

## **Strategic Internationalization Plan (SIP) 2025-2035**

### **WORKING DRAFT**

In 2022, TRU initiated the planning process for the Strategic Internationalization Plan (SIP), which was officially commenced with the establishment of an [advisory committee](#) in November, 2023. Since then, many have contributed to the process helping to shape the plan. The SIP is a comprehensive pan-institutional framework, in alignment with TRU's mission and vision, to guide the next ten years of internationalization across all disciplines and departments.

Initial on-campus engagements were held with students, faculty, staff comprised of 29 focus group sessions, 258 attendees; resulting in over 1,500 specific comments, and suggestions that were collected and carefully analyzed. In addition, targeted group and individual meetings were held with key TRU constituents that will shape the Strategic Internationalization Plan.

Through this process, several themes were identified that will constitute the core goals and objectives of the Strategic Internationalization Plan. The draft goals and objectives lay out a principled foundation, guiding TRU's global future; and ensuring that the university's approach to international education, global engagement and partnerships are rooted in TRU's vision statement of being "community-minded with a global conscience."

Following, you will find the five draft goals with accompanying objectives for your review and feedback. The engagement and feedback on the Strategic Internationalization Plan Draft goals and objectives is ongoing and we invite to share your thoughts with us by emailing [sip@tru.ca](mailto:sip@tru.ca) before **October 4th, 2024**.

### **Principles of Internationalization at TRU**

The development of the Strategic Internationalization Plan has been rooted in the TRU's vision statement of being "community-minded with a global conscience" while serving our "regional, national, and international learners and their communities through high quality and flexible education, training, research and scholarship," as indicated in TRU's mission statement.

We recognize our role in the world, understanding that by tackling local challenges, we contribute to a wider global impact. We aspire to share our innovative solutions to inspire progress and drive meaningful change. In addition to being guided by the TRU Vision Statement, the Strategic Internationalization Plan is guided by the following principles:

- Situated in the heart of Secwépemc'ulucw, we strive to be guided by the wisdom of knowledge keepers and Elders. We are committed to expanding access and support while actively working to dismantle the systemic inequities rooted in our colonial past and present.
- We are dedicated to making decisions that honour the rights and opportunities of current and future generations, ensuring sustainable solutions that balance the needs of today's communities with those of tomorrow.
- We turn our commitments into actions by ensuring alignment across the institution, integrating with other plans and allocating resources effectively.
- We boldly push beyond the traditional boundaries of internationalization, leveraging our unique structure as the only research-focused university with a trades and technology school, a mandate for open learning in BC and diverse modalities in Canada with expertise to reach diverse learners in Canada and the world.

A *glossary of terms* used within this document has been provided at the end of the document for your reference. We hope this will facilitate a deeper understanding and enhance your engagement with the plan.

## Goals and Objectives

---

***Goal: To empower members of the TRU community through curricula and support systems to become community-minded and globally conscious.***

---

### Objectives:

1. Instill global competencies in learners through institutional learning outcomes to foster a deep sense of social responsibility.
  2. In collaboration with campus partners with relevant expertise, lead in the development, and dissemination of innovative teaching and learning practices in higher education to strengthen the reputation of TRU as a hub for internationalization.
  3. Collaborate with faculty, staff and learners to reduce barriers to internationalization opportunities.
  4. Expand global research opportunities to promote collaborative, research-driven solutions, providing learners with valuable experiences and fostering meaningful international connections.
- 

***Goal: To support TRU's goal of diversifying our international student body while continuing to provide exceptional support services to ensure their academic and personal success and contributing to the local region and global community.***

---

### Objectives:

1. Support the diversification of the international student body in accordance with TRU's Strategic Enrolment Plan.
2. Provide outstanding international support services to continue to enhance and support the student experience and academic success.
3. Leveraging TRUly Flexible, we will expand access to diverse course modalities for international students, empowering them to pursue their educational goals.

4. Expand the transnational education opportunities, offering flexible learning options that adapt to learners' diverse needs, schedules and locations worldwide.

---

***Goal: To continue to expand access and supports for internationalization efforts with our First House: Tk'emlúps te Secwépemc and our Second House: T'exelc, while actively working to address and dismantle the systemic inequities rooted in our colonial history and its ongoing impact.***

---

1. We will continue to embed Secwépemc culture and ways of knowing into aspects of TRU's internationalization initiatives.
2. Enhance support and access for internationalization initiatives that focus on the history and impact of colonialism in our region, particularly through partnerships with First House: Tk'emlúps te Secwépemc and Second House: T'exelc, to address and dismantle systemic inequities.
3. Promote inclusive dialogue on diverse historical and cultural perspectives from various regions of the world, enabling members of the TRU Community to explore their own backgrounds and foster connections.

---

***Goal: To facilitate environments and opportunities to find enriching connections that inspire diverse cultural expressions, individual growth and foster life-long relationships.***

---

**Objectives:**

1. Promote community vitality by recognizing cultural well-being and supporting the opportunity for members to retain and express their cultural practices while respecting local cultural protocols.
2. Create environments and opportunities where students, staff, faculty, alumni, and community members share personal stories, to cultivate intercultural interactions, and strengthen cultural infrastructure and community participation.
3. Broaden connections and foster engagement with the wider community in Williams Lake, Kamloops and the surrounding region, with a focus on promoting global competency and creating more opportunities for connection for all participants.

***Goal: To lead the way in cultivating a culture of community-mindedness with a global conscience by sharing educational practices, exchanging knowledge worldwide and taking a proactive role in addressing regional, national and global challenges through education and scholarship.***

---

### Objectives

1. In alignment with the TRU Academic and Research Plans, encourage members of the TRU Community to collaborate and engage with diverse perspectives to create a positive impact both locally and globally.
2. In accordance with the United Nations Sustainable Development Goals and the TRU Vision Statement, develop and implement strategies that strengthen local and global partnerships and deepen global perspectives.
3. Promote a climate-literate approach to internationalization within the TRU Community to advance TRU's commitment to and value of sustainability.
4. Develop a communications strategy to effectively showcase the impact of TRU internationalization efforts, fostering global awareness and engagement among all members of our community and partners.
5. Strengthen our leadership in post-secondary internationalization environment by sharing best practices, contributing to the global discourse, and leveraging our internal expertise for broader impact.

## Glossary of Terms

WE ACKNOWLEDGE THE EVOLVING NATURE OF RESEARCH IN INTERNATIONALIZATION, APPARENT CONTRADICTIONS, AND THE DIVERSE DEFINITIONS SHAPING THE FIELD. THE GLOSSARY PRIMARILY REFLECTS INSTITUTIONALLY ADOPTED TERMINOLOGY AND COMMONLY USED TERMS.

THE TERMS BELOW WERE ADOPTED BY THE SENATE OF THOMPSON RIVERS UNIVERSITY IN NOVEMBER, 2016 (DEFINITIONS OF KEY CONCEPTS AND TERMINOLOGY: INTERNATIONAL EDUCATION AT TRU).

<b>Global Competency</b>	Global Competency can be described as “The ability to work effectively in international settings; awareness of and adaptability to diverse cultures, perceptions, and approaches; familiarity with the major currents of global change and the issues they raise; and the capacity for effective communication across cultural and linguistic boundaries” (Brunstein, 2007).
<b>International Opportunities</b>	Represent opportunities outside the border of Canada (includes USA). (Thompson Rivers University, 2016)
<b>Internationalization</b>	The intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society (de Wit, Hunter, Howard, & Egron-Polak, 2015).
<b>Transnational Education</b>	Transnational education at TRU refers to the delivery of TRU programs and courses offshore. These can be represented through academic partnerships, international development capacity building and custom designed programming. (Thompson Rivers University, 2016)

### OTHER COMMONLY USED TERMS AT TRU AND IN THE DOCUMENT:

<b>Cultural Infrastructure</b>	Cultural infrastructure development models are “diverse, responding to the social, economic, cultural, and environmental capacities and to changes within communities’ (Creative City Network of Canada 2008), such as agents and partnerships, cultural-creative enterprise trends and funding frameworks” (“What is Cultural Infrastructure?,” n.d.). “...This includes not just physical venues like museums and concert halls but also informal spaces that facilitate cultural expression” (Bain & Podmore, 2023).
--------------------------------	---

**Strategic Internationalization Plan (SIP) 2025-2035**  
**WORKING DRAFT**

**Diversification** Diversification of the international student body involves expanding representation across countries, program areas of study, and credentials to enhance institutional resilience, inclusivity, and global engagement.

**TRUly Flexible** The goal of this initiative is for TRU to offer a full continuum of quality programs and courses via the most appropriate Flexible Delivery options to meet the needs of students, programs, and certification standards. Flexible Delivery options include: in-person delivery, blended delivery, hybrid delivery, online synchronous delivery, and open learning asynchronous delivery.

**TRU Vision Statement** [TRU's vision, mission, values, and TRU's change goals.](#)

**United Nations Sustainable Development Goals (UN SDGs)** The United Nations Sustainable Development Goals are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, including those related to poverty, inequality, climate change, environmental degradation, peace and justice. The 17 Goals are all interconnected, and can be viewed on the UN website: [Take Action for the Sustainable Development Goals - United Nations Sustainable Development](#)

## **References**

Bain, A. L., & Podmore, J. A. (2023). [\*The cultural infrastructure of cities\*](#) (pp. 1-28). Cambridge University Press.

Beelen, J., & Jones, E. (2015). Europe calling: A new definition for internationalization at home. *International Higher Education*, 83, special issue, 12–13.

Brunstien, W. I. (2007). The global campus: Challenges and opportunities for higher education in North America. *Journal of Studies in International Education*, 11, 398-413. doi:10.1177/1028315307303918

de Wit, H. (2018). [\*Collaborative Online International Learning in Higher Education\*](#). In: Encyclopedia of International Higher Education Systems and Institutions. Springer, Dordrecht.

de Wit, H., Hunter, F., Howard, L., & Egron-Polak, E. (2015). [\*Internationalisation of higher education\*](#). Brussels, Belgium: Policy Department B: Structural Cohesion Policies, European Parliament.

[\*TRU's Vision Statement\*](#). Thompson Rivers University.

[\*What is cultural infrastructure?\*](#). Cultural Infrastructure.

United Nations. (2015). [\*The Sustainable Development Goals\*](#). United Nations.