

# 41

summers of

an **inspiring**  
and **uplifting**  
community

@Murray State University

@Centre College

@Morehead State University



## Governor's Scholars Program Academic Report 2023



Governor's Scholars Program

"Ever since I was little, my father told me that GSP would be where I would meet my people.

I didn't believe him.  
Not until now.

GSP has completely changed my life.

I am now surrounded by and **connected** to so many people who are like me.

GSP is a **community** that has opened my eyes to countless opportunities and life-long friendships."

Sydney Herringshaw  
George Rogers Clark High School



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# Letter from the Executive Director

The Governor's Scholars Program has a long-term mission that has guided its successful path for the last 41 summers, but its vision of creating an extraordinary community of learners is what has kept the GSP deeply rooted in the fertile soil of the love for learning. It is this vision that allows each member of the GSP community to grow both personally and intellectually. The community at the GSP is one that, whether intentionally or because of innate curiosity, a scholar joins seeking to find concrete knowledge. However, at the end of the five-week summer endeavor, each member follows their own abstract path filled with renewed thoughts, emotions, intellectual dreams, and discoveries, taking with them a strong force that keeps them attached to each other. That inspiring magnet is the community.

When I joined the GSP community in the summer of 1992, I was not aware that for the next 30 plus summers I would find colleagues and students of likeminded learning interests, scholars from all social and cultural backgrounds, individuals with a wide array of professional visions, and a world of old ideas and thoughts presented from new perspectives.

During each of those summers, the members of the GSP community may have felt uncomfortable at some point, may have found their best friend, may have discovered a new field of study, may have reaffirmed their visionary life path, or may have redefined their short- and long-term goals. Counting on the powerful support of the community makes each member understand that when one fails, everyone fails, and when one succeeds, everyone succeeds. That uplifting feature of the GSP community holds all of us associated with the GSP together in an indescribable way, regardless of the symbolic tree branch to where our life path guided each of us.

The summer of 2023 welcomed 1052 new members to the GSP community. The new members came from all over the Commonwealth of Kentucky to help shape the one-program-on-three-sites conceptual understanding of the GSP. Whether at GSP-Centre, GSP-Morehead, or GSP-Murray, they found themselves at the center of the symbolic flame that illuminates our creative and passionate minds. That flame remained flexible and adaptable to help ignite in each new member the natural human curiosity that characterizes that long-life learner known as a scholar. The GSP utopian community has now grown to have more than 36,000 members. The breadth and depth of their civic, economic, social, cultural, political, and academic contributions in the local, national, and international arenas is immeasurable.

The GSP community owes its strength to the support of all of you who believe in its mission, and for that we will never grow tired of expressing our heartfelt gratitude.

**Aris Cedeño**  
Executive Director



Governor's Scholars Program



# 2023 Scholars by County

## Counties with Up to 3 Governor's Scholars

Adair	Carlisle	Fleming	Jackson	Martin	Owsley	Washington
Ballard	Carroll	Gallatin	Lawrence	McCreary	Pendleton	Wayne
Bath	Clay	Garrard	Lee	McLean	Powell	Webster
Bell	Clinton	Green	Leslie	Menifee	Robertson*	Whitley
Bracken	Critenden	Hancock	Letcher	Matcalfe	Rockcastle	Wolfe
Breathitt	Cumberland	Harlan	Lewis	Monroe	Russell	
Breckinridge	Edmonson	Hart	Livingston	Morgan	Todd	
Butler	Estill	Hickman	Lyon	Owen	Trimble	

## 4-6 Scholars

Allen	LaRue
Bourbon	Lincoln
Caldwell	Magoffin
Carter	Mason
Casey	Mercer
Elliott	Nicholas
Floyd	Ohio
Fulton	Perry
Grant	Rowan
Harrison	Simpson
Henry	Spencer
Hopkins	Trigg
Knott	Union

## 7-9 Scholars

Anderson	Henderson	Montgomery
Boyd	Knox	Muhlenberg
Clark	Logan	Woodford
Graves	Marion	
Grayson	Marshall	

## 10-14 Scholars

Barren	Greenup
Boyle	Johnson
Bullitt	Meade
Calloway	Pulaski
Christian	Taylor

## 15-25 Scholars

Campbell	Nelson
Daviess	Pike
Franklin	Scott
Jessamine	Shelby
Laurell	Warren
McCracken	

## 26-50 Scholars

Boone	Madison
Hardin	Oldham
Kenton	

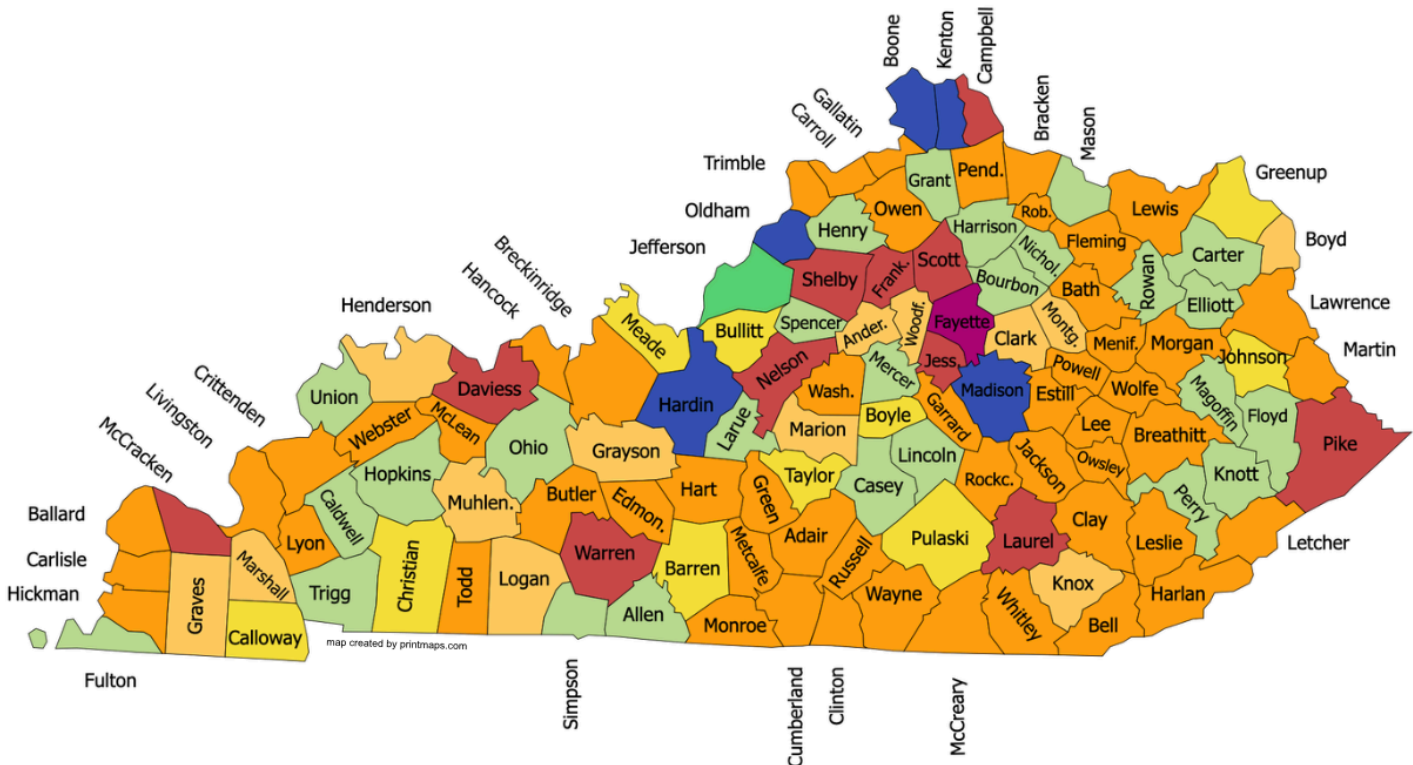
## 51-100 Scholars

Fayette

## 150+ Scholars

Jefferson

\*denotes county not represented in the application and selection process



# 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.

At the GSP, Focus Area courses intellectually expose scholars to their course topic broadly through both traditional and non-traditional methods. Throughout the five weeks, scholars learn about the content through enriching experiences, including but not limited to, insightful texts and discussions, hands-on group and community projects, and guest speakers.

The following section of this report provides insight into each Focus Area course offered during the summer of 2023.

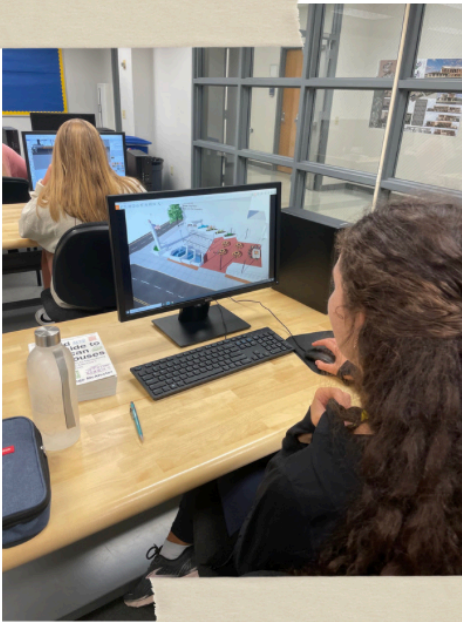
## Agribusiness & Biotechnology

### Murray State University

**Lin Handayani's** scholars examined various aspects of agriculture including smart farming using drone technology. The class learned about the field of agronomy (crops) and horticulture by visiting the Pullen Farm, Murray State's Arboretum, Apiary, Cattle Farm and Horse Farm. Biotechnology issues were covered during a visit to Hancock Biological Station where scholars had an opportunity to learn about water sampling for phytoplankton and observe different types of them. They also explored research related to biodiversity, fish, wildlife, ecology, climate change and water quality. Plant biodiversity issues were discussed while enjoying the beauty of the Arboretum, the greenhouse and the Mabel Garden. For hands-on agricultural education, scholars had an opportunity to identify soil profile, soil horizons, soil quality, weed and pollinator identification, and collect soil samples using soil probes. Through these activities, the class explored what drives agricultural production to shape the food system locally, regionally and globally.



**ABOVE:** Scholars in the Agribusiness and Biotechnology Focus Area identifying weeds in the research plots of Murray State University.



**LEFT:** Scholars in Emery Ginger’s Focus Area using *Enscape*, a real-time rendering and virtual reality program, to redesign the Benton Memorial Park. **RIGHT:** Scholars in Duk Lee’s Architectural Design Focus Area constructing a ferris wheel.

## Architectural Design

### Centre College

**Duk Lee’s** scholars studied fundamental aspects pertinent to architectural endeavors which includes perspective drawings, free-hand drawing, designing, and constructing. Students worked many hours on 1-point perspective and 2-point perspective to draw buildings or rooms, practiced many hands-on-activities with paper architectures which involved folding and cutting, and they constructed a bridge, roller coaster, and Ferris wheel with Lego and K’nex. Several scholars also worked on 3D model buildings with a software and 3D printer. The class visited the School of Design at the University of Kentucky where they heard a lecture on “What is Architecture?” and received a tour of the university’s design studios. During the final week, scholars proudly exhibited all their works for the GSP community.

### Murray State University

**Emery Ginger’s** scholars used the book, *A Field Guide to American Houses* by Virginia McAlester to embark on an exploration of the architecture, construction, history, and culture of American homes. The book is a dictionary for domestic architecture and illustrates the story of why our houses, while great and humble and everything in between, look the way they do. The Scholars were able to explore the surrounding community and identify features of homes, both old and new, to determine their style and where they pulled influence from. In addition to learning about American homes, the class took on an engaging service project for the city of Benton. They were approached by Mayor Rita Dotson to redesign and renovate the existing Benton Memorial Park located on the

town square. The goal was to take the existing site and revitalize it in a way that honored first responders, was more interactive for the community, and promoted a maintainable, attractive design. Each Scholar was given a model of the existing site and was allowed the creative freedom to change or keep aspects of the site that best showcased the city’s intentions for the site. To fully accomplish this, the scholars had to complete research on first responders, discuss what it means to honor a group of people in design, learn about urban spaces and what attracts visitors, and learn about sustainability because they, as designers, are responsible for creating structures that generate minimal harmful effects to the ecosystem and the communities. They learned industry standard software for architecture and were able to execute their ideas. The class produced thorough designs that were presented to the Mayor and other representatives for the city of Benton during the last week of class. They learned how to manage a client relationship, complete design research and analysis, and execute an aesthetic design that promotes the reform of a community.

“Through our field trips and guest speakers, we were able to gather valuable information and make great connections in the engineering world.”



Julia Barsch  
Atherton High School

# Astronomy

## Centre College

**Madison Staton's** scholars had an immersive and comprehensive learning experience, covering telescopes, meteorites, lunar exploration, the solar system, historical perspectives, and future studies. Scholars built their own refracting telescope, gaining practical knowledge, while guest astronomer Bob Summerfield introduced them to meteorites and their significance. A captivating planetarium show enhanced their understanding of the night sky. They also led a community star party, sharing their knowledge with the wider community. Exploring the moon's phases and atmospheric phenomena at Cumberland Falls State Park, scholars designed proposals for future lunar bases. They studied planets, delving into historical perspectives and the Voyager missions' discoveries. Scholars even designed a golden record representing the present world. In the final part of the course, scholars explored futuristic topics like astrobiology and aerospace engineering, fostering curiosity and wonder.

## Morehead State University

Scholars in **Joshua Qualls's** class combined daytime and nighttime observations to explore the workings of our universe. The summer began with discussions about the purpose of science and astronomy. Scholars next studied the Sun-Earth-Moon system and its motions to understand the night sky, seasons, and eclipses. After reaching the limits of the human eye, scholars began observing and studying constellations and planets using telescopes they built. Scholars identified binary star systems, Jupiter's moons, and the rings of Saturn, and they learned to navigate the summer night sky. These observations culminated in a campus-wide "Star Party" where the entire GSP Morehead community was invited to explore the

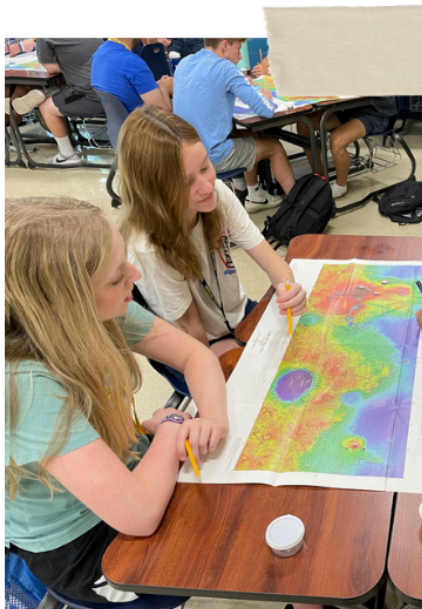


"The astronomy class was an amazing experience. It gave us opportunities we would have likely never had anywhere else. We learned each facet of astronomy in an engaging, interactive hands-on manner."

Nathan Mehaffy  
Western Hills High School

*LEFT: GSP-Murray Astronomy scholars use statistical cratering methods to chart the location and extent of now extinct Martian Oceans. CENTER: A GSP-Morehead scholar helps construct a Hertzsprung-Russell diagram showing the relationship between stellar luminosities and temperatures in order to study stellar evolution and lifetimes. RIGHT: Scholars in the Astronomy Focus Area at GSP-Centre work together using power tools to build their own refracting telescopes.*

night sky using enormous telescopes. As the summer continued, scholars learned about the formation of our solar system and various planetary features. They performed hands-on observations of meteorites to learn about other solar system objects. Moving to larger celestial objects, scholars learned about the life cycle of stars and galaxy formation. They investigated human space exploration by studying rover robots and the complex process of astronaut training. As the summer drew to a close, scholars surveyed several exciting topics of discussion, including exoplanet detection, relativity, interstellar travel, dark matter and energy, and astrobiology and the question of whether we are alone in the universe.







GSP-Murray Astronomy scholars with their completed telescopes.

## Murray State University

Led by **Rico Tyler** and joined by Teaching Fellow **Travis Oliver**, the scholars examined important astronomical discoveries, the ways astronomy finds answers, and the role astronomy plays in history and culture. Observational astronomy and astrophotography were complimenting themes across the five weeks. The signature astronomy project had each scholar build, test, and master using a telescope, and included the construction of solar filters to observe the Oct. 14 and April 8 solar eclipses. Bob Summerfield with *Astronomy to Go* spent a week

on campus providing various presentations as well as invaluable telescope training the astronomy scholars later used to host their own community star party. Scholars also learned basic celestial time and navigation skills and how those skills were used to map Kentucky's southern border just a few miles south of campus. Those same skills were used to astronomically determine the earliest and latest possible Easter dates. Using crater dating to create planetary and solar system timelines, stellar evolution, and cosmology were among the other topics explored.

## Biological & Environmental Issues

### Centre College

**Thomas Reed's** scholars researched current biological and environmental issues pertinent to the near future, including sustainability, regenerative farming, climate change, and genetic engineering. They used their research into current sustainability and regenerative solutions to develop a project that they could apply within their home schools or community. Scholars were encouraged to meet with stakeholders in their hometowns to set up and implement their plans, passing on their knowledge to the next generation. Scholars also were giving an aquaponics project affording them a better understanding of a type of sustainable farming/gardening to employ in the future. While using their aquaponic tanks, scholars learn the balance of bacteria, fish, and plants. Additionally, the scholars debated the merits and potential downfalls of genetic editing while researching how genetics have been used in the past.

"I have learned the importance of asking insightful questions and having discussions about issues impacting our community's health and environment. Because of this class, I plan to help bring about changes in my own community when I get home."

Morgan Bonno  
St. Henry District High School

### Morehead State University

Scholars in **Greg Jacobelli's** class explored environmental responsibility and how the individual can create beneficial positive feedback loops within a society. Scholars discussed whether it was possible to change the tragedy in "the tragedy of the commons" into an "opportunity of the commons." Scholars explored personal health, the factory food system, and whether we have lost our way when it comes to understanding what and how we should eat. The discussions focused on food production and how it and nutrition have changed. Scholars then researched population vs. overconsumption and focused on recycling and why, though economically and environmentally important, recycling efforts have struggled the last few years in the U.S. Scholars toured the recycling center in Morehead and researched Kentucky's large role in aluminum recycling and how it benefits the environment and the economy. Scott Freidhof of the Kentucky Division of Fish and Wildlife discussed the positive impact one person can have on wildlife as he showed the scholars how to band pigeons and the reasoning behind it. Scott also outlined his goal and work in bringing back the American Chestnut tree. Throughout our 5 weeks, scholars hiked Carter Caves, the Pinnacles in Berea, Natural Bridge and many places around Morehead. These hikes and lessons in geology, stratigraphy, hydrogeology and biology saw the scholars dive into why it is we need to pay attention to how we use resources and at what rate.



### Murray State University

**Ekambaram Elumalai's** "Macro vs Micro" scholars investigated research projects based on environmental issues from a local aquatic ecosystem, Bee Creek, Murray. Scholars experimented with the water quality of a local aquatic body to analyze the various physical and chemical parameters that affect the health status that includes pH, turbidity, Biological Oxidation Demand (BOD), dissolved oxygen, nitrate, phosphate, ammonia, and E.coli. Scholars used their research methodology to investigate the water quality management and the usage of chemicals in our agricultural lands, food production, land management, and surface water runoff, in which they applied their knowledge to the health aspects of our current world population. Simultaneously, scholars worked on a project-based microbiological analysis by inoculating the bacterial population from various sources that included distilled water, drinking water, creek water, sewage water, and human products such as saliva and tears using a bacteriological agar nutrient medium.



**TOP:** Scholars in Greg Jacobelli's Biological & Environmental Issues Focus Area "caught" in a fracture at natural bridge while learning about the geologic regression. **BOTTOM:** Scholars at GSP-Centre conducting tests on water quality for their aquaponics.

## Centre College

**Michael Spears'** scholars worked through the first three stages of product development of Idea Generation, Research, and Planning, to develop a product or service specific to the GSP community that they presented to the community in the final week of the program. Scholars read and explored the concepts from the book *Crucial Conversations*, where they practiced ways to communicate with others effectively when stakes are high. Scholars engaged in activities that helped identify what style of leadership they possess, the strengths and weaknesses of their style, and how they can use this knowledge to become more impactful leaders. Scholars explored the concept of the "golden circle" introduced in the book *Start With Why*. Business scholars visited local business leaders, including a Certified Financial Planner, the director of the Norton Center for the Arts, the Director of Finance and Director of Accounting at RJ Corman, and the CoveyChase Farm Company, a local agribusiness.

## Morehead State University

Led by **Scott Takacs**, scholars explored new business opportunities in Kentucky. This exploration included studying how start-ups get funding and how to use effective personal finance strategies for asset growth. The class visited Awesome Inc., a Lexington-based startup accelerator and education organization, and the Center for Advanced Energy Research. Scholars also developed business ideas, and did simulations on operations management, investment and development, and new product development.



**ABOVE:** GSP-Centre scholars in the Business, Accounting, and Entrepreneurship focus area visited CoveyChase Farms, an Agribusiness in Lincoln County.

**BELOW:** A group of scholars on the GSP-Murray campus are using balance sheets to manage assets and cashflow during a game of Monopoly.



## Murray State University

**David Asher's** scholars studied relationships, bias and ethics and how to better use these concepts to be more successful in the business world. They exercised their knowledge in traditional games of Monopoly (with additional layers of taxes, utility costs and the ability to partner with players on other boards to increase their and their partners' success at the game). They used balance sheets to keep track of assets and cash on hand and to predict accounts payable and receivable to promote their ability to be a stronger partner in their business dealings. They performed audits to ensure that each player's record keeping was accurate and ethical. Scholars worked in groups to create an entrepreneurial presentation that showed their ability to identify and solve a problem, maximize value propositions and customer segments and how to build effective cost structures and revenue streams.

“This class has challenged me to think in more profound ways I had never explored before. I was surprised at how philosophical communication and social theory could be. It was refreshing to have deep, introspective discussions in this class, as I rarely find and participate in it at home.”

Bella Skibba  
Daviness County High School



## Morehead State University

Using a series of documentaries curated in part by the Southern Circuit Tour of Independent Filmmakers, **Jim Grayson's** scholars examined power dynamics and agency in filmmaking. These films examined controversial incidents and situations over the past decade which have provoked social and political movements across the nation, and the scholars were encouraged to voice their own opinions and find ways to reconcile any differences, ultimately self-selecting a solutions-oriented framework for their discussions. The scholars also worked with a representative from the nonprofit company Narrative4 on the “story exchange” method, which is designed to improve deep listening skills and increase empathy between diverse individuals from varying locations around the Commonwealth and beyond. As a framing device, the scholars studied Professor David Crystal's book *Let's Talk*, which offers a linguistic analysis of English-language conversation and offers a number of questions to consider in both philology and anthropology as we move toward the middle decades of the 21st Century. Throughout the program, the scholars were encouraged to pay attention to their own habits both in speaking and using digital communication, as well as the habits of their conversational partners.

## Murray State University

Scholars in **Emmanuel Fasipe's** focus area delved into the thought-provoking ideas presented in Neil Postman's *Amusing Ourselves to Death*, which examines the profound influence of media and entertainment culture on our ability to receive and process information effectively. Their inquiry focused on how they could actively engage with and revamp our physical, social, and virtual environments to enhance human communication and connection. By analyzing the impact of media on our cognitive processes, emotional responses, and social behaviors, scholars aimed to uncover new strategies for fostering meaningful connections in a world saturated with constant information and distractions. Scholars also explored Kenneth Burkes' *Definition of Man* as it applies to GSP, exploring symbol (mis)using and making in the campus community. They then analyzed the effectiveness of Burke's assertion in determining human behavior and distinguishing us from animals.



**ABOVE:** Scholars in Emmanuel Fasipe's Communication & Social Theory Focus Area conduct a symbol decoding activity where they engage in scholarly conversations about Murray State University's use of symbols and imagery across campus.

## Centre College

**Jay Crocker's** scholars concentrated their efforts on the powerful nature of fairy tales in the lives of human beings. The scholars read John Connolly's *The Book of Lost Things* and used it as an anchor text to serve as an example of how fairy tales can be mixed across cultures, genres, and experiences. Throughout the five weeks, the class explored how both beloved and unknown fairy tales shape young people into adults and what that does to create readers, thinkers, and writers. A core activity was the exploration of both a book and a song from childhood that holds significant meaning to the scholars, and writing about them and sharing with the class. The class then explored to answer the question, "Do our traditional fairy tales have a place in the lives of modern children, or do we need to craft new ones? Research was done by examining paintings at the Kentucky Museum of Arts and Crafts, the 21 C Hotel Museum, and by working with the Kentucky Shakespeare Festival for exploration of children's stories in the arts. Scholars also explored the Boyle County Library and The Plaid Elephant, a children's book shop in Danville. Ultimately, the scholars reached their own conclusions on whether to continue to tell traditional stories as written, traditional stories in new ways, or to tell new stories to future generations.

## Morehead State University

**Matt Sutton's** Creative Writing and Literary Studies course completed an active agenda of writing and reading over five weeks. Collaboratively, the scholars wrote, edited and designed an online literary magazine, *The Litterateurs*, presenting a wide array of poetry, prose and personal narrative developed in class. In this volume, the contributors deftly balanced their own self-expression with themes central to the GSP, such as community, growth, and resilience. The groundwork for this ambitious project was established by a field trip to King Library Press in Lexington, where scholars saw the makings of a book and considered the materiality of text. In addition, scholars ventured into new modes of writing by penning theater reviews and graphic-novel-style narrative. As readers, the scholars analyzed literature in a university-seminar format, reading classic authors and emerging writers alike. The course-reading list placed special emphasis on Kentucky authors, including Crystal Wilkinson and Chris Offutt. Supplemental activities included "solving mysteries" with the Forensics Focus Area and discussing the intersection between writing and acting with Dramatic Expression scholars. At the Community Exhibition, students offered their peers custom poems on demand, book recommendations and essay-writing assistance.

## Murray State University

**Megan Sampson's** class was divided into genres with each week focusing on less traditional writing modes. To start, scholars focused on the basics of storytelling: developing character, setting, conflict, and theme. The first concentrated area came through Flash Fiction, with scholars integrating all of the basics into one very short story. Scholars read and discussed examples of Flash Fiction before trying to write their own stories, and some followed the blueprints while others set out for genres and topics outside of their regular comfort zones. Poetry, a fan favorite in this class, took a different turn when scholars were asked to write odes, a traditional writing format that pulled on storytelling from the prior week. Then in week four, scholars were tasked with a new and different mode—procedural writing, also known as how-to writing. While at first they thought they would be writing how-to pieces like "How to make a peanut butter and jelly," instead they wrote "How to Deal with Fear of Failure or (Fear of Success)." The mode was the same but the question was different: how can they give advice on such a large topic? By incorporating their own narratives into their advice and building from those same storytelling blocks. Throughout all of these different genres, scholars read and analyzed mentor texts and strengthened their writing skills through practice and workshoping as a class. Scholars also read and discussed the book *Bird by Bird* by Anne Lamott, a classic writing handbook, as they continued growing and writing all summer. By the final week, scholars were able to reflect on their experience at GSP through living eulogies, weaving the odes and how-tos into a piece about what GSP meant to them and what they want to remember from these five weeks.

"This class removed the stress to achieve perfection in my writing and allowed me to explore my literary imagination."



Ava Logsdon  
Hart County High School

# Cultural Anthropology

## Morehead State University

Scholars in **Shawna Felkins'** class read and discussed the nonfiction work *How to Think Like an Anthropologist*. They explored the concept of "culture" from the local to the global. Scholars were introduced to the foundational methods and concepts in the field of cultural anthropology. Through screenings of the documentaries *The Anthropologist* and *Fathom*, scholars were introduced to the work of contemporary cultural anthropologists studying the impact of climate on rural, agricultural communities and the culture of humpback whales and their songs. Scholars discussed the importance of cultural artifacts and visited the Kentucky Folk Art Center to explore exhibits featuring the work of artists across the Commonwealth. Scholars practiced archival research in the campus library and curated research presentations on the culture of communities of their choice. Applying what they learned throughout the summer, scholars were tasked with studying the culture of their own GSP community. Using the ethnographic research methods studied in class, they designed and implemented interview and survey protocols for their research population—their fellow scholars—with a goal to understand the core values of the GSP-Morehead campus community. With the data they collected, scholars created an exhibit featuring a community quilt, a research poster, and an art installation.

## Murray State University

**Anne Justice** and her scholars focused on storytelling and creation stories. First, scholars considered storytelling; what it means to tell a story, and the components of a compelling story. From there, the class explored many creation stories from cultural groups across the globe. The class examined both well-known and unfamiliar stories such as the Aztec Legend of the Five Suns, the Chinese story of Pangu, and the Tlingit creation story. Through these creative and imaginative stories, scholars gained a strong understanding of how each group was affected by their natural environment and desire for deeper understanding of their existence. The scholars used these insights as a springboard to discuss similarities and highlight connections in the human experience across cultural lines while considering essential questions that have captivated humanity for centuries: Where did it all begin? How did we get here? Why are we here? After a deep dive into these stories, scholars were challenged to retell a creation story of their choice in a way that informed their audience of the culture from which it originated, and celebrated the tradition and creativity of that culture. Scholars accomplished this by conceptualizing a singular creation story into a visual and interactive exhibit. Each of the individual exhibits formed the contents of a creation museum to which the class invited the entire GSP community.

**BELOW:** Scholars in Anne Justice's Cultural Anthropology Focus Area proudly pose in their completed Creation Museum after welcoming the community to see their exhibits.



## Centre College

Scholars in **Melanie Kidwell's** class spent the summer exploring the creative process. They began by considering a performer's tools - one's voice, body, and emotional life. They practiced using these tools through a variety of exercises. They then began the process of searching for compelling scripts to bring to the stage. The *Humana Festival of New American Plays* provided exciting published material for scholars to work with; a field trip to 21c museum in Louisville inspired others to pen their own original scripts. Once the scripts had been selected, scholars took on the roles of director, performer, musician, and technician to bring them to life. The scholars' work culminated in a performance for the GSP-Centre community.

“Dramatic expression opened me up to a new side of the arts. I never before have been a part of theatre in any way, but being in this focus area has broadened my horizons on what I want to do next.”

Tyrone Karmariie Hopson  
Hopkins County Central High School



## Morehead State University

**Jacqueline Kohl-Hamilton's** scholars presented an adaptation of William Shakespeare's "A Midsummer Night's Dream." Scholars studied the life of Shakespeare, Elizabethan theatre, and full-length versions of both the original play and a modern rendering. The students then worked with a shorter published script that used both modern language and the play's most famous lines. The scholars expanded that script to contain more of both Shakespearean lines and modern language. Since the play is set in an enchanted forest full of fairies and butterflies, drama scholars enjoyed a trip to Wilson's Nurseries in Frankfort and spent time in specially-landscaped areas, as well as the Commonwealth's largest butterfly house. At the end of the GSP program, scholars presented "A Midsummer Night's Dream" to a packed audience of community members at the Rowan County Public Library. Some children in the library's summer reading program who attended our production had never seen live theatre or had any exposure to Shakespeare. They raved about the play to librarians and were grateful for the wooden spoon fairies that the scholars made and distributed to the younger playgoers. The spoons included inspirational quotes, such as "Follow Your Dreams." Scholars also presented three more showings of the play to their GSP scholar community.

## Engineering

### Centre College

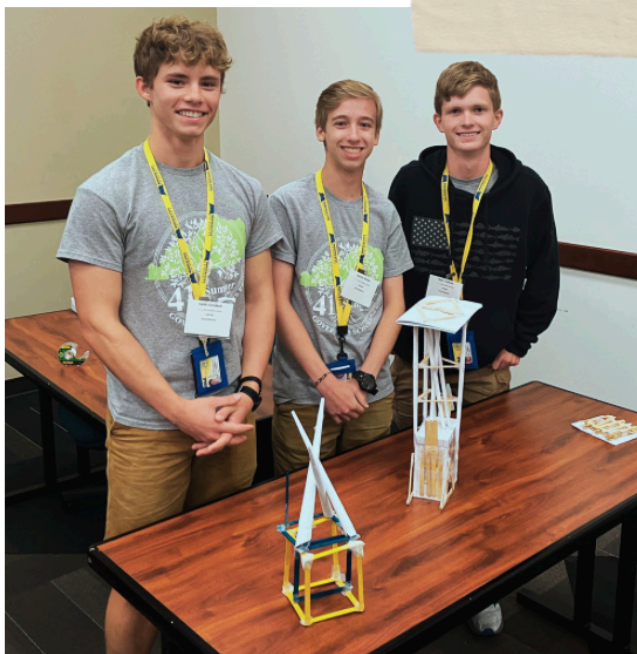
**Denise Owens'** scholars investigated the various disciplines of engineering, and the role engineers play in today's society. The scholars engaged in field trips designed to help them examine those roles. They toured Lexmark, Toyota, East Kentucky Power Cooperative, and McAlpine Locks and Dam, where they participated in a road and bridge design project with the U.S. Army Corps of Engineers. To help them investigate the pursuit of an engineering degree and career, the scholars visited the University of Kentucky College of Engineering. They also participated in virtual visits with the University of Louisville J.B. Speed School of Engineering and the Murray State University engineering department.

To further increase their knowledge of engineering, the scholars were visited by guest speakers. Engineers, several of whom were former GSP Scholars, shared their knowledge and personal experiences in civil, mechanical, electrical and chemical engineering. The speakers also discussed future engineering possibilities with renewable energy, after which the scholars were able to visit a solar farm. Finally, the scholars participated in an in-class cardboard boat design project. They were able to implement engineering skills gained from their own research, the guest speakers, and the field trips to help them design and construct their boats.



## Morehead State University

**Ryan Blood's** class began with scholars defining the scope of engineering problems. Several of the largest engineering challenges of their time were viewed through the lens of the technologies and sciences available at the time. The scholars then devised what remaining technologies had to be developed to achieve the goals set out in these engineering challenges. Scholars received hands-on experience with engineering through a series of field trips across the state. The scholars saw civil, chemical, mechanical, environmental, electrical, and computer engineering up close in the field. Experts from each of these respective fields hosted talks on their worksites and opened the floor to questions which allowed the scholars to explore how these fields connected to their passions and interests. The scholars encountered engineers at every career level and learned the value of work opportunities during further education in addition to seeing scholars engage in those opportunities at Toyota. The scholars then presented their designs and findings, comparing the diverse set of paths they took to achieve similar goals. In the latter half of the summer the engineering scholars took the lessons and skills they learned to the test as they applied their training to campus itself. With only twine, pen, and paper, the scholars measured and approximated the volume of on campus facilities to estimate utility costs and suggest improvements. The final test of these skills was to estimate the volume of water in the nearby lake on cardboard boats with only survey skills and classroom equipment.



**ABOVE:** Ryan Blood's scholars presenting their Lexmark structures.



**ABOVE:** Michael Feedback's scholars design a wildlife refuge at the Army Corps of Engineering locks and dam on the Ohio River.

**Michael Feedback's** scholars took a "Bluegrass State" view of engineering and studied concepts in engineering program management. A visit to a local business in Morehead gave insight to hiring and retaining staff and the challenges of surviving through the pandemic. A study of thoroughbred horse racing introduced scholars to value-based decision making. Nationally-renowned sportswriter Pat Forde of *Sports Illustrated* spent an evening with the scholars sharing his love of the sport and how to extract data from various sources to inform decision-making. Scholars learned about scaling, and used the concepts to build a scale model of Morehead State University's Mignon Complex, a collection of four residential buildings on campus. Scholars were able to visit Toyota in Georgetown, and they participated in simulations demonstrating differences in auto manufacturing employed by the manufacturer. Soon after, scholars visited the University of Kentucky College of Engineering to learn about the pathways a college engineering student might follow. A visit to Lexmark allowed the class to see how engineers are adapting and creating new products, and next scholars visited East Kentucky Power to see how engineers keep the state's citizens working and safe. The class traveled to the Army Corps of Engineers' facility on the Ohio River in Louisville to see how engineers allow river traffic flowing on the river around the Falls of the Ohio.



## Morehead State University

Scholars in **Jason Meenach's** class learned about the art of cinematography to give them a new framework for watching and analyzing film. Scholars examined how filmmakers make strategic decisions to tell their story but also register emotional and psychological effects upon the viewer. They learned about the rules of framing and composition, mise en scène, lighting, and sound, and how to do post-production editing. Scholars then applied what they had learned into two music videos; scholars chose Dolly Parton's *Nine To Five* and Katy Perry's *Hot and Cold* as the music videos they wished to reimagine, and their efforts were shared with the community at one of the weekly showcases. Scholars also took a field trip to WKYT-36 in Lexington where they got a tour of the television studio and also got to watch a live noon program from the studio and control room. They watched the famous noir film *Sunset Boulevard* and created an original noir film which was also shared with the entire community, once again to enthusiastic applause! As a result of their studies, the Film Studies scholars all had learning experiences as actors, directors, editors, and to experience the collective joy that comes when other people respond positively to a film you have worked hard to create!

Through the process of creating our own film, we were forced outside of our comfort zone in many ways. For some, it was difficult taking on jobs in acting or camera work. But for others, it was collaborating with those we haven't met before. This ended up being the ultimate bonding experience.

Hayden Powell  
Marshall County High School

## Murray State University

**Brenna Sherrill's** scholars were provided with opportunities for both film analysis and hands-on filmmaking experiences. Scholars learned about film techniques such as editing, cinematography, and narrative structure, all of which were discussed and analyzed through weekly class film screenings. The course film screenings were themed in terms of film genres, encouraging scholars to understand conventions and tropes in different film styles. Scholars watched films as differentiated as *Minari* (Lee Isaac Chung, 2020), *Logan Lucky* (Steven Soderbergh, 2017) and *Eternal Sunshine of the Spotless Mind* (Michel Gondry, 2004) to consider genres such as family dramas, heist films, and science fiction. In addition to introductory film studies, this class allowed scholars to create and produce their own films. Scholars ultimately produced four projects: a stop-motion romantic comedy, a murder mystery, a 1980s-style slasher, and a spy thriller. These short films all reflected the scholars' desires to work creatively and collaboratively within the class and the community at large. In producing these films, scholars developed their camera and acting skills as well as their editorial skills in post-production to make several polished and sophisticated projects that were shown to the GSP-Murray community.



**ABOVE:** At WTVQ-36 in Lexington, scholars got to interact with a teleprompter and see what it's like to give a weather forecast in front of a green screen.

## Centre College

**Lovence Ainembabazi's** scholars started by studying the basics of forensics, its role within the criminal justice system and some skills required in forensic science. Scholars examined the history of forensic science and its breakthroughs, cases in which forensic evidence both exonerated convicted individuals and helped to convict people who were previously found innocent. They read *What Bugs, Burns, Prints, DNA and More Tell Us about Crime* by Val McDermid, and presented what they learned to the whole class. Scholars were introduced to how evidence is collected, protected, processed and examined/analyzed in areas of toxicology, blood spatter, and fingerprints and depressions. A mock crime scene was created and scholars role played in finding evidence, analyzing it and solving the mystery. The class immersed itself in processing and analyzing evidence practically, starting with fingerprints, blood and blood spatter, analysis of evidence using alternative sources of light, odontology and digital forensics. Experts in these areas of forensic science were invited to campus and scholars also visited the state's forensic lab in Frankfort where they interacted with forensic scientists and got a chance to see analysis of evidence in real time.

## Morehead State University

Scholars in **Tracie Morgan's** class explored several aspects of criminology through a true crime lens. They focused on the scientific principles and techniques used by forensic scientists such as crime scene analysis, physical evidence collection, and behavioral science. Scholars developed critical thinking skills while learning how to examine evidence from different perspectives. They were given the creative freedom to design and implement experiments related to various types of evidence such as fingerprints, footprints, and blood spatter. After each daily lesson, scholars would then use their newfound knowledge and apply it to true crime cases. They learned the importance of approaching analysis without bias as they investigated case studies where improper analysis led to wrongful conviction. Scholars visited the Kentucky State Police Forensic Laboratory in Frankfort where they learned how actual evidence is handled. Scholars also explored additional careers by listening to guest speakers from the FBI, Secret Service, and EKU Forensic Science Faculty. To deepen the sense of community, scholars collaborated on a project with the Creative Writing Focus Area where they combined knowledge of crime scene evidence and investigative writing skills.

## Murray State University

**Abdul Yarali's** scholars examined different scenarios of crimes using forensic science and digital forensics. Scholars learned from guest speakers including FBI agents, a KSP Toxicologist, a police detective, a K-9 electronics sniffer, a digital forensics analyst, and others. The guest speakers shared many insightful observations about real crime cases and showed the scholars how forensic evidence from physical crime scenes and cyberspace can solve cold cases by using new tools and advancement in forensics technologies. Scholars participated in an investigation of a crime simulation at the GSP campus. Scholars were divided into different roles of investigation such as team leader, photographer and photographic log recorder, sketch preparer, evidence recorder, evidence recovery personnel, and specialists for protecting the crime scene, retrieving, and examining evidence such as digital log files of mobile phone activities, collecting fingerprints, and also talking to witnesses attempting to profile a suspect in this case. Scholars were taught how to preserve, collect, protect, analyze, and document the evidence for solving the crime.



**ABOVE:** Healthcare Industry scholars visit the University of Louisville School of Dentistry, and learned to take impressions on model teeth. **RIGHT:** Healthcare Industry scholar practices suture techniques on skin model.

## Centre College

**James Bland's** scholars took a fascinating journey through the human body, and discussed topics from the book, *The Unseen Body*. In this text, Dr. Reisman explores human anatomy through a unique lens and combines medicine with travel experiences and nature metaphors to explain the complex, beautiful ecosystem of the human body. Over the course of the summer, scholars traveled metaphorically across the globe, and weaved together stories about the body's internal organs with a unique perspective on life, culture, and the natural world. The class offered a new and deeply moving perspective that helped scholars make sense of the human body and appreciate how it works. Scholars participated in various hands-on activities throughout the summer that corresponded to the reading; such as learning how to suture, and learning how to take and read blood pressure. Additionally, scholars visited the University of Louisville School of Dentistry and spoke to representatives from the University of Kentucky College of Medicine, the University of Kentucky College of Dentistry, the Danville/Boyle County EMS, and several other healthcare professionals in the central Kentucky area. Scholars also completed clinical rotations at the Ephraim McDowell Regional Medical Center, where they had the opportunity to shadow and observe healthcare professions first-hand.



## Morehead State University

**Cindy Brainard's** scholars began the summer with a detailed look at the many and diverse career paths that are a part of the industry. Scholars researched the educational requirements, job responsibilities, and salary ranges of each of those career pathways. This research was augmented by several field trips taken by the class including visits to UK medical school, nursing school, and the simulation lab which included the "delivery" of a healthy "plastic" baby. Scholars visited St. Claire Medical Center in Morehead to participate in numerous hands-on activities where they performed a DNA extraction on their own cheek cells and dissected the eyeball of a cow. The highlight of this trip was learning to suture using artificial skin injuries. Later in the program, scholars were able to consider alternative medicine by visiting Dr. Roach at Midway Clinic, a clinic that promotes and uses naturopathic treatment options. They also studied the text, *This Mortal Coil*, by Andrew Doig, which is a detailed recounting of the rise and fall of Earth's human population as influenced by major health related events. The scholars created and modeled this visually in a 3D timeline on display for the GSP community to view at the end of the program.

## Murray State University

**Sashi Papu John's** class studied human body systems and functions, diseases and disorders including food and water-borne diseases, the effect of heavy metals, diagnosis, laboratory procedures, medical terminologies, healthcare systems, and traditional forms of therapy. Scholars learned how to take vital signs such as pulse rate and blood pressure, performing an experiment to observe the fluctuations in their own blood pressure. They visualized the finer details in a preserved heart dissected by them and practiced different suturing techniques. Using simple tools, everyone learned to build a hand-held microscope. Scholars interacted with Dr. Craig McClain, a Professor of Medicine, Division of Gastroenterology, Hepatology, and Nutrition at the University of Louisville whose presentation highlighted the impact of exposomes on the liver and significance of the research in the healthcare industry. Professional careers in the field of biomedical sciences, dental, ophthalmic, nursing, medical laboratories, medical testing, pharmacology, radiology and radiologic techniques, and alternative medicine were discussed as well. Scholars were sent home with a book, *Caring for Patients from Different Cultures* by Geri-Ann Galanti to read, and apply the knowledge learned in this class.

# Historical Analysis

## Centre College

How Should People Live? was the central question **Blossom Brosi's** scholars explored this summer in their study of Utopias and Intentional Communities throughout history. Scholars began by reading European Utopian literature by Thomas Moore and Charles Fourier from the 16th century, then moved on to study American Utopias of the 17th century. Scholars used Erik Recce's non-fiction book *Utopia Road* as a guide, and also read scholarly articles, examined primary sources, and examined utopian artifacts from popular culture. Scholars spent a day at Shaker Village of Pleasant Hill where they toured and examined the historic site first hand and participated in a reenactment of Shaker music and dance. Finally, scholars examined Communes and Intentional Communities from the 20th and 21st centuries. Throughout their study, scholars explored the ways that the utopian yearnings in the American past still resonate today. Furthermore, they explored the relationship between intentional communities and environmentalism, activism, and various forms of government. As a culminating activity, scholars created and shared their own Utopia projects.

## International Relations

### Morehead State University

In **Ogechi Anyanwu's** focus area, scholars employed the theme of war and peace as a lens to study the behaviors of state and non-state actors in international relations. They read the book, *International Relations-For People Who Hate Politics*, and used the theories of human nature, societal conditions, and natural conditions to analyze the historical and contemporary ramifications of past and current wars and conflicts in selected countries. After holding discussions surrounding specific global conflicts, scholars created presentations on resolving the intractable Israeli-Palestinian conflict, the Russian-Ukrainian war, and the U.S.-North Korean conflict. They also created presentations highlighting multinational corporations' role in promoting international conflicts, stability and the forces driving anti-colonial and post-colonial African wars. Scholars cooked delicious international food for the GSP-Morehead community and invited other scholars to share their views on how to promote a more peaceful world. They used the responses from the community to create a presentation containing a possible framework for resolving global conflict, titled "GSP's Recipe for Global Peace." This class provided scholars with a unique opportunity to understand the causes and consequences of wars, and the merits, challenges, and outcomes of conflict prevention and peace-building principles.

## Murray State University

As one of the original focus areas offered the first year of the GSP that has remained a constant staple for 41 years, Historical Analysis focuses on the development of humanity in all its many components. With that principle as a key foundation, this class, taught by **Aris Cedeño**, used Tim Marshall's *Prisoners of Geography* as the point of departure for discussions and class activities. Scholars studied ten maps of crucial regions presented in the book to gain an understanding of the geo-political strategies of the world powers and discuss how geography, history, and politics shape national and international communities, hence setting the basis for events that will, in turn, shape the path of history and each generational interpretation of those events. Specifically, scholars focused on the geographical and historical connections in the following world regions: Russia, China, the USA, Western Europe, Africa, India (including the movie *Gandhi*), Japan-Korea, the Middle East, and Latin America. In each instance, they studied not only historical events, but most importantly the people, the leaders, and the ideas behind those events. Historical leadership lessons were drawn after each chapter. Class activities included a field trip to Wickliffe Mounds State Historic Site to learn about the living conditions of communities that inhabited the banks of the Mississippi River, including their ceremonial and burial rituals. The purpose was to draw connections between geography and history, and therefore the field trip experience concluded with a visit to the actual site of the confluence of the Mississippi and Ohio Rivers.



ABOVE: GSP-Centre scholars listen to Michael Hughes, President of the Danville Boyle County African American Historical Society, describe Urban Renewal in Danville.

## International Relations (cont.)

### Murray State University

Led by **Lauren Hines**, scholars used the book *Factfulness* by Hans Rosling to examine some of our instincts when thinking about the world and to learn basic measures of economic and social development to help us better comprehend complexities in international relations. Scholars began by learning about the basic principles of international relations, relevant national and international organizations, and the complex relationship between diplomacy and security. Guest speakers helped to provide further context and perspectives on their fields of expertise and represented a variety of organizations in their current or former professional roles: the Moroccan Fulbright Commission, Fulbright Program Alumna, CIA, Department of State, Department of Education, Department of Commerce, Office of Naval Intelligence, and the Patterson School of Diplomacy and International

Commerce at UK. After learning more about the players, perspectives, and fields of international relations, scholars conducted research on at least two countries that represented diverse geographic and economic situations in order to represent their country for a simulated United Nations session. Scholars debated a variety of issues, including the South China Sea, chemical pollution, the conflict in Ukraine, the Great Pacific Garbage Patch, and the refugee crisis in the Mediterranean Sea. A resolution on regulating industrial chemical pollution was passed! Scholars chose a research question during the first week that they then were asked to refine and research throughout the course of the program and present during the final week. Final presentations included topics in diplomacy, security, development, and intelligence-gathering.

## Japanese Language & Culture

### Murray State University

**John Lloyd Clayton's** scholars explored Japan through two distinct lenses: an intensive dive into grammar, writing, and linguistics, and an exploration of the historical and cultural traditions that support them. Scholars learned two complete forms of writing (Hiragana and Katakana alphabets), as well as numerous pictographic Kanji characters, and were able to form sentences using a variety of grammatical patterns. They then used traditional Japanese brushes, ink, and rice paper to practice calligraphy incorporating the grammar and vocabulary they had studied. They practiced speaking and listening, using standard dialects and common forms of address that could be used in social, business, and

leadership contexts. Scholars also read classic works of literature that put everything into context: Haiku from masters like Basho and Issa, selections from Murasaki's *Genji Monogatari* and Shonagon's *The Pillow Book*, and Zen meditations from the 11th-century monk Ikkyu. Finally, they put both language and culture together in the viewing and analysis of classic Japanese films, from directors like Ozu Yasujiro, Kurosawa Akira, and Miyazaki Hayao. The overall goal was to create an appreciation for the fascinating, complex, and beautiful elements of Japanese culture, while also providing an adequate academic foundation for future study and travel.

### Centre College

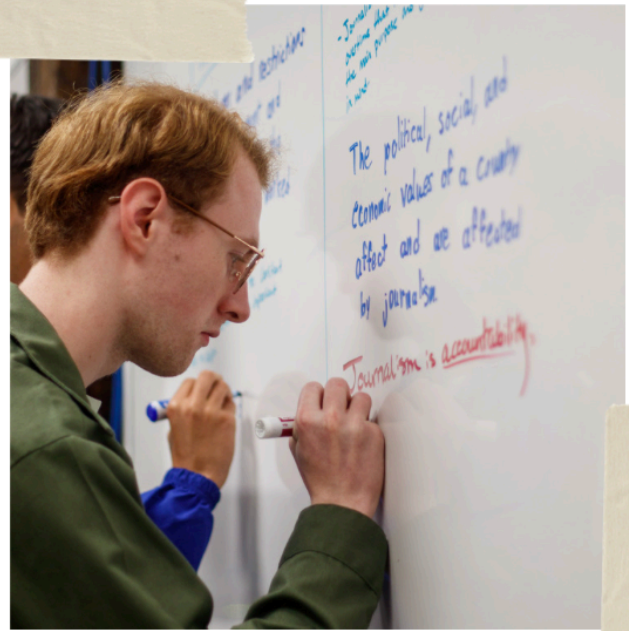
Scholars in **Hayley Hoffman's** class documented the everyday life of the GSP-Centre community through a variety of storytelling modes (i.e., writing, podcasting, videography, photography). The scholars built their own online newspaper, *The Governor's Scholars Post*, from the ground up and then pitched their own stories during weekly editorial meetings. Throughout the five weeks, the four published editions of *The Governor's Scholars Post* included weekly podcast episodes, TikTok videos, photo galleries, interviews with focus areas, and club spotlights. Scholars also visited the University of Kentucky's Media Depot to record podcast episodes and take portrait-style photos in a professional setting. The content they generated this summer continues to live on at

## Journalism & Mass Media

<https://gspost.weebly.com> and on Spotify. Using the Oxford University Press book *Journalism: A Very Short Introduction* as a guide, scholars also explored the past, present, and future of journalism. Together, they created their own code of ethics by studying what journalists look like in our increasingly digital world. They also examined what stories are considered "newsworthy" based on an audience's values and interests. Additionally, scholars were visited by Dennis Berman, the former business editor at *The Wall Street Journal*, to discuss issues facing journalists today. Running their own newspaper allowed them to practice addressing some of these issues, like building an audience, within our campus community.

### Murray State University

Through theoretical and conceptual frameworks as well as hands-on experience, **Bella Ezumah's** class focused on the nature of journalism in the digital age, exploring the contributions of emergent technologies to the enhancement of news gathering, dissemination, and consumption. Scholars also delved into some media literacy skills by evaluating news and other media content for accuracy, trustworthiness, and sharing value. Putting all the information into practice, scholars served as guests to other focus area classes and gathered materials through active observations, interviews, video recording, editing, and photography. They worked together on a common project – the GSPOV, an interactive website they built and updated on a weekly basis with various human-interest articles, video clips, pictures, and vlogs on the many class projects, convocations, dance, multicultural events, interviews of some GSP staff, local business owners, and some participants at the Murray Fourth of July Freedom Fest.



ABOVE: A GSP-Centre scholar contributes to the class-made code of journalistic ethics.

## Modes of Mathematical Thinking

### Centre College

**Will Garcia's** scholars explored the beauty and power of mathematics as a tool for human flourishing, drawing inspiration from the book, *Math for Human Flourishing*, by Francis Su. Through reading and discussing this book, they examined the ways in which mathematics can enrich our lives and help us to better understand the world around us. They delved into the history and philosophy of mathematics, exploring the ways in which mathematical ideas have influenced culture, art, and society throughout history. They also explored practical applications of mathematics, from finance and economics to technology and engineering. By the end of the class, scholars had a deeper appreciation for the beauty and usefulness of mathematics, and developed a stronger foundation in mathematical thinking and problem-solving.

### Morehead State University

The scholars in **Brad Elliott's** class focused on the evolution of math. In order to understand how we arrived at our current understanding of math, they researched and presented on various ancient number systems. They practiced centuries-old techniques for approximating values like pi and the square root of two by hand, without a calculator. They discovered how to use the sun, stars, and moon to determine their latitude, and to estimate celestial distances. Finally, they learned how to write computer code, which is in some ways the culmination of

millennia of mathematics. In order to emphasize the applicability of mathematics, the scholars read Cathy O'Neil's *Weapons of Math Destruction*. The book describes many systemic issues caused by the misuse of math and computer algorithms. Scholars read about and discussed problems like the self-reinforcing *US News & World Report* college rankings, and the unethical recruitment practices used by for-profit colleges. Ultimately, they developed a healthy skepticism for software or systems that are marketed as "objective" just because the impact of humans involved is less obvious than that of computers. In addition to these readings and projects, the class spent considerable time discovering the basics of combinatorics and probability. Through combinatorics, they learned different counting techniques like permutations and combinations. They applied these techniques while studying probability, to calculate the precise likelihood of different events. The scholars applied their probability knowledge to find optimal strategies for games of chance. They also saw the reciprocal relationship between probability and statistics, and discovered how statistics can be used to mislead when applied irresponsibly.

# Music Theory & Performance

## Centre College

**Chris Wheeler's** scholars spent the summer forming a thriving ensemble through performing and arranging a repertoire of diverse works. Scholars were forced to confront the many different types of musical backgrounds and experiences as well as different rehearsal etiquette brought from across the Commonwealth. There were many instances where scholars discovered hidden talents and abilities that were not directly tied to music, but rather their ability to empathize with the insecurities of others and deliver feedback appropriately. The class focused on helping every individual feel valued and included in the music making process by means of tracking their progress and responsibilities for each piece in spreadsheets. Scholars worked to create both a full length album as well as perform an extensive live performance in the final week. Part of that process was focused on creating original works, with inspiration taken from their shared experience on campus. New "folk songs" were created using basic music theory found in modern pop music, as well as the talents and instrumentation that was available in class. Many hours were devoted towards learning how to make the most of the recording process, sometimes a significant amount of time in planning and reflection. Scholars also spent time in small groups to grow their abilities in peer teaching, often learning a new skill in just half an hour. Throughout all of these many methods, scholars were able to experience music through a completely different lens from what typically would receive in their ensembles back home.

## Murray State University

Scholars in **Tana Field's** class explored music as a collaborative art form, focusing on composition and the creative process. Throughout various composition projects, scholars considered harmonic progressions, melodic writing, improvisation, transposition, voicing, arrangement, form, and counterpoint. In groups of varying sizes, scholars were tasked with both creating original songs and making arrangements of pre-composed music to serve the instrumentation of the class. As a final project, scholars generated an original narrative with which to link their musical compositions, performing their cohesive musical work for members of the GSP community. As a class, scholars composed the closing song, a piece dedicated to universal themes of the Governor's Scholars Program such as growth, intellectual risk-taking, and collaboration. Scholars also explored the storytelling possibilities of music, examining program music, opera, film scores, and commercials. They also considered the role of psychology and extra-musical associations in these genres, imagining and producing all aspects of short musical films. Throughout the summer, scholars pondered the connection between music and other disciplines such as art, literature, architecture, and theatre. They also surveyed the rich musical heritage of Kentucky with particular attention given to folk music, bluegrass, country, and musical artists currently active within the commonwealth. Finally, the scholars considered the role of music in holidays, rituals, and community celebrations, ultimately attending a performance of the Murray State Town and Gown Ensemble.

## Philosophy

"Philosophy taught me how to think of life with a thoughtful and global approach. Learning of past philosophers from a variety of countries has allowed me to think of my own life in a new light."

Van Pham

duPont Manual High School



## Centre College

Scholars in **Lisa Hicks's** Focus Area explored a different branch of philosophy in each of the Program's five weeks. Each week's unit involved a test-your-philosophical-intuitions quiz, a film, a small group project or activity, a case from the files of the National High School Ethics Bowl files, and several group discussions. Activities included logic puzzles in logic week, a game about knowledge and belief in epistemology week, a research project and gallery walk in metaphysics week, a discussion of the tasks of education in ethics week, and an in-class art gallery / show-and-tell in aesthetics week. Among the films were *Thank You For Smoking* (in logic week), *Doubt* (in epistemology week), *Run Lola Run* (in metaphysics week), *The History Boys* (in ethics week), and *Moonlight* (in aesthetics week).

## Philosophy (cont.)

### Morehead State University

**John Wilcox's** scholars explored various philosophical topics including the nature of reality, the meaning of life, and the nature of morality and values. They studied these ideas through the writings of great philosophers such as Plato, Descartes, and Aristotle. These lessons provoked a series of discussions about philosophical problems of egoism versus altruism, free will versus determinism, and how those concepts underlie decisions of everyday life. The Scholars began their study by reading Plato's philosophical defense of Socrates, who believed that the most important project in life is to take care of the soul by pursuing moral virtue. This brought up numerous questions about what the soul actually is, which led the class to Descartes' theory of Mind-Body Dualism -- the view that the mind and body are two separate entities that come together to create the person. The scholars' critical reflections revealed that the supposed connection between mind and body as two separate substances that are somehow joined together was very problematic. To help clarify and deepen the questions, the scholars viewed a debate between a Buddhist scholar and a physicist on how consciousness relates to the brain. This discussion brought them to consider how the practice of Zen Buddhist meditation relates to the philosophical conversations they had been having. The class then took a trip to a local Zen Retreat Center and scholars reconsidered the topics of their earlier discussions to compare Western and Eastern perspectives.

### Murray State University

**Sarah Beach's** scholars explored world philosophy through various lenses as part of a summer-long project to "map" each scholar's worldview. They discussed Western, Eastern, Latin American, African, and Kentucky philosophies through various readings, activities, and discussions that led up to a final multi-modal project at the end of the summer. The class operated under the assumption that understanding our personal worldview is key to clearly articulating our beliefs and values so we can more effectively influence the world around us—a necessary skill for Kentucky's future leaders. As such, each class discussion ended with practical takeaways for how philosophy impacts culture and behavior. For example, scholars participated in classical debates to learn Western philosophy and meditated to learn Eastern philosophy. Classroom activities involved hands-on projects as well as some more traditional academic activities. At the end of the summer, each scholar's final project consisted of a "map" of their own personal worldview and how it changed, grew, or stayed the same throughout the course of the program. Scholars chose to create posters, slideshow presentations, digital art, and other forms of multimedia for the project. Each project uniquely captured the scholar's experience of various philosophical viewpoints, highlighting their personal reflections on the summer's activities.

## Physical Science



**LEFT:** Scholars in John Wilcox's Focus Area use a chemical reaction to carbonate Hawaiian Punch. **RIGHT:** Scholars from GSP-Morehead hike to the top of Satellite Hill to see a node of the Deep Space Network.





### Centre College

**Marie Price's** scholars engaged in various activities that fostered their scientific curiosity, critical thinking skills, and challenged them to consider different perspectives in scientific exploration. One highlight of the program was the construction of microscopes. Scholars built their own devices to use with their cell phone cameras, enabling them to explore the hidden details of various organisms and materials. This hands-on approach allowed scholars to grasp the fundamental principles of optics and scientific observation. Additionally, the class delved into the realm of astronomy. Scholars observed the night sky through telescopes. To further enrich their scientific journey, scholars visited Cumberland Falls State Park to witness the enchanting phenomenon known as the moonbow. This natural spectacle deepened their appreciation for the wonders of the universe. In the realm of photography, scholars explored forced perspective photographs and built pinhole cameras, which allowed them to comprehend the basic principles of light and optics. They also developed their own photographs, gaining a deeper understanding of the chemical processes involved in image production. Lastly, the class engaged in a hands-on engineering challenge by building and racing cardboard boats. This activity tested their knowledge of buoyancy, stability, and materials science. Through trial and error, scholars learned the importance of design and problem-solving skills in engineering projects. By combining theory with practical applications, scholars developed an appreciation for different perspectives in the fascinating world of physical science.

### Morehead State University

Scholars in **John Hooker's** Focus Area investigated the history and nature of scientific progress. They read about and became invested in the story of Joseph Priestley, an English chemist, natural philosopher, and theologian. Steven Johnson's *The Invention of Air* brought scholars on a journey, walking them through Priestley's series of chemical experiments in which he first isolated oxygen but misidentified it. Scholars worked together to reconstruct these experiments, experiencing both the successes and failures of Priestley himself. Scholars then studied the concept of paradigms and paradigm shifts. With the help of Thomas Kuhn's *The Structure of Scientific Revolutions*, scholars developed a framework in which they could analyze scientific progress according to Kuhn's paradigm model. In applying this framework to Priestley's world, scholars gained a better understanding of why Priestley struggled to correctly identify the gas that would make him famous. Henceforth, scholars began seeing how Kuhn's models and frameworks could be applied to all varieties of scientific progress. Scholars also examined a few modern scientific revolutions that we are currently living through. From quantum mechanics to exoplanet discovery, scholars were exposed to cutting edge science where they were challenged to consider the implications of what a modern day paradigm shift would mean for them as individuals and their communities. All of this was accomplished with an emphasis on maintaining an open mind and collaborating with others through small group and whole class discussions. Scholars left for home with an expanded view of what the broad field of Physical Science has to offer and a better understanding of ways they can interact with Physical Science in their education and career.

## Political & Legal Issues

### Centre College

**John Powell's** scholars explored the state of the American democracy, primarily through the lenses of (1) the American Dream, and (2) U. S. Supreme Court decisions handed down in May and June. They examined surprising decisions in which conservative and liberal justices joined hands (on Native American rights and the theory of independent states legislatures); and contrasted court reasoning with cases decided along ideological lines (on affirmative action, student loans and gay rights). Scholars also looked at the history of gerrymandering, its potential threats to democratic processes and the reasoning of the Supreme Court in two key cases.

The class closely examined the history of race and racism in the United States in order to critically evaluate both majority and minority reasoning in *Students for Fair Admissions v. Harvard*, and as necessary context for understanding state-level legislation attacking critical race theory in public education. The summer study was augmented by a bi-partisan discussion at the state capitol featuring Senator Max Wise (R-16) and Senator Reginald Thomas (D-13), and weekly service at the Kentucky School for the Deaf as students there prepare for the new school year.

"Participating in the Political and Legal Issues Focus Area not only enabled me to have effective and insightful political discussions with my peers, but it undoubtedly taught me the importance of local government."

Caroline Dawson  
North Oldham High School



### Morehead State University

Scholars in **Justin Grindstaff's** class studied political rhetoric and how it can contribute to polarizing division, and they used several role-playing exercises to demonstrate how information can be manipulated. In turn, scholars were able to better recognize propaganda when they encountered it. One of the driving maxims for the class was, "Humans are never more irrational than when they are protecting their pet ideas." The course's reading was titled, *Thank You for Arguing*, which offered an understanding of rhetorical strategies to facilitate political conversations. The class was also graced with the expertise of Kentucky District 88 Representative Cherylann Stevenson, who spoke to the group about becoming more involved with local politics. Scholars learned more about the issues rural areas face on a trip to visit the local government in Hazard. Along with a tour, they were excited to have conversations with the Mayor, City Commissioners, and Civic Fellows, who modeled what political involvement at a young age can look like. They broadened their understanding of the everyday issues that challenge Eastern Kentuckians, and learned how Hazard has made great progress in revitalizing its downtown areas. To cap off the summer, scholars practiced crafting detailed questions to get meaningful feedback from constituents. In learning respectful political discourse, the class learned to "judge ideas, not people." The overarching conclusion was that effective political leadership requires difficult conversation and collaboration with one another to effectively navigate contrasting viewpoints.

### Murray State University

In **Dalton York's** class, scholars embarked on an exploration of the intricate workings of the American legal and political systems, delving into the impact of non-elected entities. Each week was dedicated to a unique facet, including political communication, mass media, legal decision-making, campaign management, and legislative staffers. The course highlighted the vital role played by staff members supporting political officeholders and the external forces influencing government actions. To fully grasp the course content, scholars engaged in a variety of thought-provoking exercises, such as engaging in a political speechwriting activity, navigating mock redistricting and gerrymandering challenges, and participating in a simulated presidential campaign. Moreover, they ventured beyond the classroom to WKMS, Murray State University's NPR member station, gaining insight into the role of journalists in the political landscape. The course was further enriched by guest speakers, including Ryland Barton, Kentucky Public Radio's chief political reporter, and James Matthew Wyatt, field representative for U.S. Senator Marsha Blackburn of Tennessee. With newfound knowledge and perspective, these scholars will return to their communities across the Commonwealth, equipped with a profound understanding of the behind-the-scenes workings of local, state, and federal government. Empowered and inspired, they recognize the diverse actions they can take to become engaged in the political process beyond seeking public office.



ABOVE: Scholars gathering information from fellow scholars on "their American Dream."

## Centre College

Happiness is a brain function; with a healthier brain comes a happier life. In **Michelle Jones's** class, scholars studied the field of neuroscience and how recent research on happiness relates to this burgeoning field. Scholars learned to identify their specific brain types, how the various types respond to different stimuli, and practices that help improve and repair the parts of their brain that prevent ultimate happiness and joy, as written by Dr. Daniel G. Amen in *You, Happier*. Scholars sponsored a Happiness Event for the GSP-Centre community; this event provided information to all community members about having a "happy brain," and guided them to a brain assessment to help them learn how to respond to various stimuli. Scholars visited the Kentucky Neuroscience Institute, located on the campus of UK, where they were

led by physicians through an introduction of neurosciences, a neurology outpatient tour, introduction to EMG, an introduction to EEG, and a neurology inpatient tour. In class, they were led through various exercises to recognize mindfulness and techniques to regulate stress and anxiety by Dr. Aileen Jones, a Psychiatric Nurse and professor at ECU. They concluded the summer with a walking field trip to a local wellness and fitness studio and learned more techniques that helped scholars examine how beliefs (thoughts) shape our experience of life, the thought-emotion-physiology connection, observing our thoughts through meditation, nervous system regulation tools (breathing, calm anchor, havening), and emotion regulation tools.

## Morehead State University

**Jen Price's** scholars studied a variety of fields of specialization in psychology. They examined common mental illnesses such as major depressive disorder and rare ones like schizophrenia, learning about their symptoms, risk factors, and strategies for differential diagnosis. They studied effective therapeutic techniques such as active listening, cognitive restructuring, and mindfulness-based practices. They learned about the effectiveness of positive reinforcement for shaping behavior, both in humans and animals, from an animal behavior and cognition research psychologist. The scholars learned about the social psychological constructs that influence an individual's behavior like compliance, conformity, and obedience to authority. They educated the GSP community about the power of conformity in a social experiment, and learned about the utility of psychological training in interviewing and negotiation from an FBI agent. The group wrapped up the summer with a lesson on positive psychology where they identified their own character strengths and wrote gratitude letters to individuals who have positively impacted their lives.

**"The class allowed me to not only learn valuable lessons about how culture forges us, but also check my personal biases while looking at the world."**

Omar Caballero  
Ballard High School

## Murray State University

**Jodi Treadway's** class was centered on cultural psychology, and scholars learned how culture shapes our psychological drives, impulses and perceptions. Scholars first learned about the different types of psychological bias and how they disrupt our ability to think logically and to take other people's perspectives. Demonstrations in priming and framing showed how these biases can be manipulated to produce compliance or attitude change. Next, scholars learned the factors involved in cultural change processes, including why cultures differ and why some aspects remain the same worldwide. Scholars were then introduced to the individualism/collectivism spectrum, learning how different cultures focus on either the individual or the group, and what that focus means for identity, attitudes and beliefs. Scholars also examined cultural differences in morality and ethics, and discussed how these differences might develop and change. The class next examined cultural differences in emotion and emotional expression, using media such as television shows and doll faces to illustrate these differences. Guest speaker and clinical psychology student Casey Allen discussed cultural sensitivity and awareness in treating patients as the scholars explored mental health cross-culturally. This included a discussion of culture-bound syndromes, or mental health conditions specific to particular cultural areas. Finally, scholars discussed folk beliefs and superstitions, focusing on how these reflect the cultural psychology of groups around the world. Throughout the class, the scholars were encouraged to think about how these differences and similarities impact cultural exchange and cooperation at every level of society, from international affairs to small towns.



ABOVE: Scholars in the Public Policy and Administration Focus Area engaged in service learning with Gateway Helping Hands, a local food pantry in Morehead.

“The focus area of Public Policy and Administration has led me to my calling in life. Before coming to GSP, I questioned what exactly I was meant for in life.

I now understand where I belong as a member of the Commonwealth of Kentucky.”

Riley Thompson  
Trigg County High School

## Morehead State University

Introducing this focus area for the first time, **Cory Curl** led her scholars in exploring local and regional issues that matter to communities across Kentucky, with a focus on practicing tools that help public and nonprofit leaders make informed decisions. Using the lens of Dr. John Kingdon’s Multiple Streams framework, scholars journeyed through experiences – both inside and outside the classroom – designed to illustrate how problems, policies, and politics converge and diverge through the policy process. In preparation for a field trip early in the program, scholars conducted background research on a community in Eastern Kentucky that has prioritized downtown small business development. They learned about the local landscape for city and county government, business and industry, education, health,

media, philanthropy, and tourism. Based on their research, scholars worked together to craft priority questions to ask local leaders. On the visit, the scholars met with local government, business, philanthropic, and nonprofit leaders as well as young people – including recent GSP alumni – who are working to enhance the community. Scholars also engaged in research on food insecurity, an issue of great concern to many communities across the Commonwealth. They analyzed data on food insecurity at the national, state, and county levels, and deepened their learning through service at a local food pantry in Morehead. Through their experiences in this class, scholars gained insight into the wide range of ways that they can demonstrate civic leadership now and into their futures.

“Rather than focusing on the world’s largest, seemingly intractable problems, we spent our time prioritizing regional issues. We spent our five weeks changing our own worlds.”

Ava Layman  
Taylor Country High School

## Centre College

Scholars in **Clint Hendrix's** class explored the shifting demographics in the past generation of the U.S. Hispanic population. For a mosaic approach to Latinx culture, scholars learned through the lenses of art, political analysis, documentaries, history, architecture, Cristina Henríquez's novel *The Book of Unknown Americans*, and work by Poet Laureate Ada Limón, a Lexingtonian of Mexican American descent. Scholars also toured the 21C Art Museum of Louisville, where they analyzed paintings and mixed-media projects created by Latinx artists and found inspiration in their work to create their own sketches, short stories, or poems. Contemporary cultural texts were analyzed alongside the historic trends in Hispanic immigration to the United States from the 19th to 21st centuries. In addition to working on improving their communication in the Spanish language with listening, speaking, reading, and writing exercises, scholars also spent time designing and implementing activities for Danville's Centro Latino, which hosted a day camp for Boyle County children.



## Morehead State University

Scholars in **Adriane Hardin-Davis'** class began the summer by reflecting on second language learning. Scholars wrote a language autobiography that they shared with their fellow scholars. The scholars then turned their attention to implementing various language learning tasks—taking care to practice all four domains of language—including reading, writing, speaking and listening. Scholars read a short novel in Spanish and discussed various cultural aspects of the novel in class. The scholars also spent time reading and discussing the current economic situation in Venezuela. The scholars were also able to have a variety of immersive language and cultural experiences over the course of five weeks. They traveled to a neighborhood in Lexington where they practiced their Spanish language skills in a restaurant, bakery, and supermarket. Scholars also learned about salsa dancing by taking a dance lesson at a professional dance studio. Additionally, scholars traveled to Panchito's, an ice cream parlor and restaurant, where they spoke to the business owner who discussed her family's business plan. She also discussed her family's recipes—all of which were handed down from her grandfather who immigrated to the United States from Mexico. Scholars even tried their hand at traditional Mexican cooking. They made Nopales tacos and tortillas. At the conclusion of the class, scholars designed a festival for other scholars. The festival showcased games, food, and dancing from various countries. The festival gave the GSP community the opportunity to better understand various aspects of Latin American culture.

**LEFT:** *Scholars in Spanish Language and Culture at GSP-Morehead cook nopales tacos during a cooking lesson.*

**BELOW:** *GSP-Centre scholars in the Spanish Language and Culture Focus Area led activities they designed for the Centro Latino's day camp for grade-school and middle-school Latinx Danville residents.*



# General Studies

General Studies classes emphasize inquiry, creative thinking, problem solving, service-learning, civic engagement, and resolution development. Scholars are assigned to a class that takes a different learning approach than their Focus Area.

The content taught in these courses are often non-traditional to allow students to explore a topic that is not often considered a main subject in a traditional educational setting.

These General Studies courses contribute to the comprehensive educational experience scholars receive while attending the GSP. The following section of this report provides insight into a sampling of General Studies courses offered during the summer of 2023.

## Centre College

### Around the World We Go

The scholars in **Jay Crocker's** *Around the World We Go* General Studies examined mythology, folktales, and songs from around the world in order to consider what brings communities of people closer together. There was an initial emphasis on what the scholars have typically studied with European Mythology. After reading excerpts from *The Power of Myth* by Joseph Campbell and Bill Moyers, the scholars sought to explore how cultures all over the world tend to tell the same stories and explore the same themes that all human cultures question in their existence. The scholars then moved to reading larger sections of Jane Yolen's *Favorite Folktales from Around the World*. They focused on a different theme of stories from various cultures and countries each class period. The most popular sections among the scholars were "True Loves and False", "Tricksters Rogues and Cheats", and "Death and the World's End." Scholars then created their first episode of the podcast "Around the World We Go: Fables, Fairy Tales, and Folklore." After using the book as inspiration, the scholars then turned to their own stories and songs within their families. They wrote these and shared them on the podcast with their classmates to explain their importance and significance. All of these stories are now housed in a permanent place for the keeping of the new generations' oral tradition.




## The Greater Good

Scholars in **Blossom Brosi's** General Studies Class, The Greater Good, did a deep dive into the exploration of service and altruism this summer. Scholars explored questions such as How exactly does service benefit the greater good? What are the components of quality community service? Does volunteerism bring happiness? Why are community service and volunteerism valued in our society? Scholars read research and scholarly articles on topics such as the psychology of 'helpers-high,' and the history and trends of service in America. Additionally, scholars examined the dynamics of international service, including the business of charity. Scholars compared and discussed different approaches to service, including effective altruism, dedicating one's life to service, and engaging in local service. Scholars traveled to The Abbey of Our Lady of Gethsemani to explore how monks serve. In addition to reading about and discussing service, scholars engaged in service by volunteering at the Kentucky Equine Adoption Center, and working with 2nd grade reading buddies at a local schools' summer camp.

**LEFT:** A scholar in Blossom Brosi's General Studies class listens to his reading buddy at Toliver Intermediate School in Danville.

**RIGHT:** The scholars in Jay Crocker's practicing discussing stories from their anchor text in preparation for their podcast.



“As humans we have an obligation to explore the world and discover the meaning of life so that we might find evidence of the things unseen and become true scholars.

Never has there been a greater need for intellectual fire, and never has there been a greater community of sparks than at GSP.”

Reese Blakeman  
Somerset High School

## The Ologies

Scholars in **Tracie Morgan's** General Studies spent their summer learning about the "study of" several different topics or "-ologies". They began by discussing the characteristics of life on Earth and how scientists use technology to look beyond our planet when discussing astrobiology. Scholars then looked at how space archaeologists explore areas of the Earth using satellite imagery. They investigated different aspects of our environment by exploring acoustic and urban ecology. Scholars investigated the pros and cons of sound pollution in an environment and how it relates to health and quality of life. They examined the soundscape of various locations across campus and had to choose an area where incorporating more nature sounds could be beneficial. They developed this idea by building 3D models of their chosen area and proposing a way to accomplish the change in soundscape while taking into consideration budgetary concerns. Scholars then examined basic principles of urban ecology at which time they toured the newly developed Town Branch Commons area in Lexington. They learned first-hand about recent and upcoming modifications to the area by participating in a guided tour led by the Fayette County Conservation District through the newly constructed self-pollinating gardens. Scholars also examined local conservation technology at the Ale-8 1 Bottling Plant, where they learned about the company's dedication to recycling and how they support other businesses in the community.

## Oh Wow! OH NO!

In **Cory Curl's** Oh Wow! OH NO! class, scholars engaged with classic and contemporary science and nature writing. These essays, articles, and book chapters were lively, lyrical, informative, and sometimes scary. They addressed wondrous topics such as deep space, a total eclipse, volcanos, hurricanes, earthquakes, tsunamis, and bears. Some authors were scientists – such as Carl Sagan and Oliver Sacks – whose writing illuminated the universe around and within us. Others were writers – such as John McPhee and Kathryn Schulz – who wove narrative non-fiction stories based on their immersive experiences with science and nature. Scholars visited UK's Earth Analysis Research Library to meet earth scientists and writers who communicate about science, learn about natural hazards in Kentucky and observe samples of rock cores around the Commonwealth. They applied their learning by delving into the science of communicating about science, executing experiments to test the efficacy of different media to deliver information about natural disasters. Finally, they demonstrated their varied interests in science and nature by writing and illustrating their own articles, ultimately producing an *Oh Wow! OH NO!* magazine.

**BOTTOM:** Scholars in *The Ologies* General Studies class wearing their safety gear as they tour a local manufacturing facility.





## Oh My Goodness!

Oh my goodness! A popular colloquialism in western culture. But what does it truly mean? What is goodness? What does it mean to be and do “good”? **Anne Justice’s** scholars were challenged to investigate goodness. Scholars not only defined goodness but also discovered the enormity and relativity of the term. They discussed what it meant to do good versus being good and apply this in a practical setting. Scholars partnered with Needline, a food pantry in Murray, KY to help sort, organize and prepare various meals and hygiene items for those in need as well as hosted a canned food drive. Scholars in this class engaged in a panel discussion on goodness, where representatives from organizations that help less fortunate, oppressed, and homeless community members answered scholar written questions on their service to the community. Scholars in this class also examined the role of goodness in the cinema and analyzed the goodness of social media, all the while reflecting and considering how these new perspectives on goodness enhanced their view of themselves and the world around them.



## Unreal

**Jodi Treadway’s** class explored many facets of this question, starting with “objective” reality, which they realized was not truly so objective. Scholars then studied the science of perception and how we perceive reality. This included discussions of how perception can be altered by sensory disruptions, beliefs, cultural experiences, and other factors. If our perceptions are so fragile, how can we be sure that we are seeing “reality”? Scholars then considered cognitive bias and other cognitive processes that affect our perceptions. The focus then turned to the social construction of reality, and how so many of the things we take for granted might just be a social agreement to accept certain things as “true”. Scholars looked at the formation of urban legends and viral videos to see how false ideas and misconceptions become “fact”. Following this, scholars considered altered reality states, including dreams, mindfulness, meditation, and flow. Finally, the class explored the future of reality, with an emphasis on humanity’s ever-increasing ability to alter our realities through technology. Scholars listened to the synthetic music of Vocaloids and autotune, considered the ethical implications of artificial intelligence, and debated whether humans or computers should have final say over important decisions. Finally, scholars discussed the rise of ChatGPT and artificially created artwork, and the possibility that artificial intelligence will create most or all of our art, entertainment, and work situations, thus considering the implications of such synthetic worlds becoming more “real” than the one around us.

**LEFT:** Scholars organize various donated vegetables at Needline Food Pantry in Anne Justice’s “Oh My Goodness” General Studies.

**RIGHT:** Scholars in the Oh Wow! OH NO! General Studies class visited UK’s Earth Analysis Research Library. They met with a petroleum geologist who was analyzing rock core from Kentucky.



# Scholar Experience Survey Results

Each summer, during the final week of the Program, all Governor's Scholars are asked to complete a Scholar Experience Survey. This survey consists of approximately 30 questions related to various aspects of the GSP and their scholar experience. Program staff use the survey results to help gauge the success of the summer, evaluate faculty and staff performance, understand the Program's impact on the scholars themselves, and plan for the upcoming summer.

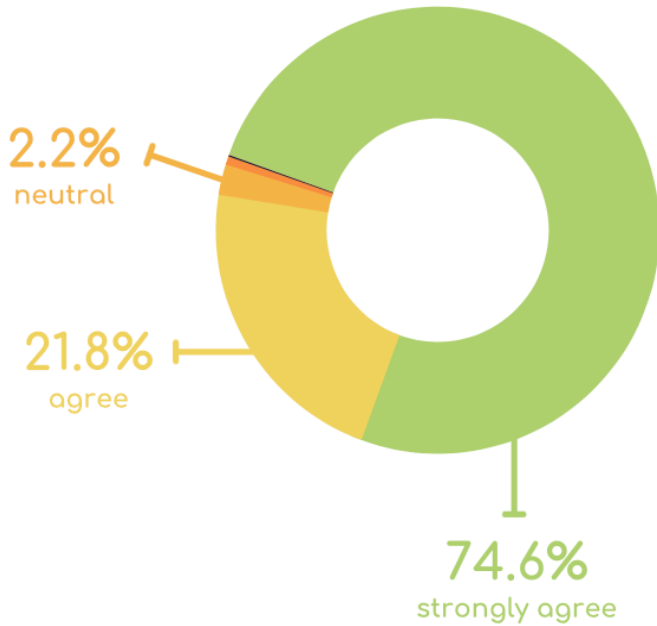
The following are samples of results from the 2023 Scholar Experience Survey. For a complete list of questions and results, visit the GSP website at [gsp.ky.gov](http://gsp.ky.gov).



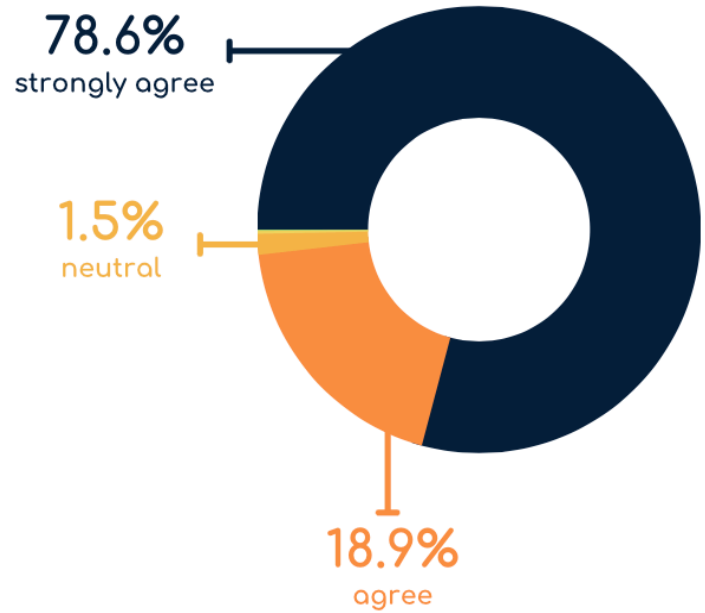
Scholar responses regarding their experience at the GSP this summer were overwhelmingly positive. Approximately **9 out of every 10** scholars indicated they had a summer experience that fostered intellectual growth, interpersonal relations, and provided them with meaningful classroom experiences.

# Sense of Community

GSP facilitated the development of positive and meaningful friendships and a sense of community.

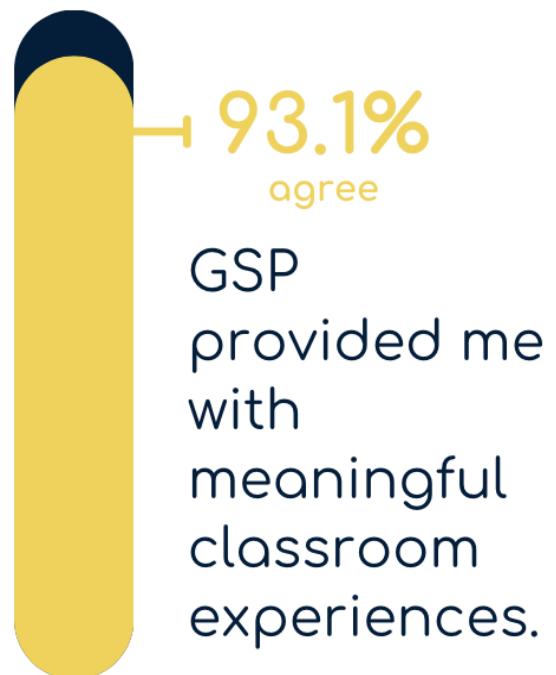
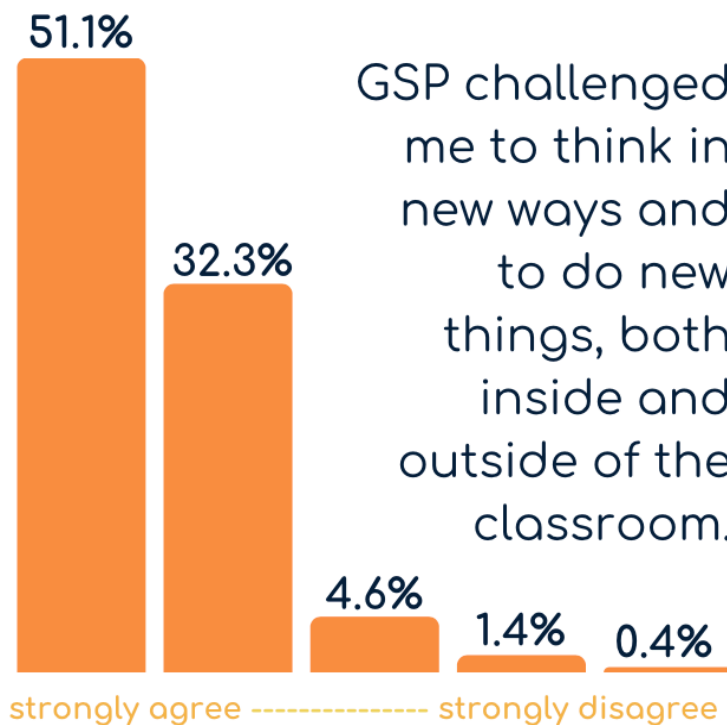


GSP gave me the opportunity to interact with other bright students in meaningful ways.

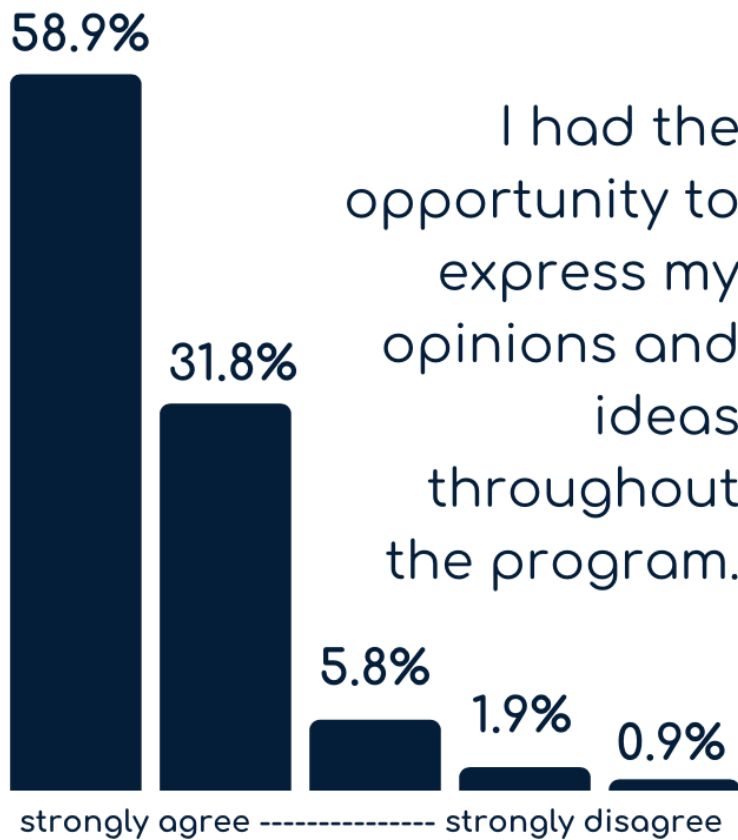


# Meaningful Intellect

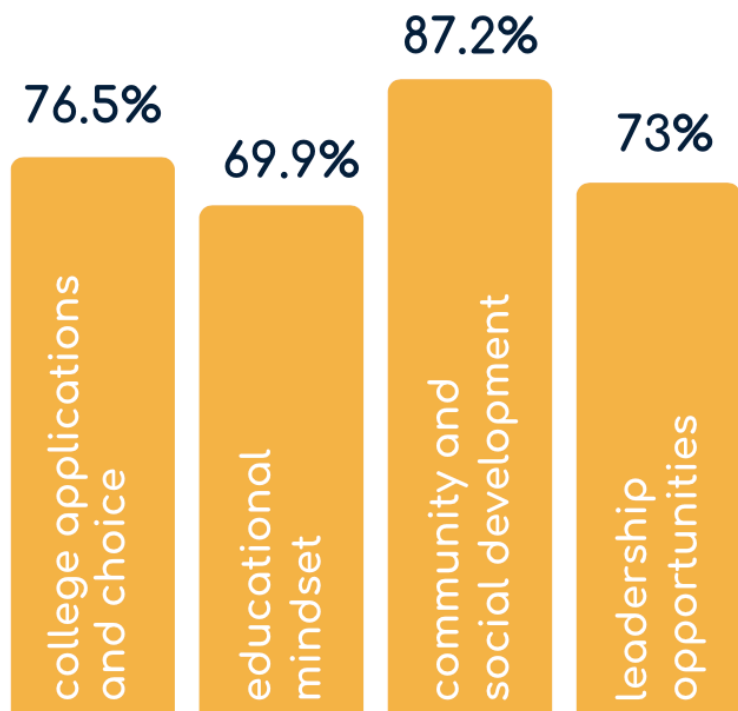
GSP challenged me to think in new ways and to do new things, both inside and outside of the classroom.



# Meaningful Intellect (cont.)



My Focus Area was a positive learning experience.



My General Studies was a positive learning experience.



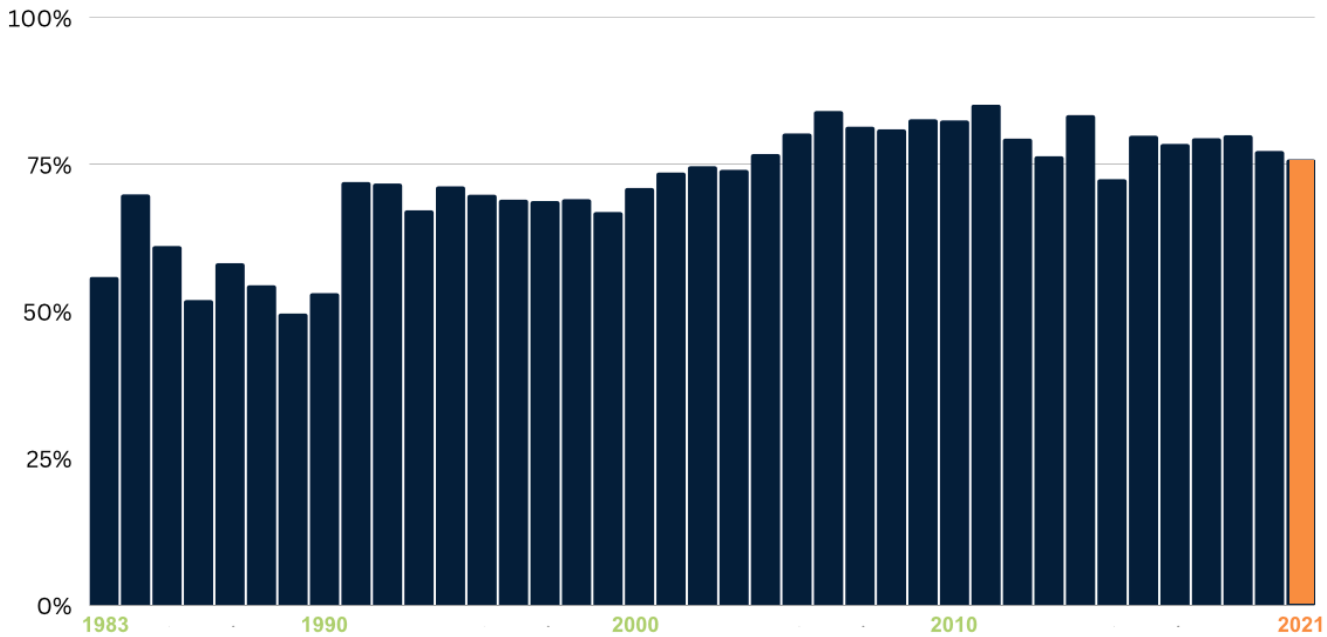
My Leadership Seminar was a positive learning experience.

# Scholar In-State Data

## College Enrollment

The Governor's Scholars Program, with the help of the Kentucky Higher Education Assistance Authority, tracks the number of scholars who choose to attend a Kentucky college or university in pursuit of higher education. The graph below shows the percentage of scholars, by Program year, who enrolled at a college or university in the Commonwealth after completing high school.

Of the 2021 scholars, the most recent year for which data is available, 75.77% enrolled at a Kentucky college or university in the fall of 2022.



## Permanent Residence

As of September 2023, 35,948 students have completed the Governor's Scholars Program. The Program currently has valid contact information on file for 29,132 living alumni.

Of those alumni, 24,389—**83.72%**—have a permanent address within Kentucky.



83.72% of alumni

# Additional Information

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Governor's Scholars Program

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# The GSP Foundation



By partnering with the Governor's Scholars Program Foundation, Inc., Kentucky businesses and organizations support and fund various aspects of the Governor's Scholars Program. It is through these partnerships that extraordinary intellectual opportunities are brought to campuses to enrich the scholar experience.

The Governor's Scholars Program Foundation, Inc., is a 501(c)(3) non-profit, tax-exempt organization that was created solely to support the Governor's Scholars Program's operational needs, diverse programming, and incentives.

*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



*GSP-Morehead Engineering scholars returning from a visit to a natural gas peaking plant.*

## Contact Us

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“Before attending  
the GSP, I was  
positive that I  
wanted to leave  
Kentucky after  
high school and  
never return, but  
now, I think that I  
want to come back  
one day  
to serve my  
community.”

Anonymous  
a quote from the 2023 Scholar  
Experience Survey

## Governor's Scholars Program

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