

A Contemporary Odyssey to Senior International Leadership

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When I was approached to contribute my experiences to this book, I was struck by the multiple and diverse paths I have taken prior to becoming the first senior international officer at the University of California, Davis (UC Davis) in 1999. Before I describe those paths, let me share a little background. For US universities, the emphasis on internationalization is a relatively recent phenomenon. Just twenty-five years ago, international education via study abroad was a limited program, providing a small number of middle and upper class humanities and social science undergraduates an opportunity to study in Western Europe. For the large majority of institutions, international students were a very small percentage of their student body, particularly among undergraduates. The international faculty was equally small, and campus-wide leadership in the form of senior international officers was generally nonexistent. In addition, the application of new knowledge internationally was primarily focused on agricultural development. Finally, the strategic plans and goals of most US institutions rarely included an international agenda, or a senior international officer (SIO).

As a consequence, unlike other academic and campus administrative positions, few role models, or clear career trajectories, for such positions existed. Some of my fellow SIOs have referred to the journey to leadership for campus internationalization as

an odyssey. That particularly characterizes my personal journey which included professorships in the Departments of Sociology, Rural Sociology and Agricultural Economics, Development Sociology, and Human Ecology at four research universities – University of Kentucky, Pennsylvania State University, Cornell University and the University of California, Davis; five distinct administrative positions at Colgate University, University of Kentucky, Penn State University, Cornell University and the University of California, Davis, and a military tour in the demilitarized zone in Korea. Like Ulysses, my 30 year odyssey began in Ithaca in the early 1960s, as an undergraduate at Cornell University, and temporarily ended in Ithaca in the early 1990s, as a Cornell University administrator. When I considered moving to UC Davis in the late 1990s, to assume the newly created vice provost position in University Outreach and International Program, my wife Laura reminded me that odysseys are supposed to end in Ithaca. Not to be deterred, I countered that Ulysses then left Ithaca on a second adventure. She smiled sweetly and replied that once again Penelope did not join him. Despite her serious reservations and strong connections to Cornell (four generations of Cornellians in her family), Laura did, however, agree to move to Davis with me in 1999, and assumed a research leadership position in the newly created MIND (Medical Investigation of Neurodevelopmental Disorders) Institute.

The Learning Years

My initial awareness of a world beyond a few states in the Northeast and Virginia began modestly at Cornell University as an undergraduate. I met international students in my residence hall, enjoyed international fraternity brothers from Europe and Asia, served as big brother for a Hong Kong undergraduate student, and met and dated a

lovely Chinese-American student. However, my undergraduate degree in industrial and labor relations and pre-law involved no language or area studies courses and no study abroad.

My first significant international experience was atypical compared to that of my SIO colleagues. In the mid-1960s, having completed my undergraduate degree at Cornell University and a Master's degree in student personnel administration at Colgate University, I fulfilled a year-long military assignment as an officer with an infantry division on the 38th parallel in Korea. I used this occasion to study some Korean language, but mostly to travel throughout South Korea, basically a developing country at that time, and to meet and interact with Koreans in a number of contexts.

I returned from Korea to assume a position at Colgate University as Director of Upper Class Student Housing. While few international experiences were associated with this program, I did hire an international student from Zimbabwe as an in-residence student assistant who lived in the apartment adjacent to mine. We became good friends, and I learned much about the culture and politics of his country. When he married his Zimbabwean sweetheart, she wore my wife's wedding gown.

After two-years in this position, I returned to graduate school in sociology at the University of Michigan. Once again my only international experiences entailed interaction with international graduate students, and travel to York University in Toronto, Canada to visit with my former faculty advisor.

Multiple Careers

My first academic position was in the Department of Sociology, College of Arts and Science, at the University of Kentucky. There I joined forces with Larry Busch, a

fellow sociologist who had spent several years as a Peace Corps volunteer in Africa. We developed a highly successful collaboration studying the organization, history, politics, research practices and application of knowledge in US agricultural colleges. This domestic research produced several research articles, book chapters, a few books, and tenure, but little international experience. It wasn't until the 1980s that we took our work overseas, focusing on agricultural research and higher education in India, Sudan, Brazil and Mexico with support from the US Agency for International Development (USAID), the Indian Council for Agricultural Research, and the Brazilian Agricultural Research Corporation. In both India and Brazil, I also led assessments of the impact of USAID's agricultural higher education institution-building efforts.

By the end of the 1980s, our work had received substantial attention and support from the National Science Foundation (NSF), US Department of Agriculture (USDA), USAID, the Ford Foundation and the Kellogg Foundation. At that time, my department chair suggested that I might want to consider an administrative position in a college of agriculture. I was skeptical, especially since much of my work had taken a hard look at the US system of agricultural research and extension. I did, however, believe that my perspective could provide insights and be value-added in administration, so I began applying for various positions. I interviewed for an assistant research dean and assistant director of the agricultural experiment station at the University of Wisconsin and Penn State University, and accepted the Penn State position in 1989. My work there involved facilitating and coordinating faculty research in the School of Forest Resources and in the departments of Food Science and Technology, Nutrition, Agricultural Economics and Rural Sociology, and Agricultural Education in the College

of Agricultural Sciences. Once again my involvement in international activities was limited to occasional interactions with visiting international delegations.

Five years later, when the college dean eliminated all four assistant dean positions at Penn State, I looked for new opportunities. At that time, Cornell University was recruiting for the Director of Cornell Cooperative Extension and Associate Dean in the Colleges of Agriculture and Life Sciences and of Human Ecology. In 1994 I was selected for this position. Cornell Cooperative Extension was, and is, a large, complex organization with over 2500 employees, a >\$100 million dollar annual budget, offices in all 67 counties of New York State and the five boroughs of New York City, and a predominant focus on local issues and community needs. Its primary goal was to utilize the knowledge generated by Cornell and other land-grant universities to enhance and strengthen the quality of life of citizens of New York State. While I had never held a formal cooperative extension position, I had studied the system and believed strongly in the importance of extending the knowledge generated by universities for the benefit of society. The very strong local emphasis of this organization afforded me very little opportunity to extend my international research and education experiences. During this time my international activities were limited to short trips to Indonesia, Panama, Honduras and Costa Rica.

Becoming an SIO

In 1998 as I was leaving the extension position and planning to transition to the Department of Development Sociology, a former chancellor of UC Davis stopped by my office with a job announcement for the newly created position of Vice Provost of University Outreach and International Programs at UC Davis. He noted that he had tried

to create this position in the early 1990s, but budget constraints stifled those efforts. At that time, UC Davis had few study abroad programs, virtually no international undergraduate students, and expanding, but limited, international research and development collaborations. However, the institution and its leaders believed that a broad range of international education, research collaboration, and academic outreach and engagement should become increasingly important components of the overall goals of the institution. Over the next several years, a new chancellor and provost were hired and task forces appointed to examine the organization and leadership needs for the campus' international activities. In 1997, the report, "Toward a Global University", proposed the creation of an international vice provost with broad responsibilities. For financial and symbolic reasons, the provost decided to combine this proposed position with the existing Vice Provost for University Outreach, a position recently separated from the Office of Graduate Studies and currently vacant. In 1998 a national search was initiated.

Since this new position combined both the international program area and the outreach and engagement area, the former chancellor was convinced that there would be few candidates with strengths in both areas and that my background would be a good match. He was correct, and I was hired in August 1999, beginning a 15 year senior administrative career in international research, education and outreach.

Location, Location, Location

When I arrived at UC Davis, I found an office comprised of a two-person staff with little international experience and housed in a temporary building on the edge of the campus. Further, multiple programs typically associated with international programs,

such as study abroad and services for international students and scholars, reported to the Office of Undergraduate Studies and the Office of Student Affairs, respectively. The Vice Provost's office was inadequate for hosting campus colleagues, not to mention international delegations. Early in my tenure, meeting with the school and college deans to discuss their international goals and programs was at the top of my priority list. However, when, after visiting my office, one dean informed me that he would never return to such a hovel, I realized that new, strategically located quarters needed to be an equally high priority.

Over the course of the first two years, my office moved three times, before I succeeded in acquiring prime, newly renovated space in the central administration building. Our new office was adjacent to the Office of Graduate Studies (approximately one-quarter of all graduate students were international), and co-located in the same building as the Offices of the Chancellor, Provost, Academic Senate and senior campus leadership for research, undergraduate studies, academic personnel, student affairs, development and alumni affairs, and administration and finance. This enabled both regular formal and informal contacts and meetings with all the relevant leaders of programs related to an expanding international agenda. At the same time, I was working to consolidate the international programs that were physically and organizationally scattered, seeking adequate space for the study abroad programs and services for international students and scholars, and exploring ways to meet the diverse international program needs of both students and faculty.

Restoring and Expanding the Agenda

After several successful years serving mid-career professionals from developing countries, UC Davis had lost its US Department of State Hubert H. Humphrey Fellowship program due to a combination of factors, including the lack of appropriate campus leadership. By identifying a new director and traveling to Washington, DC, to meet with the national program leadership, this competitive program was reinstated and continues uninterrupted for the last fifteen years as the only California Humphrey program.

Simultaneously, recognizing the need to enhance my office's leadership team and to build stronger connections with faculty and with the university's schools and colleges, I created two senior part-time faculty positions - Associate Vice Provost for International Programs, and Associate Vice Provost of Outreach and Engagement. During the past fifteen years, highly accomplished full professors, and former deans and department chairs from the humanities, physical sciences, environmental sciences and medicine, have occupied these positions and provided both invaluable contributions to our agenda and links to a broad network of colleagues and collaborators.

It was clear from the beginning that the goals and agenda of my office had to include more than those of the important international education programs. To internationalize the campus meant involving all components and functions of the university. Through regular meetings with the Chancellor, Provost, vice chancellors, vice provosts, and deans, a broad international agenda began to emerge. In the early 2000s I created the Deans and Directors International Programs Advisory Committee. This committee provided a forum for discussing various new programs and sharing among the schools and colleges best practices and new developments both on the campus and

overseas. When I invited the deans, one influential campus leader indicated he would attend the first meeting, but did not expect to attend any subsequent meetings. However, because the meetings were structured to discuss substantive issues and seek their input and advice, this dean asked at the end of the first meeting, the time and location of the next meeting. He and most of the others have continued to participate in these quarterly meetings for a dozen years.

Equally important were annual meetings of myself and three or four of my program leaders with selected school and college department chairs and executive councils to introduce our various educational programs and to discuss how to best serve their students, faculty, and visiting scholars. Our office also provided yearly presentations to new faculty on our programs and resources for their international educational, research and outreach activities. Through these efforts we have helped to build a strong international agenda and an important campus-wide network.

Faculty Support

I also understood that faculty participation is key to successful campus internationalization. Support and service to faculty was implemented in a variety of ways. During the first year, I negotiated with the Provost for a modest start-up program package and devoted a half million dollars to a seed grant program for creative, new interdisciplinary, international and outreach initiatives that had the potential to become self-sustaining. An important component of this program was the involvement of school and college deans and the Office of Research in the review process. After a few years, the initial funds for this program were expended and I began to use reserves generated in part by my direct report units and from donors. Here the creation of an Assistant Vice

Provost for International Alumni and Development was critical. In recent years, lacking sufficient funds, I turned to the school and college deans and the Vice Chancellor of Research for matching funds. In nearly every case, the deans matched our office funds dollar-for-dollar for these competitively selected projects. Their support was a measure of the value of this program and the partnerships it generated. Over the dozen years of the program, numerous new international collaborations and partnerships were initiated. Moreover, the 154 faculty projects totaling in excess of \$1.5 million have generated nearly \$35 million in additional funds.

Our office provided additional support for the faculty international research and education efforts through a funding sources database, a funding opportunities newsletter, and several workshops each year often in conjunction with the Office of Research. These workshops have included presentations by representatives of the NSF, the Fulbright Foundation, Japanese Society for the Promotion of Science, the Chinese Scholarship Council, the BECAS Chile program (the Chilean Ministry of Education's scholarship agency), Mexican Comision Nacional de Investigacion Scientifica y Technologica (CONYCYT), the Brazilian Foundation for the Coordination for the Improvement of Higher Education Personnel (CAPES), the Brazilian National Council for Scientific and Technological Development (CNPq), the German Academic Exchange Service (DAAD), the German Research Foundation (DFG), and the British Research Council. To support these programs and services for faculty research, education and professional development, early in my tenure a new analyst position was created. The position has evolved into a close partnership with the Office of Research and many collaborative efforts.

To further involve and support faculty and students, I also turned to faculty-led study abroad programs. I inherited five summer abroad humanities and social science courses being taught in Western Europe and Japan by a few dedicated faculty. By making this a higher priority, assembling a talented staff of professionals and faculty leaders, and promoting these opportunities, today our study abroad program annually involves over 50 faculty teaching both summer and full quarter programs on six continents with one third of these programs in engineering and the physical and biological sciences. These programs are complemented by one of the flagship study abroad programs in the country, the University of California Education Abroad Program (EAP), which provides both year-long, full immersion programs and short-term programs at some of the best universities world-wide. I have worked closely with this program, served on a university-wide international task force to review and enhance this program and was pleased when my former Associate Vice Provost for International Programs was selected to lead the UC EAP.

These diverse programs have created a cadre of dedicated and committed faculty with current international experiences to share when teaching on campus. These faculty became particularly important when the campus and the faculty senate tackled a comprehensive revamping of the general education curriculum. The possibility of adding an international component to the requirements, and a fear that this requirement would replace the current domestic diversity requirement, resulted in strong resistance to any change. With strong support from these and other interested and informed faculty, the general education requirements were revamped to include both a domestic diversity and an international component. The international component

consists of courses in world cultures which provide students with a global perspective and can be satisfied through study abroad.

However, over the years I have learned that even the most successful and core programs are vulnerable and that their budgets are susceptible to significant cuts. On one occasion, a provost revoked a written budget commitment for our UC Davis faculty-led quarter-abroad programs. Despite the provost's recommendation to terminate this program, we continued the program by pooling funds from other programs and restructuring this effort. Today this program offers 10 quarter-abroad programs, including cultural studies in Cuba, a pre-med curriculum in Mexico, and pharmaceutical chemistry studies in Taiwan.

Senior Leadership

Campus support for internationalization was further enhanced through an annual Chancellor's Fall Conference that focused on this topic. Each year an important topic was selected for this conference and approximately 100 campus leaders including administrators, faculty, students, staff and alumni were invited to a two day retreat to address the subject. Through my conversations with the conference planning staff, the 2005 topic was internationalization of the campus. I was selected to co-chair the planning committee and engaged a wide range of professors and staff. This conference greatly strengthened the commitment to internationalizing the campus. It also raised numerous concerns from the supporters of domestic diversity which saw these expanding efforts as competition for limited resources. These concerns led to several productive discussions with colleagues in the international and domestic diversity communities to shape the agenda as complementary and to expand resources for both

efforts. At the Chancellor's Fall Conference, nineteen specific recommendations emerged across six key areas: internationalizing the undergraduate experience in curriculum; internationalizing the undergraduate experiences abroad; new models of international graduate education; new models of international research collaboration; creating an international community on the UC Davis campus; and expanding the campus' engagement and presence abroad. These recommendations continue to be a valuable framework shaping our goals and priorities. To ensure that these recommendations remained highly visible, a summary was posted on our office's website.

Another important effort was the building of international partnerships and the involvement of the Chancellor, Provost and relevant faculty and deans in these efforts. Beginning in 2000 with a trip to China, my office coordinated numerous international trips. I accompanied nearly all of the delegations on trips to Argentina, Australia, Brazil, Chile, China, Egypt, England, Germany, India, Iran, Japan, Korea, Malaysia, Mexico, New Zealand, Philippines, Singapore, Spain, Taiwan and the United Arab Emirates. These trips involved visits to universities, government agencies, alumni gatherings and, when possible, to UC Davis students studying abroad. Our close working relationship with consulate offices in San Francisco, Sacramento, and Washington, D.C., was often instrumental in successful planning and coordination of these trips. The delegations usually included appropriate key faculty and deans for each country. Often our international hosts were more interested in meeting and interacting with the UC Davis distinguished faculty than with the Chancellor. To further facilitate and strengthen achievement of the various goals of these trips, I prepared a one page guideline entitled

“UC Davis Senior Leadership Strategic International Meetings and Travel”. Among the numerous advantages of such international travel was the opportunity to strengthen relations with our partners and to discuss several issues and opportunities with campus leadership. It even afforded me the chance to introduce the Chancellor and Provost to Brazil, Chile and China.

Learning from Others

The knowledge and shared experiences gained from professional associations and organizations have been equally valuable parts of the internationalization efforts. Early on I realized that I needed help from colleagues in California, elsewhere in the US and abroad. To foster interactions with my colleagues in the University of California (UC), I founded the UC Senior International Leaders Council of Deans, Directors and Vice Provosts from the ten campuses. This group meets twice annually on a UC campus, learns about the specific programs of the host campus, and shares best practices. Unfortunately the UC system has few international appointments at the senior level and in recent years has even eliminated several positions of this type. This led me to turn my attention to national organizations. In the Association of International Education Administrators (AIEA), I found kindred spirits, excellent colleagues and substantive annual meetings that have been invaluable. The Association of Public and Land Grant Universities (APLU), the Institute for International Education (IIE), and the American Council on Education (ACE) have also been important sources of useful information and advice. At the international level, the Association of Pacific Rim Universities (APRU) has enabled me to meet and learn from the rectors, presidents, chancellors and my fellow senior international leaders from the 45 leading research

universities in Asia, Oceania and North and South America. As a consequence of my experience with the APRU presidents and SIOs, I spent 2015 on sabbatical in Australia at Australian National University, the University of Melbourne and the University of New South Wales. Complementing these important sources of advice and counsel have been two Fulbright programs for administrators in Brazil and Japan and a similar program by DAAD in Germany.

Communicating

Providing a platform for sharing information and knowledge on new international education, research, and outreach initiatives and issues, promoting and publicizing the excellent campus wide programs, and building the visibility of the international efforts on and off campus was also an early effort. Although the Provost cautioned against a newsletter because of the time and resources required, I launched the “Internationally Engaged” newsletter in fall 2000. The lead and feature article in each issue allowed me to address a number of key issues, such as: the need to keep our doors and our minds open in the face of 9/11; the role of international students and scholars in enriching our campus; the importance of academic openness for our national security; the essential aspects of internationalizing the university for UC Davis’ vision of excellence and as a gateway to peace; the value of building and rebuilding bridges to the Middle East and Latin America; the importance of expanding academic opportunities while managing risk; and the need for promoting study abroad as academically core, professionally essential, and increasingly affordable. In my last issue, I shared portions of this chapter in sections on reflections and Bill’s lessons learned. In each issue these topics were complemented by 10-20 articles addressing creative international programs in all of the

schools and colleges. This helped to strengthen our collaborations with the entire campus. The web and other social media has also become increasingly important in publicizing key events, such as the study abroad fairs, the International Education Week schedule of 25-30 programs, talks, demonstrations, and other activities; and guest speakers (e.g. Shirin Ebadi, Iranian Nobel Prize recipient, and Allan E. Goodman, President of Institute for International Education). Effective and frequent communication has only increased in importance over the last decade.

Changing Leadership

After a decade of building the international programs and working with one chancellor and four different provosts, a new UC Davis chancellor was selected in 2009. Each change brings new challenges and opportunities. Although the new Chancellor is international herself, having been raised and educated in Greece before coming to the US for graduate studies, she had not worked in the area of international programs. In preparation for her arrival, I consulted with colleagues who had worked with her at two Big Ten institutions. Early meetings and briefings with her were important. Equally important was my active participation when she initiated a strategic planning process. The outcome of that process was a vision document identifying six key goals which continues to serve as the framework for campus efforts. Although there was some resistance to emphasizing international research and education, one of the six goals is “Embrace Global Issues”, and several of the other goals have strong statements supporting internationalization.

Since the Chancellor’s arrival and the hiring of a new provost, our internationalization efforts have increased and flourished. I have continued to assist in

international travel with strategic efforts in Europe, South America and Asia. Key agreements to support research, education and student exchanges were negotiated with Brazil's CAPES and CNPq and Chile's National Council for Scientific and Technological Development (BECAS Chile) with critical faculty leadership. Several other important and creative institutional agreements in China, with the Chinese Scholarship Council, Hanban (Confucius Institute) and Chinese universities, have been jointly led by my Director of Asian Programs and me. The Asian Director position was made possible through the university's Partners Opportunity Program, which fully supported for three years the spouse of a medical school new faculty hire. In all these instances, a well-informed, native speaking colleague with country experience was essential. Equally important were my face-to-face meetings with senior leadership in the Ministries of Education and Science in Brazil, Chile and China.

Fund Raising

With declining state budget support for higher education, new funding models have been introduced. Increasingly our international programs and services are funded with fees and substantial tuition charges. In the last 10 years, another important funding source has been gifts from both alumni and friends. To promote this effort I hired an Assistant Vice Provost for International Alumni and Development, an individual who formerly served as the UC Davis Executive Director of Alumni Affairs. A key element in our initial fundraising effort was the formation of an International Programs Executive Development Council comprised of interested and wealthy regional and international leaders. This group was charged with making a substantial gift and identifying other potential donors. As one might imagine, this effort met with mixed success. I learned

quickly that working with this diverse group involved significant management costs, and that fundraising is a long, arduous endeavor, particularly at a public university which has only recently launched its first \$1 billion initiative. Although we have had limited success, we have built the foundation for several seven figure donations for four key initiatives: study abroad scholarships; faculty seed grant funds; support for international students and scholars; and building a new international center.

Confucius Institute

One of my most controversial and difficult program efforts was the creation of a Confucius Institute at UC Davis. The Chinese government launched this program about ten years ago in partnership with Chinese universities and universities around the world with the goal of introducing Chinese language and culture to the partner campuses and surrounding communities. This program now includes approximately 450 institutes with over 100 in the US. While some partnerships have proven highly successful, the potential for Chinese government censorship and other issues has led to various conflicts and even termination of other partnerships.

With little campus interest and some resistance from the UC Davis East Asian Language and Culture department, I did not initially pursue the possibility of hosting a Confucius Institute at UC Davis. This changed in 2010 when a senior colleague in food science, and a distinguished chef, television celebrity and UC Davis alumnus proposed a Confucius Institute dedicated to Chinese food and beverage culture. Since both UC Davis and our Chinese partner university are regarded as leaders in the fields of food science and viticulture and enology, this proposal had good potential. I worked with three departments across two colleges and with Jiangnan University to address a

number of logistical, budgetary, staffing and organizational issues, and traveled to China to present our proposal to the Secretary General of the Confucius Institutes. After two years of planning, we held a highly visible and successful opening with considerable press coverage both locally, nationally and internationally. The complexity of this partnership across two universities, several departments and the Chinese government, coupled with the need to change both the Director and Deputy Director after the first year, required substantial time and effort, as well as two trips to China for face to face meetings. Despite the challenges, potential controversy, and extensive efforts on my part, I believe that UC Davis now has a strong foundation for a unique, and productive Confucius Institute.

Creating Centers

More recently the nature and opportunities for internationalization have greatly expanded and diversified. Faculty and deans are bringing new proposals for a variety of programs and for a physical presence overseas (Latin America, Europe, Middle East and Asia) on a regular basis. After our office prepared a white paper on the topic of UC Davis Global Centers, I worked with a new Provost's Global Strategies Workgroup to review the goals and purposes of such physical locations, the issues and challenges, the resources needed and the tactical locations to consider.

At the same time the growing need for a substantial physical presence on campus for the various international programs and activities has culminated in the identification of a central location for an International Complex. Groundbreaking for the first phase of this complex, an International Center, occurred this fall, with completion scheduled in 2016. This 40,000 square foot, three story center will provide offices and

meeting rooms for the Services for International Students and Scholars, the Education Abroad Center, the Center for International Education of UC Davis Extension programs, and the English as a Second Language program. This effort began over ten years ago and included a chancellor's blue ribbon committee of deans, vice provosts and vice chancellors that I chaired. Lack of funds stalled our plans for several years. Fortunately, after many years of discussions regarding needs, functions, design and location, and the development of a funding partnership with UC Davis Extension, our recommendations became a reality.

Conclusion

While reflecting on this expanding international agenda over the past fifteen years, several lessons for successfully internationalizing the campus have emerged.

The following are a number of observations and recommendations:

1. Ensure full support of the senior leadership (i.e. chancellor, provost, and/or president) and that the senior leadership team includes a vice provost/vice president devoted to international programs who serves on the chancellor's cabinet;
2. Partner with the deans and the department chairs and enhance and maintain regular communication and collaboration;
3. Involve all levels of the university in the internationalization efforts with particular engagement of the faculty and the faculty senate;
4. Develop close relationships between the vice provost and staff for international programs and all the senior academic leadership (research, undergraduate, graduate, academic personnel, and continuing education);

5. Work closely with several of the non-academic senior leadership, particularly finance and planning, student affairs, university counsel, alumni affairs, and development to further the internationalization goals;
6. Locate the international office in close proximity to the other relevant senior academic and administrative offices. There is no substitute for location;
7. Seek advice and counsel from colleagues across the country and overseas in similar higher education positions, and participate in appropriate professional development opportunities (e.g. Fulbright program, German DAAD, AIEA Presidential Fellows, etc.);
8. Hire good people at all levels (talented, motivated, and compatible) and give them the resources and latitude to do good work;
9. Be flexible. The best laid plans of mice and men often go astray. This is particularly the case when: 1) developing new campus programs and initiatives, and 2) working internationally. Competition for resources, visa and passport issues, changing government regulations and policies, travel advisories, political unrest, cultural misunderstandings and numerous other challenges may significantly affect plans for international research, and education and outreach;
10. Don't take yourself too seriously. Laugh a lot, and maintain a good sense of humor; and
11. Be realistic but don't stop dreaming. It is important to recognize what is possible under the current conditions and work effectively and strategically to implement programs. However, it is equally important to be visionary. It has

been said that the future belongs to those who believe in the beauty of their dreams and strive to realize them.