

Governor's Scholars Program
2014 Academic Report



digging the hole,
planting the tree,
& *making* it survive



Dear Supporters and Friends of the Governor's Scholars Program,

Since its founding in 1983, the Governor's Scholars Program has flourished, opening a total of 77 summer sessions on 9 different college campuses. The Program's growth was particularly evident this summer, thanks to the generosity of the Office of the Governor and Kentucky's visionary legislators, who funded the expansion of the GSP to include 1,100 scholars in 2014. As I look back at the GSP's 32 summers, I am proudest to acknowledge that the Program has accomplished such impressive growth- now boasting over 26,000 alumni!- while remaining entirely true to its roots.

Throughout its history, the mission of the GSP has been to "enhance Kentucky's next generation of civic and economic leaders," a goal that is accomplished by providing models of educational excellence. As the GSP has grown, its core values remain the same. We at the GSP still pay tribute to our founders' ideal of an educational utopia, complementing that vision with the conviction that extraordinary intellect is most valuable in its capacity to effect positive change. Therefore, we place great emphasis on preparing Governor's Scholars for roles of leadership that will allow them to directly and beneficially impact their communities.

In order to do so, we must recognize that roots are just as important for our individual scholar-leaders as they are for our Program as a whole. Indeed, it is the health of a leader's roots that will determine whether that leader will bend, break, or stand strong when facing a storm. This from-the-ground-up understanding of leadership is evident in the Program's long-time logo: the tree's flourishing branches represent what we do as leaders; the widespread roots demonstrate who we are. **In accordance with this philosophy, the GSP builds classes and activities with the understanding that who our students are will ultimately drive what they do as our future leaders.**

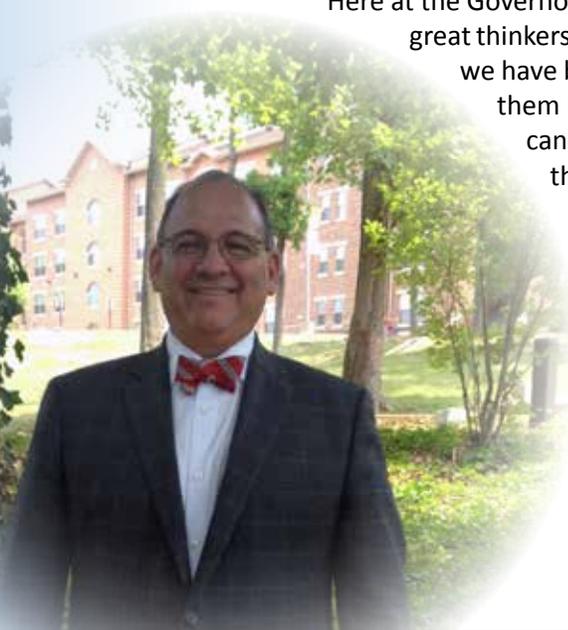
And so, after five intense weeks of reflecting upon their own roots, Governor's Scholars go back to their respective communities full of bright ideas, ready to face their high school senior year and beyond. Bright ideas, without doubt, are followed by bright opportunities to effect real change; this is the pivotal moment when our scholars' strong roots will allow them to flourish, transforming their ideas into actions and empowering them to emerge as true leaders. Wangari Maathai, winner of the 2004 Nobel Peace Prize, once described the critical translation from idea to action in a powerful quote that has held special significance for the scholars and staff on all three GSP campuses this summer: **"Until you dig a hole, you plant a tree, you water it and make it survive, you haven't done a thing. You are just talking."**

Here at the Governor's Scholars Program, we are doing far more than "just talking" - spurring great thinkers and their great ideas into action is what GSP is all about. For 32 summers, we have been digging holes to help our scholars discover their own roots, planting them firmly in the knowledge of where they have come from and where they can go, and showering them with the ideas and opportunities that prepare them to flourish as the future leaders of our Commonwealth. **Thank you for partnering with us in this important and ongoing work.**

Sincerely,



Aris Cedeño
Executive Director & Academic Dean





Governor's Scholars Program 2014 Academic Report

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2014 Scholars by County

Counties with 1—3 Governor’s Scholars Selected in 2014

Ballard	Carter	Elliott	Hancock	Leslie	McLean	Ohio	Simpson
Bath	Casey	Estill	Harrison	Letcher	Menifee	Owen	Trigg
Bracken	Clinton	Fulton	Hart	Livingston	Metcalfe	Owsley	Washington
Breathitt	Crittenden	Gallatin	Jackson	Lyon	Monroe	Pendleton	Webster
Carlisle	Cumberland	Garrard	Knott	Magoffin	Montgomery	Powell	Wolfe
Carroll	Edmonson	Green	Lee	Martin	Nicholas	Robertson	

Counties with 4—6 Governor’s Scholars

Adair	Caldwell	Henry	Mason	Russell
Allen	Clark	Hickman	McCreary	Todd
Anderson	Clay	Knox	Morgan	Union
Bell	Fleming	LaRue	Muhlenberg	Wayne
Bourbon	Harlan	Lewis	Perry	
Butler	Henderson	Marion	Rockcastle	

7—9 Scholars

Breckinridge	Lawrence
Calloway	Lincoln
Grant	Logan
Grayson	Mercer
Jessamine	Spencer
Laurel	Trimble

10—14 Scholars

Barren	Marshall
Boyd	Meade
Boyle	Nelson
Daviess	Rowan
Floyd	Scott
Graves	Taylor
Greenup	Whitley
Hopkins	Woodford
Johnson	
Madison	

15—25

Bullitt
Campbell
Christian
Franklin
Hardin
McCracken
Pike
Shelby

26—50

Boone
Kenton
Oldham
Pulaski
Warren

51—75

Fayette

175+

Jefferson





Bellarmino University

The GSP-Bellarmino campus focused on the theme of “Telling our Stories” during the summer of 2014. The scholars, as future leaders, learned that we must listen to the stories of others to appreciate the circumstances of their lives. This process began with the reading of the poem “Where I’m From” by Kentucky poet George Ella Lyon at a community meeting on the first day of classes. During subsequent weeks over a dozen scholars shared their version of the poem with the entire GSP-Bellarmino community.

The scholars heard the stories of numerous distinguished guests, chief among them Kentucky Governor Steven Beshear, who told of his own journey to the highest office in Kentucky and where the scholars fit into the future of the commonwealth. Tori-Murden McClure told tales of her globe-trotting adventures, and Jacqueline Hamilton brought the community the story of Alice Lloyd and her dream of bringing more educational opportunities to the people of Appalachia. Scholar alum and former Kentucky Secretary of State Trey Grayson engaged the scholars with stories of his GSP experiences and how they have impacted his life. Kentucky musician Ben Sollee told stories of collaboration and Aaron Thompson provided examples of his journey to personal success.

Another large part of the GSP-Bellarmino story was to get involved with others outside of campus. On UnCommonWealth Day, the scholars visited some of Kentucky’s most famous landmarks and attractions to learn more about their own state. All members of the community (scholars and staff) engaged in a day of community service at 20 locations throughout the Metro Louisville area. A key component of the service projects was that each group heard the story of the organization they helped, and more importantly how their service personally impacted those who utilize those organizations. The scholars also developed a community art project that shared their reflections on their service.

Over the course of the summer, the scholars of GSP-Bellarmino learned more about their own stories by listening and sharing with others in a community. In the words of scholar Gene Clark, “I’m from diversity made into community, / From the best and brightest youth in Kentucky, / I am from GSP.”

Morehead State University

In addition to the array of exceptional engaging speakers and activities that enrich the experiences of the scholars, the GSP community at Morehead State University embarked on two major collaborative efforts.

The first was “The 4th on the 5th.” The staff of the GSP-Morehead State community wanted to help the scholars

better appreciate that we are all, as individuals, part of many communities. To this end, working together with both the city of Morehead and Morehead State University, the scholars took the lead in developing and coordinating a community-wide celebration for the 4th of July. Activities included a 5K run-walk in memory of a former leader in the Morehead community who was instrumental in bringing GSP to the Morehead State campus. Scholars also decorated downtown storefronts and worked to beautify downtown with paintings. The day’s events also featured a parade through downtown Morehead that featured the scholars together with local participants. After the parade, the scholars organized patriotic music, a reading of the Declaration of Independence, voter registration, and numerous games and forms of entertainment for the community.



On the Morehead State campus, scholars organized and enjoyed “The 4th on the 5th,” an Independence Day celebration that included a 5K run-walk, a parade, voter registration, and a wide variety of entertainment for the entire Morehead community.



Scholars on the GSP-Bellarmino campus, where this year’s theme was “Telling Our Stories,” get better acquainted with one another and with the Bellarmino campus during the first week of the Program.

“I’m from
diversity
made into
community,

From the best
and brightest
youth in
Kentucky,

I am from GSP.”

*Gene Clark,
Butler High School*



On the Murray State campus, scholars from several different focus areas come together to learn the art of Folk Dancing.

The second major collaborative effort was the program “To Your Good Health.” Led by the Healthcare Industry class in conjunction with the University of Kentucky College of Medicine and Morehead State’s Department of Allied Health, the GSP community developed the “To Your Good Health” program both to emphasize the current state of health in Kentucky as well as to impact this crucial aspect of our Commonwealth. After attending a presentation on healthcare issues that Kentuckians currently face, the scholars participated in a series of interactive demonstrations and sessions highlighting the integration of healthcare fields and the career opportunities available within the healthcare industry.

Murray State University

At the beginning of the Governor’s Scholars Program at Murray State, Tori Murden-McClure spoke to the scholars about her desire not just to *have* adventures, but to *be* an adventure. The overall goal of the GSP at Murray State University became for scholars to be the adventure, and the strategy was to flip the Program: that is, to have scholars leading the Program by the end of the five weeks.

To be sure, scholars had the opportunity to be active participants from early on in the Program. In the second week, scholars from the Physical Science and Drama focus areas collaborated to enact the solar system. Scholars also volunteered at the city of Murray’s FreedomFest, marching in the parade as part of the kazoo band, helping direct runners at a local 5K, and helping guide children at inflatables in a downtown park. In addition, every Friday during the Program, the scholars took to the stage for Showcase, highlighting their talents in music, drama, juggling, and comedy.

Overall, though, the focus of the Program was on preparing for the scholars to become the center of attention. In the first few weeks of GSP at Murray State, faculty and R.A. staff gave short speeches on a specific lessons they’ve learned as part of the “Between a Tweet and a Blog” series. In the last week of the Program, scholars delivered ten speeches at the final “Between a Tweet and a Blog.” When a power outage darkened the theater, the young woman speaking said, “I’d like to keep going.” A faculty member turned on the flashlight on his phone and handed it to her; the rest of the speeches were delivered in near total darkness. What seemed like a real problem instead became a minor inconvenience that led to an unforgettable experience—thanks primarily to scholar leadership.

On the second Saturday of the Program, faculty and R.A.s presented classes in the Intellectual Buffet, where scholars signed up for one-hour classes on topics of specialized interest. On the last Saturday of the Program, scholars led their own intellectual buffet, focusing on topics ranging from Spanish language and Hispanic culture to tap dance to astrophysics. With a little help from faculty and R.A. mentors, scholars were presenting their own work and ideas to fellow scholars. Indeed, most of the last week of the Program emphasized scholar-led activities—the drama class performed short plays written by the creative writing and literary studies class, the music theory and performance class wrote their own short musical, and film studies scholars screened a film and made others available on YouTube.

By the end of the Program, the scholars had lived up to the ideals that Murden-McClure had mentioned, thereby making it possible for the entire community to see their five weeks together as a wonderful, fulfilling adventure.

All three GSP campuses offer a wide variety of activities, like this Rock-Paper-Scissors tournament at GSP-Murray State, that encourage scholars to try new things while simultaneously giving them the opportunity to meet other scholars outside of their class and residence hall settings.





Morehead State University

Both the fields of agribusiness and biotechnology encompass a broad range of topics, thereby allowing scholars in **Melissa Travis's** focus area to participate in a wide variety of activities. One such activity, which required a great deal of research and preparation as well as collaboration with the International Relations focus area, was a scholar-led debate that took place as part of the 2014 Kentucky Farm and Food Leaders' Roundtable. Last year, the Agribusiness and Biotechnology focus area attended this Roundtable in Shelbyville. At that time, the organizers were so impressed with the scholars that they requested to move the event to Morehead for 2014 and to feature the scholars in a debate. As a result, the 2014 scholars had the opportunity to interact with leaders in the agribusiness and biotechnology industries from across the Commonwealth and to present the positive and negative ramifications of 1) using genetically modified organisms and 2) enacting changes to immigration laws.

On other occasions, the scholars were able to meet with speakers who discussed topics ranging from wildlife management to permaculture to the relative merits of large-scale and sustainable agriculture. Members of the class also worked closely with several professors using hands-on activities at Morehead State's Derrickson Agricultural Complex. These undertakings allowed the scholars to practice laser "surgery" on tomatoes, to conduct dental exams on horses, and to check cattle and hogs for pregnancy. The class even visited the University of Kentucky College of Agriculture, where the scholars participated in a lab activity in the Plant/Biotechnology building and toured other areas of the College.



As part of their hands-on experience at MSU's Derrickson Agricultural Complex, scholars conduct equine dental exams.

Architectural Design



Bellarmino University

In order to focus on the cultural and technical aspects of the design professions, scholars in **Bryan Orthel's** Architectural Design class explored the interactions between water and buildings. The scholars considered the ways in which water is used within buildings, as well as the ways in which buildings protect occupants. The course emphasized the design process through a series of small demonstration projects and a final, significant design challenge. For their culminating project, the scholars were tasked with moving 100 rubber ducks up a hill using water. This challenge - which invoked aspects of the Roman aqueduct system - required the scholars to explore ways of solving an abstract problem by considering alternative approaches. They tested their resulting aqueduct designs on a small scale before settling on their final design, which they worked together to construct at full scale.

Over the course of the summer, the members of the class also embarked on several field trips throughout the Louisville area to explore the range of architectural history evident in the cultural landscape. Reflecting on her class's field trips and aqueduct-building exercise, scholar Alexis Begoche of Highlands High School remarked, "This summer I have begun to realize how history has been impacted by and reflected in architecture. Even when parts of history are lost, its influence and story can still be seen in buildings and architecture."

Murray State University

Scholars in **Bill Randall's** focus area investigated the divide between High Design and simple living by engaging in a series of three design projects. They began this exploration on the Murray State campus, plumbing the rift between its traditional campus quadrangle and its modern street of concrete

On the Bellarmine campus, Architectural Design scholars construct an aqueduct as they work toward the goal of using water to move 100 rubber ducks up a hill.



buildings. Using these local structures as their guide, they considered the Bauhaus design school and discovered 1920s German influence in Kentucky's far corners. They then translated this school of thought into practice as they designed single-family housing in the style of European Modernism.



Next, the scholars scrutinized their own campus community through the lens of architecture's speculative avant-garde. Keeping in mind the works of 1970s architects like Superstudio and Archizoom, the scholars generated fanciful designs which re-imagined the Program as a mobile community housed in structures ranging from a honeycomb dome to a wheeled obelisk. Although these designs were fanciful, the scholars created them while relying on critical analysis and the classic tools of architects, including diagramming and drawing in plan, section, and axonometric.

The scholars' final project began not with High Design, but instead with the worldwide vernacular of improvised housing. Investigating the economy and ecology of places like the Dharavi slum in Mumbai and the Kowloon Walled City in Hong Kong, the scholars generated designs for low-impact housing built entirely from repurposed materials. They constructed a group model, paying special attention to energy and resource inputs while proposing a novel economy for the build site. In keeping with this theme, the scholars built their model using repurposed cardboard and plastic that otherwise would have been headed for the landfill.

Scholar Cameron Magolan of Scott County High School described her growth as a result of this class, explaining, "With the help of three main projects, Architectural Design has taught me to think more conceptually. Not every first idea is the winning concept. Sometimes you need to take the idea or design and rearrange or manipulate overall structures to create something that leaves a little to the imagination."

As part of the Architectural Design class's consideration of improvised housing, a scholar uses repurposed materials to construct a model of a low-impact residence.



Astronomy

Bellarmino University

Every activity and project in **Rico Tyler's** Astronomy focus area was tied to the goal of understanding how science explores new ideas and answers challenging questions. To this end, each scholar built his or her own telescope during the first week of the Program. The following week, they learned how to use those telescopes to observe and photograph the planets, the moon, and the night sky. The scholars then shared their newfound knowledge of telescopes with the rest of the GSP-Bellarmino community by hosting a "star party" and acting as guides while their fellow scholars used high-powered telescopes to observe the night sky.



Astronomy scholars on the Bellarmine campus host a "star party" to help the rest of the GSP community appreciate the wonders of the night sky.

As the Program progressed, the scholars turned their attention back to earth. One of the highlights of this undertaking was the class's successful measurement of our planet's circumference. The scholars combined their own measurements taken in Louisville with those taken by astronomers in Chicago to arrive at their final calculation of the earth's exact size. Finally, the members of the class studied rocket science by working together to build and test their own rockets and then analyze the rockets' performance.

"I have spent many years looking at the sky and not knowing what I was looking at. Now I can name the constellations, locate saturn and the other planets, and even name craters on the Moon."

*Jessica Johnson,
Grayson County
High School*



The scholar-built telescopes prove to be useful tools not only for stargazing, but also for measuring heights and distances using the ancient triangulation method.

Morehead State University

Scholars in **Michael Feedback's** Astronomy focus area spent their summer learning to look for the amazing in nature. They began to practice this art by looking closely at the dark sky and allowing themselves to say "Wow!" and be genuinely impressed. To assist them in this effort, the scholars built their own telescopes out of surplus parts. The telescopes that they created proved to be excellent tools not only for observing the night sky, but also for taking accurate measurements of their surroundings during the day.

Nationally-known astronomy educator Bob Summerfield spent several days on campus, sharing his vast knowledge and allowing the scholars to explore his extensive meteorite collection. Together with the astronomy scholars, he also co-led a community-wide observing session, which allowed all of the GSP-Morehead State scholars to see and appreciate the wonders of the night sky.

Members of the Astronomy focus area also had the opportunity to share their newfound skills and knowledge with their fellow scholars during trips to the Morehead State University planetarium, which proved to be a valuable resource for the entire GSP community. Members of the MSU staff were similarly helpful; in particular, Dr. Ben Malphrus talked the scholars through the process of building and launching nanosatellites.

At the end of the summer, as she reflected on her focus area experience, scholar Kyler Runyon of Belfry High School commented, "In Astronomy, I found myself saying 'wow' numerous times, particularly when I built my own telescope and when we went on the stargazing trips. Being able to see the stars and moon through a telescope that I built myself is an amazing experience."

Faculty member **Daniel King** encouraged scholars in his focus area to practice observational astronomy, both by using the naked eye and with the aid of a telescope. To this end, the scholars spent the first week of the Program constructing their own telescopes from materials readily available at any local hardware store. The members of the class then used their new telescopes as they embarked on late night star gazing trips, during which they familiarized themselves with the constellations, stars, and deep sky objects visible in the summer sky.

Later in the Program, the scholars enjoyed a visit from traveling astronomer Bob Summerfield. With the help of Mr. Summerfield, who brought with him some of the largest portable telescopes in North America, the scholars were able to host a "star party" to share their knowledge of the night sky with their fellow members of the GSP-Morehead State community.

Astronomy scholars also spent time considering how we know what we know. As part of this pursuit, the members of the class researched and practiced the surveying techniques that early astronomers used to determine the size of the earth as well as the distances to the moon and the sun. They then used these skills - specifically, the method of triangulation - to measure the height of several buildings and to create basic maps of the Morehead State University campus.

Finally, the scholars had the opportunity to tour Morehead State University's science exploration center, where they engaged in a special presentation about the research satellites that several engineers on campus were in the process of building.

"Astronomy is the focus area where scholars amaze ourselves with how small we are in the universe."

*Estefanya Couto,
Central High School*



After closely observing the beauty of the night sky, scholars on the Morehead State campus create their own astronomical art.



Biological & Environmental Issues



Scholars examine human lungs as they study sound waves' effect on different body parts and systems.

Bellarmino University

Along with faculty member **Jamie Hester**, scholars in the Biological and Environmental Issues focus area spent time pondering the reality that human and non-human animals do not have ear lids; in other words, we cannot turn off our sense of hearing. Together, the class read acoustic biologist Katy Payne's book *Silent Thunder: in the Presence of Elephants*, which revealed insights into infrasounds—sounds below the range of human hearing—that elephants use to communicate and offered a glimpse into the social life of elephants.

In addition to studying the physics behind sound, the class also reviewed ear anatomy and physiology, including the topics of wavelength, amplitude, and frequency. Visits to the Louisville Zoo, the Abbey of Gethsemani, and Eastern State Hospital allowed the scholars to explore various hearing mechanisms, the construct of silence, and a variety of mental illnesses related to sound and hearing, such as tinnitus, synesthesia, and misophonia.

The class led by faculty member **Greg Smith** studied what people do to increase or decrease their chances of survival following a traumatic event such as an animal attack, a ship sinking, or a plane crash. Specifically, the scholars considered why some people live while others die in very similar situations. To this end, they learned about a phenomenon that psychologists call "brain lock," which can occur when a traumatic event forces an individual outside of his or her realm of experience and expectation. As a result of "brain lock," individuals often fail to act while their brains search for past experiences to help them figure out the appropriate course of action.

Having learned about the theory of "brain lock," the scholars wanted to see this phenomenon in action. With this in mind, they decided to stage a mock airplane crash. They began this experiment by constructing a model of the Saab 340 passenger plane out of PVC pipe and tarps. They were careful to include appropriate seating, safety information, and exits. To simulate the crash experience, the scholars played incredibly loud noise over a speaker system as their "passengers" tried to escape the model plane while wearing smoke goggles and encountering obstacles and blocked exits. This experiment allowed the scholars firsthand experience with the realities of "brain lock" and the challenges of responding to a traumatic event.

Finally, the class embarked on a primitive camping experience, using only minimal equipment. As part of this challenge, the scholars learned how to start a fire without matches, how to cook over a campfire, and how to sleep without a tent. As a result of their five-week immersion in the arts and science of survival, the scholars learned that everyone is a survivor and that they themselves are stronger than they ever realized.

Morehead State University

This summer, the scholars in **Greg Jacobelli's** class were given a Matrix-like choice to either believe the perceptions that we all have about our everyday lives or look deeper into the realities of some pressing environmental and biological issues. Faced with this decision, the scholars chose to look carefully at issues like forest management, energy dependence, and the safety of the water supply.

Early in the summer, Scott Freidhof of the Kentucky Department of Fish and Wildlife visited the class and explained the realities of forest management. He also demonstrated how biologists are beginning the thirty-year process of bringing back the American Chestnut, which was wiped out of the American ecosystem almost one hundred years ago. The scholars then traveled to Berea, where the class experienced life off of the energy grid. This prompted the scholars to discuss and explore options for functioning normally while relying on alternative forms of energy.

In the second half of the Program, the scholars discussed the idea of cheap, potable water, and the notion that "clean" water can often be contaminated by microorganisms. Dr. Geoff Gerner of Morehead State University introduced the scholars to the process of identifying pathogens in water, specifically focusing on *Escherichia coli*. The scholars then prepared slides of *E. coli*, introduced the bacteria to several different types of antibiotics, and recorded the pathogen's response to those antibiotics. Their results supported wider findings that *E. coli* has become resistant to certain types of antibiotics. The scholars' lab work will help Dr. Gerner identify problem areas in local waterways with the goal of eventually pinpointing the source of this pathogen.

Scholars on the Morehead State University campus expose cultures of *E. coli* to a variety of antibiotics in order to test the bacteria's drug resistance.



"This class pushed me into an area of biology that I had never really explored before. It challenged me to think critically about environmental issues that I used to think were simple, but turned out to be quite complex."

William McIver,
Pulaski County
High School

Murray State University

Under the leadership of faculty member **Josh Woodward**, scholars in this focus area worked together to examine the status of water in western Kentucky. They began this undertaking by visiting Murray State University's Hancock Biological Station, where they learned all about the research that MSU faculty and students are conducting in and around Kentucky Lake. The scholars were then able to use similar field methods as they conducted research of their own in local waterways.

In collaboration with the Historical Analysis class, the Biological & Environmental Issues scholars visited the confluence of the Mississippi and Ohio Rivers and contrasted the historical success of Paducah with the dismal reality of life in Cairo, Illinois. As the scholars watched these two mighty rivers merge, they took turns reading aloud the descriptions of the site penned by Charles Dickens and Mark Twain. The members of the two classes then had the opportunity to write their own accounts of the confluence. For the Biology scholars in particular, this activity engendered a greater appreciation of the historical and cultural significance of the water that they had been studying in such minute scientific detail.

The class also spent time considering the reach of water across borders. They realized that water's ability to transcend boundaries - of politics, of identity, and of environment - makes it both a connector and divider. With this in mind, the scholars researched water issues that are currently serving as dividers in Kentucky and attempted to find solutions. Ultimately, the members of the class agreed that learning to bridge the needs of diverse stakeholders helped prepare them to be better civic and economic leaders.



GSP-Murray State scholars employ a variety of field methods while conducting research on local waterways.

Business, Accounting & Entrepreneurship

Bellarmino University

With faculty member **Scott Takacs** as their guide, scholars in this class explored a wide variety of business, accounting, and entrepreneurship issues - including how to best finance college - and investigated career options ranging from joining a "Big Four" accounting firm to starting their own business. As they delved into these topics, the scholars embarked on field trips to tour organizations including Papa John's, Brown Forman, PwC, and the FBI. The scholars also enjoyed the opportunity to engage with several influential and informative guest speakers, ranging from OPM president Chuck Woods to Caroline Livingston, an accountant just beginning her career at Ernst & Young.

Morehead State University

The goal of the **RJ CORMAN** Business, Accounting, and Entrepreneurship class taught by **Rob Richerson** was for scholars to research, analyze, and understand decision-making from the viewpoints both of an entrepreneur and of a manager in the functional areas of marketing, accounting, and finance. Throughout the course, scholars engaged in case-based learning. Working in three- to five-person rotating teams, they studied realistic business situations, uncovered and analyzed information critical to effective managerial decision making, and made business decisions as if they were key managers in the focal firm. Through case studies, the scholars performed SWOT, PEST, and competitor analyses; learned about the Income Statement, Balance Sheet, and Cash Flow Statement; performed customer lifetime value and Net Present Value analyses; and completed the analysis necessary to create a marketing plan. They also used financial calculator apps on iPads to learn and complete time value of money calculations.

Working together in their small groups, the scholars selected, researched, and presented information regarding a wide variety of industries and the key companies within each of those industries. As part of this consideration, the class visited the RJ Corman Railroad company (class picture, page 37). In preparation for this trip, the scholars studied the firm itself and the railroad industry as a whole, as well as the benefits of maintaining a strong corporate culture created by a dynamic leader and the marketing myopia attributed to the original railroad firms.



Scholars tour the Papa John's headquarters as they explore career options in accounting.

“I have learned not only what it takes to become an entrepreneur, but also how small businesses impact our community. This class challenged me to think outside the box and push boundaries with problem-solving.”

*Sydney Flynn,
Sacred Heart Academy*

For another of their projects, the scholars studied the business models of leading technology firms to better understand the decisions that positioned them as leaders in their industries. Finally, the class considered the ways in which decisions made in the financial services industry led to the 2008 financial crisis and, in turn, how individuals and firms in industries far removed from the financial sector were affected by the resulting recession.

Murray State University

Scholars in **Danny Blaser’s** class were encouraged to develop an appreciation for the power of innovation. With a focus on the creative nature of entrepreneurship, the scholars engaged in a variety of collaborative activities and developed business ideas for everything from an improved version of the traditional mousetrap to a globally transformative social-entrepreneurial enterprise. Together, the members of the class pushed the limits of their imaginations as they sought to create new products, services, and ideas that would solve specific societal problems and/or fill a particular market need.

The members of the class also had the opportunity to visit several local businesses around the city of Murray to see for themselves how small businesses operate and how entrepreneurs continue to change the fabric of the communities in which they operate. Thanks to these excursions, the scholars were able to meet with and learn from the owners of a variety of Murray’s small businesses, including New Life Christian Bookstore, Wild Mountain Bakery & Café, Matt B’s Main Street Pizza, Zax Imprinted Sportswear, and Red Bug on 3rd Street. Each of these visits offered a unique learning experience that challenged scholars’ preconceived notions about owning a small business.

For their culminating project, the scholars worked in small teams to create their own business proposals. Together, the teammates developed their business pitches and delivered their pitches to a panel of staff members acting as potential investors. These business pitches reinforced the overarching theme of innovation and the necessity of collaboration and communication skills in the modern business world.



Chinese Language & Culture

Bellarmino University

Kyle Anderson’s Chinese Language & Culture class integrated three aspects of language learning with the ultimate goal of creating competent, informed, and compassionate scholars. The curriculum creatively melded three components: (1) contemplative practices designed to strengthen scholars’ self-confidence and their bonds between each other; (2) activities for mastery of basic Chinese vocabulary and grammar; and (3) an introductory knowledge of twentieth-century Chinese culture through song and cinema.

Each class typically began with a series of learning rituals preparatory to more intense language learning. Students engaged in brief meditation and qigong breathing exercises to help allay their anxieties and focus their attention. The scholars all remarked that these practices helped them to be at ease and to better concentrate. The class would then sing one of a number of popular songs dear to the Chinese people. Academic explanation of basic Chinese grammar followed, together with speaking, reading, and writing drills that filled the bulk of the scholars’ time in class. The scholars dedicated their time on Wednesday afternoons to viewing and formally analyzing key films in Chinese cinematic history that shed light onto twentieth-century Chinese culture.

Other special events and activities included reading Benny Lewis’s book *Fluent in Three Months*; a dumpling fry, in which scholars made Chinese guotie (pot-stickers) from scratch; memorization of the HSK 2 Vocabulary List (the official measure of basic Chinese language ability); and water character writing (writing Chinese characters with sponge brushes on the pavement, a popular practice of Chinese calligraphers).

Reflecting on her experience in this focus area, which was new to GSP in 2014, Scholar Hinna Williams of Eastern High School concluded, “Since being in this class, I have fallen in love with the people, the music, the films, and the history of China.”

A scholar practices the intricacies of creating a Chinese character.





Completing team building activities allows scholars to observe the relative leadership strengths of introverts and extroverts.

Bellarmino University

Susan Cain's *New York Times* Bestseller titled *Quiet: The Power of Introverts in a World That Can't Stop Talking* served as the main text and a springboard for some interesting conversations and activities in **Amy Maupin's** Communication & Social Theory focus area. Scholars explored the differences between extroverts and introverts, but more importantly, they examined the ways in which our culture tends to privilege and promote extroversion, leaving those more reserved personalities to feel excluded or unheard. By looking at introverts' capacity for providing "soft power" or "quiet strength," the scholars learned many advantages of deep listening and careful speech.

In order to better understand their own personality types and explore potential vocations and careers, the members of the class took the Myers-Briggs Type Indicator Personality Inventory and received instruction and counsel from Jennifer Guyer-Wood, the Director of the Career Development Center at Bellarmine University. Based on introverted and extroverted personality types, the scholars reflected upon the different types as both leaders and followers. They also used various films, TED talks, and radio programs to explore personality communication differences.

Class discussions revealed that those scholars who identified as introverts felt an enormous sense of validation thanks to the work of Susan Cain. Furthermore, a visit to the Thomas Merton Center in Bellarmine's library and also to the Abbey of Gethsemani, where Merton lived for many years, gave the class an opportunity to experience contemplative teachings and ways of life. By being intentionally still, silent, and slow, the scholars were able to quiet their minds and hear new insights.

Scholar Laura Beams of Mercer County High School found this class to be personally transformative. She explained, "I always thought I was socially awkward, but now I understand that I am just extremely introverted. I have a better grasp on how I process ideas and interact with other people while also appreciating other, more extroverted ways."

Murray State University

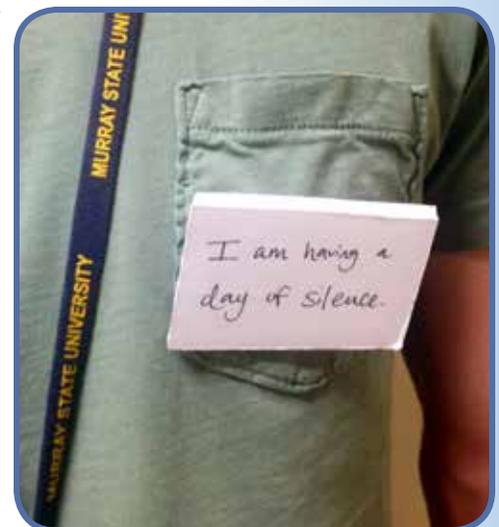
Has conversation merely become talking and waiting to talk?

Scholars in **Nick Gowen's** class revisited the often ignored, but most essential, component of conversation: listening. They began by identifying conversational "moves" that encourage others to share, reflect, and expand during discussions—and then put these "moves" to the test in discussions about social issues including minority representation in the media, socioeconomic class, and online data privacy.

With the help of Anne LeClaire's book *Listening Below the Noise: The Transformative Power of Silence*, the scholars spent a segment of each Wednesday in total silence to listen to the sounds, both natural and man-made, around them. The scholars' ability to listen carefully was tested when the class agreed to stay completely silent for twenty-four hours. Unable to speak, scholars had to observe how the conversations around them unfolded, asking themselves: Who facilitates conversation, and who shuts it down? How do fruitful conversations arise, and how are they sustained? Is it possible to even hear what lies beneath a person's words and decipher what is not being said?

While silence can be used as a tool to strengthen one's ear and to reflect more deeply on personal experiences, it can also be used to suppress groups and erase their voices from the global narrative. Scholars studied documentaries such as *Miss Representation* and *Life in a Day* as well as popular online news outlets such as BuzzFeed and Yahoo! News to identify the voices missing from mainstream media. Some groups, they realized, don't get the choice to speak up.

Scholars on the Murray State campus spend twenty-four hours without speaking in order to better appreciate the ways in which their peers communicate.



"As a leader in my community, I am often either speaking or waiting to speak. This class taught me to listen and to invest in the thoughts of others rather than just my own interests."

Harrison Burchett,
Johnson Central
High School



Creative Writing & Literary Studies



Writing with quills helps scholars better appreciate the importance of every word.

Bellarmino University

The focus of **Frank Ward's** class was on expanding the personal writing experience of each scholar beyond the traditional genres and modes to which they have been exposed. To that end, scholars were engaged in a variety of exercises from sensory focusing for descriptive purposes to quill making and calligraphy instruction, which helped generate appreciation for the unique importance of every word in their writing. Central to the class structure was the weekly critical roundtable discussion, in which original works by each scholar were critiqued by their peers and by the instructor. In addition, each scholar had daily opportunities to pursue the creation of personal writing in a variety of genres, including poetry, essay, short story, writing for the stage, and development of the novel.

When they were not busy with their own compositions, the members of the class enjoyed interacting with a number of professional writers. For example, Kentucky dramatist Nancy Gall Clayton presented a one-day workshop on theatrical writing. The scholars also met with novelists Bill Noel and Carolyn Clowes to discuss the implications of writing as a profession in the 21st century, including an introduction to the current state of online publication, e-book markets, and self-publication, as well as the traditional routes of submission through magazines and hardback book publication. As they sought to learn more about the evolving field of publishing, the scholars toured the facilities of Publishers Printing Co. in Shepherdsville and met with representatives who discussed the state of the publishing industry in the 21st century. As a culminating project for the class, each scholar participated in a community-wide reading of their original poems, which scholars from the Musical Theory & Appreciation and Visual Arts focus areas, respectively, had set to music and illustrated.

“This class has taken my confidence to an entirely new level and has also showcased the importance of collaboration.”

*Katy Bridges,
Barren County
High School*

Morehead State University

Villains were the focus of **Elisha Sircy's** Creative Writing & Literary Studies class this year. Scholars set out to explore why villains still matter, how they have changed over time, and to what extent they help define identities, beliefs, and ideas. To begin this process, the scholars interrogated the term “villain,” considering its origins both semantically and culturally, and then discussed the qualities and traits of (in)famous historical and literary villains. This set up the class's reading of Shakespeare's *Richard III*, which allowed the scholars to explore the ways in which bare fact, political exigence, and dramatic convention operated and affected each other in the character of the notorious king. The scholars then turned their attention to comic book villains, analyzing and reconstructing the actions of hero and villain alike within allegorical and more realistic spaces. After noting the ways in which those characters have shifted over time, the scholars sought to examine the significance of particular villains within their historical/cultural contexts. Splitting into groups, the scholars researched the origins of villains like Count Dracula and fictional gangsters like Tony Cimonte, the title character of the 1929 novel *Scarface*. They used this research to articulate the specific fears and concerns of the cultures that had produced these villains.

Finally, the scholars worked to reimagine a villain from that villain's own perspective. They composed imaginary interviews and profiles of famous villains with the goal of giving the individual antagonist a chance to justify his- or herself. The scholars also wrote stories in which the antagonist became the protagonist, a reversal that highlighted the power of perspective in narrative.

Murray State University

Students in **Ron Reed's** Creative Writing & Literary Studies class focused on learning how to create strong characters by developing complex backgrounds for their characters' history and then placing those characters in interesting and challenging situations. They used plays as their vehicles as they furthered this exploration. Hannah Rose Marks, a 2013 scholar on the GSP-Murray State campus, traveled to MSU from Louisville to talk with the scholars about the experience of having one of her plays performed at Actors Theatre of Louisville. She also offered suggestions to each group of playwrights as they talked about their plays-in-progress. The scholar-playwrights ultimately turned their finished plays over to the members of the Dramatic Expression class and enjoyed the thrill of seeing their own works staged for the entire GSP-Murray State community.

Scholars share ideas for an original play.



Finally, the scholars turned their attention to honing their writing skills as they drew inspiration from different environments to help them create characters. They visited the Yeiser Art Center and the National Quilt Museum, as well as various locations around campus, all of which served as the settings for telling their characters' stories.

Cultural Anthropology



Morehead State University

The scholars in **Elizabeth Fairhead's** Cultural Anthropology class discussed how different cultures interpret, value, and interact with nature. Starting with an exploration of perceptions of nature seen in Japanese culture, the class began to appreciate that the Japanese aesthetic (as demonstrated in architecture, garden design, and Ikebana flower arrangement) has its roots in traditional Shinto and Buddhism. To create an East/West comparison, the scholars then read several original speeches by Theodore Roosevelt and discussed the early twentieth century debates in the United States about the establishment of the National Park Service and the National Forests. As they considered more recent examples of Americans' interacting with the natural world, including an introduction to forest management at Daniel Boone National Forest and discussions of sustainable agriculture and gardening with guest speakers, the scholars came to appreciate the fluidity of cultural constructs.

With this ethnographic research in mind, the members of the class went on to develop and compile their own original research. By conducting participant observations, the scholars assessed the ways in which cultural interpretations of nature have influenced the behaviors of members of the GSP community. The scholars ultimately concluded that seemingly distinct aspects of a culture are often parts of an interconnected, interwoven whole.

Murray State University

The overall goal of **Kishonna Gray-Denson's** class was to explore the different cultures that make up America, with particular emphasis on the cultures of Kentucky and of marginalized peoples. In order to pursue this goal, the scholars learned to interrogate their assumptions and to challenge their understandings. Crucial to this process was their asking themselves, "What do we know about the world and how do we know it?" These key questions ultimately served as the cornerstone of the class's research projects, the first of which was a long-term ethnography at a local nursing facility, Emeritus. Each week, the scholars practiced the skills of observation, participation, and taking field notes as they spent time engaged in recreational activities with the facility's residents.

The class also looked critically at the vehicle that disseminates much of our culture: the media. As a result, the scholars began to realize that many of their basic assumptions about the world are heavily mediated and, as a result, are potentially skewed. In conjunction with this consideration, the scholars were tasked with recreating "general knowledge" in the form of children's literature. This led them to spend significant time with children in the Calloway County Library as they sought to identify the stories that are missing from the traditional narrative.

Over the course of the summer, the scholars also completed Minority Reports. For this project, the scholars worked in groups investigating the cultures of specific peoples, including Asian-Americans/Pacific-Islanders, Alaskan Natives, African Americans, Latin Americans, Native Americans, and the LGBTQ community. The scholars' research touched on a wide variety of topics as related to these peoples, including 1) health disparities, 2) socio-economic status, 3) legal/justice outcomes, 4) housing/living conditions, and 5) mediated representations. Ultimately, the groups created visual reports to share the results of their extensive research with the greater GSP-Murray State community.

"I envisioned us talking about ancient history and going to museums. But instead, this course was all about seeing the diversity in our culture and being aware of the disadvantaged."

*Mike Rahimzadeh,
Madison Central
High School*



On the Morehead State campus, scholars try their hands at Ikebana flower arrangement as they seek to better understand the Japanese aesthetic.



Dramatic Expression

Bellarmino University

Scholars in **Conrad Newman's** Dramatic Expression focus area developed a variety of skills over the course of the summer that enhanced their ability to act and create performances. By utilizing physical and vocal routines such as Linklater voice practices and pantomime movements, scholars strengthened individual techniques that apply to both the stage and real-life scenarios. The idea that theatrical skills reach beyond the realm of theatre – into interviews, presentations, and public speaking – was a core concept in regular discussions.

Scholars participated in both monologue and scene work to explore the differences in individual and partnered work, as well as the style differences in contemporary and classic texts. Improvisation exercises connected scholars to the present moment, building confidence and camaraderie among the class. Basic stage combat workshops highlighted the need for safety, control, and awareness in performances. Scholars also embarked on two field trips to experience live theatre: one to “The Stephen Foster Story” in Bardstown, and the other to see Shakespeare’s “A Midsummer Night’s Dream” in Louisville’s Central Park. With their theatric skills developed in and out of the classroom, the scholars ultimately conceived and choreographed an original piece that they performed in front of the entire GSP-Bellarmino campus.

Murray State University

Melanie Kidwell challenged her Dramatic Expression class to view drama as an art form that exists beyond formal theatrical conventions. Could theatre be something more than a scripted play with a set, costumes, props, and lighting? Scholars quickly discovered that it could.

The class’s first task was to create a short meditation on freedom for the community-wide Fourth of July celebration. With intentionally vague directions guiding them, scholars researched quotes on freedom and selected ones representing a variety of perspectives. After some debate about staging, scholars decided to “break the fourth wall” and place performers out in the audience so the whole community became enveloped in the discussion. In the end, scholars were able to build a beautiful piece of theatre that captured many facets of freedom.

Another opportunity to explore the idea of non-traditional theatre came when the class collaborated with the Physical Science focus area. Their task was to create a living solar system, providing specific information on the individual planets while also encouraging contemplation of one’s place in the universe. The project’s primary audience was the children of Murray, with the campus intermural field serving as the stage.

The class’s exploration of non-traditional dramatic processes ultimately helped scholars break free of conventional notions of the theatre. As Scholar Cassidy Mullins of Tates Creek High School said, “Because of Dramatic Expression, I’ve realized that it isn’t about having a perfect performance as much as it is about the creative process, the mistakes, and the relationships you make along the way.”

“Through this class I have learned how to accept the challenge of stepping out of my comfort zone. I feel that I have grown in so many ways. Stepping out is hard, but in the end it is worth it!”

*Karey Sellers,
Casey County
High School*



Dramatic Expression scholars collaborated with the Physical Science focus area to lead local children on a tour of a “living” solar system.



Engineering

Bellarmino University

Sandy Adams asked her focus area scholars to ponder what engineering is, how it differs from science, and how engineers execute their ideas. Exactly how do thoughts, principles, and processes turn into the many things that define our material world?

Scholars began answering these questions for themselves through real-world design challenges during field trips with the U.S. Army Corps of Engineers, Toyota, Lexmark, East Kentucky Power Cooperative, and Duke Energy. At each site, scholars were tasked with solving a number of actual engineering problems: determining the path of an access road to a boat ramp on Taylorsville Lake, ensuring a windshield could meet the expectations of Toyota’s engineering team, and building and testing a prototype bridge using K’Nex at Lexmark. Back on campus, scholars were challenged to work within predetermined constraints and design an innovative device that would simplify

“Our in-class projects and weekly field trips around the state helped us to begin thinking like real engineers.”

*Shelby Lamar,
Southwestern
High School*

an aspect of everyday life.

Hans Chapman's scholars began the summer by researching various engineering disciplines and presenting their findings to the class. This laid the groundwork for the class's weekly guest speakers and presenters who shared their backgrounds and experiences in engineering disciplines, including civil, highway, electrical, structural, and chemical.

During weekly field trips to engineering companies across Kentucky, scholars focused their attention on innovation and design. Scholars witnessed the entire automobile production process at Toyota Motor Manufacturing, from raw sheet metal to a fully assembled car rolling off the assembly line. At Eastern Kentucky Power Cooperative, they watched how a coal-fired plant generates electricity and distributes it. Lexmark put scholars to work with a variety of hands-on engineering design activities, including a bridge-building session. At Duke Energy's Envision Center, the scholars toured various labs and watched demonstrations of advances in energy efficiency, such as smart meters and electric cars.

Scholars brought the lessons from their field trips back to the classroom to tackle "design and build" projects based on the theme "Innovation and Creativity." The scholars used recyclable and easily available materials, such as cardboard and used plastic, to create improved models of existing household products.



Scholars work with the U.S. Army Corps of Engineers to plan a boat ramp access road on Taylorsville Lake.

Film Studies



Bellarmino University

Scholars in **Ian Frank's** Film Studies focus area investigated cinema as both a technical art form and a cultural phenomenon. Early classes included a detailed study of film techniques to discern how master filmmakers exploit their medium to tell a clear story and evoke emotions in their audience. This included viewings of early film masterpieces, such as Buster Keaton's *The General* and Orson Welles' *Citizen Kane*. Once scholars had a fundamental understanding of what makes up a movie, they set off to recreate scenes from well-known films, including *A Streetcar Named Desire*, *Gone with the Wind*, and *Star Wars*.

For their next project, scholars went to a working Kentucky horse farm to create one-minute, black-and-white silent films inspired by poems from author Wendell Berry. The resulting work was then given to scholars in the Musical Theory and Performance focus area, who composed original music to underscore the films.

For their final project, scholars teamed up to write, storyboard, direct, appear in, and edit films inspired by their personal reflections throughout the summer. They cast actors, chose locations, and arranged shooting schedules to bring their artistic visions to the screen. During the Community Arts Showcase, the scholars screened the final product in front of the entire GSP-Bellarmino community.

Morehead State University

Whether intentional or not, films are rife with social commentary. This was the idea that **David Goodlett's** Film Studies scholars explored during their GSP experience. Even before they arrived on campus, scholars were asked to identify films they thought employed social commentary and made strong statements about culture and society at specific moments in history. Upon arriving at Morehead State, scholars screened several films that offered strong social commentary, including the recent Oscar-winning documentary short *The Lady*



Scholars join together to produce their own films for the campus community.

"Film Studies taught me not only how to appreciate the people who spend their lives doing this, but also how to do it myself. The theme of this year's GSP-Bellarmino campus was storytelling, and being in this class showed me how to share my own story."

*Bridget Kim,
Rowan County
High School*



After writing scripts and filming scenes, scholars use editing software to complete their films.

in *Number 6: Music Saved My Life*; director Elia Kazan’s biting satire on celebrities, *A Face in the Crowd*; and an early film indictment of an unjust prison system, *I Was a Fugitive From a Chain Gang*.

Armed with these insights into social issues, scholars formed small production companies and began their own projects. They pitched ideas, drafted screenplays, and scouted locations. To maximize their film immersion, scholars were also careful to create projects in a variety of genres, including comedy, thriller, and horror. The culmination of the scholars’ efforts was a screening of their films for the GSP-Morehead community.

Scholar Chris Holton of Oldham County High School discovered unexpected life lessons during his summer filmmaking career. “Film Studies can be just as much a lesson in teamwork as it is an opportunity to learn about film techniques,” said Holton. “When working with a group on a project you’re passionate about, you realize that your ideas can only be bettered by listening to others – even if you have always been a leader.”

Murray State University

Through an analysis of lighting, production design, cinematography, and editing, the scholars in **Dary Picken’s** Film Studies class learned how to analyze films across several genres by examining more than just acting and story. The class began with several exercises designed to show scholars the value of negative space; sometimes, more is said in silence and absence than in dialogue and action.

The films shown in class all shared the theme of the blurred line between fantasy and reality, and scholars identified techniques used to distinguish between these two worlds, including lighting, special effects, and color scheme. Among the films the class screened were *Amélie*, *Eternal Sunshine of the Spotless Mind*, and *Annie Hall*.

In order to better understand acting and characterization, each scholar was asked to create an original character and come to class as that character for a mock interview. This exercise taught the scholars about motivation and delivery.

Scholars also made their own films. The first film was under two minutes and familiarized the class with the cameras, equipment, and editing software. In the scholars’ second, longer film, they created original characters and stories, wrote screenplays, directed and shot their own films, and screened them for the GSP-Murray community.



Healthcare Industry

Morehead State University

The primary goal of **Amanda Gatewood’s** class was to expose scholars to the myriad health promotion and disease prevention activities in the field of healthcare, from research to treatment. Scholars were encouraged to examine the link between health and wealth by exploring the social determinants of disease. They learned about work and challenges in the field of global health to understand disparities between countries, especially in mortality rates, and compared their findings to disparities in the United States. To sharpen their critical eye for research, scholars were also introduced to the art and science of epidemiology to gain a greater understanding of how facts and information are created and how to assess their validity.

Scholars then took an active role in promoting healthy living habits among their peers by first researching the topics of sleep and stress to understand their effects on the body. Then, they wrote, edited, administered, and analyzed a survey of the entire GSP-Morehead community about sleep practices among scholars.

For a hands-on healthcare education, scholars moved from the classroom to the UK-Morehead joint medical education clinic to learn wound care, including how to put in stitches. They also dissected fetal pigs and learned emergency medical techniques in the clinic’s simulation lab using robotic mannequins. Through a partnership with the St. Claire Medical Center and the Northern Kentucky Area Health Education Center, scholars were also

“I learned that in order to care, you must give your whole self. This class took me far beyond the scope of traditional classroom learning.”

Rachel Cavanah,
Christian County
High School

able to tour the local hospital under the guidance of the Executive Director of the St. Claire Foundation.

Murray State University

Cindy Brainard's focus area class revolved around two overarching questions: what does "caring" look like in the healthcare industry, and what needs to change in our country to support this vision? Scholars began their inquiries by reading and discussing *Twelve Patients*, Dr. Eric Manheimer's book about the lives of patients and their families at Bellevue Hospital, the largest hospital in the U.S. Then, scholars searched for an improved healthcare system by viewing a documentary of five different countries' healthcare programs and comparing them with the current U.S. system. Independent research on historical healthcare practices took the class on a medical journey from ancient Greece through each century and up to the summer of 2014.

Arriving at the 21st century in their research, scholars next set out on field trips to practice modern-day healthcare techniques themselves, including sterile technique and gowning procedures, mock gallbladder surgeries, and suturing on arm and leg models. Among the healthcare institutions the scholars visited were the UK College of Pharmacy, UofL School of Dentistry, and Midway Clinic.

Having studied the past and present, scholars aspired to peer into the future of healthcare. Scholars were encouraged to dream wild dreams about their possible roles in the future of healthcare; then they designed a "perfect" healthcare plan for a new country and calculated costs for the plan that the government would fund.



During their visit to the UK-Morehead joint medical educational clinic, scholars learn medical techniques and practices

Historical Analysis



Morehead State University

Together with faculty member **Steve Easley**, scholars studied a type of historical event that has occurred all too frequently: assassinations. Through reading *Manhunt* by James Swanson, the class examined the assassination of President Abraham Lincoln and the ensuing twelve-day search for John Wilkes Booth. Scholars discussed aspects of the actual crime, the effects the assassination had on the country, and the nation's reactions to the killer's escape before his eventual murder.

Scholars also studied the motives and conspiracy theories surrounding other assassinations throughout history, including that of President John F. Kennedy. The class even had ties to the Commonwealth as scholars spent a day in Frankfort learning about the only sitting governor to be assassinated: Kentucky's own William Goebel. Scholars spent a day at the Thomas D. Clark Center for Kentucky History viewing Goebel's clothing from the day of the assassination and browsing through records of the assassination at the Kentucky Department of Libraries and Archives.



Throughout the summer, the class also collaborated with fellow scholars and nearby community members to explore other facets of history. Each Historical Analysis scholar was paired with a scholar from the Physical Science focus area to determine the most significant molecule in history. The scholars also volunteered at the Veterans Expo in Ashland to serve those who have served our nation and learn from their experiences.

Scholars stand at the approximate location of their hometowns on a floor map in the Thomas D. Clark Center for Kentucky History.

"The Historical Analysis focus area surprised me in many ways. I knew I would like it – I have always loved history – but I discovered that I really enjoyed the in-depth discussions we had. I loved analyzing and debating historical events, instead of just simply learning about the past."

*Haley Latta,
Northside Baptist
Christian School*

“Not only did we discuss the importance of history in the classroom setting, but we were fortunate enough to view historical artifacts at the Kentucky Historical Society and serve those who have served our country.”

Emily Major,
Garrard County
High School

Murray State University

Kristen Harris’s focus area scholars spent their summer exploring the history of the Commonwealth. Scholars brought with them pictures and transcripts of Kentucky Historical Markers from their hometowns and used the Pogue Special Collections Library at Murray State to research the events and people mentioned in the markers. Each scholar then presented his or her historical marker and independent research to the class for discussion. From the Hatfield and McCoy feud to Thomas Merton’s revelation on a busy Louisville street, scholars shared the unique pieces of Kentucky history from their hometowns.

The class also read *A Concise History of Kentucky* by James and Freda Klotter and discussed key events in Kentucky’s past and their relationship to the present. Special attention was given to the persistence of stereotypes about Eastern Kentucky and the history of the Jackson Purchase region. In collaboration with the Biological & Environmental Issues focus area, the class ventured to the confluence of the Ohio and Mississippi Rivers as well as the confluence of the Ohio and Tennessee Rivers to discuss the historical importance of water in Western Kentucky.



Historical Analysis scholars team up with the Biological & Environmental Issues focus area to explore the confluence of the Ohio and Mississippi Rivers.



International Relations

Bellarmino University

Scholars in Frank Russell’s focus area began their summer by establishing a theoretical framework for understanding international relations. Scholars read and discussed John Mearsheimer’s *The Tragedy of Great Power Politics*, using the book as a means for comparing political theories and as a lens for interpreting the U.S.’s current national security strategy. This, together with historical and cultural information, provided a basis for interpreting President Obama’s 2009 Cairo speech, which scholars tackled in a lively debate with the Political & Legal Issues focus area.

With their foundational knowledge of international relations, the class contextualized the more specific issues of hegemony, human rights, population growth, and globalization with the help of policy documents, including the declassified Kissinger Report on Population Growth and the UN Charter and Declaration of Human Rights. Scholars were also able to draw historical parallels to modern-day political situations by researching political entities such as the League of Corinth and the Roman Empire. Looking to the future of international relations, scholars joined with the Chinese Language & Culture focus area to host Mr. Tom Preston, who spoke on China’s rise and the upcoming political and economic trends of the world.

“When asked where I am from, I will reply Earth.”

Josh Betts,
Calloway County
High School



GSP-Morehead scholars host a campus-wide debate on topics affecting our global economy.

Morehead State University

It was an integrative learning experience for Salome Nnoromele’s International Relations focus area scholars who teamed up with the Agribusiness & Biotechnology class to research two important topics affecting our global economy: immigration and the use of genetically modified organisms (GMOs).

Scholars independently researched both issues and then hosted a campus-wide debate on the pros and cons of each. Fellow scholars and members of the larger community attended the debate and were able to ask questions. On the topic of immigration, the issue of national security versus individual freedom was hotly contested.

To contextualize their understanding of national security, scholars viewed the Edward Snowden interview with NBC's Brian Williams and examined various factors affecting current international relations and our understanding of privacy. A presentation by Jon L. Fleischaker on the First Amendment shed light on the freedoms guaranteed by the Constitution and the limits of those rights. Scholars ultimately realized that concepts such as friends, foes, and privacy take on very complex dimensions in the highly competitive realm of global affairs.

Murray State University

Using an "artistic atlas" of data, graphs, pictures, and narrative, scholars in **Peter Berres's** focus area worked in teams to evaluate over 40 international issues. Scholars were able to introduce, interpret, and debate their previous knowledge of and experience with the topics, which provided a more personal look into each issue.

In a second project, the class teamed with Philosophy scholars to read, study, and discuss the tradition of "just war theory" as it evolved from St. Augustine to current day. Each team was assigned a war, from World War I to the present, and researched the reasons or justifications for entering it. The teams then made presentations to the larger group and constructed arguments for whether the decision to go to war was "justified."

Scholars also utilized the writings of two eminent Kentucky thinkers, Wendell Berry and Thomas Merton, to reflect on foreign policy issues, notions of national security, and moral and practical efficiencies of war as an instrument of foreign policy.

In all of their projects, scholars ultimately strived to identify ways to continue informing themselves and addressing these varied issues on the global, national, and state levels.

"This class was so powerful and the discussions were so insightful that I came into it a chemical engineer and left a political and world advocate."

*Eric Hahnert,
Eastern High School*



On a field trip to Cundiff Farms, GSP-Murray scholars discuss the growing use of drones in agriculture and get their picture taken from the drone during a demonstration.

Journalism & Mass Media



Bellarmino University

The theme of **James Kenney's** Journalism & Mass Media focus area was "The Journalist, The Storyteller." Scholars were first exposed to the various forms of storytelling in mass media, including the written word, still images, video, and audio. An emphasis was placed on how all of these forms of information delivery can be used together to tell profound stories.

Photographers, broadcasters, and writers were brought in as guest speakers to supplement the material covered in class. Guest speakers included Tom Hardin (retired director of photography, The Courier-Journal), Dave Adams-Smith (retired copy editor for The Chicago Tribune), and Jeanie Adams-Smith (photojournalism professor at Western Kentucky University). Scholars also toured The Courier-Journal and WAVE 3 TV facilities to see media operations in action.

To exercise their new journalism skills, the class decided to produce a short documentary titled GSP Is... targeted toward future scholars who are curious about what the GSP experience is all about. Scholars produced photographs, video, words, and audio for the project, and they worked with the Louisville multimedia company Kertis Creative to help produce the documentary.



A scholar operates the news camera during a visit to the WAVE 3 television studio.

Morehead State University

Mel Coffee's focus area scholars not only mastered the skills for producing quality news stories, but they also dove into the philosophy of journalism: the ethics behind decision-making in news, the role of diversity in storytelling, and the influence of the audience on content selection. Scholars spent time in the classroom debating contemporary and controversial topics such as the Edward Snowden interview, how Western media covers war, and how the media reports on war in other parts of the world.

The class used these skills and knowledge to produce their own newscast, where they reported, wrote, videotaped, anchored, and produced all content. Their goal was to produce stories not just via reporting, but also through storytelling to reach a wide variety of interests. Scholars also interviewed 16 veterans to produce an oral history exhibition that became part of the Veterans History Museum in Morehead.

Murray State University

The goal of **Bellarmino Ezumah's** journalism class was to provide scholars with an overview of journalism, paying particular attention to the field in the digital age. First, scholars learned the core elements of newsworthy events, the basic tenets of journalistic responsibilities, and the skills needed to excel as a twenty-first century journalist. The class then put these lessons to work and created a blog for the GSP-Murray campus to document the daily activities of classes, clubs, and community members. Scholars visited other focus areas and observed them, took notes, reported on their activities, and interviewed faculty, staff, fellow scholars, and members of the Murray State community.

Using the stories and media collected on their blog, the class designed and published a magazine that all scholars took home as a keepsake for their GSP-Murray memories and experiences. The class collaborated with the Business, Accounting & Entrepreneurship focus area to raise funds for the magazine.

Another highlight of the class came with a trip to the WPSD Local 6 television station, where scholars spent the day with behind-the-camera staff and the on-air talents of the station. Scholars learned about the different career opportunities available in the field of journalism, discussed the many challenges journalists currently encounter, and received tips on how to excel in the field. Scholars were also invited to observe the live news broadcast at noon and practiced meteorology with the green screen.



The Journalism & Mass Media news crew conducts interviews for the GSP-Morehead newscast.

“This class provided me with in-depth knowledge of writing, reporting, and producing articles for our magazine and blog, with lots of hands-on learning. Journalism & Mass Media allowed me to collect information about the field while having an amazing time – what GSP is all about.”

*Erika Coleman,
Belfry High School*



Modes of Mathematical Thinking



Bellarmino University

Scholars in **Jason Dooley's** Modes of Mathematical Thinking focus area explored math and its applications to real-world problems. Using the television show “The Simpsons” as a starting point, they explored the ways mathematical problems and topics influence popular culture. They also studied sports analytics, game theory, and multidimensional geometry to uncover surprising applications of math in everyday life. Armed with new skills, the class used mathematics to construct strategies that could be applied in a number of diverse situations ranging from the Cold War to the blackjack table.

No scissors or glue required: a scholar shows off her origami creations.

They also explored the meaning and implications of the word “proof” in mathematical and non-mathematical contexts. Guest speakers from fields ranging from law to sports helped drive home the connections of the mathematical and “real” worlds and also illustrated the value of logic and problem solving in different contexts.

Morehead State University

Faculty member **Duk Lee** first challenged his scholars to conquer the types of math problems commonly encountered during math competitions. Although contest math is often very difficult to solve, scholars worked to obtain the experimentation skills, common sense, and basic knowledge to tackle these thought-provoking problems.

Next, scholars stretched their minds by practicing origami and searching for its relation to mathematics and science. Without scissors and glue, scholars were able to experience origami as a careful engineering process. After orienting themselves to the fundamental languages of origami, scholar focused on their own choices of unique origami models. Some concentrated on making geometric models, while others focused on animals, insects, birds, and flowers.

After hard work and tenacious folding in and out of the classroom, scholars had the opportunity to display their creations for the GSP-Morehead community and general public at a local bookstore. The display gave viewers a better understanding of what origami really is: a profound math system, science, and art.

Murray State University

Chaos reigned in **Jeremy White’s** focus area, where scholars investigated some of the underlying concepts and patterns that led to the development of chaos theory.

The class first viewed documentaries and read articles to develop an understanding of the science of chaos; an idea which grew out of the discovery of regularities in apparent randomness. Scholars then considered phenomena that illustrate chaotic behavior, such as weather, the motion of a pendulum, heart rhythms, and the electrical firings of our brain cells. Scholars also explored some of the fundamental ideas from chaos theory, such as the butterfly effect, dynamical systems, strange attractors, and fractal geometry.

The course concluded with a hands-on exploration of the connection between chaos and fractal geometry. Scholars were able to uncover some of the fascinating properties of fractals by building two- and three-dimensional fractal models.

“Chaos is everywhere: rivers, heartbeats, weather patterns, the orbit of planets,” said scholar Sofia Saderholm of Berea Community High School. “I will never be able to look at a tree again without seeing a fractal. This class has inspired me to go home and learn about a branch of science and mathematics that I previously knew nothing about.”

“From this class, I learned about the success that is in every attempt, even if it does not turn out the way you intended it. I wouldn’t always finish my pieces, but each failure made me better prepared for next time and grew my patience.”

*Michael Rueff,
St. Xavier High School*



On the GSP-Murray campus, scholars built 3-D fractal models to better understand chaos theory.

Musical Theory & Performance



Bellarmine University

Faculty member **Jenny Campbell’s** focus area scholars investigated topics related to the theme “Music + Collaboration = Communication.” The class began by thinking about different examples of collaboration in music, such as how musicians work together in an ensemble and how vocalists and instrumentalists brainstorm to create songs. To experience this first-hand, the scholars divided into groups of two and practiced peer-to-peer teaching: instrumentalists taught vocalists to play an instrument, and vocalists coached instrumentalists on vocal technique.

During the following week, the scholars collaborated to create a music number that mixed

A scholar rehearses an original work inspired by poems from the Creative Writing & Literary Studies focus area.





Scholars from the GSP-Bellarmino and GSP-Morehead State campuses take a trip to the Cincinnati Opera House in Ohio.

three popular songs together, arriving at a final version that they performed for the entire GSP-Bellarmino community. Scholars also created original works that were inspired by poems from the Creative Writing & Literary Studies class and performed them on stage.

In addition to these projects, scholars experienced professional performances of live music when they traveled to see composer Kevin Puts and librettist Mark Campbell's opera *Silent Night* at the Cincinnati Opera House in Ohio and *The Stephen Foster Story* at Bardstown's My Old Kentucky Home State Park.

Morehead State University

The overarching theme of **Nan Richerson's** Musical Theory and Performance focus area was "the transformative power of music." Scholars studied historical examples of when music was the common thread that united people in spite of their many differences.

Using the book *Following the Ninth*, the class examined how the

fourth movement of Beethoven's ninth symphony has served as a unifying anthem for people at different points in history in Chile, China, Japan, Germany, and England. Additionally, scholars studied the role that music played in the spontaneous Christmas Eve truce declared by Scottish, French, and German troops in the trenches of World War I.

Of course, music cannot just be studied; it must be made, too. Scholars spent the summer conducting, composing, performing, singing, and listening. Through class discussions and rehearsals, focus area scholars like Patricia Ivery of Seneca High School realized how the transformative power of music reaches all people. "My focus area opened my eyes to a whole new world of music," said Ivery. "I like that music is so diverse and brings people of all backgrounds, ages, religions, and cultures together."

Murray State University

Collaboration was the word of the summer in **Tana Field's** focus area class as Musical Theory & Performance scholars contemplated the relationship between music and other academic fields. They explored connections between music and visual art, using ideas such as texture, contrast, and movement; examined the use of music in marketing and the business challenges of producing a musical; and collaborated with the Physical Science focus area to build musical instruments using scientific formulas.

In addition to peer teaching and group improvisation, scholars selected and arranged music for a performance during a GSP-Murray community celebration and performed in collaboration with the Murray Community Band and Chorus. Finally, the class considered the distinction between active and passive listening, discussing techniques to become better listeners. Scholars discovered the value of silence in performance and daily life.

Musical Theory & Performance scholars collaborate with the Physical Science focus area to build musical instruments using scientific formulas.



Scholars visit Morehead State University's Center for Traditional Music.



"In these past five weeks, I have learned more in this class than all of my other music courses combined. Being around people who are so diverse and musically inclined helped me want to be the best I could."

Emilia Bustle,
South Laurel
High School



Bellarmino University

The word “philosophy” comes from the Greek for “love of wisdom.” Scholars in [Lisa Hicks’s](#) Philosophy focus area approached the subject with an eye toward understanding wisdom and knowledge.



Philosophy and Visual Arts scholars debate aesthetics at the Cincinnati Art Museum.

Each week was structured around a branch of philosophy – logic, ethics, and aesthetics, for example – and scholars took part in a variety of activities to delve more deeply into each branch. Each week began with readings and activities from Baggini and Stangrom’s *Do You Think What You Think You Think?*, a book of tests and puzzles for examining philosophical intuitions. Scholars then progressed to theme-specific activities: in Logic Week, scholars worked on formal arguments and solved logic puzzles; in Ethics Week, scholars engaged in small- and large-group discussions about the nature of education; and in Aesthetics Week, scholars discussed the nature of beauty, shared some of their favorite pieces of art, and joined with the Visual Arts focus area for a field trip to the Cincinnati Art Museum.

“Philosophy taught me how to think – critically, inquisitively, and fearlessly. If you have already figured something out one way, do it again from a different angle. We attempted to define broad, abstract, relative terms, only to realize that a solid definition does not exist.”

*Ajsa Karacic,
Thomas Nelson
High School*

The class culminated in group presentations on important philosophers and their contributions to the various branches of philosophy. Groups also produced fact sheets that were bound into a booklet for scholars to take home.

Morehead State University

Socrates stands as the prototype of free intellectual inquiry throughout history. Along with faculty member [Patrick Nnoromole](#), scholars sought to understand Socrates’s ideas through one of his early dialogues, *Euthyphro*. Using this book as a foundation, scholars, like Socrates, explored the notion of piety and its application in today’s society. They asked themselves: what is piety? How is it manifested? How is it realized in each individual and in contemporary society?

In applying the Socratic method of inquiry to these and similar questions, scholars came to discover that seemingly obscure concepts can and do have relevance to how we behave, our actions, and the choices we make in our society.

Murray State University

[John Wilcox’s](#) focus area scholars studied and debated the application of philosophical theories to issues of citizenship and social responsibility. The class read sections of Plato’s *Republic* to ponder the issue of egoism versus altruism and search for the meaning of justice. Where do people get their concept of justice in the first place? Since different people have different opinions of what is just, could it be that justice is completely relative? Is society today hopelessly fragmented, with no common moral beliefs about what is just and no way to instill a sense of responsibility to anyone beyond oneself?

The class agreed that some consensus could be found when the focus shifted to current social problems affecting an entire society or the world. Environmental issues, such as the benefits and harms of coal mining, hydraulic fracturing for natural gas, and deforestation, raised awareness of society’s responsibilities to people who live in different parts of the nation and the world. Scholars also asked themselves whether the environment itself has rights.

Deep in thought, scholars in the Philosophy focus area ponder topics such as logic, ethics, and morality.





Physical Science



Physical Science scholars pause for a quick picture after their tour of Carter Caves State Park.

“The experiments we performed in Physical Science helped me realize that there are multiple ways to come up with solutions to complicated situations using unconventional methods.”

*Hunter Petett,
Monroe County
High School*

where scholars investigated forensic science by looking into the process of drug identification and projectile motion used in studying gunshot patterns.

Murray State University

Faculty member **Madison Sewell’s** class investigated the limits of scientific explanation: how do we examine the behavior of particles and systems that are too small for us to see, too fast for us to measure, or too remote for us to travel to?

In one project, the class gathered on the third-floor balcony of a campus building to try to determine how many Slinkys it would take to reach from the top of the seventh floor to the very bottom floor. But there was a catch: scholars were not permitted to leave the third floor. Given this constraint, scholars could not simply rely on trial and error. Instead, they had to find a pattern in nature.

Scholars then discussed how we discover patterns for things we cannot see. Aided by the book *Mr. Tompkins in Paperback*, scholars investigated special relativity, uncertainty, and quantum mechanics (the physics of the very small and/or very fast). Scholars discovered that Newtonian laws do not apply in this realm.

Ultimately, scholars learned that although science has limitations, we must always seek to discover the nature of all things in our universe, including those things that are small, fast, or remote.

Morehead State University

Scholars in **Claire Wolken’s** class began their summer by investigating the origin of the elements. Through multiple trips to the planetarium at the Space Science Center on Morehead State’s campus, scholars learned the details of stellar evolution, leading to a discussion of energy and color.

This transitioned into a study of the real-world applications of physical science. First, scholars learned about the science of fireworks. A representative from Zambelli Fireworks explained the chemistry behind the displays and the physics of explosions. Scholars also researched how various energy sources are used to generate power. A field trip to R.J. Corman Railroad Group in Nicholasville led to a discussion on how and why some energy sources are more advantageous than others.

To continue their investigation of physical science applications in the real world, scholars learned about the chemistry of caves and participated in a cave tour at Carter Caves State Park. The class also visited the state crime lab in Ashland,



Political & Legal Issues



Bellarmino University

In faculty member **John Powell’s** focus area, scholars learned that politics does not have to be about taking sides. Instead they focused on finding solutions to our social and legal problems, learning and applying the “Six Thinking Hats” approach to problem solving. Beginning with the critique offered by the New York Times on the hardest counties in America to live in, scholars examined the reasons for the prevalence of hardships that exist in so many Kentucky counties. They collectively explored the possibilities for addressing needs in rural areas, which could bring positive effects to the whole state.

Political & Legal Issues scholars accompany newly arrived refugee children to the Louisville Zoo.

The class then shifted its focus beyond Kentucky. Scholars then followed daily developments in the most immediate political and legal issues affecting the country and world, including: the U.S. Supreme Court's decision in *Burwell v. Hobby Lobby Stores*, the Central American child immigrant situation, and the widening conflict in the Middle East. Their goal was to evaluate these situations in real time, just as politicians and diplomats are required to do, and offer possible solutions without knowing the actual outcome of the event.

The class's exploration of global issues also took scholars outside the classroom as they made a program-long commitment to learning about and meeting the needs of newly arrived refugees from Cuba, Iraq, Bhutan, Somalia, Sudan, and the Congo.



Scholars take a moment to pose with Abraham Lincoln during a visit to the Kentucky State Capitol in Frankfort.

on diversity and acceptance in both political and legal theory and practice. Discussion and activities centered heavily on relevant, contemporary topics such as the Edward Snowden case, government involvement in citizen health, and career opportunities available to people entering the law profession. Scholars were encouraged to research and defend positions they were not particularly familiar with to broaden their scope of understanding.

Activities such as the "Hot Seat" and "Cross the Line" were used to help scholars present diverse perspectives and strengthen their analytical and debate skills. Outside the classroom, scholars had an opportunity to meet Murray's mayor, Bill Wells, and learn about the people who helped make Murray the "Friendliest Small Town in America," according to Rand McNally.

To give the scholars a real feel for the courtroom, the class participated in a mock trial in the Calloway County District Court with Judge Randy Hutchens presiding. After the trial, scholars were able to have a candid discussion with the judge on several law-related topics.

Morehead State University

Lively debates about ethics and morality in politics are as American as baseball and apple pie. Scholars in **Jim Seaver's** focus area explored how our society attempts to determine what is "right" and "wrong" for citizens and elected officials. The class analyzed a wide variety of issues together, always being mindful of how political rhetoric and monetary factors help shape the nature of public debates.

In-class discussion topics were as diverse and wide-ranging as Enlightenment political philosophies, the Watergate scandal and the media's relationship to the government, the destabilizing power of assassinations, and corruption in local governments. Guest speakers included a Secret Service agent, a freedom-of-the-press attorney, a Capitol Hill lobbyist, a state senator, and an equine law expert. During classroom simulation activities, the scholars had opportunities to put themselves in the shoes of the White House press secretary and Secret Service agents.

During a trip to the state capitol in Frankfort, scholars met with the lieutenant governor, the state auditor of public accounts, and the executive director of the Legislative Ethics Commission. They also toured the Little Sandy Correctional Complex, a nearby state prison, where they spoke with the warden, corrections officers, and inmates about how the American criminal justice system operates and how it might be improved.

Murray State University

Scholars in **Jason Wheeler's** class focused



A trip to Frankfort provides many opportunities for scholars to talk to political leaders and learn more about Kentucky politics.

"I used to be completely clueless when it came to the news, but now I am in the habit of perusing it every day. I heard and weighed multiple varying opinions over the course of this class, and I began to develop some of my own. This experience has prepared me to be an informed citizen and participant in my community."

*Sarah Lucas,
Conner High School*



Bellarmine University

An Unquiet Mind captures the story of Kay Redfield Jamison’s struggle and recovery from manic depressive disorder. This book served as the backdrop for exploring mental illness in Irene Bozio’s Psychology & Behavioral Studies focus area. The scholars were given the opportunity to research an illness of interest and deliver a presentation on the symptoms and treatment of each. It didn’t take long for scholars to become aware of the complexity of treatment.

Many preconceived notions of what a mental facility looks like were dispelled when the class toured the new Eastern State Hospital and learned about their philosophy of respect. The scholars also learned about the National Association of Mental Illness and its goal to increase awareness, provide support groups, and advocate for advances in mental health research. Two individuals with mental illness met with the scholars to openly discuss their life stories, the trauma they underwent, and their recovery process.

Lastly, the scholars participated in a variety of psychotherapy methods, including art, music, and pet therapy. The class witnessed the fear of a child disappear with a therapist’s use of music and song. Scholars were also greeted by two dogs, Coco and Dixie, and their owners, who volunteer with WAGS Pet Therapy.

Morehead State University

What, exactly, is happiness?

Along with faculty member Ronda Talley, Psychology & Behavioral Studies scholars discussed the development of adaptive, intellectual, and social skills to maximize the probability that each student achieves happiness throughout his or her life span. Of course, happiness must be defined individually. Through class activities and discussions, scholars worked to create their personal definitions of happiness.

With their trajectories toward happiness plotted, scholars then studied what constitutes normal development and compared the ideal development pattern with their personal histories. To gain a more complete understanding of the psychology field’s many facets and specialties, the class also learned about positive psychology, the psychology of hope, resiliency, and behavior change.

Murray State University

Scholars in Adriane Hardin-Davis’s class asked themselves, “How are we shaped and formed by external influences?” With the help of Jeannette Walls’s book *The Glass Castle*, the class studied the influences of violence, alcoholism, and poverty on childhood development.

The text provided scholars with a basic knowledge of family power dynamics, which allowed them to play the game “Star Power.” Scholars were required to form groups and charge each other with various tasks. Once roles and duties had been established, scholars could then analyze the power dynamics present within their group.

The class’s investigation of human development continued with a trip to the Vanderbilt Kennedy Center, where scholars met with professionals and discussed the latest Autism Spectrum Disorder research findings. Scholars learned about creative solutions that would allow individuals with ASDs to be more engaged in their Kentucky communities.

In the final weeks of the program, scholars explored how creativity and the arts shape us by engaging in creative exercises with artist and Associate Campus Director Stephen Dorsett.

A Psychology & Behavioral Studies scholar works to create her own personal definition of happiness.

“I realized the unintentional stigma that we’ve attached to people with mental illness. I now realize how insensitive it is to label people by their disease. They’re more than that.”

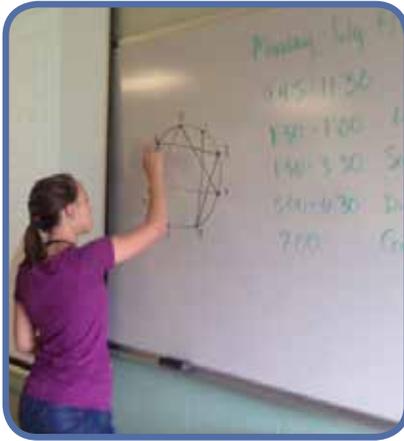
Gabbie Collins,
Elizabethtown
High School



To better understand the variety of psychotherapy treatment options available, scholars on Bellarmine’s campus participate in art therapy exercises.



Jay Crocker's Psychology & Behavioral Studies scholars focused on the concept of psychology's presence in the everyday life of Americans. Jeannette Walls's *The Glass Castle* served as a foundation for discussing the psychology of family life, particularly in situations of trauma and abuse.



Scholars were also asked to look inward and evaluate themselves with the Enneagram, a popular personality test that explores the idea of understanding one's unconscious self through nine different personality types. This proved to be of such interest that the scholars took on the task of evaluating the rest of the GSP-Murray campus. With their research data in hand, scholars were able to discover and report trends in personality types by gender and focus area.

In the final weeks of the Program, scholars investigated addiction within various groups of American society, the effects of prison on inmates with mental illnesses, and the psychological effects of poverty.

A scholar teaches the Historical Analysis focus area about the Enneagram, a personality test that categorizes test takers into nine categories.

"I loved learning about the creative process. It allowed me to explore my creativity and learn self-expression skills that I will utilize for the rest of my life."

*Sidney Cobb,
Western Hills
High School*

Spanish Language & Culture



Morehead State University

In faculty member **Clint Hendrix's** focus area, scholars explored the concepts of identity arising from the historically and culturally diverse Hispanic immigrant communities in the United States. Scholars considered how gender, race, political ideology, national identity, and socio-economic circumstances led to particular trends of immigration in the Northeast, South, and Southwest regions of the U.S. The Dominican, Cuban, and Puerto Rican diasporas featured in Junot Díaz's *Drown* and news coverage of Central American children and families of Honduras, Guatemala, and El Salvador served as context for these discussions.

In addition to reading Latino literature and watching films, scholars learned about Hispanic cultures by studying Mexican-American muralists before creating their own paintings representing the history and regional characteristics of Kentucky. Scholars debated how the U.S. could more effectively handle the current crisis of undocumented children arriving at our border by analyzing various political viewpoints and attempting to reach a humane yet pragmatic compromise.

To practice the past tense, the class created bilingual children's books that narrated and illustrated the plight of immigrants through allegory, metaphor, and personification. To reinforce the command forms and get to know the Morehead State campus, scholars wrote and executed a photo scavenger hunt.

Murray State University

The goal of **Jeff O'Field's** focus area was to engage in real-world conversations with native Spanish speakers and immerse scholars in the extraordinary wealth of Hispanic culture. Each week the class's focus shifted from one geographical region to another, beginning in Spain and moving through Latin America. Regional film, music, dance, and literature gave scholars entry points into these diverse regions.

Scholars gained confidence by speaking with Spanish-speaking children and their parents at community events in Murray. They put their new-



Scholars follow recipes for dishes featured in the class's literary readings such as empanadas, ropa vieja, and shrimp in garlic sauce.

“I had many opportunities to speak Spanish and use this ability to create relationships with people. Prior to coming here I had no interest in extending my Spanish language knowledge, but now I plan on minoring in Spanish in college.”

Audrey Brown,
Whitley County
High School

found confidence to the test while assisting in bilingual classes in Paducah with Western Kentucky Migrant Education. Through these weekly outings, scholars improved their speaking and listening skills as they built relationships with people in multilingual environments.

Salsa music and dance became a staple of the class when scholars studied the Caribbean region. They mastered several introductory steps and then gave salsa dance instruction for the GSP-Murray campus. While studying the South American region, scholars drank regional yerba mate and participated in a lesson given by a guest musician from Murray State. After playing various instruments, they discussed the role of the guitar in Spanish music, poetry, and history.



Scholars plot out the many places across the globe where Spanish-speaking groups reside.



Visual Arts



Visual Arts scholars are challenged to create self-portraits based on emotional moments or stories from their personal histories.

Bellarmino University

Scholars in **Matt Curless's** focus area used artistic expression as a means to illustrate stories and experiences. In a twist on classic self-portrait paintings, the class recreated expressions based on emotional or exciting moments (or stories) in their lives. Scholars also found locations on campus that were meaningful to their GSP experiences and created scratchboard etchings of those places.

In a search to find out whether the value of art should include a good “story,” the class visited the Cincinnati Art Museum to enhance philosophical discussions on what makes art valuable. The class’s culminating project featured an independent study, which encouraged the use of a meaningful episode from each scholar’s life.

Morehead State University

What is art, and why create it in the first place?

One of the goals for **Deeno Golding's** Visual Arts focus area was to challenge scholar perception of what art is. Scholars examined the purpose and function of art in their communities, culture, and society. During hands-on visual art activities, scholars explored creative processes by looking into traditional and modern methods of creating art.

Throughout the Program, scholars had the opportunity to view art on location in Louisville and Cincinnati. The class visited the Speed Art Museum, the Kentucky Museum of Art and Craft, 21c Museum Hotel, and the Cincinnati Art Museum.

A special focus on computer-aided graphic design helped scholars gain skills in an increasingly popular branch of art. Emily Ranseen of Tates Creek High School was among the scholars who discovered surprising talents in this new medium. “As a young artist I was able to gain experience in this prominent field alongside our studies of what art is,” said Ranseen. “Although I had never considered myself a graphic artist in the past, after this class I would like to explore it more.”



General studies classes emphasize creative thinking, problem solving, service learning, and civic engagement. In order to fully experience the living, learning environment of the Governor's Scholars Program, students are assigned to a general studies class that takes a different approach to learning than that of their focus area. This policy is based on the philosophy that in order to be true scholars, scientists should appreciate the humanities and humanists should understand the importance of science and technology in our world.

Each general studies class is developed independently by the faculty member, who will often venture outside of his or her own area of expertise when choosing the course topic. As a result, the instructors learn together with the students, creating an educational environment that is both innovative and exciting. The following are a sampling of the sixty-one general studies classes that engaged faculty and scholars on the three GSP campuses in 2014.

The Art of War

Bellarmino University

Scholars in **Frank Ward's** general studies class examined the impact that war has upon artistic creation. They initially focused on specific areas within art that they wished to explore: commercial film, popular music, and propaganda. Working in cooperative team settings, they completed extensive research and then shared multi-media presentations incorporating their findings relative to a wide range of topics: anti- and pro-war music from the Civil War to Vietnam, major films of the second half of the 20th century, and the use of posters as propaganda tools.

In addition, the scholars examined specific works that exemplified artistic responses to war. Together, the students viewed the 1958 Stanley Kubrick classic film *Paths of Glory* as a starting point for a discussion of the use of cinema as a protest. They considered the impact of war on classical music as they attended a live performance of the opera *Silent Night*, set during the unofficial truce of 1914 on the Western Front, and then analyzed the opera's structure. In order to experience three-dimensional representations of art impacted by war, the class visited the Zachary Taylor Memorial Cemetery and the Patriots Peace Memorial of Jefferson County. The scholars also examined and discussed Picasso's *Guernica* and Goya's *3rd of May*. The class concluded with a viewing of William Wyler's 1944 documentary *Memphis Belle*, which represents a high point in both documentary film and propaganda.

Contemplative Studies

Bellarmino University

The scholars in **Kyle Anderson's** class took as their motto the statement by Mahatma Gandhi, "There is more to life than increasing its speed." Using Carl Honore's book *In Praise of Slowness* and publications from the Center for Contemplative Mind in Society as their guides, the scholars examined the role and toll of speed in modern life, while also exploring a number of relaxing, centering, contemplative activities. As a talented and active group, the scholars came to rediscover the importance of relaxation and self-reflection in enriching and balancing their busy lives. Indeed, scholar Jason Grout of Covington Latin School said that the course "taught me the techniques necessary for self-awareness, spacial awareness, and an overall calm attitude."

Each week of the Program was dedicated to a different branch of contemplative studies. During the first week, scholars learned about the concept of "biophilia" (the psychological link between man and nature), read from Jon Young's *What the Robin Knows*, and enjoyed time observing and journaling about nature. Week two introduced scholars to different versions of sacred reading—or *lectio divino*—punctuated by a visit to the Abbey of Gethsemani, once home to renowned contemplative



Small Town with a Rich History

Murray State University

Bella Ezumah's general studies class explored the city of Murray, Kentucky, focusing on its history, art, architecture, and people, as well as examining what truly qualifies Murray as "the friendliest little town in the United States." This class was tailored, first, to provide scholars with an opportunity for civic engagement and, second, to inspire scholars to develop a healthy curiosity that would compel them to learn more about their own cities and little towns. The class visited pertinent places and talked to different groups of people who provided both written and oral histories of Murray.

Some of the highlights of the summer included field trips to the Wrather Museum at Murray State University, the Chamber of Commerce, and the Murray Tourism Center. Scholars also had the opportunity to engage with guest speakers from Murray, including Dr. Bob Lochte, who shared his knowledge of Nathan Stubblefield; Prof. Bob Valentine, who expounded upon the history of Murray; and Deana Wright, who spoke about the services provided by the Murray Main Street Association. In addition, the class also visited Spring Creek Nursing Home, where residents corroborated some of the information that scholars had gathered in print about Murray, including its current reputation as the "friendliest little town in U.S." They also met several Murray residents at favorite local restaurants including Dumplins, Martha's, and Mary's Kitchen. The scholars captured all these experiences in a personal reflection that they created and recorded with the local NPR station, WKMS, and reproduced on CD as a memento.



Life in Trees

Bellarmine University

Exploring the human record from *Genesis* to *Jane Eyre* and from Thor's Oak to Ancestry.com, scholars in **John Powell's** class learned how important trees have been to the wellbeing of humanity. Throughout this summer's Program, scholars were encouraged to think about the prevalence of trees in their lives—in nature, in culture, and in their own psyches. The class first learned how trees work as an essential part of the environment and as the original renewable resource, supplying the builder and artisan, feeding the hungry, and refreshing the weary worker.

In order to gain a working knowledge of the various tree types and environments, the scholars learned to identify the characteristics of tree species on the Bellarmine campus. Professor David Robinson, Bellarmine University's plant physiologist, then gave them a guided tree tour, providing further detail about the history of various tree species and making some observations about the possible medical uses of trees throughout history, including current research directed toward treatments for cancer and other diseases. The scholars also explored how and why the tree became a metaphor for our own familial and social communities, emphasizing the imagery that all parts must be whole for the health of the tree. In conjunction with this discovery, the scholars visited the Thomas D. Clark Center for Kentucky History to trace their own family connections and to think about the personal forests of which they are a part.

As an integral part of the class's commitment to understanding the value of trees, the scholars partnered with the Olmsted Parks Conservancy for four weeks to help eradicate Japanese and fragrant honeysuckle and giant ragweed, all of which pose invasive threats to Kentucky forests. As they undertook this project, the scholars became increasingly familiar with (1) Kentucky state trees, (2) ash trees, (3) riparian trees, and (4) Olmstedian trees that were introduced in the nineteenth century.

Thomas Merton. During the third week, the scholars transitioned from seated to moving meditation, as they practiced yoga, qigong, and tai chi in downtown Louisville. In week four, the role of artistic and creative expression was emphasized, with each scholar dedicating a number of hours to the practice of his or her own craft. Finally, in week five, the scholars turned outward to connect with others in their community as they served members of the Zoom Group and learned about their lives and talents.

Ultimately, the scholars learned practices that will serve them their whole lives. As scholar Austin Horn of Woodford County High School expressed, "The class introduced me to multiple methods of meditation, some of which I plan to continue doing. It also made me rethink how the world around me operates and evaluate my own place in it."

Does Anyone Know the Time?

Murray State University

Together with faculty member **Jeremy White**, scholars in this class pondered questions related to the concept of time. As a starting point, the scholars read sections of Stephen Hawking's book *A Briefer History of Time*. The text provided a sound scientific foundation for the notion of time. Working from that foundation, the scholars engaged in a variety of activities, including watching documentaries, taking part in discussions, and sharing group presentations. As a result of these undertakings, the scholars began to understand that the perception of time is a continuously evolving part of our common human experience.

As part of the course, scholars interacted with senior citizens at the Weaks Senior Center in Murray. There, the scholars collaborated with the seniors in activities such as a beanbag toss tournament, card games, and art projects. Both the scholars and the seniors immensely enjoyed these interactions, which also offered the scholars insights into how each individuals' understanding of time may evolve as they spend more "time" living.

If at First You Don't Succeed...

Morehead State University

In **David Goodlett's** general studies class, scholars closely examined the concepts of success and failure and the impact these ideas have on their own lives. To anchor their study, scholars read and discussed Malcolm Gladwell's book *Outliers*, which takes an unconventional view of success by examining factors that cannot always be controlled by the individual. Using these ideas as a catalyst, the scholars engaged in discussions and debates that permitted them to challenge their own perceptions of success and failure. They also considered how they might manage these notions in preparation for their senior year of high school.

As a service to the GSP-Morehead community, the members of the class made the bold decision to create a documentary film that would help their peers become more enlightened about these often challenging and always important topics. The scholars conducted interviews, surveys, and experiments and then used the resulting data as the basis for their film project. Along with acting as researchers and amateur anthropologists, the scholars also took on the role of filmmakers to complete this project. In the end, the scholars gained valuable, applicable knowledge that they generously shared with their peers.

On the Road Again

Morehead State University

The scholars in **Elizabeth Fairhead's** general studies class explored population migrations in a wide variety of contexts and genres. The class started with an examination of Jacob Lawrence's *Great Migration* series. Lawrence's sixty-panel series of paintings tells the story of the migration of African-Americans between 1880 and 1950. Using Lawrence's art as a model, the scholars started their own series of visual representations of their "journey" through the Governor's Scholars Program. The scholars then learned about the 1957 Kon-tiki voyage from Peru to Tahiti that helped scientists to understand more about the migration patterns of people to the Pacific Islands. After building and testing their own Polynesian-style rafts, the scholars each added another panel to their class art project.

The class concluded with a study of the migrations of monarch butterflies across North America. As a contribution both to Morehead State University's "Outdoor Classroom" and to the butterflies on their difficult journey, the scholars researched, planned, and built a monarch waystation. Their completed garden served dual purposes, both as a rain garden that helps to control run-off and as butterfly waystation that provides a place for monarchs to rest and breed on their 2,000 mile journey.

Translator Not Included

Murray State University

Scholars in **Jeff O'Field's** general studies class learned through participation to communicate beyond the boundaries of a single phrase or expression. They explored the various ways in which one person can communicate with another. Their studies in world languages, cultural traditions, artistic expression, body language, nonverbal cues, storytelling, and American Sign Language all combined to give the scholars a basis for more effective communication. They then explored the ways in which this integral skill can make or break individuals' daily interactions.

The scholars took an active role in this discussion-based class by engaging in individual and group research. They created interactive presentations on world languages such as Italian, German, Swedish, French, Kinyarwanda, and Mandarin Chinese. One group hosted a dessert-course Italian dinner party with language instruction. Another group taught a Kinyarwanda dance that they had learned from a guest speaker. Others facilitated various games that are played in the Scandinavian region.

Other activities around the campus challenged the scholars to utilize the knowledge that they were learning in the classroom. For example, the class visited Murray State's Clara M. Eagle Gallery of Art before studying nonverbal cues and body language. The silent hour that the scholars spent in the gallery prompted the inevitable question, "What do we say when we are not speaking?" Later, the scholars were challenged to tell traditional and personal stories without speaking. On another occasion, the members of the class analyzed their own body language and then tasked one another with adopting different postures for a lunch time social experiment. Upon their return to the classroom, the scholars eagerly discussed how their peers had responded to their "new" behaviors.

Blast from the Past

Morehead State University

This summer, the scholars in **Jim Seaver's** general studies class tested their limits of historical knowledge by attempting to acquire a firsthand understanding of what life was like long before they were born. In particular, their goal was to develop an appreciation for how Americans survived—and often thrived—in the era before computer chips, smart phones, and the Internet changed nearly every aspect of modern Americans' existence. Through a variety of hands-on activities, the scholars tried to recover the experience of everyday life in the pre-Digital Age, while simultaneously seeking to understand what has been gained and what has been lost due to the revolutionary changes in communications and technology that have occurred during their own lifetimes.

One ongoing theme of the course was how significant communication by letter had been before the advent of e-mail. To enhance the class's exploration of this topic, each scholar spent time every week corresponding with a pen pal of his or her choosing who had agreed to communicate with that scholar exclusively by postal mail for the duration of the Program. As the weeks passed, the scholars also explored developments in epistolary technology since the colonial era; to this end, they had opportunities to write letters using feather quill pens, dip ink pens, sealing wax, and vintage typewriters.

Additionally, the scholars practiced immersing themselves in the ways of the past by constructing a Cold War fallout shelter, by learning to navigate in the woods with a map and compass and to build fires without matches, and by visiting a West Virginia glassblowing facility to develop an appreciation for the value of handmade objects. Their favorite experience of the summer was undoubtedly the formal dinner and dance that they planned and attended for the entire GSP-Morehead State community. Using 1940s–'60s social guidance films, etiquette manuals, and ballroom dancing videos for inspiration, they organized a "Scholars' Gala" that recreated the kind of polite social events that many of their grandparents would have attended as teenagers more than fifty years ago.





2014 Scholar Experience Survey

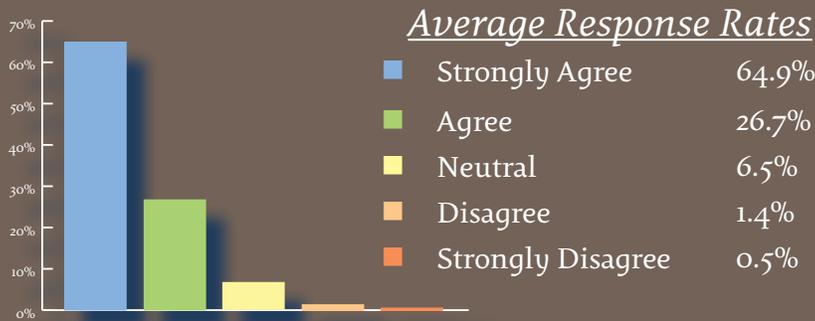
Each summer, before leaving their respective campuses, all Governor’s Scholars are asked to complete a Scholar Experience Survey consisting of approximately thirty questions pertaining to all aspects of life at GSP. Program staff use the survey results to help gauge the success of the summer’s activities, to assist in the evaluation of faculty and staff performance, and to better understand the Program’s impact on the scholars themselves. Most importantly, the survey functions as a tool that better equips Program and campus administrators as they begin planning for the upcoming summer.

The following is a representative sample of results from the 2014 Scholar Experience Survey, organized by areas of emphasis within the Program. For a complete list of the survey questions and detailed results, please see the GSP website, <http://gsp.ky.gov>.

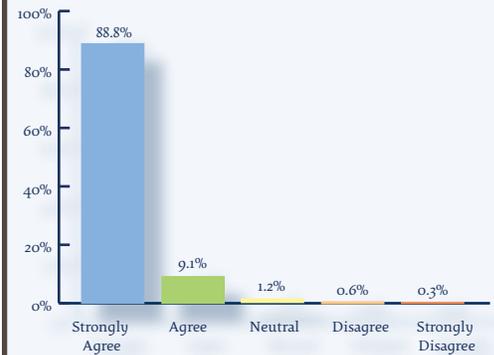
Overall Results of the 2014 Scholar Survey

In 2014, 1,102 of the 1,104 Governor’s Scholars (99.8%) completed the Scholar Experience Survey.

Considering the results of the survey as a whole, the scholars overwhelmingly rated their experience as positive. In fact, on average, participants selected either “strongly agree” or “agree” 91.6% of the time. In comparison, “neutral” responses made up 6.5% of the total. Scholars very rarely reacted negatively to the survey prompts, choosing “disagree” only 1.4% of the time and “strongly disagree” in only 0.5% of responses. No individual question received a negative response rate above 6.9%.

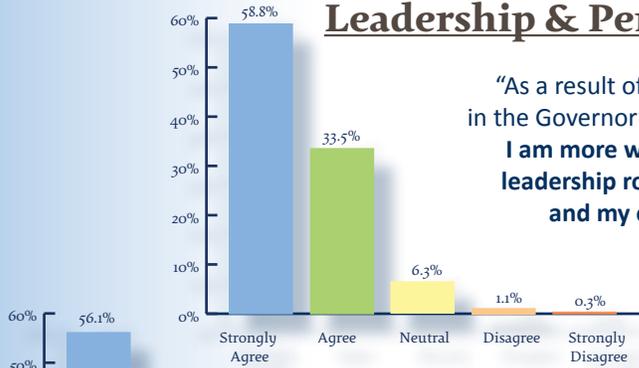


“As a result of my participation in the Governor’s Scholars Program, I will encourage other students from my school and/or district to apply to participate in the GSP.”

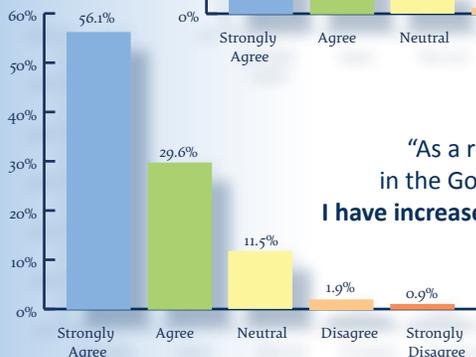


Leadership & Personal Growth

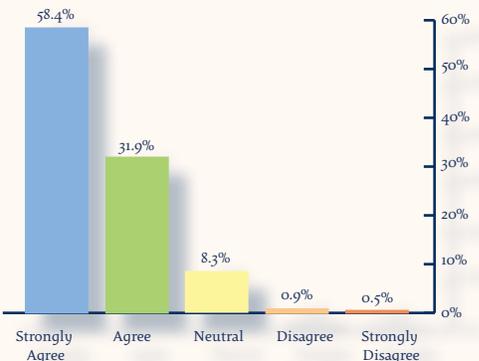
“As a result of my participation in the Governor’s Scholars Program, I am more willing to assume leadership roles in my school and my community.”



“As a result of my participation in the Governor’s Scholars Program, I have increased confidence and self-esteem.”

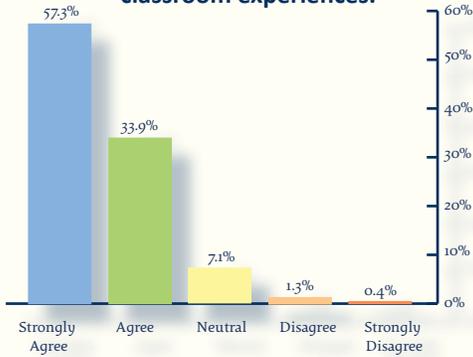


“As a result of my participation in the Governor’s Scholars Program, I am better prepared to tackle challenges and seek solutions.”



Academics

“GSP provided me with meaningful classroom experiences.”



“My Focus Area was a positive learning experience.”

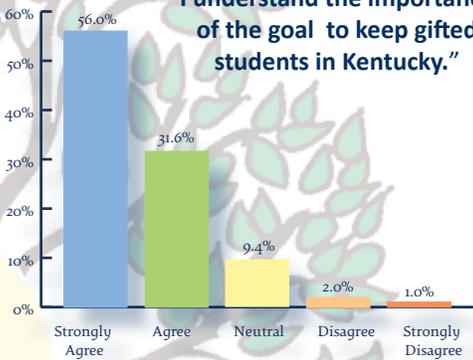


“My General Studies was a positive learning experience.”

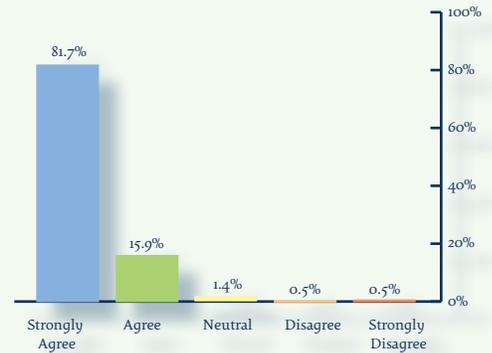


Kentucky Connections

“As a result of my participation in the Governor’s Scholars Program, I understand the importance of the goal to keep gifted students in Kentucky.”

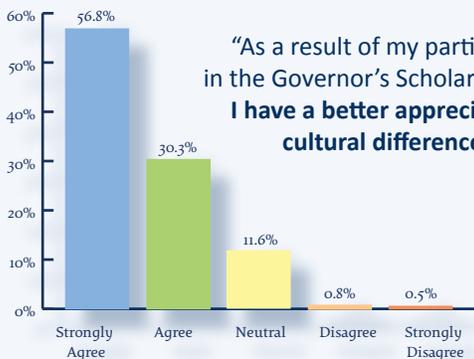


“As a result of my participation in the Governor’s Scholars Program, I have a network of relationships with scholars from across Kentucky.”

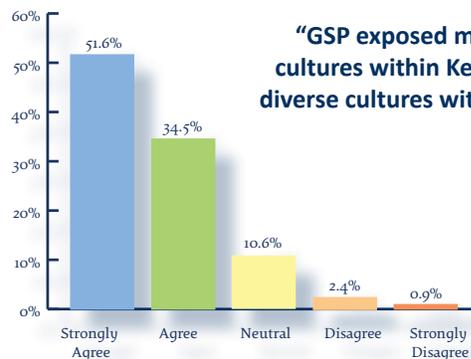


Community & Cultural Awareness

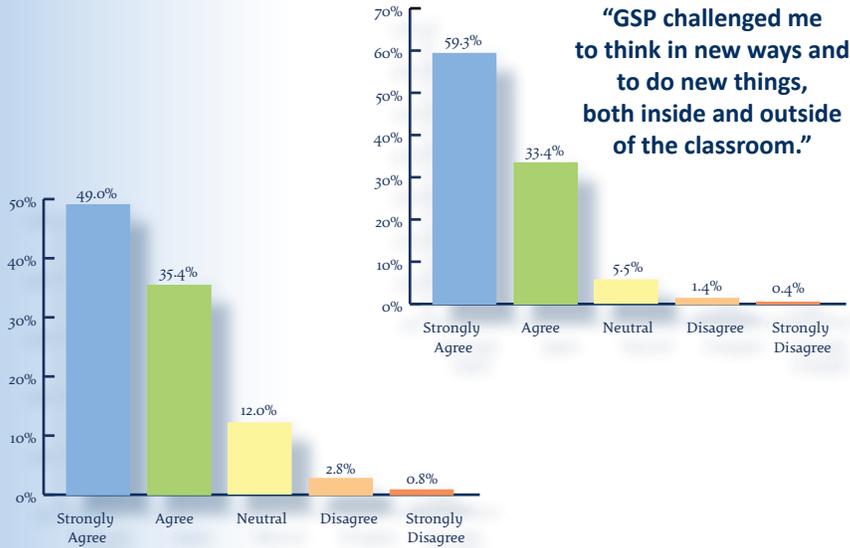
“As a result of my participation in the Governor’s Scholars Program, I have a better appreciation of cultural differences.”



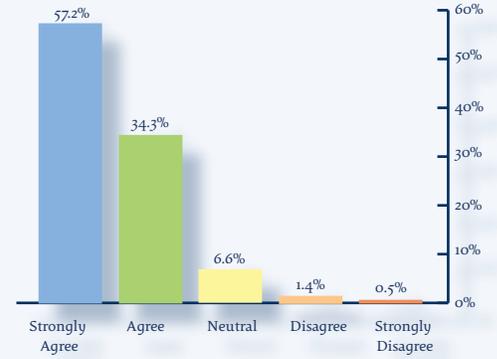
“GSP exposed me to diverse cultures within Kentucky and to diverse cultures within the world.”



College & Career Readiness



“As a result of my participation in the Governor’s Scholars Program, I had the opportunity to receive important information from the college informational activities: the college fair, the college information panel, and the ACT classes.”



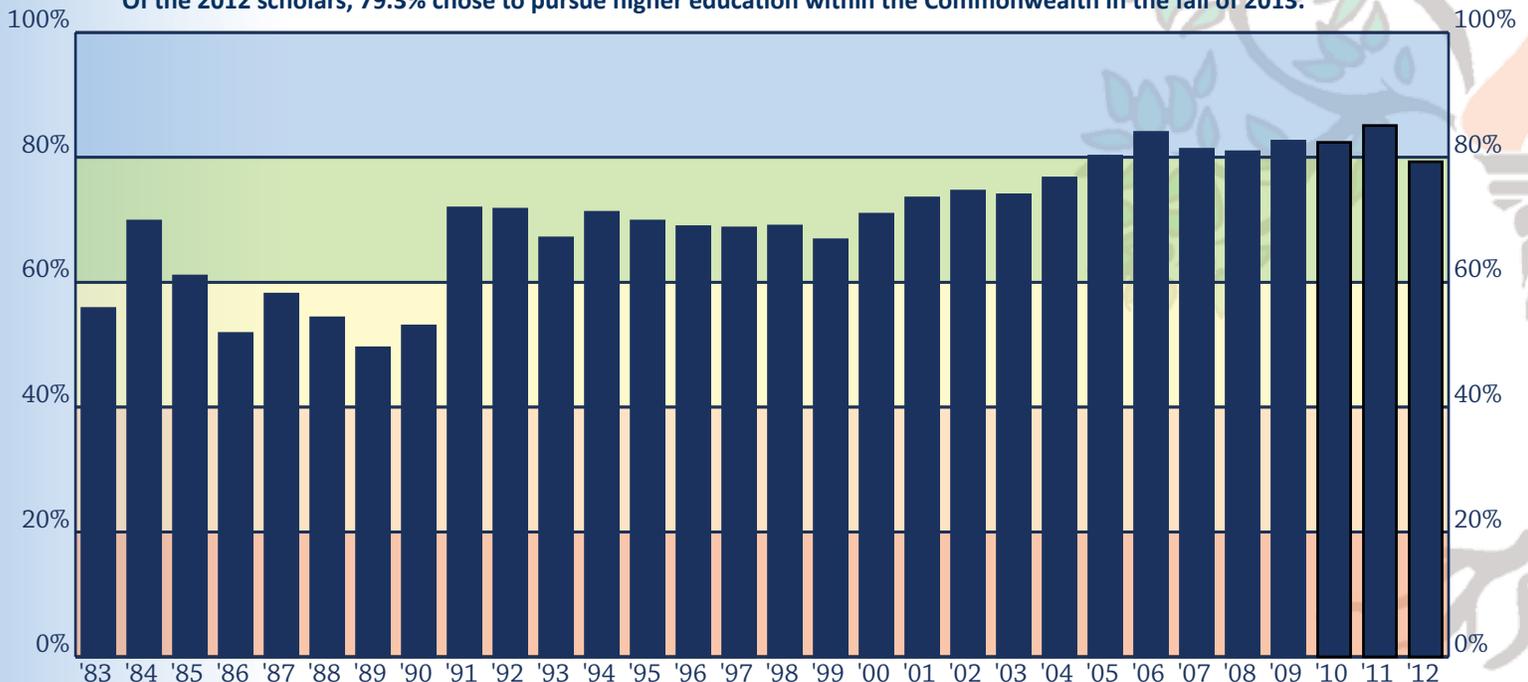
“As a result of my participation in the Governor’s Scholars Program, I have a better idea of how to make decisions about my career and/or academic path.”



Scholar In-State College Enrollment

With the help of the Council on Postsecondary Education and the Kentucky Higher Education Assistance Authority, GSP tracks the number of scholars who pursue higher education at Kentucky institutions. The following graph shows the percentage of scholars, by Program year, who enrolled at an in-state college or university after completing high school.

Of the 2012 scholars, 79.3% chose to pursue higher education within the Commonwealth in the fall of 2013.





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For more information or to make a contribution, please contact:

The Governor's Scholars Program Foundation, Inc.

Harold H. Smith, President
1024 Capital Center Drive, Suite 210
Frankfort, KY 40601

Phone: 502-573-1618

Fax: 502-573-1641

Online: <http://gsp.ky.gov/Donors/HowtoSupportGSP.aspx>

Contact Us

Governor's Scholars Program
1024 Capital Center Drive
Suite 210
Frankfort, KY 40601

Phone: 502-573-1618

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



Autographs





Governor's Scholars Program

1024 Capital Center Drive, Suite 210

Frankfort, Kentucky 40601

502-573-1618

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Until you dig a hole,
you plant a tree,
you water it and
make it survive,
you haven't done a thing.

You are just talking.

- Wangari Maathai
2004 Nobel Peace Prize

