

BACK TO BASICS

Governor's Scholars Program
2020 Academic Report • Kentucky

From the **EXECUTIVE DIRECTOR**

Dear supporters and friends of the Governor's Scholars Program,

When speaking with GSP faculty and staff, I often remind them that our program thrives when we stick to the FACTs: Flexibility, Adaptability, Creativity, and Trust. These four qualities of leadership have never been more essential than in 2020—a year when the public health has been challenged by an unknown microscopic enemy, and a year that required us to rethink how we fulfill our program's mission of enhancing Kentucky's next generation of civic and economic leaders.

We asked scholars and their families to be flexible as we drafted scenarios for this summer's on-campus experience, which ultimately consisted of five, one-week sessions. We challenged faculty to adapt their classes to deliver intellectual enrichment on a shortened timeline. We relied on creativity when faced with a summer that could not accommodate the typical field trips, in-person convocations, extracurricular activities, and living and dining setups. And, perhaps most of all, we asked everyone to trust that we could fulfill our mission safely.

I am happy to report that we succeeded: 957 out of the 1,020 selected Governor's Scholars attended a week of GSP on one of our host campuses. We delivered on our commitment to young people from across the Commonwealth, and we modeled for other groups how seemingly insurmountable barriers can be overcome with a positive vision.

This summer, Governor Andy Beshear played a unique role in our success. Every week, Governor Beshear scheduled a 15-20 minute virtual meeting with the entire group of scholars. He shared with them his own experience and how impactful the program was for him. He talked about his class and the book he read as part of his GSP class during the summer of 1995. He encouraged scholars to be models of educational excellence and, with good humor and firm guidance, answered questions posed by the scholars about their roles during these difficult times and what they can do to help their communities and schools.

I would also like to acknowledge our founding Executive Director of the Governor's Scholars Program, Lil Press, who passed away earlier this year. Lil's true legacy is the conception of the philosophy that supports the mission and vision of the program. She envisioned a community of learners that still permeates the magic of GSP. We honored Lil this summer by creating that community in the face of great difficulty.

Thank you for your commitment to the GSP, your faith in our mission, and your vote of confidence—this summer, and always.



Aris Cedeño

Executive Director & Academic Dean

SCHOLARS BY COUNTY

Counties with up to 3 Governor's Scholars in 2020

Adair	Clinton	Gallatin	Knott	Livingston	Morgan	Russell	Webster
Ballard	Crittenden	Garrard	LaRue	Magoffin	Nicholas	Simpson	Wolfe
Bracken	Cumberland	Green	Lawrence	Martin	Ohio	Todd	
Breathitt	Edmonson	Hancock	Lee	McCreary	Owen	Trigg	
Butler	Elliott	Harlan	Leslie	McLean	Owsley	Trimble	
Caldwell	Estill	Hart	Letcher	Menifee	Powell	Union	
Carlisle	Fleming	Hickman	Lewis	Metcalfe	Robertson	Washington	
Carroll	Fulton	Jackson	Lincoln	Monroe	Rockcastle	Wayne	

4 - 6 Scholars

Allen	Henderson
Bell	Lyon
Bourbon	Marion
Breckinridge	Marshall
Casey	Pendleton
Clay	Rowan
Grant	Whitley
Harrison	

10 - 14 Scholars

Boyd	Jessamine
Boyle	Laurel
Bullitt	Madison
Christian	Mercer
Clark	Shelby
Greenup	Woodford
Hopkins	

26 - 50

Boone
Kenton
Warren

100+

Jefferson

51 - 100

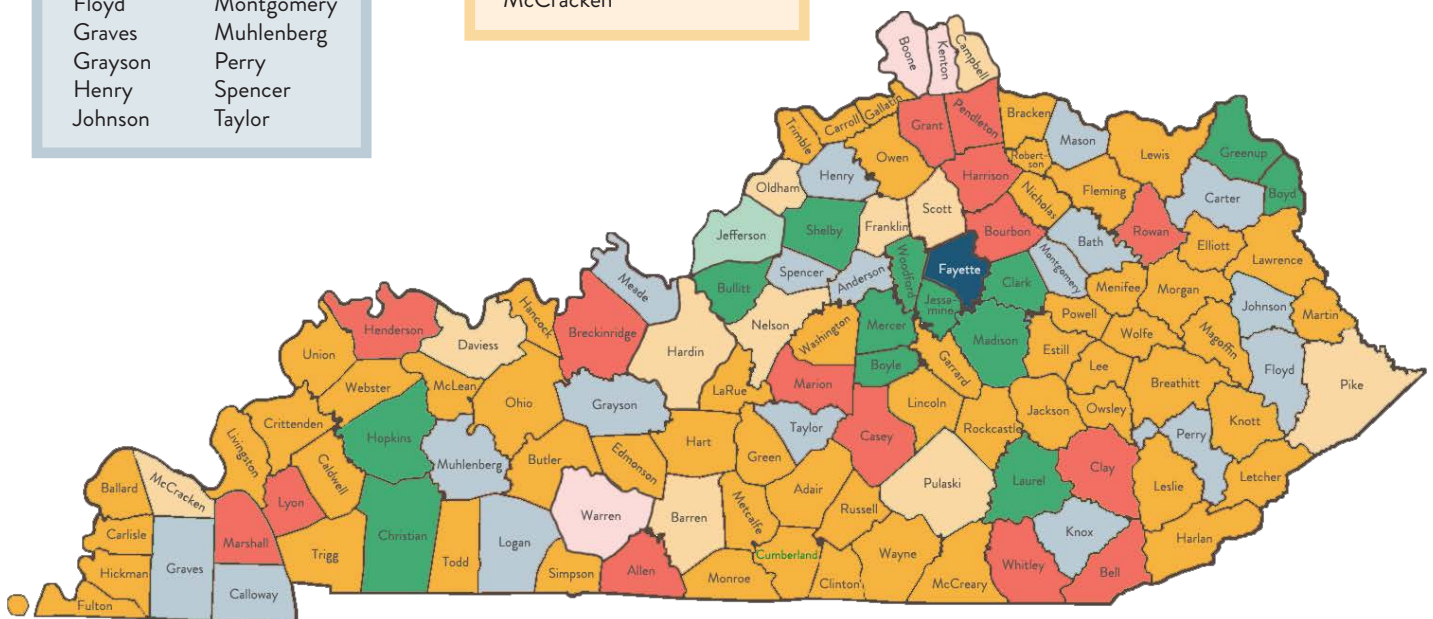
Fayette

7 - 9 Scholars

Anderson	Knox
Bath	Logan
Calloway	Mason
Carter	Meade
Floyd	Montgomery
Graves	Muhlenberg
Grayson	Perry
Henry	Spencer
Johnson	Taylor

15 - 25 Scholars

Barren	Nelson
Campbell	Oldham
Daviess	Pike
Franklin	Pulaski
Hardin	Scott
McCracken	



A Letter From Our **CAMPUS DIRECTORS**

It goes without saying that 2020, our 38th summer of the GSP, was unprecedented in many ways. Despite navigating the challenges of a global pandemic, it was a privilege to host the Governor's Scholars Program in 2020. We appreciate our campus hosts, the GSP Executive Director and Board of Directors, and the Governor's Office for working together to develop a plan to make this summer a reality for the scholars.

Overall, the summer was a success. We worked to replicate as many GSP traditions as possible by hosting virtual community meetings, pre-recording a convocation speaker for scholars to watch collectively and to stimulate discussion, and recognizing birthdays in physically distant ways. The scholars engaged academically and socially while complying with public health guidelines such as wearing masks, washing hands frequently, and maintaining at least six feet of distance. From the beginning, our GSP community understood the importance of collective action to protect the health and safety of not only their on-campus peers but also everyone in the communities to which they returned at the end of each week. They also recognized and embraced their role as leaders and models for our Commonwealth, demonstrating the steps necessary to overcome the challenges presented by this pandemic by working together. This was underscored in weekly Zoom conversations with Governor Andy Beshear, himself a GSP alum (NKU 1995), who commended scholars for their health and safety practices and encouraged them to model the practices in their hometowns throughout the Commonwealth.

Our faculty, resident advisors, and staff were committed to getting as much of the typical five weeks of intellectual exploration as possible into the five days they had with the 2020 Governor's Scholars. We accomplished this by creating additional class time for the two classes each scholar attended (Focus Area and Seminar) and creating opportunities for community building outside of class. Faculty who had been with the program for many years admitted that they were surprised and impressed with how well a week of GSP provided a taste of the program. Scholars left each Friday wanting more time on campus while also equipped to serve as the civic and economic leaders of the Commonwealth.

**KRISTEN
HARRIS**

**JEN
PRICE**

**BRYAN
RICH**

FOCUS AREAS

Scholars pursue a particular topic in depth as members of small groups, stressing the development of ideas within that topic and its interrelatedness to other content areas. The courses are meant to provide broad, interdisciplinary, intellectual exposure and enrichment rather than narrow, disciplinary training. Scholars are encouraged to try a Focus Area course in which they have little prior experience.

Agribusiness & Biotechnology

Scholars in **Blake Neumann's** Focus Area considered the idea of "regenerative agriculture." The class identified areas of concern in conventional agriculture, studied how regenerative agriculture enhances these techniques, and explored new advances in agri-tech that could minimize the stress of food and water security as the world population grows. *Dirt to Soil*, a book by Gabe Brown, taught the class about the critical importance of soil health, as well as how it changed the author's way of thinking and his farm.

Architectural Design

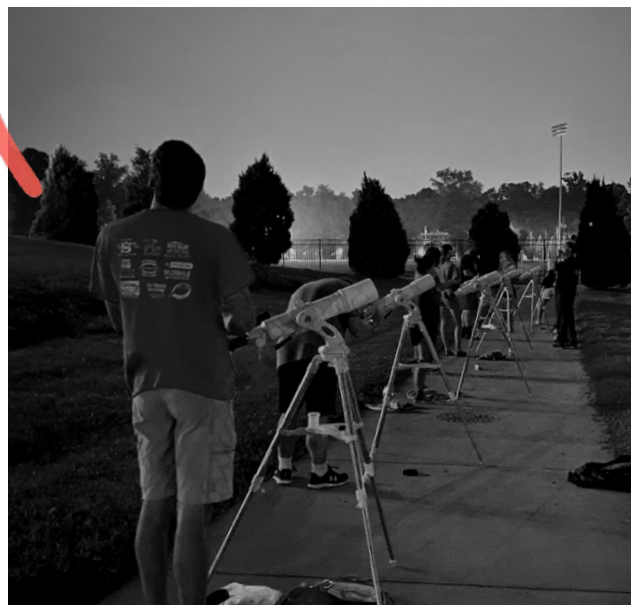
Dewey Kincaid equipped his scholars to see meaning in the buildings around them. Scholars learned the connections between the form and function of buildings and the social dynamics that influenced their design. Bill Bryson's book *At Home: A Short History of Private Life* helped illustrate how buildings have evolved according to the changing tastes of the people within them. For a hands-on challenge, each scholar designed a house and then gave the design to another scholar to build using cardboard and duct tape.

Scholars in **Ethan Morris's** Focus Area contemplated philosopher Alain de Botton's idea, expressed in his book *The Architecture of Happiness*, that our homes can serve as "guardians of identity." They discussed how popular media simultaneously influences home design and advertises such architecture as authentic, hoping to convince consumers that they are individuals rather than participants in a homogenous design culture. After analyzing that information, scholars tapped into their own creativity through journaling, poetry, and photography. Then, they used that creativity to design rooms and homes that projected their unique identities.

Astronomy

Rico Tyler introduced his class to the science of astronomy and the methods that astronomers use to explore the universe. The course text, *50 Things to See with a Small Telescope* by John Reed, supported an extensive evening of celestial observation using both the naked eye and telescopes. Scholars learned how to perform basic astrophotography, evaluate evidence gathered through observation of the skies, and construct explanations of astronomical questions.

Madison Staton led his scholars through astronomer Edwin Hubble's classification scheme for galaxies, used astronomical images to explore the history and nature of planet formation, and grappled with the scale of the universe. Scholars utilized their newfound knowledge and skills to find solutions to the potential problems that humans could face if terraforming another planet.



“During my time at the GSP, I learned the sheer, relentless power of human connection in a time when I couldn’t even get within six feet of another person. This connection is what the GSP community is all about, and I’m thankful to have been a part of it.”

KERRIGAN MEDLEY

Rockcastle County High School

In **Zack Maas’s** Focus Area, scholars used astronomical images to study the Martian surface, craters on the Moon, and new exoplanet discoveries around nearby stars. They also relied on the scientific method to design their own experiments and space missions, while simultaneously discussing the impacts of astronomy on the past, present, and future.

Biological & Environmental Issues

Stephen Buchholz’s class studied the 17 sustainable development goals ratified by the United Nations in 2015. Scholars selected the goals that interested them most and evaluated these through different lenses—such as culture, gender, and age—to consider how achieving each goal will impact the world in different ways. Each morning, the class explored the biodiversity of Bellarmine University’s own campus through nature walks that connected classroom discussions to the world around them.



Thomas Reed led his scholars toward a better understanding of issues facing the health of our planet and inhabitants. The class learned about present and upcoming renewable resources through the writing collection *Drawdown: The Most Comprehensive Plan Ever Proposed to Reverse Global Warming*. Additionally, scholars partnered to conduct experiments on plants to determine the best conditions to germinate them. Finally, they took a virtual tour of Foodchain, an urban farm in Lexington, to learn more about aquaponics, urban farming, and methods to combat food insecurity in cities.

Scholars in **Greg Jacobelli’s** class considered the meaning of three words: change, curiosity, and opportunity. Using Bill Bryson’s *A Short History of Nearly*



Everything as a guide, scholars discussed how nature has changed over millennia and how those changes have affected societies throughout history. Then they debated the role of curiosity in turning those environmental changes into economic and cultural opportunities.

Business, Accounting, & Entrepreneurship

Melony Shemberger and her scholars examined innovation in business concepts, from advertising and branding to financial reports to nonprofit organizing. Simon Sinek's *Start With Why* helped the class understand how to apply innovative, profitable methods to develop products or minimize issues or problems in a business. For the culminating project, each scholar developed a plan for a new or improved business, product, or process using what they had learned during the week.

In **Michael Spears's** Focus Area, scholars developed a product or service connected to their interests and values. After identifying their individual leadership styles, scholars paired with someone of a differing style. Each duo then developed a product or service and strategized how to market and finance it. Brené Brown's book *Daring Greatly* helped scholars understand the traits of a good leader and

the importance of vulnerability in leadership.

Scott Takacs and his scholars used the lens of entrepreneurship to understand key business concepts. They read the newest edition of the *Start Your Own Business* guide by the Entrepreneur Media staff to build a foundation of business topics, and they critiqued proposals from *Shark Tank* participants to sharpen their understanding of what makes a viable business. Then scholars developed new prototypes for COVID-19 face shields using household objects, such as sheet protectors, weather stripping, and elastic, and discussed the opportunities and challenges of bringing a situation-specific product to market.

Communication & Social Theory

Tim Phelps challenged his scholars to reflect on the ways their communicative choices contribute to the society around them—and how they might exercise control over the messages they create. Scholars read excerpts from Jonathan Haidt's *The Righteous Mind* to understand how morality is defined and perpetuated through our social groups. The class went on to practice their communication skills by participating in formal speech delivery and a mock press conference.

Laura Krauser's scholars explored how social theories

get built and tested in our society, along with how different theoretical lenses can describe societal organization in novel ways. The class simulated the research process by coding quotes about Kentucky and Kentuckians. After scholars discussed a variety of documentaries, podcasts, articles, and chapters from bell hooks's *remembered rapture*, the course culminated in research on specific social theories of interest.

Creative Writing & Literary Studies

Scholars in **Jay Crocker's** Focus Area themed their readings and writings around the contrast of light and darkness. Dana Gioia and R. S. Gwynn's collection *The Art of the Short Story* gave scholars a chance to recognize the lenses through which humans write about their joys and sorrows in the world. Scholars wrote fiction within specific genres to experiment with limiting their choices in diction and syntactical structure and envisioning stories through lenses different from their own.

The mission of **Tim Phelps's** Focus Area was to explore verisimilitude and the art of drawing truth out of fiction. Scholars examined an author's role in strong character creation and how characters help us reflect on our own experiences. The class read excerpts from Anne Lamott's *Bird by Bird* to practice these skills and workshopped their pieces in small groups to sharpen their editing abilities.

Cultural Anthropology

Amanda Dawson's class focused on how we tell the story of culture through news media, music, television, film, and theatre. Scholars utilized subscriptions to *The New York Times* and *The Courier-Journal* to review news stories and then distilled them into a daily "GSP News" format for the campus. In addition, scholars created "Culture Maps" comprised of a wide range of cultural artifacts to represent their individual "stories."

Shawna Felkins's scholars surveyed the foundational methods and theories of anthropology. After reading John Monaghan and Peter Just's *Social and Cultural Anthropology: A Very Short Introduction*, the class practiced ethnographic research by reviewing life history interviews, field notes, and photography and videography examples. Scholars read and analyzed the graphic novel *American Born Chinese* by Gene Luen Yang to apply their newly acquired skills to the field of visual anthropology.

Dramatic Expression

Melanie Kidwell challenged her scholars to explore some of the lesser known ways of expressing ideas dramatically, moving beyond traditional methods and into the realm of devised theatre. Scholars used Anna Deavere Smith's *Twilight: Los Angeles, 1992* to examine compelling characters, stories, and ideas, then they created protest signs that reflected the values of the character they were studying. By the end of the week, each scholar had crafted a one- to three-minute "moment" that highlighted a theme of the text for an audience of their peers.

Michelle Salerno's class centered on storytelling's role as a mode of performance, a narrative construct, and a tool to better understand ourselves and our community. They studied Anna Deavere Smith's *Notes from the Field*, a collection of one-person performances that examines contemporary issues of race, power, and opportunity through a variety of people's stories. Further, they read Jonathan Gottschall's *The Storytelling Animal: How Stories Make Us Human*, which focuses on the techniques, history, and power of storytelling. Each scholar produced a final, short dramatic piece that focused on telling their own story.

Engineering

Denise Owens and **Jeremy White** challenged their scholars to use scientific knowledge to solve real-world problems and develop new products. Virtual meetings with Lexmark and the U. S. Army Corps of Engineers gave scholars insight into how engineers use their skills to innovate and problem-solve while on the job. Also, the scholars participated in virtual meetings with Georgetown College, the University of Kentucky, and the University of Louisville J.B. Speed School to learn about the many opportunities for studying engineering in college. Finally, the scholars held an in-class bridge building project as a way of implementing the creativity and problem-solving skills they had strengthened throughout the week.

Film Studies

In **Jason Meenach's** Focus Area, scholars learned about cinematography and hero mythology in films to understand how the language of cinematography impacts responses to visual storytelling. Scholars

“I know that trying to put together an in-person program, when the guidance was changing on an almost daily basis, must have been a very challenging experience; however, every scholar I met was so excited and grateful to be at GSP that it was surely **worth it**.

All of the scholars adapted to masks and social distancing without hesitation, and I believe that this happened so universally **because of the unique and special community** we made here.

Thank you all for making this come together. I and all the other scholars will never forget GSP 2020.”

EDMUND DYE

Harlan County High School

learned about Joseph Campbell's mythology from his book *The Hero With a Thousand Faces* and applied it to some of their favorite movies, including *Moana*, *Gravity*, and *La La Land*.

The theme of **Brenna Sherrill's** class was "coming-of-age stories," which scholars explored through four film screenings meant to represent multicultural American experiences. These films fueled discussions about cinematic and storytelling techniques, as well as tropes and conventions of each focal genre. Based on these discussions, scholars created movie and TV show pitches for telling coming-of-age stories. Scholars were tasked with developing characters, writing storylines, and budgeting for their proposed project. This activity culminated in class presentations in which each scholar represented a different film studio that could potentially fund the presented projects.



Forensic Science

Joey Budd introduced his class to the field of forensic criminology. At the start of the week, scholars focused on the basics of forensics and its role within the criminal justice system. They examined cases in which forensic evidence both exonerated convicted individuals and helped to convict people who were previously found innocent. Scholars learned how

evidence is processed and examined in areas such as toxicology, ballistics, and latent prints. The class met via Zoom with the Kentucky Attorney General's computer crimes unit to see how investigators use computer forensics to catch online predators. Finally, scholars learned how investigators use blood splatter patterns to determine the events at a crime scene.

"GSP was an **academic utopia** where I could share and learn a variety of ideas. The sense of community makes everyone feel welcome and creates an environment where making friends comes naturally."

KYNDALL MILLER
Holmes High School

In **Eric Wright's** class, scholars focused on the profiling and development of serial killers. Scholars read Geoffery Girard's *Project Cain*, a fictional novel about a young boy named Jeff Jacobson who learns he is the clone of Jeffrey Dahmer, the infamous serial killer. Scholars used this story to develop their own ideas of how nature and nurture contribute to our identities. Scholars were invited to remotely interview the book's author to explore ideas about the natural and nurtured development of criminals—and themselves.

Jim Seaver helped his scholars develop a more expansive understanding of their legal rights as citizens and their responsibilities as jurors when evaluating evidence and testimony in a court of law. Through hands-on activities and classroom discussions, they learned about the strengths and weaknesses of subjects like forensic odontology, fingerprinting, interrogation tactics, blood spatter analysis, and eyewitness accounts. Then they examined contemporary debates about law enforcement in American society. Finally, they addressed the many differences between Hollywood depictions of criminal investigations and forensic work and what these undertakings actually look like in real life.

Healthcare Industry

Jamie Hester led her scholars on a survey of telehealth. They discussed the modern-day adaptation of the house-call and considered how rural Kentucky could benefit from the use of telehealth. Furthermore, the class looked into the legacy of Mary Breckinridge, the founder of the Frontier Nursing Service (now known as Frontier Nursing University), which provided medical care throughout Appalachia. Scholars then compared the Frontier Nursing Service to that of the midwives of post-World War II England and France.

Cindy Brainard asked scholars to consider the roles that cultural diversity and discrimination play in healthcare services. They read Geri-Ann Galanti's *Caring for Patients from Different Cultures*, a chronicle of personal stories that emphasize the increasing need for cultural education and sensitive healthcare practices for meeting the needs of all patients. Finally, scholars explored the religious and cultural practices of different groups and their impact on healthcare approaches.

Stephen Buchholz's scholars asked themselves what it means to be healthy and what hurdles people



face in pursuit of “good” health. Scholars studied the implications of race and ethics on the various components of the healthcare industry—the patients, the providers, and the payers. Scholars unpacked the role that implicit bias plays in society at large and healthcare in particular. As an example, scholars were asked to play the role of a dermatologist by identifying skin diseases on patients with varying skin tones. This exercise explicitly illustrated how race impacts healthcare providers.

Historical Analysis

Blossom Brosi’s class examined both past and present efforts to record and preserve history. Scholars reviewed oral histories from the 1918 flu pandemic and compared them to similar projects today, including the Centre College Library Special Collections’ COVID-19 Project. Scholars examined Confederate statues from a historical lens, took an in-depth look at a local Confederate statue, and debated their continued presence today. Ta-Nehisi Coates’s book *Between The World and Me* shaped these conversations and equipped scholars to explore their own sense of place in history.

The mission of **Steve Easley’s** Focus Area was to engage in the act of historiography, or the study of how history is recorded. Scholars read James Loewen’s book *Lies My Teacher Told Me* to learn how the version of history presented in textbooks is not always the true

or complete story. Finally, they discussed the concept of historical significance by debating and determining their choice for the most historically significant person in American history.

In **Koop Berry’s** class, scholars analyzed the Declaration of Independence’s proclamation, “We hold these Truths to be self-evident, that all Men are created equal...” and examined how the American view of equality has changed over time. Scholars read selections from Alexis de Tocqueville’s *Democracy in America* and John Kingdon’s *America the Unusual*, as well as the Declaration of Independence and the Constitution, which gave them a chance to explore the basis of American ideas of equality and democracy. Then groups of scholars each chose a social movement and researched how opinions of equality shaped the movement’s past actions and present legacy. They made sure to include in their research several potential actions that could help to “form a more perfect Union.”

International Relations

Tyler Murphy and his scholars examined the work of intelligence agencies and the ways it impacts foreign relations and supports the diplomatic aims of countries. Scholars read Ben Macintyre’s *The Spy and the Traitor*, which



explores the life of a KGB double agent recruited by MI6, and asked themselves: How can someone be both a spy and a traitor? To what extent is loyalty a key ingredient of a successful nation-state? If trust is the basis of diplomacy, what does the nature of espionage suggest about diplomatic interactions? With these conversations in mind, scholars launched their own subversion campaign in which they sought to convince the campus community of a trivial “fact” that turned out to be manufactured.

Frank Russell’s scholars analyzed the causes for success and failure in international relations. Having equipped themselves with a skeletal theoretical framework, the class examined conflicts in Libya, Yemen, and Mali from the perspectives of indigenous, neighboring, and influential national actors, as well as the foundations of American primacy and the European Union. To round out their knowledge, they read sections from Tim Marshall’s *Prisoners of Geography*, which defines national interests and challenges in terms of geographic circumstances.

In **Ogechi Anyanwu’s** Focus Area, scholars examined the historical and contemporary efforts of international organizations such as the U.N., World Trade Organization, World Bank, and International Monetary Fund to address global problems. Scholars read Susan Park’s book *International Organizations and Global Problems: Theories and Explanations* and debated the effectiveness of worldwide organizations in confronting international issues such as conflict, human rights, health, trade, and environment. In a creative twist, scholars created their own international organizations and presented them to the class, emphasizing in particular how their organization would tackle existing international issues. Each scholar anonymously voted for one organization they would like to join.

Journalism & Mass Media

Scholars in **Hayley Hoffman’s** class centered their studies around digital journalism and online storytelling tools. Using Bill Kovach and Tom Rosenstiel’s *The Elements of Journalism: What Newspeople Should Know and the Public Should Expect* as a guide, the class used photography, videography, podcasting, and blogging platforms to document the GSP experience and the ways in which it was impacted by the COVID-19 pandemic. Their output included a collection of photos from their individual quarantine experiences pre-GSP, a podcast exploring the impact of COVID-19 on GSP’s structure and length, a video documenting a day in the life of scholars, and a written feature on the life of another Journalism & Mass Media scholar.

Bella Ezumah helped her scholars develop media literacy skills to evaluate content for accuracy, trustworthiness, and its sharing value. Rather than using a course book, scholars used media literacy resources from NewseumED to critically analyze information and news stories on COVID-19, the upcoming presidential election, protests related to the Black Lives Matter movement, and other current events. They dissected stories for falsity and uncovered subliminal effects induced by persuasive messages, including in advertising, campaign speeches, and magazine photos. Scholars were invited to speak via Zoom with Dennis K. Berman, who shared his experience as a Pulitzer-Prize winner and gave tips on cultivating media literacy.

Modes of Mathematical Thinking

Will Garcia asked his class: Were numbers discovered or invented by humanity? Scholars began their investigation by reading passages from Charles Seife’s *Zero: A Biography of a Dangerous Idea*. They studied the concepts of the golden ratio and fractal geometry, as well as their influence on humanity’s view of the natural world. Then they debated the efficacy and ethics of artificial intelligence, which culminated in a “Turing Test” to see if scholars could differentiate a robot from a human using written conversation alone. Although the scholars never definitively answered whether numbers were invented or created, they nevertheless discovered a great deal along the way.

“Though the summer did not look as it normally would, we made history by accomplishing what we did in a safe manner. I was forced to quickly create relationships with others because there was no way I was letting a pandemic take away what I’ve heard past scholars rave about.

I will never be able to put into words what the Governor’s Scholars Program has done for me, but I hope that one day you will be affected by my mark on the world and the inspiration that GSP gave me to change it.”

MADALYN DUDLEY
Pulaski County High School

Jason Dooley and his class practiced using mathematical thinking and logic to improve their decision-making. Grant Dennison and Jonathan Levy’s book *How Can He Fold???* gave scholars a peek into the way professional poker players use math to make better decisions during gameplay. The class concluded by looking at how other professionals, including football coaches and doctors, rely on math and logic to perform better in their careers.

Music Theory & Performance

Scholars in **Chris Wheeler’s** class sharpened their ability to listen closely. Wheeler challenged his scholars to evaluate their personal musical identities and the influences that have shaped their preferences and abilities. Alongside these discussions, the class debated censorship, copyright, racism, and the power of performance as a uniting tool. All of these conversations assisted scholars in learning how to listen in a more careful and nuanced way.

Tana Field led her scholars on a tour of cultural music trends and changes in compositional styles throughout history. Together they considered the role of music in storytelling and the generation of emotions, the intersection of music and art, and the logistics of collaborative musical composition. To sharpen their own creativity, scholars used computer programs to generate short films and compose a film score using string, percussive, and non-traditional musical instruments. Also, scholars read Joshua McGuire’s book *The Secret of Music*, which fueled classroom discussion on topics such as the function of silence in music and deep listening.

Philosophy

John Wilcox and his scholars discussed the nature of reality, value, and knowledge. They read selections from several short writings by Plato, along with his major work, *The Republic*. Through these discussions and readings, scholars saw clear connections between today’s society and ancient Athens, where so many of our current political beliefs and cultural values first took shape.

Lisa Hicks organized a “philosophy sampler platter” for her scholars so that each day of the week tackled one of the five subfields of philosophy: metaphysics, epistemology, logic, aesthetics, and ethics. Their discussions were aided by the books *Do You Think What You Think You Think?* by Julian Baggini and Jeremy Stangroom and *The Philosophy Book* from DK Press.



Physical Science

In **James Bland’s** Focus Area, scholars studied the classical elements—earth, wind, fire, and water—by investigating the physical world through geology, meteorology, chemistry, and oceanography. With an emphasis on hands-on experimentation and project-based learning, scholars enhanced their knowledge of each field and gained an appreciation for all of these elements and topics.

Josh Price and his scholars studied the levels of access to clean drinking water across the world. They examined the definition of “clean” drinking water, the physical barriers that inhibit access to it, and any ethical responsibilities we may have to promoting access. James Salzman’s *Drinking Water: A History*



helped facilitate these discussions and illustrated a life without reliable access to clean drinking water. In classroom experiments, scholars tested different water samples for chemicals, charted personal water consumption, and compared the makeup of bottled waters with tap water. Finally, the class interviewed Hardin County Water District #2, the Louisville Water Company, and a Haitian citizen to gain insight into the process of providing clean water to a community.

Political & Legal Issues

Kim Reeder's Focus Area explored the notion of empathy in American culture, politics, and law, as well as how empathy can provide context for interpreting legal standards such as those found in the Bill of Rights. Scholars bolstered their classroom discussions by reading Sherman Alexie's book *The Absolutely True Diary of a Part-Time Indian*, Bryan Stevenson's *Just Mercy*, and recently-released U.S. Supreme Court opinions. Furthermore, the class participated in a mock trial based around a negligent homicide case. Scholars analyzed evidence, formulated arguments, and applied legal standards while acting as both prosecution and defense.

Derrick Staton leveraged politics and the law to help scholars gain a better understanding of the current civic moment. Scholars considered the Constitution's impact on lockdowns, social justice, and civic engagement;

discussed what it means to be not only an activist, but also a leader in times of change; dissected the echo chamber that social media can become; and explored the idea of journalistic integrity in traditional media.

Scholars in **John Powell's** class worked to understand how culture affects both the interpretation of the Constitution and the application of law in the United States, especially in matters related to justice. Scholars framed their conversations using the work of authors such as Michael Sandel, Jon Meachem, and Ta Nehisi Coates; films from directors such as John Ford and Spike Lee; and the flow of daily news from the United States Supreme Court, Capitol Hill, the White House, and the Commonwealth of Kentucky.

Psychology & Behavioral Studies

Sarah Scott and her scholars investigated the lure of heroes and villains. They considered this classic duality through the lens of comics and researched the disorders and coping mechanisms portrayed through the comics' heroes and villains. To further analyze this topic, they investigated how comics reflect culture—including the concepts of war, bias, and stereotypes—and read essays from Robin Rosenberg's *The Psychology of Superheroes*.

Scholars in **Adriane Hardin-Davis's** class sought to better understand community trauma responses and self-care. Scholars read Wally Lamb's *Couldn't*

Keep It To Myself to better understand how violence and substance abuse impact communities. Then the class analyzed various mindfulness activities throughout the week, culminating in scholar-led mindfulness events each Friday.

Raven Mineo introduced her class to the concept of neuroplasticity and how it can be used to improve our lives and brain health. Scholars learned about the body and brain connection by discussing our vestibular systems, our proprioceptive senses, and how we can leverage primitive reflexes to improve our limbic system's operating abilities.

Jacki Day's Focus Area aimed to extend scholars' knowledge of the mental health issues facing students today and to explore the mental health resources in each scholar's home community. The class tackled topics including psychological responses to the COVID-19 pandemic, the Black Lives Matter movement, sexual harassment in grade school and college, and school violence. Each scholar then identified an area of need in their community and established a plan for how to raise mental health awareness or bring a new mental health resource to their area.

Jodi Treadway offered her class a look into the concepts of influence, persuasion, and manipulation. First, scholars learned about the two types of influence (normative and informational) and how they can be

used to persuade or manipulate. Then they analyzed the seven principles of persuasion: commitment/consistency, scarcity, social proof, authority, liking, and unity. Combining this newfound knowledge with information in Ryan Holiday's *Trust Me, I'm Lying: Confessions of a Media Manipulator*, the class considered how social media can be manipulated for personal or political agendas.

Spanish Language & Culture

Scholars in **Adriane Hardin-Davis's** Focus Area sought to better understand second-language acquisition while studying various aspects of the Spanish language. Luis Alberto Urrea's book *Nobody's Son* helped scholars examine the history of the Spanish language, as well as how language and identity intersect in the United States.

Clint Hendrix's class examined Latinx contributions to the U. S. labor force, both historically and in light of the challenges faced by essential workers during the COVID-19 pandemic. Scholars read Francisco Jiménez's *The Circuit*, an autobiographical collection of Mexican-American migrant stories set in the 1940s and 1950s. Selections from current news, podcasts, and documentaries further enhanced class discussions about Latinx work in the service industry, agricultural sector, and meat and poultry processing plants.

“Though GSP was only a week, it was one of the most memorable experiences of my life. The smaller class sizes allowed me to bond with my fellow scholars in a way I never would have been able to normally.

I am forever grateful.”

KATE GRAYSON

Ryle High School

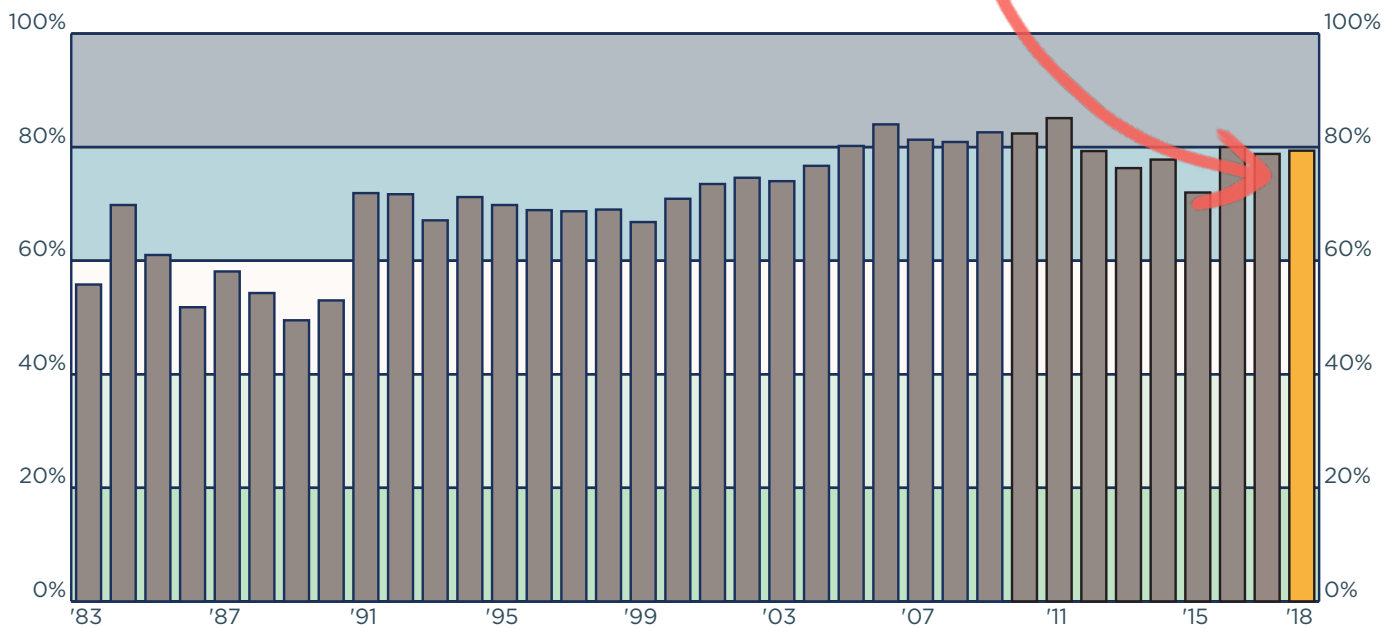


SCHOLAR IN-STATE DATA

College Enrollment

With the help of the Kentucky Higher Education Assistance Authority, the Governor’s Scholars Program tracks the number of scholars who pursue higher education at a Kentucky college or university. The following graph shows the percentage of scholars, by Program year, who enrolled at an in-state college or university after completing high school.

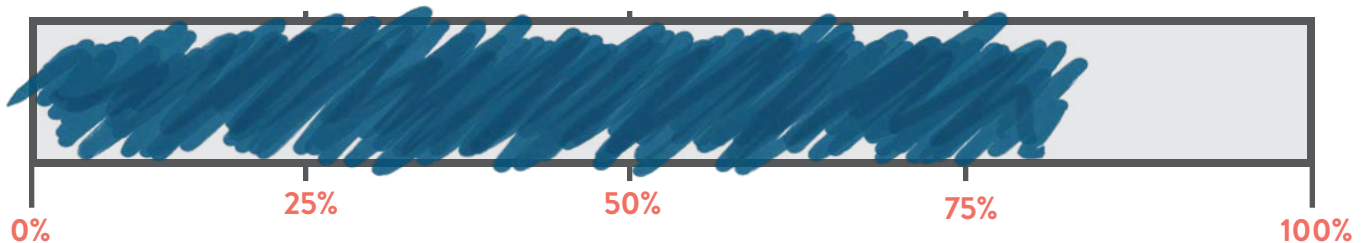
Of the 2018 scholars, the most recent year for which data is available, **79.37% enrolled at a Kentucky college or university** in the fall of 2019.



Permanent Residence

As of September 2020, 32,781 students have completed the Governor’s Scholars Program. The Program currently has valid contact information on file for 26,468 living alumni.

Of those alumni, 21,843—**82.53%**—have a permanent address within the Commonwealth of Kentucky.



ADDITIONAL INFORMATION

Board of Directors

Andy Beshear

Governor
Commonwealth of Kentucky

Jacqueline Coleman

Lt. Governor/Secretary
Education & Workforce
Development Cabinet

Mary Pat Regan

Deputy Secretary
Education & Workforce
Development Cabinet

Officers

Trey Grayson, Chair
Walton, KY

Alan M. Stein, Vice Chair
Lexington, KY

Eric G. Farris, Vice Chair
Shepherdsville, KY

Bill Malone, Treasurer
Louisville, KY

Alexandra Gerassimides, Secretary
Louisville, KY

Members

Dennis K. Berman
New York, NY

Christen Boone
Louisville, KY

Gary Braswell
Owensboro, KY

Mike Buckentin
Russellville, KY

D. Todd Davis
Bowling Green, KY

Luther Deaton, Jr.
Lexington, KY

Kevin Flanery
Louisville, KY

Vince Gabbert
Lexington, KY

Jason E. Glass, Ed.D.
Frankfort, KY

Gretchen M. Hunt
Louisville, KY

Wayne M. Martin
Winchester, KY

Thomas T. Noland, Jr.
Louisville, KY

Jamie Paradis
Louisville, KY

Paul E. Patton
Pikeville, KY

Laura Coleman Pritchard
Danville, KY

Neil Ramsey
Louisville, KY

Shannon Rickett
Louisville, KY

John C. Roach
Lexington, KY

Jane B. Skidmore
Barbourville, KY

Jane Stevenson
Owensboro, KY

Lora Suttles
Paintsville, KY

Aaron Thompson
Richmond, KY

Phyllis Vincent
Frankfort, KY

Whitney Frazier Watt
Louisville, KY

Mark C. Whitlow
Paducah, KY

Erica Lee Williams
Louisville, KY

Anisa Cottrell Willis
Newport, KY

GSP Staff

Aristófanés Cedeño,

Executive Director & Academic Dean

Beth Carrier

Tina Nance

Rita Meeks

LeAnn Stokes

Bonnie Mullin

Robin Williams-Neal

Contact Us

Governor's Scholars Program
112 Consumer Lane
Frankfort, KY 40601

Phone: (502) 209-4420

Fax: (502) 305-6880

Online: gsp.ky.gov

GSP Foundation

The Governor's Scholars Program Foundation, Inc., is a 501(c)(3) non-profit, tax-exempt organization that exists solely to support the Governor's Scholars Program, Inc. The GSP Foundation supplements public funding to finance the GSP's daily operations and special initiatives.

For more information or to make a contribution, contact:

The Governor's Scholars Program Foundation, Inc.

Doug Draut, President

112 Consumer Lane

Frankfort, KY 40601

Phone: (502) 209-4420 | **Fax:** (502) 305-6880



By partnering with the GSP Foundation, Kentucky businesses and organizations provide not only the funding but also the extraordinary hands-on opportunities that make the Governor's Scholars Program an unparalleled intellectual experience.