

# Northwestern | Kellogg

## GIM Impact & Sustainable Ventures: Peru & Chile Winter 2024

### November 27 - Class Orientation Session - Zoom

- Mon 11/27 – 5:15pm to 6:15pm CT

### January 6-7 – Evanston

- Sat 1/6 – 1pm to 6pm CT and Class dinner 6:30 – 8:00pm
- Sun 1/7 – 9am to 1pm CT

### Feb 5-8 – Zoom

- ½ hour team check-in with the professor
- To be scheduled by each team

### February 17-18 – Evanston

- Sat 2/17– 1pm to 6pm CT and Class happy hour 6:30 – 7:30pm
- Sun 2/18 – 9am to 1pm CT

### March 4-6 – Zoom

- ½ hour team check-in with the professor
- To be scheduled by each team

### March 12-20 – Peru & Chile

- Mon 3/11 - Arrive in Lima
- Tues 3/12 - Lima
- Weds 3/13 - Lima
- Thurs 3/14 - Lima, then fly to Cusco
- Fri 3/15 - Cusco/Sacred Valley
- Sat 3/16 - Cusco/Machu Picchu
- Sun 3/17 - Fly to Santiago
- Mon 3/18 - Santiago
- Tues 3/19 - Santiago
- Weds 3/20 - Santiago
- Thurs 3/21 – Departure

### April 1-5 – Zoom

- Final team presentations
- To be scheduled by each team

**Classroom:** Kellogg Global Hub 2410 A&B

**Professor:** Megan Kashner - [megan.kashner@kellogg.northwestern.edu](mailto:megan.kashner@kellogg.northwestern.edu)

**Office Hours:** By request, Jan 26 to Mar 7

**In-Country Advisor:** Christopher Marosi - [christopher.marosi@kellogg.northwestern.edu](mailto:christopher.marosi@kellogg.northwestern.edu)

**TA:** Jess Liu - [jess.liu@kellogg.northwestern.edu](mailto:jess.liu@kellogg.northwestern.edu)

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## **GIM Program Purpose and Objectives**

### **GIM Purpose**

To provide all Kellogg students with a unique opportunity to apply classroom learning about global business to an immersive experience in countries outside of the United States.

### **GIM Program Objectives**

- Gain a foundational understanding of the macroeconomic trends, politics, history, and culture of a country or region and the impact of these factors on the business climate of those countries.
- Develop unique insights into the business ecosystems, practices and challenges, and opportunities in a particular country or region through the lens of the class topic.
- Learn and apply an evaluative framework(s) related to a particular business topic or issue.
- Develop skills to locate, connect with, and interview individuals in-country in service of a group project that is designed to deepen students' understanding of the class topic.
- Collaborate with your staff advisor, faculty member, and peers from diverse academic programs and backgrounds to engage, reflect, and participate respectfully, build an inclusive community, and represent the Kellogg brand well.

## **Course Description and Objectives**

Sustainable development and sustainability as drivers for venture impact and scale are growing exponentially across Latin America. In this course, we will learn from experts in sustainable ventures and development and focus in on impact strategy and reporting for sustainable and impactful ventures. To gain our on-the-ground experience and exposure, this course will span Peru and Chile - two Latin American countries dedicating financial and infrastructure resources towards sustainability and community economic development - with special attention paid to each country's history, culture, community, and ecosystems.

Those best suited for this class include students interested in sustainability and social impact, sustainable and impact finance, Latin American markets and commerce, and those hoping to bring sustainability, social impact, and impact measurement learning into their professional lives. Students will be expected to engage in and contribute strongly to classwork and the group project.

## **The Group Project**

The group project for this class begins at the sector level, then progresses to focus in on one, in-country venture, discovered and determined by the student groups. Student teams will select a sustainability or social impact sector in one of the two countries, then assess the sector in the context of the country, culture, resources, regulations, market opportunities and constraints, and global position. Next, the team will select and perform research and analysis on a single sustainability or social impact venture. The final team project will be the development of a theory of change and sustainability/impact reporting framework suitable for that venture's reporting to, and attraction of, funders and partners.

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## **The In-Country Advisor**

Throughout your GIM trip, you will be accompanied by an in-country advisor, name, Kellogg role. The in-country advisor is responsible for designing and managing in-country experience. As part of these responsibilities, they will be assessing each student's level of participation during the plenary meetings and will be assigning 15% of their overall grade.

## **The Travel**

The travel portion of this class promises to be an incredible learning and immersion experience. In Peru we will start with city-based visits and speakers, diving into sustainability and impact leadership and markets in Peru. Next, we will take a couple of days to learn and explore in Peru's Sacred Valley region where we'll both visit Machu Picchu and learn from our friends at the Alianza Andina, a social enterprise that supports agricultural initiatives in farming communities. Finally, we'll head to Chile, to Santiago, where we'll engage with more plenary speakers, site visits, and in-country learning. In general, our days in-country will be spent with our mornings dedicated to plenary sessions and full-class site visits, with our afternoons reserved for group work and group in-country meetings and research. Our evenings will be largely free for exploration and rest.

## **The Student Experience**

Those best suited for this class include students interested in sustainability and social impact, sustainable and impact finance, Latin American markets and commerce, and those hoping to bring sustainability, social impact, and impact measurement learning into their professional lives. Experience in consulting, global development, venture finance, impact measurement, sustainability, supply chain, tourism, workforce, agriculture, energy, and human services will add to the breadth of student contribution to the group projects and the richness of the class overall.

## **Course Materials**

Students will be assigned an array of readings and videos as an introduction to the cultures, history, economics, governance, and country dynamics of each location. Additional readings and cases on impact assessment and measurement, theory of change, problem in context, and structural change will be assigned. Country and market-specific pre-reads ahead of lectures and discussions will be provided via Canvas. Students will subscribe to and read Impact Alpha.

In addition to articles, cases, and academic readings, students will read history, works of fiction, memoir, and perhaps poetry from the countries we will visit. Students will need to purchase or acquire the following:

- 1) The Lima Reader (2017) – link to buy on [Bookshop](#)
- 2) The Chile Reader (2014) – Link to buy on [Bookshop](#)
- 3) One of these two or an alternate Peruvian or Chilean fiction work of the student's choosing:
  - a. Isabel Allende: My Invented Country: A Memoir (2020) – link to buy on [Bookshop](#)
  - b. Fire from the Andes: Short Fiction by Women from Bolivia, Ecuador, and Peru (1998) – link to buy on [Bookshop](#)

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## Course Schedule

Class Zoom Meeting	November 27 – 5:15pm to 6:15pm CT
Topics	Class foundations Class expectations Travel logistics

To Complete	Ahead of class on Jan 6
	<p>Pre-readings (articles, podcast):</p> <ol style="list-style-type: none"> <li>1) How to Think about the UN’s Sustainable Development Goals: A Primer</li> <li>2) The Force for Good Spectrum: Using Business as a Tool (Podcast)</li> <li>3) The Spectrum of Impact Investing</li> <li>4) Impact Investing - an Introduction</li> <li>5) Integrated Reporting Framework – Read “Fundamentals” section of the introduction, pages 15-23</li> <li>6) Impact Management Platform - click through (all the way) and explore and learn about reporting approaches for organizations.</li> <li>7) Read the syllabus in full</li> </ol>
	<p>To Do:</p> <ul style="list-style-type: none"> <li>• Pre-course survey – (link to be provided)             <ul style="list-style-type: none"> <li>○ Complete by December 8</li> </ul> </li> <li>• Subscribe to Impact Alpha</li> <li>• Explore and gain a baseline understanding of your assigned impact measurement approach and <b>prepare a 2-slide presentation</b> to share the one you’ve been assigned to the class on January 6-7. Submit your slides via Canvas by Jan 4.             <ul style="list-style-type: none"> <li>○ B-Labs “B-Impact Assessment”</li> <li>○ GRI Standards and Reporting</li> <li>○ SDG Compass</li> <li>○ IRIS+ System for measuring, managing, and optimizing impact</li> <li>○ Science-Based Targets</li> <li>○ CDSB Framework - Advancing + aligning disclosure of environmental + social information</li> <li>○ SASB - Sustainable Accounting Standards Board</li> <li>○ An alternate of your choice</li> </ul> </li> </ul>

Class 1	January 6 (1pm to 6pm CST), Global Hub
Topics	<ul style="list-style-type: none"> <li>• Introduction to the course, spectrum of social impact.</li> <li>• Sustainable development goals.</li> <li>• Introductions, project discussion, project group formation.</li> </ul>
Speaker	- Daniel Lansberg-Rodriguez – Peru and Chile foundations

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<b>Class 2</b>	<b>January 7 (9am-1pm CST), Global Hub</b>
Topics:	<ul style="list-style-type: none"> <li>• Theory of change and enterprise formation</li> <li>• Scaling impact ventures</li> <li>• The dynamics and mapping of impact capital and returns types</li> </ul>
Speaker	- Tasha Seitz – Enterprise-level impact measurement

<b>To Complete</b>	<b>Between classes 1/2 and classes 3/4</b>
	<p>Readings:</p> <ol style="list-style-type: none"> <li>1) In Latin America, Impact Finance Demonstrates Remarkable Progress and Untapped Potential</li> <li>2) Sustainable Finance in Latin America (optional)</li> <li>3) Catalyzing the growth of the impact economy</li> <li>4) Introduction to measuring your social enterprise's impact</li> <li>5) Sistema Biobolsa Case – Read in advance of casework in class.</li> </ol>
	<p>To Do:</p> <ol style="list-style-type: none"> <li>1) Venture assessment of an organization in your sector of interest             <ul style="list-style-type: none"> <li>- Complete an assessment of the impact intended and demonstrated by a venture that falls within your sector of interest. This venture should not be in Peru or Chile.</li> <li>- Questions and guidance provided on template in Canvas.</li> </ul> </li> <li>2) Project team contract</li> <li>3) Project proposal and framing</li> <li>4) Prepare sector briefing for presentation in class</li> <li>5) Early Feb team check-in with professor (schedule and attend)</li> </ol>

<b>Class 3</b>	<b>February 17 (1pm to 6pm CST), Global Hub</b>
Topics	<ul style="list-style-type: none"> <li>• Evaluating, quantifying, and reporting on impact</li> <li>• Impact logic models</li> <li>• Student sector briefings</li> </ul>
Speaker	- Speaker – Ameet Morjaria on the emerging market lens

<b>Class 4</b>	<b>February 18 (9am-1pm CST), Global Hub</b>
Topics	<ul style="list-style-type: none"> <li>• Case examples on impact quantification and reporting</li> <li>• Peru and Chile background and sustainable finance dynamics</li> <li>• Student sector briefings</li> </ul>
Speaker:	- TBD

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To Complete	Before travel
	<p>Reading and viewing:</p> <ol style="list-style-type: none"> <li>1. The Lima Reader (2017) – link to buy on <a href="#">Bookshop</a> <ol style="list-style-type: none"> <li>a. Chinese Are Not Welcome (p.94) - Short but powerful piece on how the abolition of the slave trade and arrival of Chinese immigrants in Lima intersect.</li> <li>b. A City of Outsiders (p.207) - Discusses the effects of urbanization in Lima from the 1950s to 1980s, as well as the split in living conditions among the rich and poor from an anthropological viewpoint.</li> <li>c. The Great March of Villa El Salvador (p. 193) - Details the creation of Villa El Salvador, which lower class workers took for themselves due to land scarcity elsewhere in the city and the issues they faced in doing so.</li> <li>d. Read 2-3 other articles in this book – your own choice – here are some suggestions if this helps:               <ul style="list-style-type: none"> <li>• The Transformation of Lima after 1895 (p. 103)</li> <li>• Malambo, A Black Neighborhood (p. 165)</li> <li>• Maria Elena Moyano (p. 216)</li> </ul> </li> </ol> </li>   <li>2. The Chile Reader (2014) – Link to buy on <a href="#">Bookshop</a> <ol style="list-style-type: none"> <li>a. How to Run an Hacienda (p. 172) – This is a written artifact from the 19<sup>th</sup> century in which a father hands down to his sons his instructions for running the estate.</li> <li>b. Competing Perspectives on Dictatorship as Revolution (p. 458) – In and around 1988’s plebiscite and democratic return, perspectives abounded regarding economics and the business sector.</li> <li>c. I Never Looked for Power (a letter from Pinochet) (p. 555) and the historians’ response Historians Critique Pinochet’s Anti-History (p. 560)</li> <li>d. Read 2-3 other articles in this book – your own choice – here are some suggestions if this helps:               <ul style="list-style-type: none"> <li>• Environment and History (p. 9) (Remember this was written in 2014)</li> <li>• Debating Indian Slavery (p. 92)</li> <li>• Poetry and Politics, Pablo Neruda (p. 320)</li> </ul> </li> </ol> </li>   <li>3. One of these two or an alternate fiction work of your choosing:           <ol style="list-style-type: none"> <li>a. Isabel Allende: My Invented Country: A Memoir (2020)</li> <li>b. Fire from the Andes: Short Fiction by Women from Bolivia, Ecuador, and Peru (1998)</li> </ol> </li> </ol>

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	<b>Assignments:</b> <ol style="list-style-type: none"> <li>1) Background research review</li> <li>2) In-country detailed plan             <ol style="list-style-type: none"> <li>a. In-country meetings scheduled</li> </ol> </li> <li>3) March team check-in with professor (schedule and attend)</li> <li>4) Mid-term peer evaluations</li> </ol>
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In-Country Field Research - March 12<sup>th</sup>– March 20<sup>th</sup>

To Complete	After Travel
	<b>Assignments:</b> <ol style="list-style-type: none"> <li>1) Final project presentations</li> <li>2) Final presentation slide deck</li> <li>3) Individual reflection paper</li> <li>4) Final written project report</li> <li>5) Final peer evaluations</li> </ol>

## In-Country Experience and Academics

Students are reminded that GIM is first and foremost an academic program. Part of your engagement and preparation grade will be based on your participation in the plenary meetings and engagement in other activities as assessed by the in-country advisor. Students are expected to not only attend all plenary meetings, but to be actively engaged during the meetings and other learning opportunities in country.

In-country participation in all activities and meetings listed on the syllabus is mandatory for all GIM students, unless otherwise indicated by your advisor and faculty member. Engagement in the in-country experience is critical to GIM program learning and success. This includes:

- Engaging and contributing to your group project meetings and teams
- Engaging and contributing to plenary meetings
- Successfully fulfilling your class role
- Being a positive brand ambassador for the Kellogg School throughout your travels

## Assessment

Group Project (50%)
Project Proposal and Framing
Sector Briefing
Background Research Review
In-Country Research and Work Plan
Group Work and Communication
In-Class Presentation



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Written Paper
Peer Evaluation
Written Assignments (25%)
Impact Assessment Framework – 2-Slide Preparation
Venture Assessment and Theory of Change Model Assignment
Final Reflection Paper
Active Engagement + Preparation (25%)
In-Class Preparation + Participation (attendance, discussion, engagement)
In-Country Participation (overall participation and engagement)

## GIM Team Project

The core of the GIM class is an independent project. Students will be surveyed about their interests and backgrounds, then placed by the professor into assigned student teams. These groups of 4 to 5 students will focus on a sustainability or social impact sector in one of the two countries and assess the sector in the context of the country, culture, resources, regulations, market opportunities and constraints, and global position. Next, the team will select, and perform research and analysis on a single sustainability or social impact venture. The final team project will be the development of a theory of change and sustainability/impact reporting framework suitable for that venture's reporting to, and attraction of, funders and partners.

Students begin secondary research at the start of the course, incorporating perspectives from the class readings and speakers. They will also spend considerable time in-country meeting with enterprises, speaking with resident experts, gathering local data, and testing their framework.

**Students must schedule at least 6 in-country meetings** with at least one meeting in every city that class visits on a business day.

## Selecting Sectors and Enterprises

Before the term begins, the professor provides an opportunity for students to express their interests and inform group formation and class focus. The professor will assign students to groups based on expressed interests and a strong mix of students and backgrounds. Throughout the course, each team will refine their focus within their sector, country, and enterprise subject with the help and advice of their faculty member.

## Project Deliverable

Final reports should be at least fifteen pages in length, excluding exhibits. Papers should include sector analysis, industry and community/contextual analysis, developed and substantiated theory of change model and description, data and reporting structure recommendation, and examples and benchmarks from across the field. The strongest project deliverables and presentations should be as robust as a consulting project deliverable for a client engagement and actionable enough to hand off for adoption by the target company. Final reports should be accompanied by the team's final presentation which takes the findings and delivers them as if for client adoption. Whether the company sees or uses this analysis will depend on the scenario, but the work is required to meet these expectations.



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## Individual Assignments

- Explore and gain a baseline understanding of your assigned impact measurement approach/tool and prepare a 2-slide presentation to share the one you've been assigned to the class.
- Venture Assessment and Theory of Change Model Assignment – Each student will select a venture and complete a structures assignment assessing the venture and its theory of change. An assignment prompt with set questions will be provided via Canvas.
- Final Reflection Paper – Each student will complete a 3-5 page final reflection paper on their experience of the cities visited, touching back on the course readings and speakers on the cultures, history, economics, governance, and country dynamics of each location. This paper should demonstrate:
  - The level of synthesis between reading, class, and in-country learning
  - Engaging, insightful and relevant thinking
  - Applicability of insights to professional interests

## Group Project Deliverables

- Project Proposal and Framing – Each project group will submit a 2-page description of their sector, country, and enterprise type, including:
  - A description of the specific and narrowly focused exploration and research to be conducted.
  - Description of the sector and enterprise type's importance, timeliness, economic, or social significance.
  - Identification of possible in-country visits with companies, governmental agencies, NGOs, etc.
- Sector Briefing - Your team must research your sector within your selected country and prepare a 10-minute presentation to the class. Your presentation should provide your classmates with detailed background about the sector, the dynamics of the particular market in the country and region, and any sustainability and impact overlays. The point here is to share enough about your sector of focus that all the students emerge from the class session having learned about the entire array of sectors and market dynamics in both countries as addressed by the teams collectively. Be sure that your briefing is in-depth and detailed and creative and dynamic enough to engage your classmates.
- Background Research Review – Each project team will submit a 3 to 6 page review presenting secondary information relevant to its sector, country, and company. Include annotated bibliography and findings on your group's selected industry as well as your community/contextual analysis of the social or sustainability problem addressed. This review may later feed into the final report,
- In-Country Plan – Please prepare and submit your team's detailed in-country plan including planned meetings (in addition to entering these in the google sheet), descriptions of the organizations to visit, bios of interviewees/attendees, meeting agendas and interview guide and planned questions for each meeting. The strongest plans will include allocation of responsibilities, intended or aspirational learnings, research to be completed, and more.
- In-Class Presentation – During the week of April 1-5, each project group will make a presentation over Zoom which takes the findings and delivers them as if for client adoption. The purpose of this deliverable is to allow the professor to see, hear, and provide feedback

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on the project groups' final findings. Each team will schedule an hour (90 minutes if the client/subject will be present on the call) for this session with the professor.

- **Written Report** – The final report, a minimum of 15 pages of developed content, should include sector analysis, industry and community/contextual analysis, developed and substantiated theory of change model and description, data and reporting structure recommendation, and examples and benchmarks from across the field.
- **Peer Evaluation** – Each member within the project group will assess every other member's contributions to the project, including their own, with a confidential peer review form.
- **Group Project Database** – Maintained by the Global Experience Office, group projects database serves as a repository for contact information shared amongst multiple years of GIM students. About a week before final reports are due, Global Experience will send a link to the platform for each project group to fill out with information about their contacts. Please note that the requirement for filling out the google sheet is due at the same time as the written report.

## Grading Rubric

A	100 %	to 92.0%
B	< 92.0 %	to 85.0%
C	< 85.0 %	to 70.0%
D	< 70.0 %	to 65.0%
F	< 65.0 %	to 0.0%

## Attendance Policy

Attendance is mandatory in all GIM classes, the fall quarter orientation, and everything listed on the in-country schedule. The only excused absences are unanticipated illness or family emergencies. A student who misses more than 20% of any GIM class will be dropped from the class as well as from the GIM trip, in accordance with Kellogg academic policies.

**Sickness:** If a student needs to miss class due to illness, they should request approval using the form linked in Canvas. Once a student's absence is excused, they may reach out to the faculty member or TA for the link to access the recording of the class that they missed (if provided) and to determine what make-up work might be needed.

**Recruiting:** Students are expected to conduct their recruitment interviews around their course schedules. If you have an interview scheduled at the same time as this class, please work with the company to reschedule your interview for another time. If you need help on how to have that conversation or make that request, please reach out to the Career Management Center (CMC) for support.

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## **Class Session and Travel Planning Calendar**

### **November:**

- 11/27 – Mandatory kick-off session, 5:15pm
- 11/27 – Start visa application process + obtain documentation from Global Experience (if applicable)

### **December:**

- 12/1 – \$500, non-refundable deposit due to travel provider Austral
- 12/4 – Class survey sent
- 12/8 – Class survey due

### **January:**

- 1/3 – GIM drop deadline (please don't wait this long)
- 1/6 – Class, 1-6pm
- 1/6 - Class dinner 6:30 – 8:00pm
- 1/7 – Class, 9am – 1pm
- 1/15 - Payment due in full to travel provider
- 1/24 – Project connections session with Global Experience

### **February:**

- 2/2 – Deadline to inform your advisor (Christopher) of any visa issues
- 2/17 – Class, 1-6pm
- 2/17 - Class happy hour 6:30 – 7:30pm
- 2/18 – Class, 9am – 1pm
- 2/21 – Register in OGSS's travel registry

### **March:**

- 3/11 – In-country arrival date
- 3/20 – In-country final session; in-country experience concludes after final dinner
- 3/21 – In-country departure date

### **April:**

- 4/1 to 4/5 – Final presentations over Zoom
- 4/26 – GIM feedback surveys due

## **Kellogg Honor Code**

The students of the Kellogg School of Management regard honesty and integrity as qualities essential to the practice and profession of management. The purpose of the Kellogg Honor Code is to promote these qualities so that each student can fully develop his or her individual potential. Upon admission, each student makes an agreement with his or her fellow students to abide by the Kellogg Honor Code. Students who violate the Kellogg Honor Code violate this agreement and must accept the sanction(s) imposed by the Kellogg community.

The Kellogg Honor Code is administered by students and is based on the concept of self-government. The efficacy of such a student-administered honor code is dependent upon a high degree of dedication to the ideals of honesty, integrity and equal opportunity reflected by the code. The Kellogg Honor Code requires that each student act with integrity in all Kellogg activities and that each student hold his or her peers to the same standard. In agreeing to abide by the code, the Kellogg students also agree to report suspected violations. By not tolerating lapses in honesty and integrity, the Kellogg community affirms the importance of these values.

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## **Northwestern University Code of Conduct**

All students who participate in GIM are expected to comply with all policies governing social interactions and personal behavior as outlined in the [Northwestern Student Handbook](#) and the [Northwestern Student Code of Conduct](#).

## **Accommodations**

Kellogg Academic Advisors and the Student Life Office work with students with disabilities to ensure that they receive the resources and assistance that they need. These offices contact the faculty member for each class in which a student is enrolled to make sure that the student receives the required accommodations. Please contact your Academic Advisor or the Student Life Office with any questions and to discuss how accommodations can best be implemented throughout the course.

## **Class Recordings**

This class or portions of this class will be recorded by the instructor for educational purposes. Please reach out directly to the Professor and TA to request access the recording of any missed content.

Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy and state law. Students requesting the use of assistive technology as an accommodation should contact AccessibleNU. Unauthorized use of classroom recordings – including distributing or posting them – is also prohibited.

Under the University's Copyright Policy, faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as syllabi, lectures and lecture notes, and presentations. Students cannot copy, reproduce, display, or distribute these materials. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.

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## GIM Program Contract

As a student enrolled in Kellogg's Global Initiatives in Management (GIM) program, I understand and will abide by the following requirements:

1. All dates, deadlines, and requirements related to:
  - Program academics
  - Program-associated travel and community-building
  - Program costs, payments, and visas;
2. The expectations set forth in the Kellogg Honor Code, the Northwestern Student Code of Conduct, and the Northwestern Student Handbook;
3. Serving as a positive brand ambassador for Kellogg throughout the in-country experience;
4. Respecting and following recommendations related to health, safety, security, and local laws throughout travel;

If I do not fulfill these expectations, I understand that the Office of Global Experience, my GIM faculty member, and my GIM advisor have the right to determine how my actions might impact my grade or my ability to participate in the GIM program.

Your name:

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date