

**2015-2016**

**Global Initiatives Advisory Board**

Kim Simpson

**Polk State College**

2015-2016

# **POLK STATE COLLEGE**

## **Institute for Global Initiatives Advisory Board**

Thank you for your willingness to serve on this important Advisory Board! This publication provides a guide as your group works to support and lend guidance to the Institute for Global Initiatives programming via the Global Initiatives Committees, Administrators, Faculty, and Staff.

The Global Initiatives Advisory Board Handbook details key roles of the Advisory Board and offers resources and a general process to follow. The information contained within the Handbook has been designed to help facilitate communication and to enhance the Advisory Board process. Thank you again for your service to the 2015-2016 Advisory Board as you contribute to the Global Initiatives at Polk State College. **We are Polk!** *Soar Eagles!*

### **GI Advisory Board – 2015-2016:**

Deena Ware, Advisory Board Chair

Mark Cabrera

Dawn Decaminada

Kristy Dulkoski

Steven Elias

Rick Garcia

Cedric Joseph

Robert Lee

Alex Lucio

Daniel Marques

Shirley Merkert

Roy Oberhofer

David Petr

George Lin

Michael Paruta

Virginie Schena

Brad Johnson

Deena Ware

Ryan Taylor

Matt Twitty

Mustapha Achoubane

Matthew Ninan

Cliff Otto

Merri Mass

Ruben Santos  
Bruce Lyons  
Marco Franca  
Grace Franca  
Pat Buchanan  
Alice Ancona  
Naomi Boyer  
Tracy Porter  
Logan Randolph  
John Barberet  
Kim Simpson  
Nyrka Riskin  
Herb Nold  
Maria Lehoczky

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### **Purpose and Responsibilities:**

The Institute for Global Initiatives Advisory Board enables a variety of Global Initiatives (GI) programs, such as: Study Abroad Trips, International Internships, The Global Initiatives Certificate Program, and other Global Initiatives programming (workshops, seminars, guest presentations, International Week, etc.) by way of recommendations, contacts, and support.

The primary purpose of The Advisory Board is to serve as a resource/connection and to provide valuable input to programming from a workforce perspective with respect to international business and education concerns. The Advisory Board can make important contributions by keeping faculty apprised of business and industry needs and trends, providing professional development opportunities, providing potential funding and scholarship opportunities for Global Initiatives, and by assisting the college in planning and implementing relevant GI programs for students.

The Advisory Board members are an important part of GI Program. The expertise of individuals from business and industry plays an integral role in providing high-quality GI programs, in addition to fostering the development of a globally aware workforce.

The Advisory Board is asked to meet a minimum of twice a year, with quarterly meetings preferable, and additional meetings as needed. The chair of The Advisory Board must be from business/industry. The chair is responsible for assuring that:

- A current roster is maintained (via Polk State staff)
- Agendas are developed in conjunction with Polk State GI faculty/staff
- Attendance is recorded (via Polk State staff)
- Minutes are taken and on file (via Polk State staff)

The Advisory Board consists of local representation, such as business, industry, manufacturing, banking, and local government as well as GI administration, faculty, and staff.

### **The GI Advisory Board Input and Duties:**

- The Advisory Board provides assistance and recommendations for the continuous improvement and development of (GI) programs. They can also offer support to Professors in developing activities and completing requirements for GI programs--such as the GI Certificate--through their business contacts, resources, input, funding support and workforce perspectives as desired.
- The Advisory Board will have the opportunity to review and provide feedback on the Study Abroad trip and programming submissions for the 2015-2016 academic year as part of Polk

State's trip approval process.

- The Advisory Board will provide guidance regarding local business international interests and in what global settings future International Internships would be preferred and/or valuable.
- The Advisory Board may participate directly in events and activities as they may be of interest and/or as their expertise may benefit from.
- Since Global Initiatives programming and trips are an added financial burden to students and the faculty trip leaders, funding opportunities and/or support from Advisory Board business partners would be welcomed and appreciated. Supplementary funding ideas from The Advisory Board would also be valuable and of service.
- The Advisory Board will interact with and assist the Sub-committees of Finance and Funding and Global Studies as needed or indicated by their sub-committee charges.
- The Advisory Board will guide the Polk State GI Committee in order to help to ensure that our programs are current and relevant to meet Global educational and workforce needs.



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Peru – June 2014

## **Process for selecting New Advisory Board Members and Meeting Structure**

### **Selection:**

- Successful GI programs are the result of cooperative efforts by key partners and stakeholders. The Advisory Board should include representatives from diverse and relevant businesses and industries that reflect the occupations, industries, and/or global interests of our community.
- Representation on the board should reflect the diversity within our community, as well as those of our host countries when possible, including persons from varying genders, racial, national, and ethnic minorities.
- The Advisory Board members must come from business and industry rather than from Polk State and only business/industry members will vote on formal recommendations.
- Members may come from businesses or industries with international branches or parent companies, those that hire international or globally-aware employees, those with global interests or suppliers, import/export businesses or industries, and those with global backgrounds.
- Recommendations for members may come from area Economic Development Councils, Polk State Administration/Faculty/Staff, or through interested companies/parties themselves.

### Other Advisory Board participants from Polk State include:

VP of Strategic Initiatives  
Chairperson, Global Initiatives Committee  
Sub-Committee Chairs, for Finance and Funding and Global Studies/Education  
Chairperson, Global Initiatives Certificate Program  
Internship Coordinator  
Executive Assistant to the VP of Strategic Initiatives

### Additional attendees may include:

International Student Advisors from Student Services  
Students (ICC, Student Government)  
Career Service Coordinator(s)  
Involved Faculty and/or staff (e.g., trip leaders, GI course instructors/committee members)

### **Criteria and Steps in the Selection Process**

The VP of Strategic Initiatives, GI Committee Chairperson, Internship Coordinator, and current Advisory Board chairperson (once appointed) should agree upon the potential candidates in future Advisory Board cycles and if/when an Advisory Board member steps down. Desired Advisory Board members possess respected knowledge, skills, and experience within their business/ industry and also with global matters affecting their organizations and/or the local workforce.

- A telephone call should be made to the potential member to determine his or her availability and willingness to serve.
- Once confirmed, a formal request via letter will be sent to potential members, informing them of the goals and purpose of the board for their agreed-upon time-frame and offering them the opportunity to serve as a member.

### **Terms of Service**

It is advisable to set a time limit for Advisory Board members' terms, even if the member is willing to serve concurrent terms in order to promote a continuous flow of new ideas that helps keep the board's advice current and relevant by allowing participants to step down or to "re-up" their commitment. The recommended time-frame is a *three-year term* of service staggered so that one-third of the members are replaced each year. Organizing terms in this manner offers the following advantages:

- Terms are long enough for members to become thoroughly familiar with the board's purposes and potential.
- Members in the second or third year of their terms have the benefit of experience while newly appointed members add fresh ideas and perspective.
- Members are more likely to give their time freely when the term of service is predetermined.

### **The Role of the Global Initiatives Advisory Board**

The Advisory Board can perform a wide variety of functions. Advisory Board members serve without pay and have no legal status to change or implement policy. Polk State representatives should work with The Advisory Board chairs to determine appropriate goals, roles and direction on an annual basis. The following lists include activities that may provide direction on how The Advisory Board helps improve GI programs.

### **Curriculum and Internships**

- Identify and expand the use of global technologies and best global practices.
- Identify, recommend, support future international internship locations/experiences
- Provide input regarding content and experiences which impart occupational competencies:
- Advise on international labor market needs and trends.
- Advice regarding international safety policies or concerns, and procedures.
- Promote and assist in maintaining quality global programs and content
- Review related GI courses/research to ensure standards, content quality, and innovation in education
- Assist with incorporating global employability skills through companion internships
- Identify new and emerging global occupations.



### **Study Abroad Program Review**

- Participate in the Global Studies Study Abroad requests for the coming academic year
- Review and recommend program goals and objectives as applicable.
- Assess student performance standards to ensure they are in line with business and industry standards.
- Recommend and/or provide support for sites, equipment, projects, and opportunities for future Study Abroad considerations.
- Recommend funding options, provide scholarships and/or stipends to offset student costs.
- Sponsor faculty as Team Leaders and/or research for uncovered costs
- Assist in short and long-term planning for program improvement.

### **Internships and Job Placement**

- Alert Internship and Career Service Coordinators of any local and/or global job opportunities
- Assist students in developing resumes and interviewing skills, especially with respect to global skill-sets and navigating new cultures.
- Recommend, provide or obtain cooperative work experiences, internships/externships, work/study or work-based learning opportunities for students
- Develop strategies to recruit non-traditional students and expand international experience opportunities.
- Assist in identifying work-based learning experiences.

### **Community/Public Relations**

- Promote the GI program to employers, communities, and the media.
- Assist in recognizing outstanding students, professors, and global initiatives/projects
- Assist in promoting fund-raising to support expansion, sustainability, and support

### **Resources**

- Establish scholarships.
- Provide tours and field trips, job shadowing experiences and speakers.
- Leverage community resources and broker community partnerships.
- Provide input on budget, trips and Global Initiative needs.

### **Responsibilities of the Polk State Global Initiatives Committee Participants:**

- Recommending potential Program Advisory Board members to the VP of Strategic Initiatives, or Global Initiatives Committee Chair
- Earnest participation in Advisory Board discussions, planning, and efforts.
- Participation in GI program/trip/internship overviews as needed with Advisory Board members
- Collaborating and cooperating with board members regarding program/trip/internship reviews.
- Attending meetings as needed and/or requested.
- Fostering communication with board members via e-mail, phone, and/or personal visits to business sites as appropriate (e.g., internships).
- Incorporating business and industry partners into the classroom and programs

## **Responsibilities of the Advisory Board Chairperson**

The role of the board's chairperson is to provide direction and to serve as a spokesperson for the Advisory Board. This person should be appointed annually (usually at the first meeting of the year).

The duties of the chairperson include:

- Coordinating with the VP of Strategic Initiatives and the GI Committee Chair in planning and developing an agenda for each meeting.
- Presiding at board meetings, giving members the opportunity to express their opinions, give advice, and make recommendations.
- Providing input, when appropriate, to the GI/school administrator regarding the board's findings and recommendations.
- Serving as the spokesperson for the board in GI meetings as necessary
- Appoint representative to facilitate the meeting in the chair's absence.

## **Responsibilities of the Global Initiatives Administrator /VP of Strategic Initiatives**

The administrator must provide leadership in establishing and maintaining The Advisory Board and give the necessary support and assistance to GI Committee and faculty as they carry out their duties and responsibilities. Realizing the important contributions that business and industry participants can make to improve the total education process, the administrator will provide key support to the individuals on the Advisory Board.

The duties of the administrator include:

- Providing administrative oversight and support for GI Programs, Faculty, and Staff.
- Providing collaborative guidance and support to the GI Committee Chair in the execution of GI planning and programming.
- Reviewing and approving board members for each program.
- Meeting with the Program Advisory Board as necessary.
- Reviewing the Program Advisory Board minutes.
- Responding to Program Advisory Board recommendations as requested by the GI Faculty/Staff.
- Monitoring GI programs to assure compliance with the Strategic Plan.

## Polk State College Institute of Global Initiatives Faculty and Staff

Institute for Global Initiatives website: <http://www.polk.edu/institute-for-global-initiatives/study-abroad/>

(Alphabetically) Department (heading) Name	(GI = Global Initiatives) Role/Title
<b>Administration/District</b>	
<b>Dr. Naomi Boyer</b>	AVP for Strategic Initiatives
<b>Christy Canady</b>	Admin. Assistant, VP for Strategic Initiatives
<b>Lynn Chisholm</b>	Coordinator for International Internships
<b>Kim Simpson</b>	Institute for GI Program Coordinator
<b>Faculty/GI Programs / GI Committee</b>	
<b>Professor John Barberet</b>	GI Committee-Education Sub-committee Chair; Faculty Trip-Leader
<b>Prof. Pamela Jones</b>	Faculty Advisor, International Circle Club (IC); Faculty Trip-Leader
<b>Prof. Cary Gardell</b>	IC Advisor, Winter Haven
<b>Prof. Thelma Chicas</b>	IC Advisor, Lakeland; Faculty Trip-Leader
<b>Prof. Brad Massey</b>	Inst. For GI Program Faculty Dir.; GI Committee- Funding Sub-committee Co-Chair; Faculty Trip- Leader
<b>Prof. Herb Nold</b>	GI Committee-Funding Sub-committee Co-Chair; Trip-Leader
<b>SEE NEXT PAGE FOR FULL GLOBAL INITIATIVES COMMITTEE MEMBERS AND TERMS</b>	



*Stonehenge, England – 2014 Cradle of Stonehenge Dig with David Jacques*

## Current Global Initiatives Committee Members

### **Membership:**

### **Term Expiration:**

#### **Faculty Members** (*at least 10, 7 required for a quorum, representing divisions & campuses*)

- |   |             |
|---|-------------|
| ○ John Barberet                         | August 2016 |
| ○ CR Junkins                            | August 2018 |
| ○ Sally Fitzgerald (Faculty Senate Rep) | August 2016 |
| ○ Pamela Jones                          | August 2018 |
| ○ Brad Massey                           | August 2018 |
| ○ Aaron Morgan                          | August 2016 |
| ○ Herb Nold                             | August 2016 |
| ○ Logan Randolph                        | August 2018 |
| ○ Bulmuo Maakuu                         | August 2018 |
| ○ Von McGriff                           | August 2018 |

#### **Administrator/Professional Technical Staff** (*at least 4, 2 required for a quorum*)

- |                  |             |
|------------------|-------------|
| ○ Maria Lehoczky | August 2017 |
| ○ Nelson Marquez | August 2018 |
| ○ April Robinson | August 2016 |
| ○ Teresa Vorous  | August 2016 |

#### **Collegiate High School Representative**

- |                 |             |
|-----------------|-------------|
| ○ Peter Preston | August 2017 |
|-----------------|-------------|

#### **President's Staff Representative**

- |               |             |
|---------------|-------------|
| ○ Naomi Boyer | August 2018 |
|---------------|-------------|

#### **Student Services Representative**

- |                 |             |
|-----------------|-------------|
| ○ Joshua Plazak | August 2017 |
|-----------------|-------------|

#### **Student Representatives** (2 required for quorum)

- |                          |             |
|--------------------------|-------------|
| ○ LK: Natalia Estrada    | August 2016 |
| ○ WH: Glauberson Cajuste | August 2016 |

#### **Non-Voting Resources**

- |   |                              |
|---|------------------------------|
| ○ Internship Program Coordinator                | Matina Wagner                |
| ○ Coordinator for International-Study Abroad    | Kim Simpson                  |
| ○ Director, Grants Administration               | Jennifer Fiorenza            |
| ○ Director of Student Enrollment/Register       | Kathy Bucklew                |
| ○ Accountant, Business Office                   | Vacant                       |
| ○ Coordinator of Career Testing & Special Svcs. | Vacant                       |
| ○ Student Services/International Advisor        | Simmi Johnson/ Kathy Jessie  |
| ○ Polk State Foundation Representative          | Tracy Porter or Ileana Kniss |
| ○ AS Program Coordinator (Study Abroad)         | Vacant                       |

## **GENERATION STUDY ABROAD**

From: <http://www.iie.org/Programs/Generation-Study-Abroad>

### **The Challenge**

- International experience is one of the most important components of a 21<sup>st</sup> century education.
- Less than 10% of U.S. students study abroad.
- Globalization is changing the way the world works, and employers are increasingly looking for workers who have international skills and experience.

### **Every student should have the opportunity to study abroad**

- Our goal is to have 600,000 U.S. students studying abroad in credit and non-credit programs (using the Open Doors 2019, which reports on 2017/2018 data).
- Over the next 5 years, Generation Study Abroad will reach out to educators at all levels and stakeholders in the public and private sectors to encourage purposeful, innovative action to get more Americans to undertake an international experience. Putting IIE's resources behind this campaign highlights the commitment to increasing study abroad that has been so much a part of the Institute's mission for our first 95 years.

### **IIE has set following targets to help achieve our goal of doubling the numbers by the end of the decade:**

- 500 institutions who pledge to significantly expand their own study abroad numbers.
- 10 U.S. colleges and universities who pledge to require study abroad of all their students.
- 10,000 alumni and students joining the initiative.
- 1,000 high school teachers who pledge to make their students aware of study abroad.
- External financial support for scholarships.

Those who join the commitment will be invited to participate in annual Generation Study Abroad meetings and special events, such as webinars and National Conference Calls on expanding study abroad. Commitment members will also be recognized for their efforts and provided a special badge so that they can announce their commitment to their networks.

## **EDUCATIONAL PARTNERSHIPS**

**Community Colleges for International Development Inc.**

<http://www.ccidinc.org/> - local access – global opportunities

Polk State College partnered with **Community Colleges for International Development, Inc.** (CCID) to collect data and facilitate discussions leading to creation of an institutional strategic internationalization plan. The survey was distributed in advance of a strategic session to be held on June 10th from 1:00-5:00 in Winter Haven, WST 126. At this session, the current status and benchmarking will be completed as well as goal setting for global initiatives. The Framework can be found at: [http://www.questionpro.com//userimages/sub-3/2462774/FCI-\\_No-Userguide.pdf](http://www.questionpro.com//userimages/sub-3/2462774/FCI-_No-Userguide.pdf)

CCID's primary tool is this Framework for Comprehensive Internationalization, created by CCID specifically for community colleges. The Framework is informed by research and guided by an intention to provide institutions with a process that is both simple and collaborative. The FCI Tool seeks to establish an institutional profile by providing descriptions of institutional stages of development in broad categories and more specific subcategories. When an institution finishes using the tool it will have a simple profile establishing strengths and opportunities that can be used to easily establish institutional goals.

CCID is a non-profit consortium of mainly two-year colleges whose primary mission is international education with membership of approximately 170 colleges in 20 countries. CCID staff includes experts in systems approaches to internationalization, managers that engaged with over 40 U.S. colleges for implementation of a complex international student program serving over 1,400 students from 16 countries during 2008-2013, and individuals who collaborated with researchers to measure student learning outcomes related to international experiences at community colleges. Polk State College is leveraging this expertise in our focus on college-wide internationalization.

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FCIE – Florida Consortium for International Education

<http://fcie.org/> - Promoting international and intercultural education in Florida's institutions of higher education.

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### **3<sup>rd</sup> PARTY VENDORS FOR STUDY ABROAD AND INTERNSHIPS**

These companies provide assistance and support for Study Abroad and International Internship trips. The cost is higher than with trips planned and run solely through Polk State but the benefit is that they take care of all aspects of the trip so that Polk State simply coordinates through them regarding the desired trip. Trips may be designed through these companies or taken in pre-planned form.

**EF Tours (Education First) – frequently used for Study Abroad trips**

**<http://www.eftours.com/>**

**Sites:** virtually unlimited – meeting a variety of education abroad needs.

**AIC (Academic Internship Council) – available for domestic and international internships**

**<http://www.academicinternshipcouncil.org/>**

**Sites:** Boston, NYC, San Francisco, Toronto, Mumbai, Singapore.

**International Internships – available for domestic and international internships**

**<http://www.international-internships.com/>**

**Sites:** virtually unlimited – both international and domestic cities available.



## **Polk State 2015-2016 Trips**

**Costa Rica** (March 19-27)

**Merida, Mexico – Internships** (March 5-20)

**Dominican Republic** (March 19-26)

**Morocco** (May 13-21)

**Ireland** (June 5-15)

**Greece/Italy** (May 18-30)

**Panama** (March 18-25)

**Spain** (May 19-30)

**France** (May 10-21)

**Bahamas** (June 25- July 9)

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## **Previous Study Abroad Trips**

**Andros Island, Bahamas** (2013)

**Strasbourg, France** (2013)

**Stonehenge, England** (2014)

**Cape Town, South Africa** (2013)

**Poland, Hungary & the Czech Republic** (2014)

**Andros Island, Bahamas** (2013)

**Ireland** (2014)

**Marseille, France** (2013)

**Peru** (2014)

**Marseille, France** (2012)

**Rome, Florence, Italy; Paris, France;**

**Andros Island, Bahamas** (2015)

**Amsterdam, Holland** (2014)

**France & Holland** (2015)

**Merida, Mexico** (2014)

**France** (2015)

**Oxford, England** (2014)

**Stonehenge, Wales, Ireland** (2015)

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## The 2013 Florida Statutes: Florida – Mexico Institute

Title XIX: PUBLIC BUSINESS

Chapter 288: COMMERCIAL DEVELOPMENT AND CAPITAL IMPROVEMENTS

**288.8175 Linkage institutes between postsecondary institutions in this state and foreign countries.**

(1) There are created Florida linkage institutes. A primary purpose of these institutes is to assist in the development of stronger economic, cultural, educational, and social ties between this state and strategic foreign countries through the promotion of expanded public and private dialogue on cooperative research and technical assistance activities, increased bilateral commerce, student and faculty exchange, cultural exchange, and the enhancement of language training skills between the postsecondary institutions in this state and those of selected foreign countries. Each institute must ensure that minority students are afforded an equal opportunity to participate in the exchange programs.

(2) Each institute must be governed by an agreement between the Board of Governors of the State University System for a state university and the State Board of Education for a community college with the counterpart organization in a foreign country. Each institute must report to the Department of Education regarding its program activities, expenditures, and policies.

(3) Each institute must be co-administered in this state by a university-community college partnership, as designated in subsection (5), and must have a private sector and public sector advisory committee. The advisory committee must be representative of the international education and commercial interests of the state and may have members who are native to the foreign country partner. Six members must be appointed by the Department of Education. The Department of Education must appoint at least one member who is an international educator. The presidents, or their designees, of the participating university and community college must also serve on the advisory committee.

**(4) The institutes are:**

- (a) Florida-Brazil Institute (University of Florida and Miami Dade College).
- (b) Florida-Costa Rica Institute (Florida State University and Valencia College).
- (c) Florida Caribbean Institute (Florida International University and Daytona State College).
- (d) Florida-Canada Institute (University of Central Florida and Palm Beach State College).

- (e) Florida-China Institute (University of West Florida, University of South Florida, and Eastern Florida State College).
- (f) Florida-Japan Institute (University of South Florida, University of West Florida, and St. Petersburg College).
- (g) Florida-France Institute (New College of the University of South Florida, Miami Dade College, and Florida State University).
- (h) Florida-Israel Institute (Florida Atlantic University and Broward College).
- (i) Florida-West Africa Institute (Florida Agricultural and Mechanical University, University of North Florida, and Florida State College at Jacksonville).
- (j) Florida-Eastern Europe Institute (University of Central Florida and Lake-Sumter State College).
- (k) Florida-Mexico Institute (Florida International University and Polk State College).

(5) Each institute is allowed to exempt from s. 1009.21 up to 25 full-time equivalent students per year from the respective host countries to study in any of the state universities or community colleges in this state as resident students for tuition purposes. The institute directors shall develop criteria, to be approved by the Department of Education, for the selection of these students. Students must return home within 3 years after their tenure of graduate or undergraduate study for a length of time equal to their exemption period.

(6) Each state university and community college linkage institute partner may enter into an agreement for a student exchange program, that requires that the tuition and fees of a student who is enrolled in a state university or community college and who is participating in an exchange program be paid to the university or community college while the student is participating in the exchange program. The agreement may also require that the tuition and fees of a student who is enrolled in a postsecondary institution in a foreign country and who is participating in an exchange program be paid to the foreign institution of enrollment.

(7) A linkage institute may not be created or funded except upon the recommendation of the Department of Education and except by amendment to this section.

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**For the entire chapter please see:**

[http://www.leg.state.fl.us/Statutes/index.cfm?App\\_mode=Display\\_Statute&URL=0200-0299/0288/0288.html](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=0200-0299/0288/0288.html)

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**Florida International University is our linkage partner for the Florida-Mexico Institute**

<http://lacc.fiu.edu/academics/financial/fmi/>

## Polk State College

### Global Initiatives Advisory Board - Letter of Invitation

Date

Name, title

Address

City/State/Zip

Dear (Dr., Mr., Ms., Mrs. \_\_\_\_):

Polk State College is committed to providing our students with a variety of programs, opportunities and experiences through which to become aware of, explore, and plan for a fulfilling career. To that end, we recently launched our Global Initiatives programming which has provided our students with a wide range of international experiences through which to view their career and educational goals. The Global Initiatives opportunities are also part of our Strategic Planning for Global Initiatives and programming such as our Study Abroad trips have been very successful to date. Therefore, we believe that in order for us to continue to be effective and relevant to our community, and to support the continued focused growth of our Global Initiatives programming, it is critical that interested and invested representatives from business and industry, the community, and related faculty/ staff have opportunity to dialogue and provide input through this Board.

We invite you to serve on our Global Initiatives Advisory Board. You have been recommended as a person/business with international ties and/or interests who is respected, knowledgeable, and experienced, and as one who will make a valuable contribution to this Board. By serving on this Board, you have opportunity to guide the Polk State Global Initiatives Programs in order that we may continue to promote and advocate the importance of global awareness and education, and its effect on the exploration and career planning of our students in order to meet the present and future workforce needs in Polk County.

We hope that you will consider our invitation and let us know of your decision no later than (date). You may reply via this message, and once we have confirmed our committee participants we will set up an initial meeting in which to share ideas about how we might work together most effectively.

With gratitude for your support of Polk State, sincerely yours,

Name

Title

## Global Initiatives Advisory Board Contact Information

### Advisory Board and Contact Information

Name	Email	Title
Mark Cabrera	<a href="mailto:mark.cabrera@sclogistics.com">mark.cabrera@sclogistics.com</a>	Senior VP & CFO, Saddle Creek Logistics
Dawn Decaminada	<a href="mailto:dawn@cfdc.org">dawn@cfdc.org</a>	Supervisor, CFEDC
Kristy Dulkoski	<a href="mailto:Kristy.Dulkoski@mosaicco.com">Kristy.Dulkoski@mosaicco.com</a>	Commercial Manager, Mosaic
Steven Elias	<a href="mailto:selias@envisors.com">selias@envisors.com</a>	VP, Engineering, Envisors (Rotary)
George Lin	<a href="mailto:georgelin@tampabay.rr.com">georgelin@tampabay.rr.com</a>	Chinese Cuisine- Publix
Rick Garcia	<a href="mailto:Rick@gca.aero">Rick@gca.aero</a>	President & CEO, Gulfcoast Aviation
Michael Paruta	<a href="mailto:Michael.paruta@mylrh.org">Michael.paruta@mylrh.org</a>	Director, Lakeland Regional Medical Center
Virginie Schena	<a href="mailto:Virginie.schena@legoland.com">Virginie.schena@legoland.com</a>	Hum. Res. Director, LEGOLAND
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For additional contact information visit: <http://www.polk.edu/people/>

## **TRIP LEADER FACULTY AGREEMENT FORM (2/28/14)**

### Voluntary Participation

I am a faculty member of Polk State College and have agreed to participate in an International Student Travel program. I am not required to participate in this travel arrangement or program and my participation is wholly voluntary.

### Financial Agreement

I understand that I will be provided a stipend of \$80.00 per day for days of travel and be responsible for all expenses not provided by the college as part of the education abroad experience. This includes parking expenses, meals, tips, baggage expenses, individual purchases, personal phone calls/internet usage, and travel to the departure/arrival airport location, laundry, etc.

### Medical and Worker's Compensation

I understand that throughout the entire travel arrangement, I will be covered by the Polk State College medical insurance and worker's compensation plans in the event of an accident or injury. I acknowledge and agree that Polk State College is not responsible for any deficiencies in or lack of medical treatment that may occur in another country for any injuries, illnesses, medical bills, charges or similar expenses not covered my company health insurance or worker's compensation plans.

### Academic Integrity

I will adhere to Polk State College's Procedure (XXX) regarding professional ethics and behavior. I am also responsible for the academic integrity of the course(s) associated with this program. By signing this agreement, I am agreeing to teach the classes and/or perform in a competent and professional manner.

### Behavior

I understand that intoxication, use of illegal substance, abusive or inappropriate language, harassment, discrimination or any action that is in violation of Polk State's policies, procedures or code of conduct is prohibited.

I agree to follow local laws, meal etiquette, appropriate dress, and cultural norms of the region and location that I am visiting.

### Prior to the Trip

I understand that it is my responsibility to review material provided by the Global Initiatives Office prior to departure including: trip budget documents, itinerary, safety rules and guidelines, travel documentation, and orientation.

### Context of Education Abroad

I acknowledge that traveling with a group of students and interacting with them in an informal and international environment presents unique challenges and stressful situations not typically found in the traditional classroom setting.

### Student Supervision

While abroad, I will be available to students at all times. If I am temporarily unavailable, I will designate an alternate on-site contact (other Faculty Leaders or assigned chaperons). I agree to put forth every effort to ensure the safety of participants and eliminate risks; monitor the daily personal decisions, choices, and activities of participants.

### Emergency Situations

I will respond quickly and responsibly (with assistance, as appropriate to local first responders, the U.S. Embassy, on-site coordinators, Polk State College emergency contacts) to address any safety and health concerns/incidents. I will contact the identified representatives of Polk State College that will be available via the emergency phone number 24/7 while international travel is underway, as quickly as possible in the case of any emergency or cause for concern.

### Phone Communication

I will be assigned a College provided phone for trip related communications. Use of this phone for personal calls is prohibited.

### Release of Liability

***Please read the following carefully. If you have any questions, have them answered before signing this document.***

In consideration for being permitted to participate in the \_\_\_\_\_ trip/activity sponsored by Polk State College, the undersigned, on behalf of myself, my heirs, devisees, assigns, and any other person or entity claiming by or through me, and in full recognition and appreciation of the dangers and risks inherent in such activities, **DOES HEREBY FULLY AND FOREVER WAIVE AND RELEASE** any and all claims against Polk State College, its Board of Trustees, employees, faculty, members, students, any businesses or persons associated with this trip/activity, from and against any and all claims, demands, actions or causes of action for costs, expenses, damages or attorney's fees for injury to personal property or personal injury or death alleged to have resulted in any way from my participation in these activities, including any injury while traveling. I understand the foregoing waiver and release of liability shall apply whether the claim is based upon breach of contract, negligence, gross negligence, strict tort, breach of any statutory duty or principle of indemnity.

I assume full responsibility for any injuries or damages resulting from my participation in this program including responsibility for using reasonable judgment in all phases of participation of the trip/activity. I recognize and understand that certain activities may be hazardous, that my participation is solely at my own risk and that I assume full responsibility for any resulting injuries and damages. With this knowledge, I am entering into this agreement freely and voluntarily.

I affirm that I am in good health. I further declare that I am physically fit and capable to participate in such activities. I acknowledge that it is the recommendation of Polk State College that I obtain general medical/health insurance if I am not already covered and that it is my responsibility to notify the appropriate person of said coverage. I also understand that this Waiver of Liability and Release binds my heirs, executors, administrators, and assigns, as well as myself.



I acknowledge that I have read and understand this entire Waiver of Liability and Release and I agree to be legally bound by it.

Trip Leader Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Trip Leader Printed Name: \_\_\_\_\_

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## **Polk State College Global Studies Program**

The Polk State College Global Studies Program is designed to provide multicultural and transnational educational opportunities and experiences for Polk State students living and working in an increasingly globally connected society.

The Global Studies Program is designed to develop students' subject area knowledge about global issues in diverse academic fields. The courses, study abroad opportunities, lecture series, and other components of the Global Studies Program increase Polk State students' awareness and understanding of the personal and professional experiences of individuals across the globe.

As outlined below in more detail, students must complete courses that have been designated as Global Studies courses, attend presentations/cultural events, complete a synthesis project, and develop a global resume/portfolio.

### **Program Framework and Requirements**

The following is a checklist and brief description of the four categories of the Global Studies Program.

#### **1. \_\_\_ Global Coursework (15 credits)**

Each student must complete 15 credits of designated Global Studies courses. Professors must apply to have their courses qualify for the program, so course offerings may change from semester to semester. The current list of courses for each academic year is posted on the Global Studies Program website. Students may also contact the Global Studies Program Director for information about course offerings at [globalstudies@polk.edu](mailto:globalstudies@polk.edu).

*\*Please note that only five (5) credits from intermediate language courses can be used to fulfill this requirement.*

#### **2. \_\_\_ Presentations and Cultural Events**

The Global Studies program sponsors or endorses a series of local presentations and other events. These events include, but are not limited to, academic talks, museum exhibits, webinars, and campus-based Polk State College events. Each student is required to attend three of these events and write a 500-750-word paper about each event. This paper must explain how the event raised his or her global awareness, level of intercultural engagement, or multidisciplinary understanding of global issues (see Appendix A for a list and description of program outcomes). These papers are submitted to the Global Studies Program Committee for approval.

- 1.) Event and date:
- 2.) Event and date:
- 3.) Event and date:

### 3. \_\_\_ Synthesis Project

Each student in the program works with a selected faculty member to create a project that successfully synthesizes the student's experiences in the program. This project may include travel experiences abroad, participation in local events endorsed by the Global Studies Program, participation in global academic programs at other institutions, and other approved experiences. A prospectus and the final draft of this project must be submitted to the Global Studies Program Committee for approval.

### 4. \_\_\_ Global Resume/Portfolio

Each student creates a resume or portfolio that records and highlights program experiences. This is submitted to the Career Services Office and the Global Studies Program Committee for approval during the student's final semester in the program.

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**For more information contact Logan Randolph, Lakeland Campus Global Studies Program Faculty Director, [lrandolph@polk.edu](mailto:lrandolph@polk.edu), 863-292-3611.**

## **Polk State College Global Studies Program Course Certification Requirements**

The Polk State College Global Studies Program is designed to provide multicultural and transnational educational opportunities and experiences for Polk State students living and working in an increasingly globally connected society.

The Global Studies Program develops students' subject area knowledge about global issues in diverse academic fields. The courses, study abroad opportunities, lecture series, and other components of the Global Studies Program increase Polk State students' awareness and understanding of the personal and professional experiences of individuals across the globe.

### **Course Development**

Students in the Global Studies Program are required to take 15 credits of certified Global Studies courses that support the program outcomes listed in Appendix A. A faculty member interested in having a course certified for the Global Studies Program must demonstrate that it incorporates the following outcomes. Upon completion of the course, students will be able to:

- a) Explain relevant global/transnational concepts relating to the discipline.
- b) Accurately contextualize diverse global political and economic phenomena.
- c) Demonstrate multicultural literacy.
- d) Offer divergent perspectives on global issues.

The faculty member is encouraged to incorporate a variety of readings, discussions, written assignments, and other academic activities into the courses to ensure that students critically assess the global issues presented.

To have a course admitted into the Global Studies Program, the faculty member is required to complete the course form found below and submit it to the Global Studies Program Committee for approval. When completing the form, the committee asks that instructors consider the following questions:

- What are students expected to learn from the global/transnational elements of the course?
- What comparison and contrast assignments, problem-based learning, and critical-thinking activities does the course incorporate?
- Does the course utilize any outside college or resources (e.g. speakers, events, audio-visuals, internships, community service, and/or local events/exhibits)?
- In what ways has the course been designed to be "student centered"?
- What elements of the course make students aware of the conditions faced by women, minorities, and other historically subordinate groups in the global/transnational context?
- How is the impact of the global elements/essence of the course assessed?

**Required Course Threshold:** The Global Studies Program encourages faculty to, in essence, create courses that are global and transnational in nature. The faculty member is required to demonstrate that at least 20% of the certified Global Studies course is demonstrably global/transnational. Completed Submission Forms are submitted to the Global Studies Program Committee for approval.

## **Global Studies Course Proposal Review Form**

This form is used by the Global Studies Course Review subcommittee to assess courses or sections of courses applying for entrance into the program. Faculty interested in having a section admitted to the program must complete the Global Studies Program Course Submission Form (see below). The review subcommittee, with a minimum of three reviewers, will return this completed review form to the program campus directors and the faculty applicant upon completion. Submissions must meet all the below requirements and be approved by the majority of the subcommittee members to be designated a global studies program course.

Faculty members may submit their course/section for review at any time during the year, but please keep the following deadlines in mind. Courses to be added to future fall schedules are due by April 1<sup>st</sup>, spring schedules due by October 1<sup>st</sup>, and summer schedules due by March 1<sup>st</sup>.

1. \_\_\_ The course develops students' subject area knowledge about global issues and increases students' awareness and understanding of the experiences of individuals across the globe.
2. \_\_\_ The course explains relevant global/transnational concepts relating to the discipline.
3. \_\_\_ The course works to develop global literacy and offer divergent perspectives.
4. \_\_\_ The course includes a variety of readings, discussions, written assignments, and other academic activities that encourage students to critically assess the global issues presented.
5. \_\_\_ At least 20% of the course is demonstrably global/transnational in nature.
6. \_\_\_ Comments, Questions and/or concerns about the course:

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**For more information contact Logan Randolph, Lakeland Campus Global Studies Program Faculty Director, [lrandolph@polk.edu](mailto:lrandolph@polk.edu), 863-292-3611.**

## **Polk State College Global Studies Program Faculty Course Submission Form**

Name:

Campus and Department:

Course Number and Title:

Semester Offered and Format (face-to-face, hybrid, online, etc.):

Brief Description of Global/Transnational Content:

Please check to acknowledge that your proposed course is designed to enable students to:

1. \_\_\_ Explain relevant global/transnational concepts relating to the discipline.
2. \_\_\_ Accurately contextualize diverse global political and economic phenomena.
3. \_\_\_ Demonstrate multicultural literacy.
4. \_\_\_ Offer divergent perspectives on global issues.

Please list the global assignments/other course components that align the course with the Global Studies Program. This should constitute a minimum of 20% of the course. (Please feel free to attach any applicable lesson plans or assignments):

- 1.
- 2.
- 3.
- 4.

Please provide a short list of resources and/or a bibliography used to support the module (e.g., readings, videos, podcasts, documentaries, etc.). This list may be attached.

Describe the evaluation/testing used to assess the comprehension of the course's global nature:

**Required Course Threshold:** The Global Studies Program encourages faculty to, in essence, create courses that are global and transnational in nature. Faculty members are required to demonstrate that at least 20% of their respective course content is global/transnational in nature. (e.g., 9 hours is a 3-credit course, 12 hours is a 4-credit course, 15 hours is a 5-credit course). Completed Submission Forms must be submitted to the Global Studies Program Committee for approval.

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**For more information contact Logan Randolph, Lakeland Campus Global Studies Program Faculty Director, [lrandolph@polk.edu](mailto:lrandolph@polk.edu), 863-292-3611.**

## **Appendix A: Program Outcomes**

1. Global Perspective Formation: Students demonstrate the ability to investigate the source of their cultural assumptions and personal judgments.
2. Global Awareness: Students articulate and explain the interconnectedness (social, economic, political, and environmental) of the world community, along with the global conditions and systems that affect the well-being of human communities and ecosystems.
3. Collaborative Involvement: Students demonstrate the ability to apply cultural knowledge and global competencies during field projects and/or practical learning experiences to address issues in partnership with local residents/employers.
4. Intercultural Engagement: Students demonstrate appropriate verbal communication, body language, and socio-cultural etiquette with people of different nationalities and cultures, either locally or internationally.
5. Multi-disciplinary Awareness: Students identify and analyze the chains of cause and effect in relation to complex global problems and propose alternative ways of addressing them.

## **Appendix B: Glossary**

**Critical Thinking**—actively conceptualizing, applying, examining, and synthesizing information and knowledge in order to both guide and shape belief and action.

**Global Literacy**—understanding of how the world is organized and interconnected, and how this organization and interconnectivity influences individuals throughout the world.

**Multicultural**—relating to or including many different cultures.

**Transnational**—extending or operating across national boundaries.

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