

**REPORT ON THE KENYA SEMESTER ALUMNI SURVEY:
CENTRAL ISSUES AND RECOMMENDATIONS**

INTRODUCTION:

As part of the stated goals of conducting a survey of the Kenya semester alumni/ae (hereafter, the form 'alumni' will be used) we have compiled the following report from their responses. As of September 28, 1992 we have received 268 surveys out of approximately 700 sent out, a 38% response rate. The main objectives of conducting this survey were threefold: 1) to obtain some reflective evaluations of select aspects of the Kenya program; 2) to find out how their African experiences have affected the lives of our alumni; and 3) to begin a process of networking with the aim of enhancing both communication and opportunities for past and future alumni. We are pleased with the number and quality of responses that have been recorded thus far.

When analyzing a survey of this nature, one which asks many alumni to reflect on experiences that happened years ago, or some more recent, through open-ended questions, it is often difficult to formulate single conclusions. Given this, I have grouped similar comments and recommendations together indicating commonly held concerns. Our hope is that the suggestions and recommendations of these alumni can serve to improve the program and reveal areas which are in need of attention. From this survey we will also compile an alumni directory which will list the address and the areas of expertise in which each alumni is willing to act as an adviser. Included with this report is a preliminary alumni directory, as well as a list of alumni who could be useful in putting together a newsletter, participating in a future conference/workshop involving alumni input or several other activities requiring alumni resources.

The alumni that responded put a great deal of time and effort into their answers. We appreciate the evident interest in the future of the Kenya Semester Program and African studies, and we hope this report will serve to highlight the central issues and recommendations emanating from the survey.

SURVEY RESPONSES AND COMMENTS:

A. How did you become interested in African Studies?

1. Specific Course-----	43	16%
2. Instructor-----	42	16%
3. Student-----	106	40%
4. Other-----	75	28%
a. Previous Interest-----	44	16%
b. Travel-----	9	3%
c. Relative/Sibling-----	7	3%

COMMENTS:

The answers from this straightforward question indicate that most of the Kenya semester alumni first became interested in African studies through contact with another student. Word of mouth appears to be the most significant way in which students initially become interested in area studies and then decide to pursue this interest by enrolling in a specific class. Given this trend it would be prudent to take advantage of students as effective advertisers of African studies.

Four African-American alumni stated that because they were African-Americans they were by definition interested in African studies. This type of attitude coincides with the larger trend of African-American students becoming increasingly interested in African studies. In order to be successful in maintaining this interest in the future it will be important for African studies programs to become more relevant to the African-American community. It would therefore seem appropriate that African studies programs should become more inclusive and sensitive to the linkages that exist between African studies and African-American students. In this way the African-American students on campus and those applying to schools with African studies programs might increasingly see the importance of such programs and desire to participate in AFS classes and abroad programs like the Kenya Semester Program.

B. How did you find out about the Kenya semester program?

1. International Education Office-----	30	11%
2. Admissions Materials-----	50	19%
3. Past Program Participant-----	150	56%
4. Course-----	6	2%
5. Instructor-----	20	7%
6. Other-----	20	7%
a. Non-SLU International Education Office.-----	11	4%

COMMENTS:

Again, the answers to this question indicate that past participants of the Kenya Semester Program are the most significant agents influencing students to apply to the program. It cannot be stressed enough that past participants are the single most valuable resource in increasing interest in the Kenya program. Further thought should be given to how past participants can be utilized to increase the numbers that apply to the program, especially students from other universities who may be the lone contacts knowledgeable about the Kenya program and excited to encourage others to apply.

C. If you were an SLU participant, was the fact that SLU has a program in Kenya a factor in your decision to attend SLU?

YES-----47 18%

COMMENTS:

This is a very significant statistic in that this many SLU alumni considered the existence of the Kenya program to be the reason why they attended St. Lawrence University. This supports the fact that the Kenya program is one of the most important assets St. Lawrence University has and should protect during difficult financial times.

D. Which of the following requirements were in effect when you participated in the Kenya Semester Abroad Program?

1. Course in African Studies-----	81	30%
2. Letters of Recommendation-----	170	63%
3. Grade Point Average-----	187	70%
4. Interview-----	212	79%
5. Personal Statement-----	201	75%
6. Other-----	0	

COMMENTS:

Many alumni were very sensitive to this question and, consequently, made many recommendations. The most common recommendations expressed the need for flexibility with grade point average and the importance of being open to non-Africanist applicants. While supporting the general need to maintain a high standard for Kenya participants, almost all alumni expressed the concern that the Kenya program should be open to all disciplines and that one of the greatest strengths of the program comes from the diversity of student academic backgrounds.

Given that many changes have been made over the past eighteen years the program has existed, some recommendations have already been adopted. The past practice of making it mandatory for non-SLU applicants to travel to SLU for interviews was a source of great concern. Phone interviews for non-SLU applicants was heavily supported in the survey. Several other recommendations were made, the most often reported are the following.

1. Keep the requirements the same-----	31	12%
2. Waive the G.P.A. requirement-----	23	9%
3. Make one semester of Kiswahili required-----	12	5%
4. Drop the AFS requirement-----	11	4%

E. Do you think your preparation for participation in the Kenya Program was adequate?

YES-----	196	73%
NO-----	45	17%

COMMENTS:

The most common concern voiced in regards to preparation was that Kiswahili would have been an extremely useful and needed skill in Kenya, especially for the first homestay which begins almost immediately after arrival. Another frequent response was reported by non-SLU participants who felt that SLU students were much better prepared for the experience because they had access to past participants for consultation. They suggested that non-SLU participants should have access to phone numbers or addresses of past participants so that they could ask them questions and help them in their pre-semester preparation.

F. During your orientation in Kenya were there any important issues that were not adequately covered, or not included at all?

COMMENTS:

Although jet lag was frequently reported as a hindrance to the orientation process in Kenya, most alumni felt that the orientation prepared them as well as it could considering the range of experiences they would encounter. Sexual harassment and personal safety for women was one issue that many alumni (23--9%) felt was not adequately covered. It was highly recommended that more time should be spent on making women aware of the dangers of being in certain areas and also on informing women on how to deal with situations of personal safety and sexual harassment.

It was also recommended that group trust-building exercises be incorporated into the orientation to facilitate group solidarity. This could be followed by a discussion of the various reasons why students came to Kenya so that all students would be aware of the diverse set of interests that have brought the group together. This may help the group become more tolerant of the different experiences each student has.

G. In Kenya, which did you do?

Internship-----	232	87%
Field Course-----	36	13%

Was your internship or field course a valuable component of your African experience?

YES-----222 83%
NO-----45 17%

COMMENTS:

The most common problem alumni had with the internship portion of the Kenya Semester was that getting a worthwhile internship was too much of a hit or miss process. Although it is impossible to guarantee a positive experience, many alumni were concerned that there should be more information available on the track record of past internships. Many of the alumni that felt the internship was not a valuable component of their African experience explained that they had been under-utilized or had little direction on how they could be involved. Most of the alumni that had internships in Nairobi recommended that all students should be highly encouraged to take internships outside Nairobi. They explained that internships in Nairobi often led to office work or an experience that could be found in any city world-wide. Again the overall response praised the internship as a valuable, if not the most valuable, component of the semester.

H. How valuable were the experiential aspects [homestays, weekend trips] and non-evaluated field courses [Samburu/Tanzania] of the Kenya Program?

Extremely Valuable-----258 96%

COMMENTS:

All of the alumni that responded to this question believed that the experiential aspects were the most important components of the Kenya program. Almost every response stressed that the Kenya program would not be worthwhile without the experiential aspects and that these components were what had the most significant impact on their lives. Alumni constantly reiterated the fact that the most valuable aspects of the Kenya program were the experiential components and without them the program would lose its most important assets.

H.1 How would you assess the relationship between these experiential components in conjunction with the classroom courses?

Worked well together-----138 51%
Little relation between the two-----55 21%

COMMENTS:

Although many alumni said Kiswahili was a very important course, there were a large number that reported there was little relation between the experiential components and the classroom courses. Those that felt this way suggested that the two should be better integrated and organized to complement each other.

Recommendations suggested that courses be offered that deal directly with some of the contemporary issues emanating from the homestays. The possibility of having a course on rural living strategies or urbanization was recommended, two topics which would enhance the rural and urban homestays. The alumni that enrolled in Paul Robinson's development course felt that it served as a good model for other courses in that it was directly relevant to their Samburu homestay. It was emphasized that the classroom courses were important but should be better tied to the questions that were brought up in the three different homestays.

I. Please rate each of the following issues in terms of their significance to the group dynamics during your semester. Rate with a 1 = insignificant to 10 = very significant. Those alumni indicating a number from 6-10 (very significant) are recorded below.

1. Variations in academic preparation-----	45	17%
2. divisions between SLU and other students-----	44	16%
3. willingness to work together-----	123	46%
4. differences in cross-cultural sensitivity-----	87	32%
5. lack of minority student participation-----	65	24%
6. Interpersonal conflicts-----	57	21%

COMMENTS:

This question was poorly worded and found to be misleading in its attempt to solicit alumni comments on the group dynamics of their semester. Despite the rather ambiguous nature of this question several important issues were brought up.

A common source of conflict for students was the formation of cliques within the group and the less serious attitude of SLU participants. Many alumni reported that SLU students were less prepared both academically and emotionally for the program and were oftentimes less committed to learning. They suggested that the application process be more rigorous toward SLU participants.

Another central source of conflict involved relations between minority students and the rest of the group. On one hand many alumni responded that minority students were the source of conflict and on the other several alumni reported that students were not sensitive to the different experience African-Americans went through. This particular source of conflict is a crucial one in that it appears to come from a high degree of misunderstanding. Because African-Americans oftentimes encounter a different set of questions in Kenya a rift develops between themselves and many others in the group.

Several individuals suggested that the different set of experiences African-Americans have in comparison to white students should be a topic of discussion during the orientation of the semester program or at the outset of any perceived conflict. This could confront the misunderstanding that exists and also bring a whole new set of ideas and questions to students not normally sensitive to issues of race and racism. This issue should receive further attention in the future.

Another issue arose concerning the different gender experiences. For many females on the program, they experienced a very different Samburu field homestay compared to their male counterparts. This was understood to be a consequence emanating from the conditions of Samburu life but was rarely talked about in discussion, or if it was a concern of some students, was downplayed by the field director. The concern was expressed that these issues should become a regular topic of discussion during the semester.

RECOMMENDATIONS:

1. A diverse group of students is an important aspect of the program.-----36 13%
2. Minority student participation should be actively pursued.-----9 3%
3. Students should be encouraged to do things on their own.-----7 3%
4. Small group discussions on current events and personal experiences would be beneficial.-----4 1%

J. Which of the following applied to your reintegration experiences back on your home campus?

1. Additional course work
in international studies-----135 50%
2. Involvement in campus organizations,
international issues.-----61 23%
3. Involvement in international education
administration or projects e.g. Kenya
selection process, teaching assistant.--42 16%
4. Informal alumni contact or support.-----90 34%.

COMMENTS:

Many alumni felt that re-integration could be eased with alumni contact and encouraged any type of alumni gathering. The initiation of a Kenya Semester Alumni Newsletter was enthusiastically received and encouraged.

Academically, several alumni suggested that there should be a capstone course that would attempt to bring rigorous consideration to some of the many unanswered questions that arise from spending a semester in Kenya. Another suggestion was made to encourage students to make presentations on their semester abroad once returning to their home campus. This would both inform the rest of the campus and also help bring a degree of reflective coherence to the participants' experiences by forcing them to organize their thoughts in a presentation.

K. Did you complete an interdisciplinary minor in African studies?

YES-----9 3%

RECOMMENDATIONS:

In order to increase the numbers minoring in African Studies at SLU, alumni suggested that more opportunities for gaining credit for science and other non-government courses should exist. Another suggestion was made that students returning from Kenya could be involved in putting together an edition of the Kenya Semester Newsletter for credit. Credit could also be granted for other projects that the African Studies Advisory Board find relevant.

L. Please Indicate all activities related to international studies which you have been involved in since graduation, whether on a student, volunteer, or employment basis.

1. Graduate School/International Studies----	70	26%
2. International Employment-----	62	23%
3. Peace Corps-----	23	9%
4. Graduate School/African Studies-----	21	8%
5. Graduate School/Environmental Studies----	21	8%
6. Employment/Related to Africa-----	15	6%

How has African studies/Kenya program influenced you to pursue these activities?

COMMENTS:

Most all alumni that responded to this question indicated that their present pursuits were heavily influenced by their participation in the Kenya Semester Program. Many alumni commented that the exposure the Kenya program offered inspired them to pursue activities they normally would not have pursued had they not participated in the program. From the numbers of alumni that have gone on to pursue graduate studies, professional employment and volunteer activities related to international and African affairs it is evident that the Kenya program significantly influences the lives of its alumni.

M. Would you be willing to act as an adviser in your area(s) of expertise for our program students?

YES-----147 55%

COMMENTS:

A list has been made of those alumni that would be willing to act as an adviser for in their area(s) of expertise along with their current activity. (see Alumni Directory, appendix A)

N. Are there any summer employment, internship or full time employment opportunities in your organization that might be of interest to our students?

COMMENTS:

Almost all alumni answered question M. and N. together which is recorded in the Alumni directory (appendix A).

O. In what other ways have your African experiences influenced your career or life since graduation. (e.g. lifestyle, values, friendships, world view, etc.)

1. Lifestyle and Values-----	114	43%
2. Friendships-----	35	13%
3. World View/Perspective-----	104	39%
4. Cross-cultural sensitivity-----	64	24%
5. Re-examination of own culture/ less materialistic.-----	66	25%

COMMENTS:

Although this question is completely open-ended and difficult to bring into a neat statistical representation, it gave alumni an opportunity to express ways in which the Kenya program impacted them other than in a strictly academic and employment oriented sense. Some did not try to answer this question while others attached two additional pages only to begin to touch on the personal impact the program had on their lives. For most alumni the Kenya semester had a profound and transforming effect on their lives. It gave them invaluable perspective and confronted them with questions that will challenge them for the rest of their lives. From these responses the Kenya Semester Program's significant and lasting effect on its participants can truly be seen.

P. CENTRAL ISSUES AND RECOMMENDATIONS:

The Kenya Semester Program is recognized as one of the best abroad programs on Africa. Our alumni are proud of this program and are concerned about making it the best program it can be. In order to improve the program and raise the quality of the educational experience it offers, the recommendations of its alumni must be seriously considered. This is the section where alumni had the opportunity to make what they felt to be the most significant recommendations that would help improve the program. They are, therefore, the few issues that stood out as areas or aspects of the program in need of change.

1. Publish a Kenya Semester Program Newsletter:

Many alumni encouraged the publishing of a Kenya Semester newsletter so that they could be informed of the changes that are occurring in the program, hear from past alumni about their perspectives on the program and their present pursuits, and, to establish contact with a diverse group of people with whom they shared a valuable experience.

2. Compile an alumni directory:

This would complement the Kenya Semester Newsletter by informing alumni about what other past participants have gone on to do. This would also serve as an invaluable directory for recent graduates interested in talking to individuals within their field of interest.

3. Publish results of survey:

Many alumni are interested in the results of this survey and would like to become better informed of the impact it will have on the future of the Kenya Semester Program.

4. Advertise program to other schools, especially predominantly African-American, such as Temple, Howard, etc.:

There has been a strong concern that the Kenya Semester Program fails to involve many students that could benefit most from the experience and also add an important dimension to the program. Several alumni believe that there is an imperative need for St. Lawrence University to increase African-American involvement by advertising more widely and aggressively. The program has been criticized as a program for white upper class students mainly interested in a safari type experience. Although these statements appear uninformed, there should constant thought given to why this program exists and for whose benefit.

5. Increase scholarship opportunities for African American students wishing to apply to the program:

This recommendation follows the concern that the Kenya semester program should expand the diversity of student involvement. To further encourage African-American participation, scholarships were recommended as a necessary addition to a more widely and aggressively advertised Kenya Semester Program.

6. Make an option for students to stay for a year and pursue independent research or extended internship:

The possibility for a year program in Kenya was a logical consideration because of the long period of adjustment that often takes place when studying in a foreign country. Oftentimes a student just begins to focus on understanding different cultures from this learning experience upon the conclusion of the semester. It was recommended that many students would gain much more from a second semester studying in Kenya because they would be familiar with their surroundings and able to more readily access their experience abroad.

7. Address issues of personal safety for women:

This is a real concern for many alumni who felt they were inadequately prepared for situations of sexual harassment and personal safety. It should be acknowledged that many students participating in the Kenya Semester Program have not had extensive experience traveling abroad or even in the United States, and therefore have little experience dealing with the risks of traveling or living with another family. Despite the fact that certain risks always exist, more education during the orientation period is extremely important and necessary so that all students, and especially women, will be more aware of the risks and what they can do in certain threatening situations.

8. Paul Robinson and Howard Brown should be treated as full professionals, and should receive tenure and full support from the University and African Studies at St. Lawrence:

It has become evident to many alumni that Paul Robinson and Howard Brown, despite working in a unique environment, have received inadequate treatment as professional teachers. Serving as program directors and professors for over thirteen years, Paul Robinson and Howard Brown have failed to receive sabbatical leave, promotion and other considerations normal to working professors. Many alumni recommended that Paul Robinson and Howard Brown be recognized for their longstanding work as St. Lawrence University professors and should receive more support for their management of the Kenya Semester Program.

9. Facilitate more interaction between Kenya students at the University of Nairobi and Kenya program students:

A central concern was expressed that the present format of teaching classes at the YMCA instead of through regular classes at the University of Nairobi discourages contact between American students and Kenyan students. It was recommended that more contact should be made with Kenyan University students because of the invaluable perspective that could be gained from this interaction. Several alumni expressed the concern that because American students are so sheltered they fail to make contact with Kenyan students, a group which is crucial to the future of Kenya.

10. Encourage students to go out on their own:

Many alumni felt that the most important learning experiences offered by the program can only be found when students venture out on their own, whether it be on weekend trips, internships or just daily interaction in Nairobi. The argument was made that when students are alone there is a much better opportunity to make more meaningful contact with other Kenyans. The tendency is that when students are constantly surrounded by other students they are much less likely to converse with other Kenyans. It was recommended that students should be encouraged to do as many activities in Kenya solo, forcing them to fend for themselves and not rely on each other for constant support.

11. Follow program in Kenya with capstone course in United States:

Upon returning from Kenya many students fail to make sense or even spend time dealing with the many questions and issues they were confronted with in Kenya. In addition, returning to the United States often causes students to become more confused about their semester in Kenya. Many alumni recommended that there be a capstone type course offered upon their return to campus. This would allow them to discuss their experience with other students and return to an academic examination of some of the processes they saw at work in Kenya. Without this type of capstone course many of the experiences students had in Kenya remain fractured images, confusing attempts to gain a better understanding of Kenyan life.

12. Revamp internship process:

For several alumni getting a worthwhile internship was difficult to insure. Many internships were seen to be lacking a director or supervisor who would involve students in their projects and find use for them. It was often the case that internship supervisors found little for students to do and were deficient in offering any direction which might have helped them become more involved. Although alumni recognized the difficulty of insuring a positive experience, many felt that there should be more of a record kept on what internships were found to be valuable and others not. Again, most students that had internships in Nairobi recommended against this because of the unique opportunities available outside Nairobi.

13. Initiate an alumni lectureship on a semester basis:

The recommendation was made that because several alumni have gone on to do advanced work related to African studies there should be the establishment of an alumni lectureship. This could be set up so that qualified alumni could teach for a semester or year on the St. Lawrence University campus and add to students' coursework options.

14. Provide Kenyans with the opportunity to assess the Kenya Semester Program:

Every semester students complete a comprehensive evaluation of the Kenya semester upon completion of their internship. It has been recommended that all Kenyans involved in the semester program: professors, administrators, and the support staff in Karen should have the opportunity to evaluate the program. Any evaluation of the program without this perspective would be incomplete.

15. Orientation should ask why abroad program exists and facilitate group solidarity through trust building exercises:

Over the years several of the assumptions behind the Kenya program become so established that central questions directed at understanding the value of a program of this type to both American students and Kenyans are seldom asked. Because the Kenya Semester Program involves several Kenyan communities in cultural exchanges it is important to ask how Kenyans benefit from this program and in what way are they involved.

16. Samburu women should be much more involved in the Samburu field experience:

Although the Samburu field experience and homestay was reported as one of the most valuable components of the program, many alumni were very concerned about the complete absence of female perspective on this aspect of the program. For female students the Samburu homestay can be a very exclusive experience as they are exposed to a male perspective on Samburu life while Samburu women's input remains inaccessible and nonexistent. It was also noted that when students brought this issue up in group discussion the director of the field course was unresponsive and complacent in trying to consider ways in which a female perspective could be incorporated. It was recommended that if the situation warrants Samburu women's perspective being inaccessible it should at least be a topic of discussion amongst the group.

**17. Classes are weakest part of the program, should
integrate more from the field experiences:**

This was again stressed in the last statements of many alumni who encourage further integration of the classroom courses with the rural homestays and field experiences. It should be noted that recent efforts have been made to accomplish this integration, the recommendation would be to further this objective.

CONCLUSION:

The Kenya Semester Program offers the unique opportunity for students to gain insight into the lives of people from cultures very different than their own. The recommendations and comments outlined in this report offer a critique of this program in hopes that it will continue to provide the highest standard of educational experience. To implement some of these suggestions will be a difficult task requiring the African Studies Advisory Board and the directors of the program to receive more support from St. Lawrence University.

The future of the Kenya Semester Program, in particular, is dependent upon the relationship between the Kenyan people and students from the U.S. Attempts to further reciprocate the contributions of Kenyans to the program is fundamental to the philosophy of a balanced multi-cultural exchange. In the future we hope that even more Kenyans, both students and faculty, will have the opportunity to study and work in the United States.

We are convinced that the comments and suggestions articulated in the surveys will play an important part in influencing the structure and content of the Kenya program and hope that the initiation of the Kenya Alumni Newsletter will further provide a forum for alumni to discuss issues, ideas and experiences that have influenced their lives.

David McWethy
Amanda Pearson
David Lloyd

APPENDIX A

KENYA SEMESTER ALUMNI JOB BANK LISTING

NOTE: for quick reference, numbers in parenthesis indicate number marked on each alumni survey.

MEDICINE/HEALTH

1. (6) Steven J. Posnick--fall 81--3rd World health
2. (9) Beth Anne France--Spring 86--Health Care/Grad. School
3. (40) Susan Heston--Spring 82--Public Health Issues
4. (46) Mathew Kane--Spring 87--Medicine, Internships in International Health.
5. (47) Ann Marks--fall 76--International Medicine
6. (48) Patricia Ringers--Spring 89--International Family Planning
7. (49) Julia Ball--fall 89--Community Based Rehabilitation for Disabled villagers.
8. (58) Betsy Siekman--Spring 83--Medical Diagnostic Manufacturing
9. (70) Michael Lyons--fall 82--Medicine, working with Hispanic peoples, working in Mexico, willing to take in SLU student.
10. (74) Elana Wishnie--ESL, Social Work, Grad school/Nursing
11. (89) Mark Miller--Spring 82--International health, Anthropology, Public Health, Clinical Internal Medicine, opportunities available, call 404 488-4390
12. (91) Tracy Corson--Spring 84--Health Care
13. (109) Julie Moore--Spring 86--Public health, Tropical Diseases, opportunities for research at U of Connecticut.
14. (121) Frank Magill--Spring 82--Medical Field
15. (128) Joel B. Heller--fall 80--Obstetrics, medicine.
16. (129) Margaret Smith--Spring 83--General Counsel, Health Care. Legal positions available/ paralegal.
17. (149) Karen Budd Ris--fall 82--International Health/Public Health
18. (158) Scott Horton--fall 78--Medicine
19. (182) Kathryn Harris--Spring 80--Medicine
20. (200) Elizabeth Dwyer--Spring 77--Family therapist, Substance Abuse.

21. (209) Karen Kelley Smith--Spring 82--Maternal/Child Health
22. (225) Timothy Fullager--Spring 81--Neurosurgery, Medicine
23. (29) Seldon Holt--fall 89--Coordinator:Center for International Development/Duke, Health/Community Education
24. (265) Ian Tweedie--fall 80--Community Rural Water Development, Community participation; Public Health.

ENVIRONMENT

1. (8) Michelle Lambert--Environmental Education/Marketing--Internship
2. (11) Stanley Stocker-Edwards--Spring 83--Environmental Law
3. (22) Diana Marcil--fall 88--Ohio Citizens Action, environmental and consumer lobby organization. Internships
4. (24) Julie Fontaine--Spring 90--Environmental Studies/Biology/Peace Corps
5. (77) Kathleen Fitzgerald--Spring 91--Environmental studies, SCA
6. (81) Andrea Freeman--fall 89--Natural Resource Policy/Planning, grad school, U of Madison.
7. (100) Lee Harper--fall 76--Conservation Biology, Ecology, Ornithology.
8. (110) Jason Benoit--fall 89--environment, ecology, conservation.
9. (136) Peter C. Flemming--fall 85--Water law/Environment and Public land law.
10. (138) Jennifer E. Coffman--fall 89--Environmental and Developmental policies/Anthropology PHD
11. (151) Donald T. Rodbell--Spring 82--Geology, Physical Geography, Isotopic Dating, PHD.
12. (153) Shiela J. Sullivan--Spring 90--Experiential Education at the Sagamore Institute, Sagamore Rd., Box 146, Raquette Lake, NY 13436.
13. (163) Joseph Racette--fall 84--Ecology/Environmental Studies
14. (170) Cynthia Jenson--Spring 84--Environmental Education/Masters Env. Studies.
15. (179) Paul Stevenson--Spring 81--Planning/Environmental Studies/Peace Corps.

16. (181) Ward Kane--Spring 82--Geology, Earth Sciences, Environmental Science.
17. (190) Bill Ferdinand--fall 83--Environmental Attorney
18. (193) Lisa Young--Spring 86--Environmental Center/Penn State, Internship opportunities.
19. (195) Chris Taylor--fall 89--Urban Environmental Management
20. (228) Amy M. Romano--fall 84--Environmental Consulting Firm/ interns, full time jobs.
21. (240) Victoria Mills--Spring 91--Environmental Education
22. (246) Lindsey E. Hance--Spring 83--Population and Environmental Issues in SSA, Masters in International Agriculture and Rural Development/Cornell, Internship with National Audubon Society, intern Program.
23. (249) Jeanne Kirby--Spring 84--Environment and Development
24. (250) Stephen Lawe--fall 86--Environmental Consulting Firm, air quality, transportation, etc.
25. (262) Pam Musk--fall 83--Peace Corps, Environmental Studies, Education.
26. (267) Brian G. Morrison--fall 76--Environmental Policy, positions available.

GRADUATE STUDIES

1. (7) Edward P. Liang--fall 86--Cultural Anthropology (Sub-Saharan Africa)/International Law.
2. (17) Anne S. Lewison--fall 85--Cultural Anthropology/Popular Culture (African).
3. (30) Lynne Greabell--Spring 86--Applied Anthropology/Grad School, for info. call (301) 405-1423
4. (31) Peter Demerath--Spring 85--Anthropology, Multi-cultural Education.
5. (37) Rebecca Scoville--fall 88--East African History, Editor for International Studies Association Newsletter.
6. (41) Heidi Mouillesseaux--fall 90--PHD at Cornell, Development Sociology.
7. (62) Lisa Hinz--Spring 83--Grad School at the U of Minnesota/Public Affairs.

8. (85) Daniel Kaplan--Spring 89--Institute of Public Studies, U of Michigan.
9. *(88) Scott B. Peterson--Spring 86--Grad work-development studies, non-profit organizations, ODN, masters in Zimbabwe in Rural/Urban planning.
10. (97) Nancy Bodurtha--Spring 85--Grad from Johns Hopkins School of Advanced International Studies.
11. (105) Tom Hok--Spring 83--Film School, has contacts.
12. (107) Chauncy Lennon--Spring 87--Sociology at U of Chicago
13. (117) Cliff Moskow--fall 87--Grad School/Political Science
14. (122) Lama Hacker-Durbin--Spring 84--Southeast Asian Studies
15. (124) Anne Frey--Spring 85--Masters of International Studies/U of Oregon (Eugene).
16. (131) Kaila Compton--fall 85--East African History, Horn of Africa.
17. (140) Colleen Wack--fall 85--City and Regional Planning/UNC Chapel Hill.
18. (142) Sara Mierke--fall 86--Clark University/International development and Social Change.
19. (148) Clayton Smith--fall 85--Masters Program/Woodrow Wilson (Princeton).
20. (154) Cynthia Hochler-Fulton--fall 80--African Religions, PHD.
21. (156) Nina Garner--fall 84--Anthropology, Archeology
22. (160) Bill Park--Spring 85--Sociology, Politics, Government U of Southern Maine (207) 780-4550.
23. (169) Anne Marie M. Terraciano--Geography/Gender Studies
24. (180) Laura J. Rocco--fall 85--PHD parasite diseases, help with grad schools/Internship, Summer Employment.
25. (187) Tanya Weinstein--Spring 89--International Development, Volunteer Opportunities after graduation, Applying to Grad school.
26. (208) Stephanie Hoopes--Spring 85--International Relations/graduate studies in International relations.
27. (230) Terry O' Sullivan--fall 79--African Politics, Political Economy, International Relations.

28. (236) Varley S. Paul--fall 79--Overseas Volunteer Work, Global Routes/Masters in International Education.

BUSINESS/LAW

1. (4) Kirk P. Wuerfel--fall 82 SLU--International transportation/Import Export.
2. (55) Gautan Sundaan--Spring 89--International Law
3. (63) Darrick L. Hills--fall 82--Fixed income/bond credit analysis
4. (64) Ray Celeste--fall 80--legislative assistant
5. (84) Tammy L. Gwdon?--fall 82--Legal career representing poor.
6. (90) Michelle Williams--fall 85--International Law
7. (92) Martin Moore--fall 88--International export/marketing
8. (114) Stacy Billings--fall 80--International visitor services
9. (118) William G. Little--Spring 77--International Law
10. (175) John H. Eleg--Spring 1984--Banking/Investment Management
11. (185) William M. Kaiser--Spring 78--IDS Financial Service
12. (186) Valerie Mosley Diamond--fall 81--Investment Management
13. (192) Jane Miller Brown--fall 80--Law Firm, Real Estate Development.
14. (198) Sal Pappalardo--Spring 77--International Finance
15. (201) Carol Commer Welsh--Spring 76--Real Estate Manager
16. (202) Tom Mallory--fall 80--UPS international marketing.
17. (210) Suzan Barott--Spring 82--International Commercial Litigation.
18. (216) Lisa Evans--fall 83--Law/Politics African American
19. (217) Lisa Argrette Ahmed--Spring 81--Finance Business, Apparel Manufacturing.
20. (227) Thomas F. Healy--Spring 86--Boston trial Attorney
21. (238) Julian Wells--Spring 84--International Law
22. (239) Andrew Reichlin--fall 79--Marketing Management, Full time, Part time Corporate jobs available.
23. (245) Peter Pinkard--fall 80--British Supermarket Company

24. (258) Mari-Anne Pissarri--Spring 77--Securities Lawyer.
25. (259) Michele A. Munn--Spring 89--International Business, Masters at Georgetown U.
26. (266) Lynne Bezikos--Le Blanc--Spring 77--International Law

BIOLOGICAL SCIENCES

1. (23) Dwynwen DeSilver--fall 83--Research Biologist
2. (34) Katrina Altmaier--Spring 80--Large Animal Veterinarian
3. (82) Susan Lyndaker Lindsey--Spring 78--Animal behavior, behavioral ecology, PHD, possible research opportunities.
4. (113) Melodee Denham Kopa--Spring 82--Veterinary Medicine.
5. (132) Timothy T. McMahon--Spring 87--Wildlife Biology
6. (199) Tracey McNamara Dum--Spring 76--Veterinary Wildlife Pathology.
7. (253) Jeanne Funsch--Spring 85--Wildlife Ecology, Toxicology, Hazardous Waste.
8. (255) Dr, John B. Harvey--fall 83--Veterinary Medicine.

EDUCATION

1. (28) Kathleen Colson--Spring 78--Educational Safaris/East Africa
2. (32) Matt Brown--Spring 91--Teach For America, Multi-Cultural Education.
3. (52) Virginia Rugg Ackermann--fall 78--Experiment in International Living, Living in Germany.
4. (56) Tim Fitzpatrick--Spring 87--World Teach 617 495-5527
5. (75) Jocelyn McCarthy--Spring 90--World Teach, Thailand
6. (101) Karin Hedman--fall 85--English teacher
7. (123) Susan Grey--Spring 80--International Development, Education, Journalism.
8. (176) Katherine (Van De Water) Brown--fall 83--Elementary Teaching
9. (184) Kate C. Mathews--fall 87--Elementary
10. (191) D. Geoffrey Underwood--Spring 83--International Education

11. (237) Liz Thompson--Fall 86--Outdoor Education
12. (263) Susan Kearney--Spring 86--Elementary Education

DEVELOPMENT

1. (20) Raymond Dobert--Spring 84--Agricultural Research, technical and policy aspects.
2. (33) Timothy Larrison--Spring 89--Regional Economic Development
3. (93) Maggie Bangser--Spring 80--Ford Foundation Kenya, Womens' health, reproductive rights, program policy planning.
4. (95) Ian Grant--Spring 83--Kenya Scholarship Fund
5. (166) Elaine Walsh--fall 90--Development/Solar Cookers
- *6. (206) Cary Alan Johnson--Spring 81--Human Rights, Development, Amnesty International.
7. (212) Nancy Aitchison-Condon--Spring 78--International aid related work.
8. (223) Betsy Brunton--fall 89--Peace Corps/West Africa

JOURNALISM

1. (36) Laura Hitchcock--fall 80--Publishing, writing fiction, childrens' books.
2. (50) Marion Roach--Spring 76--Writer, Publisher
3. (87) Mark Hemmert--Spring 82--Journalism
4. (137) Glenn Steckler--fall 86--Publishing
5. (165) Kathleen Gasperini--fall 86--Journalism
6. (226) Barbara Golbey--Spring 79--Journalism/Public Relations (Summer Internship) Health Care Oriented.

OTHER

1. (115) Susan Prolman--Spring 86--works for congressman Dick Swelt/New Hampshire.
2. (141) Laura (Sayer) Sears--fall 78--Chemistry
3. (147) Lisa Karl--Spring 87--Photography
4. (162) Donald Stewart--Spring 85--Opthamologist
5. (174) Bill Frymoyer--fall 82--Capital Hill Internships

APPENDIX B
KENYA SEMESTER ALUMNI/AE REFERENCE LIST

Note: The numbers in the parenthesis represent the order in which the surveys were recieved and are marked on each survey for quick reference.

1. (7) Edward P. Liang
2. (11) Stanley Stocker-Edwards
3. (17) Anne S. Lewison
4. (30) Lynne Greabell
5. (33) Timothy K. Larrison
6. (37) Rebecca Scoville
7. (40) Susan Heston
8. (41) Heidi Mouillesseaux
9. (42) Jennifer T. Clark
10. (46) Mathew Kane
11. (47) Anne Marks
12. (49) Julia Ball
13. (56) Tim Fitzpatrick
14. (62) Lisa Hinz
15. (74) Elana Wishnie
16. (82) Susan Lyndaker Lindsey
17. (88) Scott B. Peterson
18. (89) Mark Miller
19. (93) Maggie Bangser
20. (95) Ian Grant
21. (97) Nancy Bodurtha
22. (100) Lee Harper
23. (102) Susanna Gaunt
24. (107) Chauncy Lennon
25. (109) Julie Moore
26. (117) Cliff Moskow
27. (118) William G. Little
28. (121) Frank Magill
29. (124) Anne Frey
30. (131) Kaila Compton
31. (138) Jennifer Compton
32. (140) Colleen Wack
33. (142) Sara Mierke
34. (145) Lorraine Roberts-Stockwell
35. (146) Carol Budd
36. (147) Lisa Karl
37. (148) Clayton Smith
38. (151) Donald T. Rodbell
39. (154) Cynthia Hoehler-Fatton
40. (171) Nancy Ilgenfritz
41. (177) Coleen Stevens
42. (179) Paul Stevenson
43. (180) Laura J. Rocco
44. (186) Valerie Mosley Diamond
45. (192) Jane Miller Brown
46. (194) Elizabeth McDowell
47. (206) Cary Alan Johnson
48. (208) Stephanie Hoopes
49. (216) Lisa Evans
50. (229) Rachel Eskin
51. (230) Terry O' Sullivan
52. (236) Varley S. Paul
53. (246) Lindsay F. Hance
54. (262) Pam Musk
55. (265) Ian Tweedie