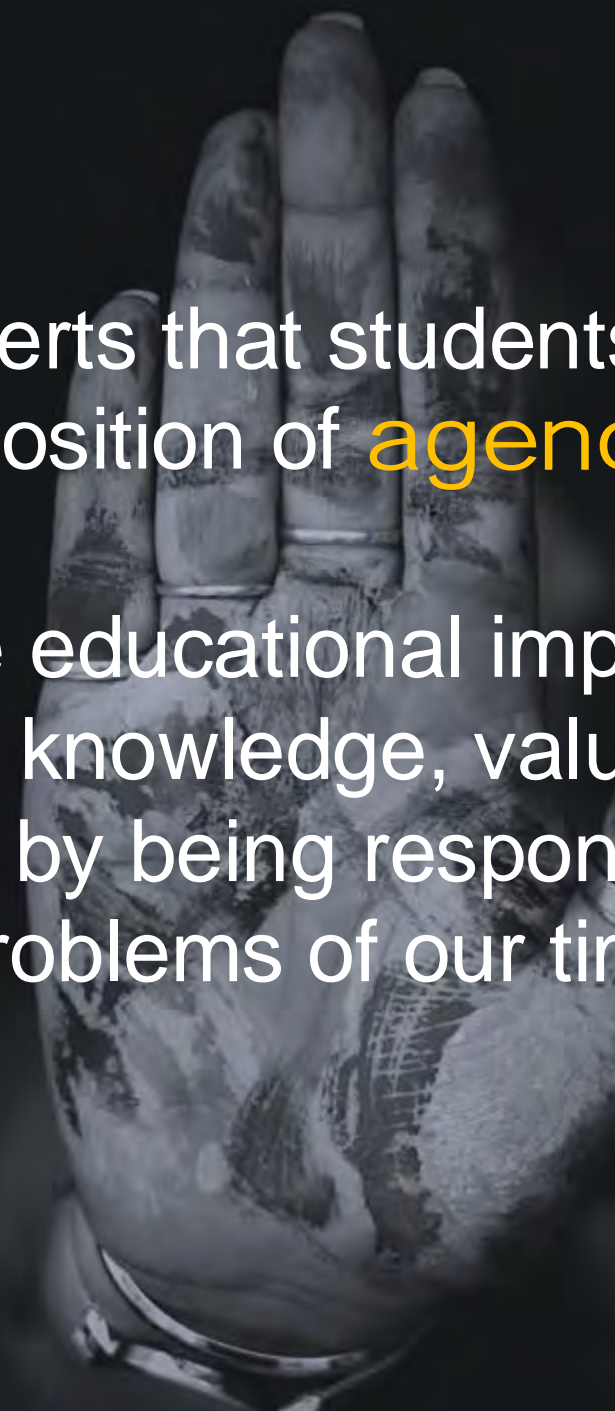
HOME    ABOUT    DISCIPLINES ▼    TEACHING AND LEARNING RESOURCES    SUBMIT ☐

At the Open Education Network, we value the power of open pedagogy to transform learning to be more equitable, inclusive, and sustainable. We have created this portal to support your efforts in open pedagogy. You can browse case studies/renewable assignments and student work product by discipline, search by keywords, or find teaching and learning resources to further your open pedagogy journey. We're hoping to create a robust directory of open pedagogy resources, so please consider submitting your own case studies/renewable assignment, student work product, or teaching and learning resource. Thank you for your support of these efforts and for your continued partnership in making education more equitable, inclusive, and sustainable.

Critical pedagogy asserts that students can engage their own learning from a position of agency . . .

[It] takes seriously the educational imperative to encourage students to act on the knowledge, values, and social relations they acquire by being responsive to the deepest and most important problems of our times.

Henry Giroux, *On Critical Pedagogy*

# Renewable Assignments (2019 cohort)

**Kathy Dunster (Urban Ecosystems), Michelle Franklin (Sustainable Horticulture), & Zev Cossin (Anthropology, Montgomery College)**

Mapping Food Access in Our Neighbourhoods.pdf

Finding Food for Free.pdf

iNaturalist project dashboard: https://www.inaturalist.org/projects/kpu-langley-mc-weed-bioblitz

Reading: Framing Open Educational Practices from a Social Justice Perspective

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Special Collection: **Open Education and Social Justice**

**Articles**

# Framing Open Educational Practices from a Social Justice Perspective

Authors: **Maha Bali** ✉, **Catherine Cronin**, **Rajiv S. Jhangiani**

| Contexts for which it may be **neutral or negative** | Contexts for which it may be **ameliorative** | Contexts for which it may be **transformative** |
|---|---|---|
| Negative if without student agency, if reproduces hegemonic knowledge, if students not appropriately informed on how to engage in open practice and its risks | Ameliorative by addressing economic injustice and making scholarship generally accessible to populations who would not be able to afford them otherwise | Transformative when marginalized groups design the content and processes, if epistemology and/or structural academic gatekeeping is challenged |

https://jime.open.ac.uk/articles/10.5334/jime.56

Jennifer Hardwick, Ph.D.
Department of English

# Students as Co-Authors: Achievement Emotions, Beliefs About Writing, and OER Publishing Decisions

Alison E. Kelly ✉, Brittany N. Avila, Alissa C. Schell

## Abstract

Faculty interest in open educational resources (OER) and open pedagogy has grown over the past several years. The current study examined how achievement emotions and beliefs about writing influenced students' decisions to publish their work in an OER. Students in two online undergraduate psychology courses worked in groups to write papers on marginalized pioneering psychologists, with the option to contribute their work as chapters in an OER (hosted on Pressbooks). After the project, students ($N = 68$) completed a survey that included measures of achievement emotions, beliefs about writing, demographic items, and questions about their decision to publish. A majority (61.8%) of students decided to publish their work as chapters in the OER. Those who chose to publish reported significantly less shame and significantly more pride, enjoyment, and positive beliefs about writing. Overall, the findings are informative for faculty using writing-intensive forms of open pedagogy in their courses.

# HOW FACULTY AT KWANTLEN POLYTECHNIC UNIVERSITY CAN REDUCE STUDENT BARRIERS TO TEXTBOOK USE

Prepared by:

Jason An
Twinkle Arora
Aisha Asif
Khushi Baghla
Jaskaren Bains
Varteni Barsoumian
Augustin Beauchamp
Karan Bhargava
Aurman Brar
Gordon Clarkson
Arley Cruthers
Harmanpreet Dhaliwal
Harmanjot Dhindsa
Manraj Gill
Raviraj Gill
Kirk Gordon
Sharndeep Jhutty

Ajay Kailey
Japreet Kaur
Jaspreet Kaur
Prabhdeep Kaur
Sukhwinder Kaur
Harsimran Kaushal
Kaajalpreet Khangura
Jovi Lam
Aaron Lindh
Jasmine Marahar
Anmol Mazoo
Rafay Muhammad
Preetjeet Singh Narang
Rakesh Narula
Snow Nguyen
Azam Omar
Simrandeep Toor

Abishek Ram
Kajal Saini
Pooja Saini
Ravdeep Sandhu
Matthew Sander
Harnoor Sangha
Raymon Sangha
Sapna
Micah Sherart
Gagandeep Singh
Jaskirat Singh
Subkarmandeep Singh
Jaspreet Tiwana
Kayla Tang
Summer-Lynn Walters

Kwantlen Polytechnic University

https://kpu.pressbooks.pub/textbookgame/
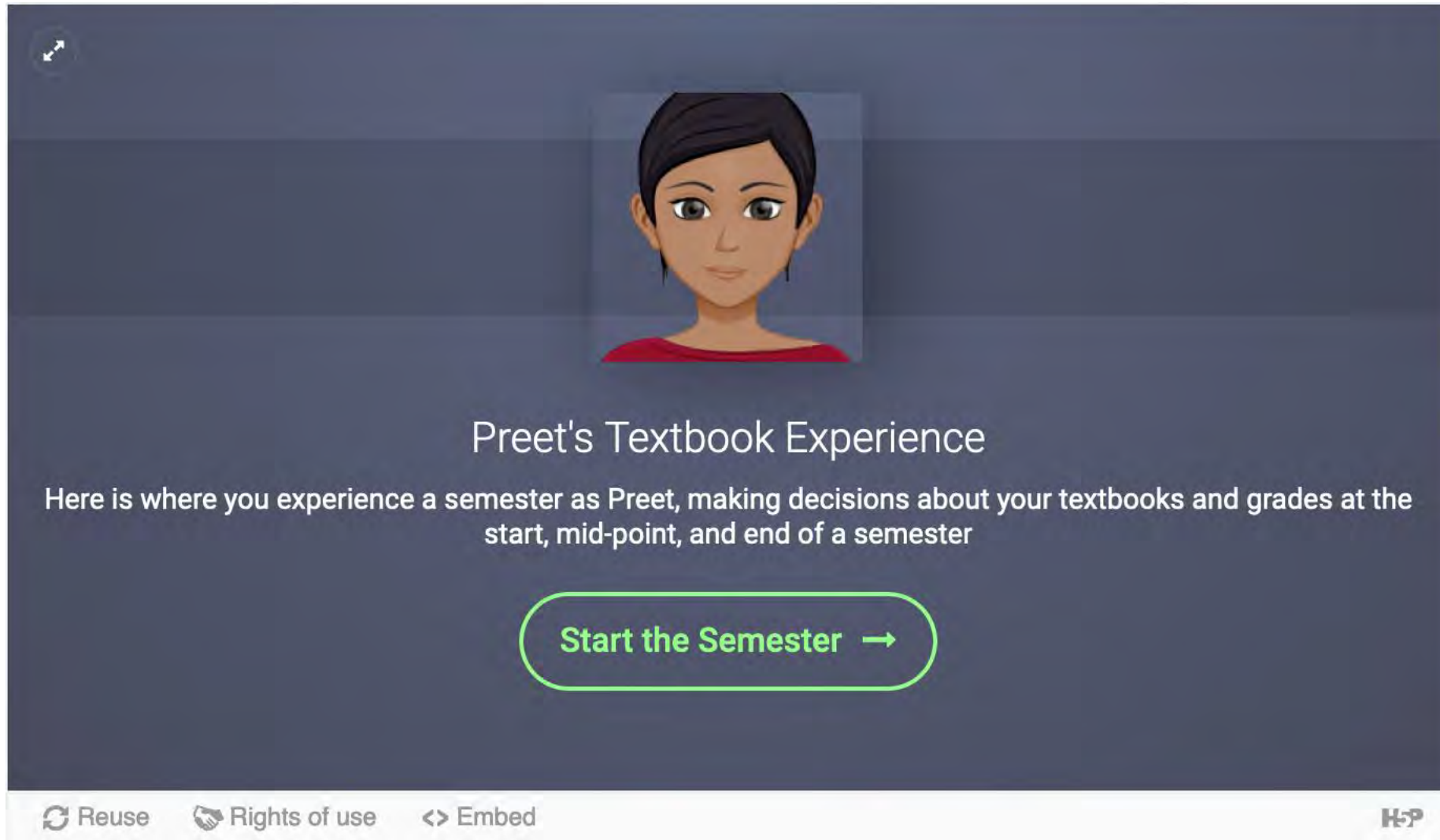
## Preet's Tracker App

## A. Tracking at Start of Semester  A Reminder of Preet's Profile

Welcome to the Textbook Game Tracking app. As a student, you have much to keep track of. It will call for diligence to move back and forth from the game above to your records here. All sections here are identified with section codes (capital letters) and numbers. Just like tax forms, the tracker app will provide prompts to do things like "Enter in H2 the value from C3 the previous balance in A4."

Before your semester begins, enter here in section A the balances for your savings, expected income, anticipated living expenses, and starting levels for study and health points.

**(A1) Savings.** Enter the current balance of your savings. This information is provided in your profile and also from within the game itself.

*

$ [                                    ]

https://kpu.pressbooks.pub/textbookgame/

# Open at the Margins

## Critical Perspectives on Open Education

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This book represents a starting point towards curating and centering marginal voices and non-dominant epistemic stances in open education. It includes the work of 43 diverse authors whose perspectives challenge the dominant hegemony.

**OPEN AT THE MARGINS**

*Critical Perspectives on Open Education*

Edited by
**Maha Bali, Catherine Cronin, Laura Czerniewicz, Robin DeRosa, & Rajiv Jhangiani**

**Download this book** ▼

**https://press.rebus.community/openatthemargins**

DESIGN JUSTICE

COMMUNITY-LED PRACTICES
TO BUILD THE WORLDS WE NEED

SASHA COSTANZA-CHOCK

**Design Justice**

A framework for analysis of how design distributes benefits and burdens between various groups of people.

Design justice focuses explicitly on the ways that design reproduces and/or challenges the matrix of domination.

# Principles of Design Justice

- **Design to sustain, heal, and empower** our communities, as well as to seek liberation from exploitative and oppressive systems

- **Center the voices of those who are directly impacted** by the outcomes of the design process

- **Prioritize design's impact on the community** over the intentions of the designer

https://designjustice.org/read-the-principles

# Principles of Trauma-Informed Practices

• Physical, Emotional, and Academic Safety

• Trustworthiness and Transparency

• Awareness of Social Inequalities

# Operationalization of Justice Frames

| Condition | Course materials | Course assignment | Course policies |
|---|---|---|---|
| **Baseline** | Commercial textbook with access code for homework system | Traditional research project | Zero-tolerance for attendance and assignment submission; laptop required |
| **Redistributive** | Open textbook | Wikipedia assignment | Emphasis on accommodation, laptop loaner program, print copies of OER available |
| **Redistributive & Recognitive** | Open textbook (localized) | Wikipedia assignment focused on marginalized group representation | Emphasis on inclusive environment, with clear guidelines for participation and respectful dialogue |
| **Redistributive, Recognitive, & Representational** | Open textbook co-authored with students | Wikipedia assignment focused on excluded perspectives, with encouragement to draw on own experience | Emphasis that course content and material designed to reflect diversity of learners and that feedback is welcome |

Pakkal, Twele, Gwozdz, & Jhangiani (under review)

"**Evidence used to demonstrate the quality and effectiveness of teaching** in support of an application for tenure or promotion may include, but is not limited to, the following items, with selection and weighting of the items as appropriate to the candidate's teaching activities:

iv. innovative methods in teaching and other contributions to the teaching activities of the University, which **may include the development of open educational resources**;

*- Collective Agreement between Brock University and the Brock University Faculty Association*

"**Evidence of educational leadership is required** for tenure/promotion in the Educational Leadership stream… **It can include**, but is not limited to..Contributions to the practice and theory of teaching and learning literature, including publications in peer-reviewed and professional journals, conference publications, book chapters, textbooks and **open education repositories / resources**."

*— Guide to Reappointment, Promotion and Tenure Procedures*

| | **Policy History** | |
|---|---|---|
| | **Policy No.** | |
| | RS5 | |
| | **Approving Jurisdiction:** | |
| | Board of Governors | |
| | **Administrative Responsibility:** | |
| | Provost and Vice President, Academic | |
| | **Effective Date:** | |
| | June 27, 2019 | |

# Intellectual Property
# Procedure

c.   University Members are encouraged to create and adapt open education resources, publish in open access outlets (including by submitting pre-prints to KORA or another open repository, as permitted by scholarly journals or as required by funders) and adopt open science practices (e.g. pre-registering hypotheses and data analysis plans or sharing research data or materials in an open repository) to maximize access and impact.

Please consult KPU Open Education (kpu.ca/open) and list available open educational resources (OER):
Please note that faculty are not required to adopt the available OER

https://opentextbc.ca/introductiontosociology2ndedition/

Does this course give the instructor the option of having zero required textbook costs (e.g. through the user of open textbooks or other OER, library-subscribed resources, or free materials, including having no required resources), making it eligible for the Zero Textbook Cost (ZTC) initiative (kpu.ca/ZTC)?

Yes

## Approval Process Signatures

This course outline complies with the relevant KPU policies. It follows the guidelines set out in the KPU Course Outline Manual. Department or program learning outcomes that have been identified in this course outline can be reasonably achieved through this course.

# Browse Classes

## Enter Your Search Criteria

Term: Fall 2020

| | |
|---|---|
| Instructor | |
| Attribute | Zero Textbook Cost (ZTC) |

Search    Clear    ▾ Advanced Search

# Brock University
# Academic Plan

*Develop and adopt an **ethical framework for educational technologies** that ensures the procurement of digital tools do not perpetuate and reinforce systemic inequalities and racial biases*

**Truth and Reconciliation
Commission of Canada:
Calls to Action**



**Charter**

**Dimensions**
Equity, diversity and
inclusion Canada

Canada



**SCARBOROUGH
CHARTER**

ON ANTI-BLACK RACISM AND BLACK INCLUSION IN CANADIAN
HIGHER EDUCATION: PRINCIPLES, ACTIONS, AND ACCOUNTABILITIES

**NATIONAL DIALOGUES AND ACTION**
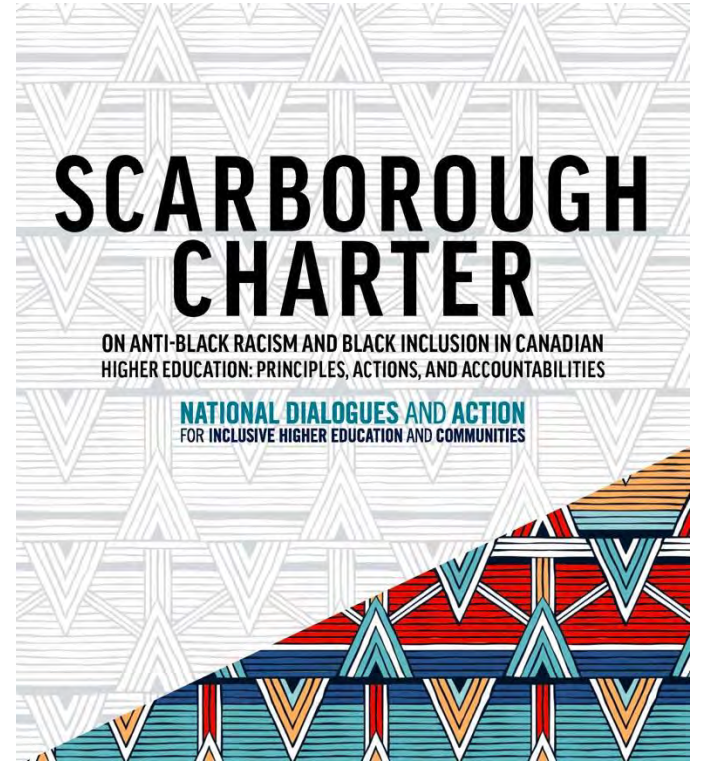FOR **INCLUSIVE HIGHER EDUCATION** AND **COMMUNITIES**

Photo by Lianhao Qu on Unsplash


Photo by Lina Trochez on Unsplash

Another world
is not only possible,
she is on her way.

On a quiet day,
I can hear her breathing.

**Arundhati Roy**

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