

# PASSING THE TORCH

CELEBRATING  
THE  
42ND YEAR  
OF THE  
GOVERNOR'S  
SCHOLARS  
PROGRAM

2024  
ACADEMIC REPORT





“This experience is the type of thing that elevates a state by bringing a diverse group of people together to grow. **GSP changes lives**, and it makes kids who might previously have wanted to leave Kentucky want to stay. **It’s more than life-changing—it’s state-changing.**”

**BO LITTLE  
BOYLE COUNTY HIGH SCHOOL**

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# LETTER FROM THE EXECUTIVE DIRECTOR

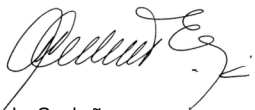
After thirty-three summers with the Governor's Scholars Program, I come to the realization that "a journey is a person in itself; no two are alike." These words from John Steinbeck's book about traveling in search of America are singularly representative of my unique journey from Panama to get a dream education in the United States, a professional trajectory that culminated when I became the third Executive Director of the GSP.

When I joined the GSP as a faculty member in the summer of 1992, the Program was in its tenth year and had a twofold mission: to enhance the next generation of civic and economic leaders; and to create models of educational excellence for students and educators alike. Although the mission statement was later simplified to address the nurturing of the future leaders, the Program continued creating models of educational excellence by shaping a community of learners that includes students, faculty, as well as residential and administrative personnel. Personally, my learning journey has been unparalleled, to the point that I can confirm Steinbeck's words that "we find after years of struggle that we do not take a trip; a trip takes us."

The GSP has been the best personal and professional trip that anyone yearning for a life-long learning trajectory can dream of. When I joined the GSP, six thousand high-achieving rising high school seniors had attended the summer initiative. At the end of my GSP trip, as the Program has concluded forty-two extraordinary summers, that number has grown to be thirty-seven thousand Governor's Scholars, many of whom are now fulfilling the mission and are leading the Commonwealth of Kentucky with deep knowledge, experience, expertise, and passion.

As I pass the torch that ignites the flame of intellectual curiosity to Jennifer Price, I would be remiss if I do not thank all those individuals that embarked with me during this journey. Their flexibility, adaptability, creativity, and trust contributed without measure to the success of the trajectory by supporting the healthy roots that characterize our scholar leaders: how they live, how they feel, how they think, how they interact, how they perform, and how they connect and view the world.

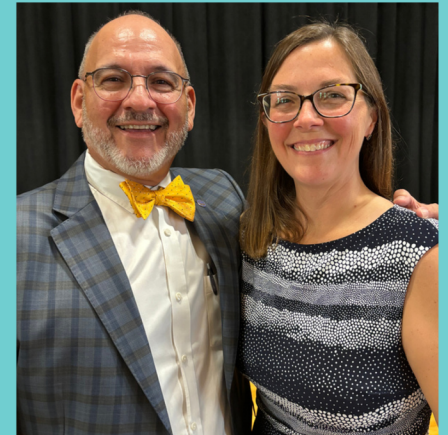
Like Ulysses in Homer's Odyssey, who set out for Ithaca after the War in Troy, thirty-three summers ago I set out for the GSP. I have kept the GSP always in my mind and I have become wealthy with all I've gained on the way. I am confident that those who continue this journey understand and realize that the GSP is not a destination, it is a journey that should be carried on for many generations of future leaders to come.



Aris Cedeño  
Executive Director Emeritus



*Above: Aris and Jen at GSP-NKU in 1994.*



*Right: Aris and Jen at GSP-Murray in 2024.*

I am overwhelmed and grateful to continue my GSP journey as the fourth Executive Director of the GSP. My GSP journey began the same year as Aris's; I was a scholar at GSP-Murray in 1992. We first worked together at GSP-NKU in 1994, and we have shared our commitment to and love for the Program since.

My trajectory in the GSP has included every role: scholar, resident advisor, office staff, faculty, administrator, and parent. In each of these, I have been inspired by the intentional community that is formed each summer. GSP classrooms and community spaces are filled with curiosity, optimism, and enthusiasm for learning. Scholars, including the students themselves as well as the faculty and staff (because we are all scholars), offer support and compassion to each other as the community grows together. This unique opportunity to take intellectual risks in the context of a supportive community built on a foundation of mutual respect is remarkable.

My goal for the GSP is to continue the good work our founder Lillian Press began back in 1983. Lil once said, "there's nothing more rewarding to me than helping others find their way." This perspective speaks to me, and I can only hope to live up to the expectations set by our previous Executive Directors as I strive to help thousands of Kentucky students find their way.



Jen Price  
Executive Director

# 2024 SCHOLARS BY COUNTY

For the summer of 2024, scholars were accepted from all 120 Kentucky counties.

## COUNTIES WITH UP TO 3 GOVERNOR'S SCHOLARS

Adair	Gallatin	Lincoln	Owen
Ballard	Garrard	Livingston	Owsley
Bath	Green	Logan	Pendleton
Bourbon	Hancock	Lyon	Powell
Bracken	Harrison	Magoffin	Robertson
Breathitt	Hart	Martin	Rockcastle
Butler	Hickman	McCreary	Todd
Carlisle	Jackson	McLean	Trimble
Carroll	Knott	Menifee	Washington
Clinton	LaRue	Metcalfe	Wayne
Crittenden	Lawrence	Monroe	Webster
Cumberland	Lee	Montgomery	Wolfe
Edmonson	Leslie	Morgan	
Estill	Letcher	Nicholas	
Fulton	Lewis	Ohio	

## 4-6 SCHOLARS

Allen	Grayson
Bell	Harlan
Boyd	Knox
Breckinridge	Perry
Caldwell	Rowan
Carter	Russell
Casey	Simpson
Clay	Trigg
Elliott	Union
Fleming	Whitley

## 7-9 SCHOLARS

Anderson	Hopkins
Barren	Johnson
Bullitt	Laurel
Grant	Marshall
Greenup	Mason
Henderson	Meade
Henry	Muhlenberg

## 26-50 SCHOLARS

Boone	Hardin
Campbell	Kenton

## 51-100 SCHOLARS

Fayette
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## 10-14 SCHOLARS

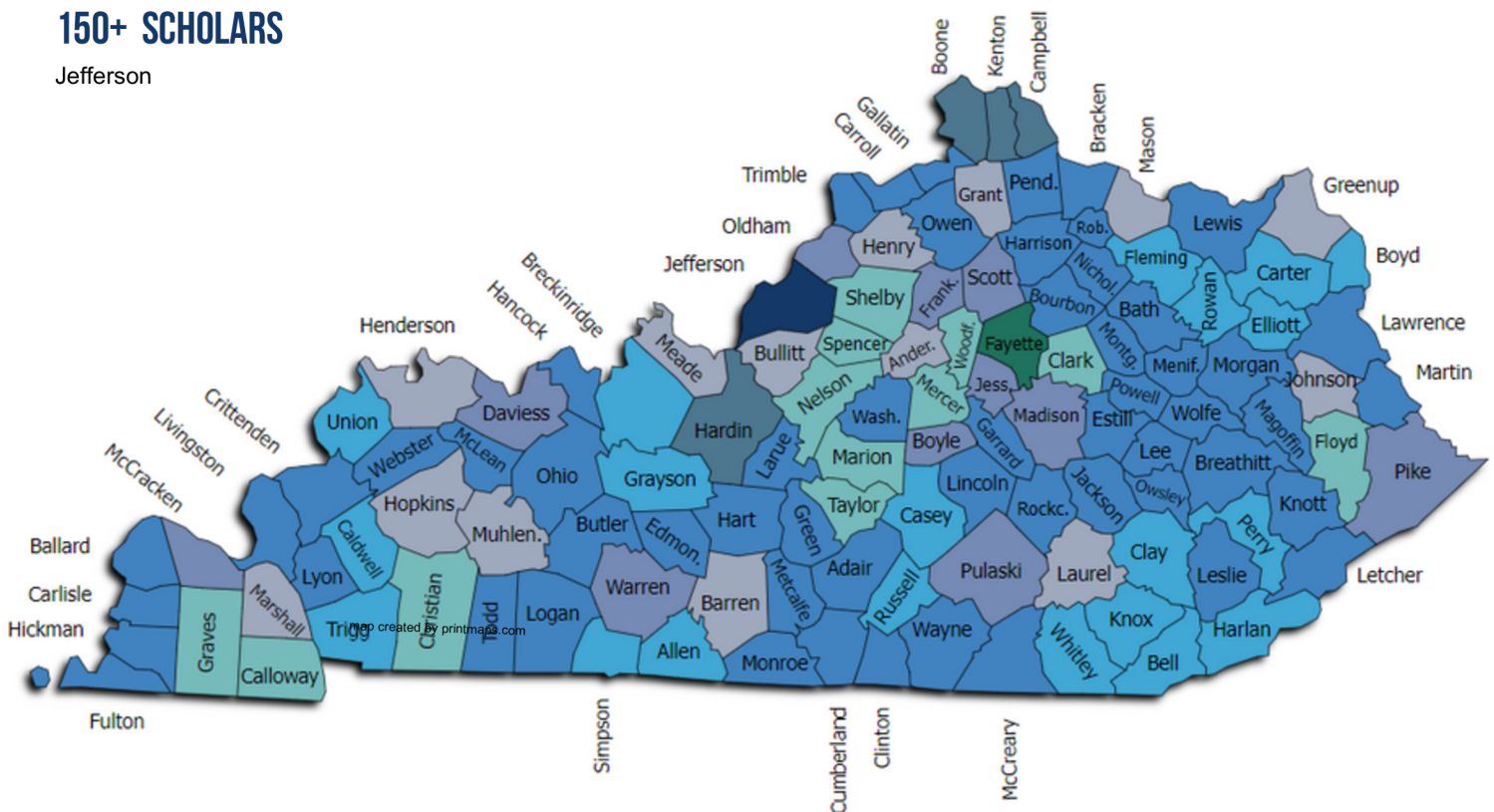
Calloway	Mercer
Christian	Nelson
Clark	Shelby
Floyd	Spencer
Graves	Taylor
Marion	Woodford

## 15-25 SCHOLARS

Boyle	Oldham
Daviess	Pike
Franklin	Pulaski
Jessamine	Scott
Madison	Warren
McCracken	

## 150+ SCHOLARS

Jefferson





# FOCUS AREAS

Scholars pursue a particular topic in depth as members of small groups, stressing the development of ideas within that topic and its interrelatedness to other content areas.

At the GSP, Focus Area courses intellectually expose scholars to their course topic broadly through both traditional and non-traditional methods.

Throughout the five weeks, scholars learn about the content through enriching experiences, including but not limited to, insightful texts and discussions, hands-on group and community projects, and guest speakers.

The following section of this report provides insight into each Focus Area course offered during the summer of 2024.



“Agribusiness and Biotechnology not only opened my eyes to many unknown facets of the industry, but also shed light on Kentucky’s contributions and the importance of this industry to our region.”

**HANNAN DUSING**  
**NOTRE DAME ACADEMY**

*Left: Scholars in Bethany Allen’s Agribusiness and Biotechnology scholars picking blackberries at Stepping Stone Farm.*



# AGRIBUSINESS & BIOTECHNOLOGY

## MOREHEAD STATE UNIVERSITY

**Bethany Allen's** Agribusiness & Biotechnology scholars had an immersive learning experience with field trips to the White Oak Pumpkin Patch, Keeneland, Bluegrass Stockyards (Lexington), Stepping Stone Farm/Reed Valley Orchard, and the Morehead State University Farm. These experiences laid the groundwork for rich classroom discussion and greatly contributed to the impact of the course, as a large portion of the scholars had never stepped foot on a farm until this class. Scholars had the opportunity to listen to a diverse group of guest speakers discuss different areas of agriculture, including the Director of Kentucky Proud, the Rowan County Agriculture and Natural Resources Agent, a USDA Loan Officer, a representative from the Legislative Research Commission, the CEO of Bluegrass Stockyards, and the Department Chair of the Morehead State University Agriculture Department. With these different experiences and backgrounds, scholars discovered how diverse agriculture is; the need for agriculture and biotechnology on a local, state, national, and global level; and what impacts Kentucky agriculture production has on the state, the nation, and the world. Scholars completed a class project where they created their own agribusiness/biotechnology product and worked to create a business and marketing plan to pitch to the class.

# ARCHITECTURAL DESIGN

## CENTRE COLLEGE

Architecture is an interdisciplinary subject, integrating nature, engineering, physics, art, mathematics, social and functional aspects, and more. **Duk Lee's** Architectural Design class studied fundamental aspects pertinent to architectural endeavors, including a study of influential architects in recent years, perspective drawings, free-hand drawing, designing, and constructing. Students worked on perspectives to draw buildings, engaged in numerous hands-on activities with paper architectures involving folding and cutting, and constructed dream houses and complexes representing four architects' ideas: Skyscraper, Relational Architecture, Organic Architecture, and Less is More, using cardboard or chipboard. They also replicated historical buildings using thousands of mini-Lego blocks. In the last week of GSP, the class visited the Schools of Design and Engineering at the University of Kentucky and displayed their 3D architectural models and drawings for the GSP community.

## MURRAY STATE UNIVERSITY

The Architectural Design Focus Area at GSP Murray, led by **Zach Standley**, began the summer with an exploration of common architectural hand-drafting strategies and techniques, utilizing traditional tools—such as an architectural scale rule, squares, and compasses—to draw Plans, Sections, and Elevations. In learning hand-drafting skills, scholars were able and encouraged to experiment with visual representations of space, color, and design preferences through personalized apartment floor plans. Scholars then studied specific architectural concepts, such as the interaction between light and shadows, the symbolism of signage, and the impact of history on design.

## MURRAY STATE UNIVERSITY

**Ilin Handayani's** scholars learned various aspects of agriculture including plant biotechnology, smart agriculture, carbon farming, healthy soil, water sustainability, animal science, agribusiness law, marketing, statistics and drone technology. The class studied botany and plant diversity by visiting Pullen Farm, Arboretum, Horse Farm Pig Farm and the greenhouses as well as the garden store of "The Farmers Basket." Scholars also learned and practiced different types of propagation techniques for succulent plants, shrubs, and woody plants. The scholars had lively classroom discussions about agriculture economics, statistics and finance, drone technology and smart farming, horticulture, meat science, soil science and crop science. For a hands-on agricultural education, scholars had an opportunity to identify the effect of land use management and cropping on soil profile, soil horizons, soil quality, and soil color. They also used the soil probe to collect soil samples to create the mini soil monolith. Through these activities, the class explored the driving forces of sustainable agricultural production to feed the world.



**Above:** A scholar from Zach Standley's Architectural Design Focus Area presents his 3D model of a 'Volcano Vacation Home', constructed with chipboard, paper, and tacky glue.

They engaged in many hands-on and interactive exercises to understand these abstract concepts, such as multi-colored paper folding, psychological experiments about boundaries, and numerous campus walks. Their efforts culminated in a multi-day 3-dimensional model-making timeframe, followed by a public final gallery display for the entire community to witness.

# ASTRONOMY

## CENTRE COLLEGE

**Marie Price's** Astronomy Focus Area was a comprehensive exploration of celestial phenomena, blending hands-on experiences with theoretical learning. Beginning with the practical aspect, scholars built their own telescopes and solar filters, gaining insights into optics and assembly techniques. This tactile approach was complemented by solar observations, where they safely studied the Sun's dynamic surface and phenomena like sunspots and solar flares. Evenings were dedicated to observing the night sky, identifying constellations, planets, and deep-sky objects. Through guided sessions, scholars delved into stellar astronomy, learning about star formation, evolution, and the life cycles of different types of stars. Planetary astronomy sessions focused on our solar system's planets, moons, and their unique characteristics. With the help of our visiting astronomer, scholars engaged with the community by hosting a star party, sharing their knowledge and telescope skills with the public. They also explored a collection of meteorites, understanding their origins and the insights they provide into the early solar system. Overall, the course offered a blend of practical astronomy skills, theoretical knowledge, and immersive experiences that fostered a deep appreciation for the wonders of the universe.

## MOREHEAD STATE UNIVERSITY

In **Joshua Qualls's** Astronomy Focus Area, scholars integrated nighttime observations with daytime activities to delve into the workings of the universe. Scholars studied the foundational aspects of astronomy, including observations, mathematics, and physics, establishing a multifaceted approach that would shape their exploration. They explored the movements of the Earth and Moon to grasp the phenomena of the night sky and seasons. Progressing beyond naked-eye observations, scholars constructed and utilized telescopes to study constellations and planets. They identified binary star systems, observed Jupiter's moons, and scrutinized Saturn's rings. These efforts culminated in a community "Star Party," where borrowed large telescopes enabled campus-wide exploration of the night sky. Scholars conducted hands-on examinations of meteorites to understand other celestial bodies within our solar system. Progressing to larger cosmic entities, scholars explored the life cycles of stars and the formation of galaxies. Activities such as the Cosmic Calendar and the Cosmic Distance Ladder provided them with a cosmic perspective spanning both time and space.

Last, scholars proposed diverse study topics ranging from practical applications of astronomy to theoretical fields like astrophysics, encompassing general relativity, exoplanets, interstellar travel, cosmology, black holes, and dark matter and energy.



**Above:** Rico Tyler's Astronomy scholars Aubrie L. and Sana M. share the Moon with other scholars during the community star party.

## MURRAY STATE UNIVERSITY

Led by **Rico Tyler** and assisted by teaching fellow Travis Oliver, the Astronomy Focus Area curriculum was organized around two themes. The first, observing the sky, began with scholars building and using telescopes for weekly observing sessions. Scholars built solar filters for daytime viewing and mastered basic astrophotography. In week three, astronomy scholars and visiting astronomer Bob Summerfield hosted a community star party. The second astronomy theme was learning how science, in general, and astronomy, in particular, use evidence and argument to make and defend ideas. This theme inspired the opening day discussions about the shape of the Earth and the scale of the universe. Scholars used their own observations to measure the size of the Earth and the Sun. They used their own Lunar images to understand the origin of the Solar System and Lunar history. Advanced astrophysics topics including stellar evolution, Black Holes and cosmology were also covered.

“Astronomy has taught me more than just stars and structures of our universe; astronomy has taught me how to think and teach my peers in a way that procures deeper understanding, as well as yearn for greater knowledge.”

**KATELYN MACHOR**  
**ASSUMPTION HIGH SCHOOL**



## CENTRE COLLEGE

**Thomas Reed's** Biological & Environmental Issues scholars conducted extensive research on pressing issues such as sustainability, regenerative farming, climate change, and genetic engineering. Each scholar participated in an aquaponics project to gain hands-on experience with sustainable farming, exploring the intricate balance between bacteria, fish, and plants. Additionally, they collected soil samples from various locations across the campus to determine which native species could thrive in their local conditions. The scholars engaged in lively debates about the benefits and drawbacks of genetic editing while investigating its historical applications and implications. Their studies included visits to FoodChain, Eurofin Genetics, and Covey Chase farms where they gained firsthand insight into modern agricultural practices. During these visits, guest speakers enriched the learning experience by discussing a range of topics, from regenerative farming techniques to the concerning decline of monarch butterflies. This combination of rigorous research and practical experience not only deepened the scholars' understanding of vital environmental issues but also empowered them to make meaningful contributions to their communities and the environment.

## BIOLOGICAL & ENVIRONMENTAL ISSUES

### MOREHEAD STATE UNIVERSITY

**Greg Jacobelli's** Biological and Environmental issues class on the Morehead State campus focused on technology and how it is applied in our environment. Scholars began the summer discussing the biological carrying capacity of the earth, and how hard it is to quantify. Students identified and studied some of the stressors that impact the capacity of the Earth to sustain life. Scholars then explored some of the technologies that have allowed humans to make the most of the resources available and that have improved quality of life. Scholars visited one of Rowan County's wastewater treatment plants where they learned how this one technology has had a most profound effect on human health. The class was then introduced to the works of Michael Pollan as he discussed human health and the technologies that define our food system. Scholars then examined how and why we conserve the wildlife in our ecosystems, meeting with the department of fish and wildlife as well as the department of forestry in Morehead. Scholars were introduced to The American Chestnut and the technology used in an attempt to bring the tree back from extinction. Scholars also hiked several trails around Kentucky to see what it is we are trying to preserve not only in the bluegrass state, but around the country.



### MURRAY STATE UNIVERSITY

**Ekambaram Elumalai's** Biological and Environmental Issues scholars investigated a few project-based learning experiences, including quality assessment of a local body of water and its impact on biodiversity by testing various chemical parameters including pH, nitrates, and phosphates. Scholars visited The New Murray Bridge Wastewater Treatment Plant, a drinking water treatment facility, local farms, and experienced the bioengineering process of sewage water recycling and the production of drinking water for human use. Scholars conducted a long-term project to minimize the organic wastes collected from Winslow Dining Hall on Murray State University's campus and converted them to useful products by composting and vermiculture. Scholars discussed the advantages and disadvantages of decomposing biological wastes. Scholars applied the knowledge of microbiology on bacterial culture by preparing their own agar medium and sampling various bacterial types. Scholars analyzed and experienced their own ecological footprint, discussed and debated global warming, solid waste management, pros and cons of genetically modified organisms, other environmental concerns, and built a smart city project to solve the current world's problems.

*Left: A scholar in Ekambaram Elumalai's Biological & Environmental Issues Focus Area creating their own agar medium for microbial analysis.*



# BUSINESS, ACCOUNTING & ENTREPRENEURSHIP

## CENTRE COLLEGE

Each week scholars of **David Asher's** Business, Accounting, and Entrepreneurship class focused on a different theme including "Relationships," "Ethics," "Bias," "Finding a Need/Opportunity" and "Selling the Solution." Activities related to these themes included using temperament sorters like DISC to identify their dominant personality traits and how these personality traits shape our relationships, following Robert's Rules of Order to run a focused meeting, researching and identifying how biases and heuristics have led to success or failure in the business world, analyzing why ethics and being ethical are foundational principles in being successful. Scholars then used what they had learned to become entrepreneurs who found a need and planned a solution within our GSP community. Their final group presentation gave scholars an opportunity to demonstrate their solution and how they would produce, finance and market their solution. While planning this solution each member of the group focused on one area of a business plan like a "value proposition." Members of a group met with members of other groups to conference on what they were doing to communicate their value proposition to model how businesses often collaborate with other businesses in the real world.

## MOREHEAD STATE UNIVERSITY

Led by **Myiah Clemons**, Business, Accounting, & Entrepreneurship scholars combined traditional and non-traditional ways of learning to examine concepts such as integrated marketing communications. They learned communication strategies businesses use to build relationships between customers and companies by examining the individual's needs, behaviors, aptitudes, and motivations. Scholars demonstrated their knowledge by creating their own businesses, including developing their own promotional products and presenting them to the community in the final week of the program. This taught scholars that an effective advertising campaign can expand customer reach, increase brand recognition, highlight product or service benefits, and provide relevant information about the business. Scholars also had the opportunity to travel to local businesses and firms and speak with entrepreneurs, Certified Public Accountants, and real estate agents allowing them to see real world application of the class concepts.

## MURRAY STATE UNIVERSITY

**Scott Takacs's** Business, Accounting, and Entrepreneurship class started with a simple question: what makes a company valuable? The scholars looked at patterns in successful companies throughout history, and how to pick stocks. They studied accounting and financial principles, using Monopoly and the stock market itself, to demonstrate forensic and financial accounting and effective financial planning. The scholars considered whether a new business would likely be successful, how to make a better product using ordinary materials, and what makes for a good "pitch." They considered price differentials in similar retail establishments, and why that can occur. The class concluded with an exploration of the effectiveness of "product placement" and other marketing strategies.



## COMMUNICATION & SOCIAL THEORY

### CENTRE COLLEGE

Using a series of documentaries curated in part by the Southern Circuit Tour of Independent Filmmakers, **Jim Grayson's** Communication & Social Theory scholars examined power dynamics and agency in filmmaking. These films examined controversial situations over the past decade which have provoked social and political movements across the nation, and the scholars were encouraged to voice their own opinions and find ways to reconcile any differences, ultimately self-selecting a solutions-oriented framework for their discussions. The scholars also worked with the nonprofit company Narrative4 on the "story exchange" method, which is designed to improve deep listening skills and increase empathy between diverse individuals.

As a framing device, the scholars studied Sherry Turkle's book *Reclaiming Conversation*, examining cultural and functional differences between digital and interpersonal communication on the basis of the "three chairs" mentioned by Thoreau in *Walden*: one for solitude, one for friendship, and one for society. In solitude, they develop identity and creativity; in friendship, they focus on affection and camaraderie; and in society, they increase empathy and understanding. Throughout the program, the scholars were encouraged to pay attention to their own habits in thinking and speaking, with a careful eye toward the impacts, regardless of intention, that their words might have upon others.



**Above:** Allie Millay's Communication and Social Theory focus area enjoyed using the stage at Coffee Tree Books to present their multi-genre project pitches and receive feedback from their peers.

## MOREHEAD STATE UNIVERSITY

Using Tim O'Brien's novel *The Things They Carried* as a model, **Allie Millay's** scholars explored the communication tools authors use to achieve their goals. A commentary on the impact of the Vietnam War, this novel provided a jumping-off point for scholars to analyze how the author manipulates storylines and "truth" to explore the complexity of an experience that was at once universal and entirely personal. With O'Brien's example of creativity in style and organization, scholars used their increased awareness of the rhetoric inherent in all communication to collaboratively develop a multi-genre project over group-selected topics. They sought to normalize conversations around issues hinging on a struggle against societal expectations by creating five different genres of media for their chosen topic. Manipulating the form of the texts they created and using the conventions of each selected genre to their advantage, scholars intentionally and creatively crafted arguments to articulate their perspectives.

"The girl who completed the lengthy application to receive more scholarships would be shocked to know that what I gained most from this program was not money, but the understanding of true friendship, freedom, and a community of people who support each other."

**KYLEIGH GREENWELL**  
**BRECKINRIDGE COUNTY HIGH SCHOOL**



# CREATIVE WRITING & LITERARY STUDIES

## CENTRE COLLEGE

**Jay Crocker's** Creative Writing and Literary Studies class examined the cycle of life, exploring texts associated with the stage and creating their own stories based on that theme. The scholars began by examining creation and birth stories from cultures around the world, and they engaged in a collaborative storytelling process to write their own versions of creation, birth, and "just so" stories. They continued with this process with individual and group writing pieces for childhood, where they wrote their own children's stories after visiting the Boyle County Library children's section for inspiration. As they studied adolescence, the scholars visited The Great American Dollhouse Museum for ideas to create stories about leaving childhood and not quite being taken seriously by the world as adolescents. The scholars then utilized their primary text, *Write for Your Life*, where they read and wrote about the inevitable move from adolescence to adulthood with advice from Anna Quindlen. Finally, focusing on themes of death, destruction, loss, and endings, scholars studied closure, and the concept of finality in literature. Scholars wrote pieces on these concepts as they experienced the emotions associated with the final days of classes and fellowship on campus.

## MOREHEAD STATE UNIVERSITY

Scholars in **Matt Sutton's** Creative Writing and Literary Studies Focus Area collectively wrote, edited, and published a journal entitled *The Scholar's Mind*. Encompassing short fiction, poetry, nonfiction and artwork, the volume presents individualistic yet thematically linked reflections on the Governor's Scholars experience. In addition to the printed journal, scholars produced an expanded online version, promoted the collection on Instagram, and as a culminating activity, read from their work at Coffee Tree Books in downtown Morehead. Readings and activities in the course focused on Kentucky writers and resources. While in the process of developing their own book, scholars learned the elements of printing at the King Library Press at the University of Kentucky. At the Berry Center in Henry County, students took part in a roundtable discussing Wendell Berry's ideals of land stewardship and conservation. In addition to Berry, scholars read works by Robert Penn Warren, Crystal Wilkinson and bell hooks. The creative writing scholars also played an integral role in building the GSP community by offering writing demonstrations and book recommendations at a community exhibition.

## MURRAY STATE UNIVERSITY

**Megan Sampson's** Creative Writing and Literary Studies class explored the five stages of grief: denial, anger, bargaining, depression, and acceptance. Each week, scholars read different works that dealt with characters or conflict relating to that week's stage of grief. After analyzing the readings, scholars completed their own writings that featured that stage in some way. Scholars were encouraged to stretch beyond their personal lives as material for their writing and to practice with specific skills in their writing. Scholars participated in a writer's workshop where they shared parts or all of what they wrote and had the opportunity to give and receive feedback. Throughout the five weeks, scholars also read chapters of the writing book *Bird by Bird* by Anne Lamott to help facilitate their knowledge and writing.



**Above:** Scholars in Megan Sampson's Creative Writing & Literary Studies Focus Area participate in a Zoom call with copywriter Ryan Pait about his career and creative background.

"Being in Creative Writing has not only helped me get my passion back for writing but has also expanded my creativity and my confidence in my writing."

**ELLA TERRY**  
**HICKMAN COUNTY HIGH SCHOOL**



**Phyllis Passariello's** Cultural Anthropology Focus Area began with a brief history of the discipline outlining the four major areas of anthropology: physical, cultural, archaeological, and linguistic. The class concentrated on some of the major concepts in anthropology such as ethnocentrism and cultural relativity as well as explored the varieties of world cultures. The cultures covered particularly concentrated on foragers (Ju'Huansi of southern Africa—formerly known as Bushmen), nomadic herders (Wodaabe, Tuareg, Fulani of North Central Africa), and the beginnings of agriculture (Yanomamo of the Brazilian rain forest). Major controversies within the discipline were examined including academic attacks on the field techniques and data of some iconic anthropologists, such as Margaret Mead and Napoleon Chagnon. A goal of this class was to present to scholars the open-minded perspective of anthropology and to demonstrate how cross-cultural understanding has great relevance to society today, as well as great promise for future efforts toward world peace.

**Below:** A scholar in Anne Justice's Cultural Anthropology Focus Area shares an enchanting personal story through oral storytelling.

**Anne Justice** and her Cultural Anthropology scholars focused on storytelling through the lens of narrative art. Scholars examined a variety of artistic media, seeking to gain a deeper understanding of the cultural impact art has on society. Scholars studied cave art, examining many famous European pieces from the Paleolithic Era; film, taking a comprehensive look at film history and its cultural influences; dance, researching culturally significant dances from various countries; and textiles, discussing the importance of historical and cultural preservation through art. Scholars discovered that all are connected by a common thread: the desire to capture and preserve the human experience. They discussed what it means to be human and the importance of sharing that experience in a way that transcends language, time, and geographic barriers. Scholars were invited to participate in sharing their stories and communicating their experiences through the creation of their own art. Scholars created their own six short films, practiced working with textiles through embroidery, and participated in a dance class with a professional dance instructor. Practicing these art forms allowed scholars to more fully grasp the power of receiving and telling visual stories as well as develop an appreciation for the artists who create these meaningful works.





# DRAMATIC EXPRESSION

## CENTRE COLLEGE

**Carmen Caldera-Brzoska's** Dramatic Expression scholars focused on theatre as a means of storytelling and giving voice to stories that need to be told. Scholars read the script *The Diary of Anne Frank* and researched the lives of the people in the play and learned the role of a dramaturg. Scholars viewed a production of *1984* and discussed the themes and George Orwell's inspiration for the story, including post-war England, as well as its relevance today. Scholars performed *Inherit the Wind* and discussed theatre as a way of inspiring conversations and social change. Scholars were asked to interview someone in their lives about a life-changing moment and to bring that information to GSP. These interviews were turned into monologues to be performed as a compilation in the style of the musical *Working* by Studs Terkel. This gave them an opportunity to explore dramatic writing, while personally creating a piece of theatre that gives life to the story of someone else. Scholars attended a production of *The Stephen Foster Story* and were given a backstage tour. Technical theatre was also explored through designing sets and costumes for a children's play and working backstage, lights, and sound for all campus showcases.

## MOREHEAD STATE UNIVERSITY

Scholars in the Dramatic Expression Focus Area at Morehead State explored the themes, characters, and structure of the Shakespeare classic, *Julius Caesar*, as they planned an adaptation of the play, developed their characters as part of the creative process, and performed in front of the GSP community. Scholars collaborated on set design, script development, the use of props, and innovative use of performance space. Scholars deliberated over various approaches to production as they arrived at consensus to give shape to a final production. As part of rehearsals focused on script memorization, effective and emotional line delivery and pacing, and stage blocking, scholars participated in mini-workshops with guest artists whose expertise in performance and theatre helped elevate the production. From the design of the production's playbill to control of stage lighting, scholars were involved in every level of production that allowed them to make the performance uniquely their own.

# ENGINEERING

## CENTRE COLLEGE

**Denise Owens'** Engineering scholars investigated the various disciplines of engineering, and the role engineers play in today's society. The scholars engaged in field trips designed to help them examine those roles. They toured Lexmark, Toyota, East Kentucky Power Cooperative, and McAlpine Locks and Dam, where they participated in a road and bridge design project with the U.S. Army Corps of Engineers. To help them investigate the pursuit of an engineering degree and career, the scholars visited the University of Kentucky College of Engineering. They also participated in virtual visits with the University of Louisville J.B. Speed School of Engineering and the Murray State University engineering department. Scholars were visited by professional engineers, several of whom were GSP alumni, who shared their experience in civil, mechanical, electrical, and chemical engineering. The speakers also discussed future engineering possibilities with renewable energy, after which the scholars were able to visit a solar farm. Finally, the scholars participated in an in-class cardboard boat design project. They were able to implement engineering skills gained from their own research, the guest speakers, and the field trips to help them design and construct their boats.

**Left:** Scholars in Denise Owens' Engineering Focus Area participated in a cardboard boat project.





## MOREHEAD STATE UNIVERSITY

**Ryan Blood's** Engineering Focus Area practiced fundamental engineering skills from design to in-the-field project estimation. With nothing more than their understanding of material properties, scholars learned what challenges are faced in implementing newly discovered technologies in an engineering context. Concepts of scale were practiced using as few tools as possible as the scholars implemented estimation techniques to quickly determine operating costs for on-campus infrastructure. As they learned what it costs to operate facilities here in Kentucky, the scholars compared energy costs and power generation techniques to other countries. They then studied power generation cradle to grave as they visited both power generation facilities and the major industrial facilities on action-packed field trips. A large emphasis on renewable and sustainable technologies through the course informed the scholars of engineering challenges on the horizon as they evaluated their career trajectories. The scholars experienced real-life engineering challenges as they designed bridges, parks, novel packaging, and implemented generative AI for image analysis. As a final project, the scholars built cardboard boats out of second-hand materials in the spirit of sustainability. The boats set sail on Eagle Lake where the scholars then calculated the volume of water restrained just above their beloved campus.

**Michael Feedback's** Engineering scholars spent much of their time "imagineering." They toured the Morehead State University campus, studying the various architectural styles employed by the school over the years. After spending time studying past movements, scholars reimagined these buildings in different architectural styles, and planned scale models to be built using craft sticks and similar materials. Small groups within the class planned models to be built by other groups, and then took another group's plans and engineered the final result. As well as modeling the engineering process, scholars were able to visit high-profile engineering businesses to see what opportunities await the scholars in the future. Scholars visited Toyota Manufacturing in Georgetown and Lexmark in Lexington, touring the facilities and speaking with a number of different team members. Scholars were able to see processes and opportunities awaiting engineering students. The class traveled to the Army Corps of Engineers' McAlpine Dam facility on the Ohio River in Louisville to see how engineers allow river traffic to flow on the river around the Falls of the Ohio, and scholars visited East Kentucky Power to see how engineers generate electricity while keeping the state's citizens safe and working.

"Having the privilege of being exposed to different fields of engineering, an array of brilliant minds, and witnessing the innovations that prosper when working together has broadened my horizons and outlook on life for years to come. The gratitude I feel for this program is beyond immense, showcasing the importance of building an intentional community."

**JAMIE BUENAVENTURA**  
**SOUTH LAUREL HIGH SCHOOL**

*Below: Michael Feedback's Engineering Scholars visited JK Smith Power Station to learn about engineering opportunities.*







## FILM STUDIES

### CENTRE COLLEGE

**Brandon Clay's** Film Studies Focus Area studied not only the history of film and its applications around the world, but the theory and creation of it as well. The course was taught from a global perspective, as scholars watched a mix of American films and those from other countries. In doing so, scholars were able to learn about how film is a universal experience. The course emphasized the importance of learning film history and film terminology early on; in turn, scholars used said knowledge and terminology to analyze and critique the films watched in class. The scholars took a field trip to the Kentucky Theatre in Lexington to learn how cinemas operate and to appreciate the value cinemas bring to our society. Local filmmakers also came in and shared about their experiences with the class. During the last three weeks of class, scholars also worked on short films that they presented to the community during the final community showcase. This culminated in the class's conversations the fifth week about the state of film today. The goal was for each scholar to leave this course with experience, enthusiasm, and a more thorough understanding of film and the filmmaking process.

### MURRAY STATE UNIVERSITY

Led by **Brenna Sherrill**, the Film Studies Focus Area provided opportunities for both film analysis and hands-on filmmaking experiences. The class studied the basics in terminology and approaches to such film techniques as editing, cinematography, and narrative structure, all of which were discussed and analyzed through weekly class film screenings. The course film screenings were chosen to represent science fiction and dystopian narratives. Scholars watched films as differentiated as *2001: A Space Odyssey* (Stanley Kubrick, 1968), *Ex Machina* (Alex Garland, 2015) and *Children of Men* (Alfonso Cuarón, 2006) to consider the various ethical dilemmas presented in science fiction and dystopian narratives. In addition, scholars produced several of their own short film projects in genres such as a courtroom mockumentary and a Western thriller. Additionally, scholars created various other smaller projects through the summer, such as silent films consisting of six shots and their own versions of the Kuleshov effect to discuss graphic relations in visual media. These short films all reflected the scholars' desires to work creatively and collaboratively within the class and the community at large. In producing these films, scholars developed their camera and acting, directing, and editorial skills to make several polished and sophisticated projects that were distributed online to the GSP-Murray community.

**Top:** The scholars in Brandon Clay's Film Studies Focus Area toured the Kentucky Theatre in Lexington and watched the classic British film "The Red Shoes."

**Bottom:** Scholars in Brenna Sherrill's Film Studies Focus Area discuss narrative and stylistic choices for their Western film.





# FORENSIC SCIENCE

## CENTRE COLLEGE

**Lovence Ainembabazi's** Forensic Science scholars studied the book, *What Bugs, Burns, Prints, DNA and More Tell Us about Crime*, role played to solve mock crime mysteries, took field trips to the courthouse and forensic science crime lab, and spoke to experts in the field of forensic science to learn about potential career paths. Scholars read about the history of forensic science and its breakthroughs, cases in which forensic evidence both exonerated convicted individuals and helped to convict people who were previously found innocent. Scholars were introduced to how evidence is collected, protected, processed, examined and analyzed in areas of blood spatter, fingerprints, and impressions from a crime scene. A mock crime scene was created and scholars role played finding evidence, analyzing it, and solving the mystery. The class was also immersed in processing and analyzing evidence practically, starting with fingerprints, blood and blood spatter, analysis of evidence using alternative sources of light, odontology and digital forensics. Scholars visited the state's forensic lab in Frankfort where they interacted with forensic scientists and got a chance to see analysis of evidence in real time.

“This class has taught me about the advancements in the field of forensic science over the past 200 years in regards to evidence, analysis, media bias, and so much more. Most importantly, it has taught me the importance of cooperating with others by sharing ideas and reaching a common goal.”

NIKAN ROSENAU

PAUL LAURENCE DUNBAR HIGH SCHOOL

## MOREHEAD STATE UNIVERSITY

Scholars in **Tracie Morgan's** Forensic Science Focus Area explored the historical development of forensic science over the past 150 years by focusing on landmark cases which drastically changed methods of evidence collection. They began their journey in the late 1800's by examining how unreliable eyewitness accounts and mishandling of a crime scene led to wrongful conviction. Scholars continued to examine how the lack of science in handling criminal cases created a need for more advanced and reliable methods in forensic science. While focusing on cases from the early and mid-1900's, scholars developed critical thinking skills by examining the origin of the first forensic science laboratory and the development of evidence such as fingerprints, footprints, and handwriting analysis. They were also given the opportunity to design and carry out experiments related to these types of evidence so they could draw their own conclusions about the reliability of such evidence. They continued with a study of the late 1900's and the onset of DNA profiling then ended with current cases solved through digital forensics and AI. Scholars visited the Kentucky State Police Forensic Laboratory where they learned the importance of proper collection and handling of evidence. Scholars also explored various careers by listening to guest speakers from the field of computer engineering and the FBI.

## MURRAY STATE UNIVERSITY

**Abdul Yarali's** Forensic Science Focus Area examined various crime scenarios using forensic science and digital forensics. They learned from hands-on experiences in arson investigation, fingerprint analysis, biological and DNA facilitated by guest speakers from multiple fields of law enforcement and crime investigation. The guest speakers shared insightful information about many real crime cases and showed the scholars how forensic evidence from physical crime scenes and digital cyberspace can solve cold cases by using new technologies to free an innocent person from prison and catch the correct person who committed the crime. Under the supervision of the Paducah police department, scholars participated in an investigation of a simulated homicide case. Scholars were divided into different roles of investigation, such as team leader, photographer and photographic log recorder, sketch preparer, evidence collectors and recorder, evidence recovery personnel, and specialists for protecting the crime scene, retrieving and examining evidence, and also talking to witnesses attempting to profile a suspect in this case. Scholars were taught how to preserve, collect, protect, analyze, and document the evidence for solving the crime in their future forensic endeavors.

**Below:** Scholars in Lovence Ainembabazi's Forensic Science Focus Area learning how to read finger print samples collected from themselves and fellow scholars.





# HEALTHCARE INDUSTRY

## CENTRE COLLEGE

**James Bland's** Healthcare Industry Focus Area scholars embarked on an immersive journey into the wonders of human physiology, where they unraveled the intricacies of the human body from the cellular level to its complex systems. This class offered a dynamic exploration of how the body functions, adapts, and maintains balance in the face of ever-changing environments. Through a blend of interactive discussions, clinical presentations, and experimental learning activities, scholars delved into the structure and function of the human body- examining its various systems and their interconnections. Scholars engaged in physiological simulations, clinical case studies, and hospital rotations to develop and deepen a holistic understanding of human anatomy & physiology and its relevance to health, disease, and wellness. A few of the simulations and activities included suturing, learning to manually take and read blood pressure, completing a urinalysis lab, and attending experimental learning rotations at Ephraim McDowell Hospital. Additionally, the scholars had the opportunity to engage with the surrounding community through visits with the University of Louisville School of Dentistry, the University of Kentucky College of Medicine, and participated in hands-on activities with the Boyle County EMS. By fostering critical thinking and scientific inquiry, this class piqued the interest of scholars and prepared them for further study in healthcare professions, biomedical research, and related fields.

"This class has opened my eyes to everything healthcare truly is, beyond just patient contact. I was able to see how ethics, history, and international systems all work together to shape what healthcare is today."

**JORDAN PATE**  
**ASSUMPTION HIGH SCHOOL**

## MOREHEAD STATE UNIVERSITY

**Sashi Papu John's** Healthcare Industry class introduced the scholars to fundamental concepts in healthcare system, and various career paths. Scholars conducted experiments, including monitoring their own blood pressure fluctuations and identifying blood groups in patient samples. Hands-on learning extended to dissecting a preserved heart, practicing suturing techniques, constructing a hand-held microscope, and performing as well as understanding the knee-jerk reflex. The course culminated with a community exhibition where scholars shared their knowledge and skills they acquired with their peers. Additionally, scholars engaged with a Professor of Medicine specializing in Gastroenterology, Hepatology, and Nutrition at the University of Louisville. His presentation underscored the crucial role of liver related research in healthcare. Scholars also explored career options in nursing through a session led by Dr. Watson from the Nursing department at Spalding University.

## MURRAY STATE UNIVERSITY

**Tate Renzenbrink's** Healthcare Industry scholars delved into the historical evolution of healthcare, guided by Douglas Starr's *Blood: An Epic History of Medicine and Commerce*. As the class progressed into contemporary healthcare landscapes, students compared dynamics of the American healthcare system against global counterparts. They critically examined where healthcare funding originates, how policy decisions are influenced, and what ethical dilemmas arise in different healthcare models. Additionally, scholars engaged in hands-on activities ranging from microscopic tissue sampling and mammalian organ dissections to immersive tours of cutting-edge research labs at Murray State University. Notably, Dr. Weinberger's team shared their research on the behavioral impacts of illicit drugs found in water using zebrafish models. This research shed light on potential correlations between water contaminants, human mental health disorders, and developmental defects. Connecting theory with local reality, the scholars visited the City of Murray Water Treatment Plant, where they gained insights into the scientific principles, ethical considerations, and logistical challenges involved in ensuring safe drinking water. Culminating their studies, students crafted creative presentations envisioning theoretical dystopian and utopian future healthcare systems. These creative projects extrapolated upon the history, global perspectives, and ethical dilemmas explored throughout the summer, encouraging imaginative solutions to complex healthcare challenges.



# HISTORICAL ANALYSIS

## CENTRE COLLEGE

**Francis Musoni's** Historical Analysis class studied African societies and migration patterns after the scholars discovered their instructor's Zimbabwean heritage. To help scholars understand the causes of migration from Africa to other parts of the world, the class watched films like *The Boy Who Harnessed Wind* and *Storming Spain's Razor Wire Fence: Europe or Die*. A cooking demonstration by a local African immigrant further enriched their understanding of African cultures. To ground their understanding of history in real-world contexts, the class embarked on a field trip to Temple Adath Israel in Lexington and the Shaker Village in Pleasant Hill. At the Temple, scholars engaged with presentations from two University of Kentucky professors of Jewish Studies, a Rabbi, and a Holocaust survivor who shared her family's migration story from Germany to the United States in the early 1940s. This immersive experience was enriched by studying Holocaust-era artifacts, including newspaper clippings and clothing materials in a museum at the Temple. The visit to the 200-year-old Shaker Village provided scholars with a tangible connection to the past, as they learned about the lives and history of its inhabitants. For their final projects, scholars analyzed interviews from the "African Immigrants in the Bluegrass Oral History Project" at the Louie B. Nunn Center for Oral History. This exercise honed their historical analysis skills and deepened their insights into the experiences and challenges of African immigrants in Kentucky.

## MURRAY STATE UNIVERSITY

Scholars in **Matthew Woodard's** Historical Analysis Focus Area became storytellers as they learned to evaluate historical significance from the "ordinary" perspective. Through guided readings and discussions about Jeanne Marie Laskas' *Hidden America: From Coal Miners to Cowboys*, scholars explored the often unseen occupations that keep our country going and determined cause and effect relationships between those jobs and historical events. Scholars analyzed primary sources about various topics including, but not limited to, the Age of Exploration, New Deal, and housing segregation that pushed their understanding of how history impacts and is shaped by people other than the ones found in textbooks. Scholars gained understanding of how the average person's idea of "The American Dream" is unique, but equally important, by studying Kentucky history from local leaders, analyzing the stories told through textiles at the National Quilt Museum, and curating their own museum with self-made pieces showing their "ordinary" perspective of the modern history of "The American Dream."

**Left:** Scholars in James Bland's Healthcare Industry Focus Area learn about the Integumentary system, and practice their suturing skills.

**Right:** Scholars in Ogechi Anyanwu's International Relations class preparing to serve food to refugees from all over the world at the Kentucky Refugees Ministries in Louisville, KY.



# INTERNATIONAL RELATIONS

## MOREHEAD STATE UNIVERSITY

In **Ogechi Anyanwu's** International Relations Focus Area, scholars read Edwin van de Haar's book, *Human Nature and World Affairs*, and gained insights into the role of economic, sociocultural, and political interests in the historical and current conflicts around the world. After thoughtful discussions surrounding selected global conflicts, scholars created poster boards on resolving the intractable Israeli-Palestinian conflict and the role of Multinational Corporations in international relations. They also made an imaginative poster board highlighting the GSP recipe for resolving many intractable international disputes. During the summer, the scholars visited the Kentucky Refugee Ministries in Louisville to understand better the push-out factors driving immigration to the Western world. They visited the crime lab in Frankfort to understand the benefits, limitations, and challenges of solving local and international crimes requiring cooperation with other countries. They visited Freedom Park in Morehead to honor the hundreds of people from the country who fought wars abroad to promote global peace. They also hosted a veteran who spoke about the reasons for and ramifications of international war. Through the thought-provoking documentaries scholars watched throughout the summer and the class readings, discussions, presentations, and debates, they had a unique opportunity to appreciate the driving forces for war and the merits, challenges, and outcomes of conflict prevention and peacebuilding principles.

## MURRAY STATE UNIVERSITY

Led by **Lauren Hines**, scholars in the International Relations Focus Area examined conflict and economic development through an international lens with an emphasis on understanding the varied approaches to foreign policy and the major actors in both government and private sectors. Scholars used the book *Factfulness* by Hans Rosling to reframe instincts when thinking about the world and to learn measures of economic development while applying these skills to topics such as artificial intelligence, current conflicts, and disaster relief and recovery. Scholars discussed past and current conflicts to better understand the goals and behaviors of major actors in International Relations and to apply their learning as delegates at a simulation of the United Nations Security Council where they researched a variety of topics and presented their findings before debating resolutions addressing issues such as education, housing, climate change, and security. Scholars visited the mayor's office in Mayfield and the Mayfield/Graves County Long Term Recovery Group to learn about disaster relief following the 2021 tornado and how international, national, state, and local organizations worked together to create a multi-faceted approach to recovery.



# JOURNALISM & MASS MEDIA

## CENTRE COLLEGE

Scholars in **Hayley Hoffman's** Journalism & Mass Media Focus Area documented the everyday life of the GSP-Centre community through a variety of storytelling modes (i.e., writing, podcasting, videography, photography). The scholars built their own online newspaper, *The Scholarly*, from the ground up and then pitched their own stories during weekly editorial meetings. Throughout the five weeks, the published editions of *The Scholarly* included weekly podcast episodes, photo galleries, interviews with scholars and RAs, and club spotlights. Using John Green's *The Anthropocene Reviewed* as a model, scholars also wrote weekly reviews on aspects of the human experience. They reviewed landmarks unique to their hometowns, abstract concepts and feelings, and various aspects of the Governor's Scholars Program experience. Additionally, scholars visited the University of Kentucky's Media Depot to record podcast episodes and attend a videography workshop. The content they generated this summer continues to live on at <https://thescholarly.weebly.com> and on Spotify.



**Above:** Scholars in John Clayton's Japanese Language and Culture Focus Area practice traditional Shodo, or Japanese calligraphy.

## JAPANESE LANGUAGE & CULTURE

### MURRAY STATE UNIVERSITY

**John Lloyd Clayton's** Japanese Language & Culture scholars explored Japan through two lenses: an intensive dive into grammar, writing, and linguistics, and an exploration of the historical and cultural traditions that support them. Scholars learned two complete forms of writing (Hiragana and Katakana alphabets), as well as numerous pictographic Kanji characters, and were able to form basic sentences using a variety of grammatical patterns using these. They then used traditional Japanese brushes, ink, and rice paper to practice calligraphy incorporating the grammar and vocabulary they had studied. They also practiced speaking and listening, using standard dialects and common forms of address. Alongside this study of language, they also read classic works of literature that put everything into context: Haiku from masters like Basho and Issa, selections from Genji and Shonagon's *The Pillow Book*, and Zen meditations from Ikkyu. Finally, they put both language and culture together in the viewing and analysis of classic Japanese films, from directors like Ozu Yasujiro, Kurosawa Akira, and Miyazaki Hayao. The overall goal was to create an appreciation for the fascinating, complex, and beautiful elements of Japanese culture, while also providing an adequate academic foundation for future study.

### MURRAY STATE UNIVERSITY

Scholars in **Bella Ezumah's** Journalism & Mass Media class explored the ever-evolving nature of journalism in the digital age, the ethical expectations of a journalist, and the media literacy skills needed to navigate myriads of information readily available on different news outlets. To gain some practical experience, scholars had a taste of what it means to be a "mo-jo" (mobile journalist); with all needed equipment in just one backpack. Scholars traversed the GSP-Murray campus covering community events. They also worked together on a common project by designing a community website – Scholars Scoop ([www.scholarsscoop.mymurraystate.com](http://www.scholarsscoop.mymurraystate.com)), an interactive website that they updated every week with various human-interest articles, video clips, and pictures, thus immortalizing memories that the community created together. Another highlight of the summer was a project the scholars collaborated on with the WKMS local public radio station of Murray State University. The journalism scholars worked with the WKMS staff to research the concept of a News Desert and its impact in several Kentucky counties. They wrote news beats on the topic and recorded them for the radio stations.

**Left:** A scholar, part of the weekly *Classic Film Series* review podcast team, prepares to record an episode at the University of Kentucky's Media Depot in Hayley Hoffman's Journalism & Mass Media Focus Area.



"GSP has given me a glimpse of what life after high school can be like. It has been eye-opening to be around so many diverse, smart people this summer. This experience has gotten me to learn how to meet and connect to many people my age from all over the state."

**HENRY PENNINGTON**  
**DANVILLE HIGH SCHOOL**



# MODES OF MATHEMATICAL THINKING

## CENTRE COLLEGE

The scholars in **Will Garcia's** Modes of Mathematical Thinking Focus Area tried to answer the question, "Why do math?" Together the scholars explored how math has influenced every aspect of life and searched for the meaning behind the study of math. Mathematics has changed with the progression of humanity and has helped the development of civilization. Math isn't confined to abstract thought, instead, it touches everything we do. This class explored the undercurrent of math in our everyday lives focusing on learning to love math and discovering what it means to explore.

## MOREHEAD STATE UNIVERSITY

**Brad Elliott's** Focus Area this summer had the theme "Everybody Counts." One aspect of this theme included studying counting principles: e.g. permutations and combinations. The scholars applied these techniques while studying probability, to calculate the precise likelihood of different events. The scholars applied their probability knowledge to find optimal strategies for games of chance. They learned to calculate expected values of different random processes and to use these to improve decision-making. The other aspect of "Everybody Counts" referred to the ways that math can be used to improve people's lives, but is sometimes used to make them worse. To understand the misapplications of mathematical modeling, the scholars read Cathy O'Neil's *Weapons of Math Destruction*. The book describes many systemic issues caused by the misuse of math. Scholars read about and discussed problems like the self-reinforcing US News & World Report college rankings, and the unethical recruitment practices used by for-profit colleges. Ultimately, they developed a healthy skepticism for software or systems that are marketed as "objective" but are still impacted by human bias. Scholars learned the basics of Python programming, since mastering computer coding requires mathematical, logical thinking. They practiced the syntax of Python, then progressed to writing code to implement or test the theory of combinatorics discussed in class. They also heard from guest speakers about applications of computing, like computer vision and space exploration.

# MUSIC THEORY & PERFORMANCE

## CENTRE COLLEGE

**Chris Wheeler's** Music Theory & Performance scholars took this summer as an opportunity to be vulnerable with their insecurities concerning music. The class first deconstructed why they felt so nervous about performing for each other and made a plan to create a class environment that empowered each scholar to simply embrace their musical selves for who they are and where they are at in their learning journey. Scholars created original compositions within large groups before critiquing what they created. Each time the class or part of the class rehearsed and created something new there was a "show and tell" to help celebrate the occasion of learning. There was particular focus put on the rehearsal and creative process so that scholars could more effectively grow and not offend another. Scholars took time to teach each other as peers their respective instruments. Several scholars performed and recorded significant music on instruments on which they only had a few hours of experience.



**Above:** Two scholars in Will Garcia's Modes of Mathematical Thinking Focus Area design and create logic gates out of different objects.

As part of setting lofty goals, the class recorded nearly two dozen pieces of music to commemorate their learning and community before performing a thoughtfully programmed concert at the conclusion of the program.

## MURRAY STATE UNIVERSITY

Scholars in **Tana Field's** Music Theory and Performance class contemplated the power of music to be mood defining and aid in storytelling. Through exploration of film score, musical theatre, and program music, scholars considered the means by which music enhances the emotional and visual aspects of a story. Music scholars considered the value of silence, leitmotif, empathetic sound, and diegetic and non-diegetic music. Scholars also explored underscoring, and the role of psychology and extra-musical associations in musical works. Collaborating in small groups, scholars created and produced original silent films and unique musical scores to enhance the storytelling within each film. As a large-scale summer project, scholars crafted an original, cohesive musical work for performance. Working together, scholars composed original songs and transitional music incorporating all instruments in the class. They also collaborated to write a script, determined underscoring to further enhance the story, staged the work, and performed for their peers. Scholars considered theory topics like melody-writing, chord progressions, lead sheet symbols, modulation, keys, transposition, and counterpoint. They pondered performance practices and production challenges of presenting staged works to the public. Scholars also explored the rich musical heritage of the United States and Kentucky, with particular attention given to patriotic songs and works of Kentucky musicians.

“Philosophy at GSP has been instrumental in my development as a "scholar" of the world. Because the philosophy focus area teaches you how to think instead of what to think, the lessons learned will last a lifetime.”

**JUDE SLEADD**  
**FRANCIS PARKER SCHOOL OF LOUISVILLE**

## PHILOSOPHY

### CENTRE COLLEGE

Led by **Lisa Hicks**, Philosophy scholars at GSP-Centre investigated five branches of philosophy. The scholars chose the order of topics, and they decided to begin with logic (the most abstract and foundational) and then move on to metaphysics, epistemology, ethics, and aesthetics. Most weeks began with a quiz for testing scholars' intuitions about philosophical questions, and then the week's activities—including film screenings, research projects, group discussions, and games—encouraged further reflection on and refinement of those intuitions. Key activities included logic puzzles (for Logic Week), in-class poster sessions (for Metaphysics Week and Epistemology Week), discussion of cases from the National Ethics Bowl (for Ethics Week), and a trip to the Art Center of the Bluegrass (Aesthetics Week). Scholars also screened and discussed several films connected to these philosophical themes. One of the most distinctive features of the class was the poster sessions. Scholars worked in pairs to create posters explaining the views of assigned philosophers, then shared these with the class. This high-energy, high-activity form of sharing out research helped the Scholars to stay engaged and to draw connections among different thinkers and ideas.

### MOREHEAD STATE UNIVERSITY

Scholars in **John Wilcox's** Philosophy Focus Area explored various philosophical topics including the nature of reality, the meaning of life, and the nature of morality and values. The class discussions were based upon close readings of classic philosophical texts, which invariably gave way to probing reflections. They read Plato's philosophical defense of Socrates, who believed that the most important project in life is to take care of the soul by pursuing moral virtue. The scholars then debated whether Socrates deserved to be found guilty of corrupting the youth of Athens by his practice of pursuing virtue through questioning and sometimes humiliating the city's leaders. The scholars next studied Socrates' surprising decision to stay in prison and accept the death sentence for his unjust conviction, even when most Athenians expected he would escape. The drama of Socrates' life and death provided a context for examining the relationship between the individual and society, and the moral implications for freedom and responsibility. Continuing their close reading of classic philosophical texts, the scholars reflected upon how the mind is related to the body, on whether there is an immaterial or soul-like reality beyond what appears through our five senses, and on whether free will is real or an illusion. Throughout all these discussions, the scholars never lost sight of questions of the basis of moral values. To bring these moral questions into full focus, the scholars studied the duty-based ethical theory of Immanuel Kant and the consequentialist moral theory of utilitarianism.



## MURRAY STATE UNIVERSITY

Scholars in **Sarah Beach's** Philosophy Focus Area studied philosophy through storytelling. Scholars explored various thinkers, from Plato to Foucault, and engaged in discussions about the nature of reality, the meaning of existence, and the value of knowledge. Several philosophical viewpoints were discussed, including Stoicism, Utilitarianism, Kantian deontology, Existentialism, Cartesian dualism, and others. Class discussions emphasized scholars' ability to articulate their own perspectives more clearly by first understanding the perspectives of others. Class activities also included a visit to the National Quilt Museum in Paducah, which led to a discussion about the philosophical underpinnings of art and how the stories we tell reflect and reaffirm inherent values. Later, scholars joined with the Architecture Focus Area to build a large-scale model of Jeremy Bentham's Panopticon, which enabled them to discuss Foucault's concept of surveillance in the digital age. Scholars also visited Pogue Library to view the artifacts in the Greek and Roman collection with a guest lecturer who described the ancient underpinnings of Western philosophy. Last, scholars told their own philosophical stories through a narrative philosophy project. Their final projects created a space to explore how the stories we tell reflect underlying values and how we can better understand philosophical commitments through the narrative arc.

**Below:** Scholars in Sarah Beach's Philosophy Focus Area join with the GSP-Murray Architecture Focus Area to build a cardboard Panopticon and discuss digital surveillance in the social media age.

“The Philosophy Focus Area has made me reach beyond my limits, opened my eyes, and stretch past old ideas into my future.”

**MADDIE HELM**  
**HAZARD HIGH SCHOOL**





# PHYSICAL SCIENCE

## MOREHEAD STATE UNIVERSITY

Scholars in **John Hooker's** Physical Science Focus Area walked in the footsteps of Joseph Priestley in late 1700s England as he stumbled across one of chemistry's most significant revolutions: oxygen in the air we breathe. Replicating his experiments, scholars endeavored to think like an enlightenment period scientist as they grappled with the evidence that stumped Priestley. After successfully unraveling the mystery of air and its contents, scholars proceeded to investigate more modern mysteries such as the boundaries of our universe and the nature of reality itself. Scholars returned to their local schools and communities with a greater appreciation and understanding of how scientific revolutions occur and how they may one day contribute to a discovery themselves.



## MURRAY STATE UNIVERSITY

**Kenny Barrese's** Physical Science scholars structured their exploration around the topic of coal. Exploring the origin and structure of coal motivated the scholars to consider organic chemistry and geosciences, since coal is an organic, sedimentary, rock in most cases. Coal extraction put a spotlight on the physics behind the steam engines which made coal mining possible at scale because they could pump water and coal out of the mine and power its transportation to distant industries or households. To see modern industrial coal use in action, the scholars toured the Shawnee Power Plant, one of the four remaining coal fired electrical plants run by the Tennessee Valley Authority. Finally, the scholars focused on the complicated consequences of our use of coal: from the poor working conditions and environmental consequences of coal mining to the effects of combustion products on the composition of our water and air. This motivated an investigation of molecular vibrational modes, the main mechanism of the Greenhouse Effect. The scholars planned and implemented an experiment attempting to demonstrate that added CO<sub>2</sub> in the atmospheric mix results in increased temperature retention. Throughout the program, coal provided a compelling and relevant example of the links between scientific knowledge, technological capability, and societal organization.

*Left: Scholars in John Hooker's Physical Science Focus Area create a pneumatic trough, a device used to isolate and study the contents of air.*

“This program has truly changed me for life. I came in shy and reserved, but I've come out confident and outgoing. I feel that I've found myself and feel prepared for my life's next steps.”

**JAREN OVERBY**  
**NORTH LAUREL HIGH SCHOOL**

# POLITICAL & LEGAL ISSUES

## CENTRE COLLEGE

This summer **John Powell's** Political & Legal Issues scholars examined the mythic foundations of American governance, including the concept of American exceptionalism and the resilient promise of the American dream. Thomas Paine believed in 1776 that Americans had the power to “begin the world over again.” And begin again we did, with as much destructive force as hopeful ingenuity. The foundations for that “birthday of a new world” are still with us, along with a frightening rise of school shootings, political violence, the persistence of racial division, and the fraying of our Constitutional fabric.

Closely examining the presidential debate and the attempted assassination of former President Trump, scholars reflected in real time on the nature of American politics and the sometimes divergent needs of party and country. These examinations were supported by discussions led by Senator Max Wise (state politics), Dr. Aris Cedeno (immigration), and Grady Powell (design thinking), and by a statement to the scholars from Wendell Berry regarding the significance of civil rights and personal freedom. In keeping with an understanding of how personal dreams and actions affect the broader community, scholars spent time weekly assisting the Kentucky School for the Deaf in preparing for the new year.

# POLITICAL & LEGAL ISSUES (cont.)

## MOREHEAD STATE UNIVERSITY

Scholars in **Justin Grindstaff's** Focus Area studied political rhetoric and how it can contribute to polarizing division. Specifically, this topic was framed through the lens of the 2024 presidential election. Scholars analyzed various presidential debates in search of discovering how candidates convince their constituencies of certain ideas. To enhance learning, scholars participated in a plethora of role-playing exercises that sought to unearth how information can be manipulated. In turn, scholars were better able to recognize propaganda when they encountered it. The course text, *Thank You For Arguing*, helped scholars understand rhetorical strategies that will provide them support as they navigate the rockiest of political conversations. Scholars analyzed governmental policy and structure; examined historic criminal law cases to enhance their legal vocabulary and knowledge base; studied and redesigned their own versions of the electoral college; and analyzed Federalist No. 10 for the sake of modernization and connecting it to today's political fears. Through their learning of respectful political discourse, scholars found that there is a way to "judge ideas, not people." In collaborative efforts with classroom peers and others, scholars also participated in a brief mock trial. The overarching conclusion was that effective political leadership requires difficult conversation, as well as collaboration with one another, to effectively navigate contrasting viewpoints.



**Above:** Scholars in Justin Grindstaff's Political and Legal Issues Focus Area are presenting and defending their revised plans of the Electoral College.

## MURRAY STATE UNIVERSITY

Political and Legal Issues scholars, led by **Drew Thompson**, explored the history of political ideas. To enhance the breadth and depth of students' understanding of abstract philosophical concepts and terminology, scholars studied and discussed Harvey C. Mansfield's *A Student's Guide to Political Philosophy* and related readings. To enhance the scholars' sense of the relationship between abstract concepts and concrete practices, scholars took a field trip to visit with local leaders.

Led by city councilmember Wesley Bolin, scholars met with Murray's Mayor Bob Rogers and Tony Thompson, general manager of the municipal electric system. The capstone project for the course was an individual research project. Rather than presenting individual research, scholars requested the opportunity to hold a debate, using their research as argumentative evidence. One scholar served as moderator of the debate and a guest discussant from the GSP staff was invited to give feedback.

“Before I joined the Political and Legal Issues class, I wasn’t sure what I wanted to do in college. But through learning about our nation’s political history and climate, I find it clear that this is what I want to study. It has helped me find a passion that I believe I can use to help others, to enrich my mind, and as a course of study in college. It has been the greatest class I have ever taken.”

**WILL IMES**  
**MURRAY HIGH SCHOOL**



# PSYCHOLOGY & BEHAVIORAL STUDIES

## CENTRE COLLEGE

**Alexis Draut's** Psychology and Behavioral Studies Focus Area delved into the intriguing world of cults, cultish behavior, and the role of language in shaping and perpetuating these groups. Throughout this course, scholars explored the psychological mechanisms that underlie cult formation, recruitment tactics, and the dynamics of group influence within cults. With a specific focus on the linguistic strategies employed by cult leaders and members, scholars analyzed how language can be used to control behavior, manipulate perceptions, and foster a sense of belonging among followers. This class examined case studies of notorious cults as well as lesser known cult-like groups, which contributed to broadening the definition of "cult" and developing a nuanced understanding of the intersection between psychology and language. By the end of the course, scholars were equipped with the knowledge and analytical tools to critically evaluate and navigate the complexities of cultish behavior and linguistic influence in various social contexts.



## MOREHEAD STATE UNIVERSITY

**Clay Johnson's** Psychology and Behavioral Studies scholars dedicated their summer to an in-depth exploration of the psychology of fear. They investigated the brain's response mechanisms to threats, emphasizing the amygdala's role in triggering physiological changes. The curriculum included research on specific phobias and their treatments, focusing on exposure therapy techniques. Scholars also examined the concept of the uncanny, analyzing why familiar yet altered objects provoke fear. A field trip to the Home For Wayward Babydolls provided a practical case study, allowing scholars to explore how mundane items can evoke fear. Additionally, scholars surveyed campus fears to design a House of Horrors, a horror attraction based on common fears such as heights and needles. This attraction used interactive elements and psychological principles to create a controlled environment where participants could confront their fears. Throughout the summer, scholars engaged in discussions on the neural and psychological processes involved in perceiving fear in others. This comprehensive approach enabled scholars to investigate fear from various perspectives, fostering a profound understanding of its complexities.

*Left: Scholars in Jodi Treadway's Psychology and Behavioral Studies Focus Area complete the Moral Foundations Test.*

*Below: Scholars in Alexis Draut's Psychology and Behavioral Studies Focus Area learn from tour guide Sarah during a field trip to Shaker Village in Pleasant Hill, KY.*



## MURRAY STATE UNIVERSITY

**Jodi Treadway's** Psychology and Behavioral Studies class was centered on social cognition. Scholars began with understanding biases through demonstrations of the limits in human perception and discussions of flaws in human cognitive reasoning. Next, scholars identified how automatic thinking is manipulated through advertising, social media influencers, and other persuasive attempts, such as through priming and framing. They then discussed ways to circumvent such manipulations. Through discussions of the self-concept, scholars learned about the individualism/collectivism spectrum and what each focus means for identity, attitudes, and beliefs. This led into a discussion of information processing more generally, with an examination of heuristics and other errors of thinking. Scholars then engaged with the psychology of gender, including explorations of gender presentation and beauty standards and how they are created by societies. The class then examined the processes of attitude construction and change, leading into discussions of moral psychology. Scholars next investigated the cognitive and social mechanisms of prejudice, considering ways in which humans could overcome such biases. Finally, scholars discussed prosocial behavior, bringing social cognition around to humanity's better instincts at heart.





Scholars in **Cory Curl's** Public Policy and Administration Focus Area explored local and regional issues that matter to communities across the Commonwealth, focusing on practical tools designed to help public and nonprofit leaders make informed decisions. In preparation for a field trip early in the program, scholars conducted background research on a community in Eastern Kentucky that has prioritized civic engagement in economic development efforts. They learned about the local landscape for city government, nonprofit organizations, business and industry, education, health, culture and tourism, transportation, and parks and recreation. Based on their research, scholars worked together to craft priority questions to discuss with local leaders. On the visit, scholars met with city government officials about their approaches to empowering residents in the work of articulating their community's aspirations and making changes to realize those goals, and then developed a memorandum to document what they learned. Using the framework from Eugene Bardach and Eric Patashnik's classic book, *Practical Guide for Policy Analysis*, scholars worked together to identify and define problems they aspire to solve, search for potential solutions to those problems, and evaluate these options according to clear criteria. They wrote policy memos to communicate their analyses, and led policy roundtables in class to better understand multiple perspectives on these issues.

**Below:** Scholars in Clint Hendrix's Spanish Language and Culture Focus Area took a walking tour of the murals in downtown Lexington and discussed the differences of art in public and private spaces.



Scholars in **Clint Hendrix's** Spanish Language and Culture Focus Area explored current immigration polemics by reading Reyna Grande's memoir *A Dream Called Home* (2018), reading Spanish-language short stories and poetry, and discussing current events and the historical background of U.S. immigration politics. After learning about the long tradition of muralism and public art in both Mexican and U.S. Latinx culture, scholars took a walking tour of downtown Lexington's vast array of murals and discussed the contrasting experience of this with the private viewing of art offered to them at the 21C Museum, where they viewed the "Labor & Materials" exhibit on the often overlooked and under-recognized work of migrants. Other activities that complemented their practice of grammar and speaking the Spanish language included discussing readings, news broadcasts, short films, and documentaries about the Hispanic American immigration experience. Finally, scholars learned about options to combine their interest in Spanish with their other talents during college by studying abroad or doing a double major or Spanish minor track to complement their professional goals.

"The Public Policy & Administration Focus Area helped me recognize the genuine issues effecting constituents on a local scale. Through our research and writing, I gained a thorough understanding of developing realistic and effective solutions to improve my community. I have found my true passion for public policy this summer."

**TATE CAIN**  
**GRAYSON COUNTY HIGH SCHOOL**

# GENERAL STUDIES

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

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

These General Studies courses contribute to the comprehensive educational experience scholars receive while attending the GSP. The following section of this report provides insight into a sampling of General Studies courses offered during the summer of 2024.

“How am I supposed to resume my old life when I am not the same person I was when I left? The community of GSP will always and forever be my home.”

**LAUREN LOVELL**  
**UNION COUNTY HIGH SCHOOL**





## IN AN OBEDIENCE TO FOLLOW WANDERING'S PULL

**Alexis Draut's** General Studies class, "In An Obedience to Follow Wandering's Pull," blended literary exploration and creative expression to allow for scholars to deepen their appreciation and understanding of poetry as an art form. Scholars engaged with a diverse range of poetic styles and forms, practicing writing poems both collaboratively and individually. Scholars studied a variety of poetic forms (for example, sonnets, abecedarians, sestinas, haikus, and free verse), contemplated the difference between poems and song lyrics, and reflected on personal experiences through the writing process. By unraveling the definition of "poetry," scholars learned to interpret and appreciate poetry with a discerning eye, while also experimenting with various forms, structures, and poetic devices to craft their unique voice and style. By the end of GSP, each scholar had developed a portfolio of their own original poetry, which was then turned into a chapbook. This class was dedicated to demystifying the genre of poetry and following the pull of poetics to see where it leads.

## IF YOU BUILD IT...

**Marie Price's** General Studies class, "If You Build It...", focused on the engineering process and offered a dynamic, hands-on approach to learning, engaging scholars in multiple projects including bridge building, car construction, solar ovens, and a culminating cardboard boat race. The curriculum was structured around the engineering design process, emphasizing seven key stages: defining the problem, researching, developing possible solutions, selecting the best solution, building a prototype, testing and evaluating, and redesigning. Each project allowed scholars to apply these steps practically, fostering a deep understanding of each phase. For instance, in the bridge-building project, scholars had to consider load-bearing capacities and materials, while the car construction project required attention to aerodynamics and mechanics. The solar oven project introduced principles of thermal energy, and the cardboard boat race challenged students to integrate buoyancy and structural integrity concepts. Beyond technical skills, the course also highlighted the applicability of the engineering design process to broader problem-solving scenarios. Scholars explored how these steps can be adapted to address issues in various fields, encouraging a versatile and innovative mindset. This comprehensive approach not only equipped students with engineering skills but also enhanced their critical thinking and collaborative abilities, preparing them for diverse future challenges.

**Left:** A scholar in John Wilcox's General Studies makes friends with a child in Summer Reading Program.

**Above:** A scholar in James Bland's General Studies demonstrates baking skills in the Edible Explorations General Studies Class.



"I didn't know I was capable of thinking this much. To push the limits of intellectual abilities and explore the unknown has led me to realize there is still so much I don't know."

**ANSLEY LINDLOFF  
SCOTT HIGH SCHOOL**

# MOREHEAD STATE UNIVERSITY

## ADVENTURE IS OUT THERE

Scholars in **Bethany Allen's** "Adventure is Out There" General Studies focused on studying the United States' National Parks. Scholars learned about all of the different types of parks within the National Park Service, the impacts of the National Park Service on ecological preservation in the United States, and tourism development around the national park areas. Scholars broke into small groups and selected a national park to research and defend in creating a class bracket to select the "best" national park by class vote. The class took a field trip to Natural Bridge State Resort Park where the class hiked Natural Bridge and then visited two local businesses in the area. This trip contributed to discussions in class of the differences in parks managed by the State Resort Parks and parks managed by the National Parks Services as well as discussions of tourism development and ecological preservation. Scholars selected and led their final projects where they worked in small groups to create their own national park through choosing a location and developing a plan for the park in terms of visiting, management, and tourism development. Scholars also worked to create a 3-D model of their national park to contribute to their overall presentation.



“My General Studies class has inspired me to do better and to be more responsible for the common good of my community. It exposed me to a study that I wouldn't have otherwise known about and the activities, discussions, and the experience of helping the kids at the library allowed me to give back to the community and inspired me to do the same back in my hometown.”

**LISA-SOPHIA KACHALOVA**  
**SACRED HEART ACADEMY**

## THE GOOD LIFE: GIFT OR ACCOMPLISHMENT

Scholars in **John Wilcox's** General Studies class called "The Good Life: Gift or Accomplishment?" examined various questions about whether morality is a necessary and sufficient ingredient to a good life. Does living a moral life ensure that one will have a good life and be happy? Could someone be happy with no moral commitments? What does it mean for a life to be good? Is a good life a matter of luck, or is it something one can achieve through the right kind of effort? Scholars examined these questions by studying what philosophers and others have said about the basis of morality itself, and whether morality is a subject about which it is possible to have knowledge instead of just conflicting attitudes. Scholars discussed moral relativism, or the view that because there are so many shifting and conflicting opinions about morality, morality is nothing more than how people happen to feel in different situations and at different moments. Scholars through their discussions found that if different people would begin by acknowledging areas of consensus, then a good social life could ensue, which would perhaps itself yield to more insights for further areas of consensus. To practice building such a consensus, the scholars undertook a service project of working with disadvantaged children in a Summer Reading Program at the local public library. The scholars also researched contemporary moral problems of environmentalism, oppression, and animal rights.



"This class pushed me to consider the delicate balance between the needs of an individual and those of a group. Not only have I gained survival skills, but I have also come to better understand my role in the success of the community around me."

**ELIZABETH RELISH**  
**LOUISVILLE COLLEGIATE SCHOOL**

## MURRAY STATE UNIVERSITY

### ISLAND DWELLERS

Scholars in **Tate Renzenbrink's** General Studies, "Island Dwellers," explored the psychological and social dynamics of survival in extreme environments, contemplating the human will to endure under dire circumstances. Portrayals from classic works such as *Castaway*, *Lord of the Flies*, and the modern series *Yellowjackets* provided narrative frameworks for such analysis. Real-life survival stories, such as those documented in *Society of the Snow*, were also studied as examples of actual human responses to isolation and adversity. The themes explored in these works were further connected to modern scientific research publications and applied to less dire situations more likely to be encountered in the real world. Scholars were encouraged to draw parallels between the isolation, resourcefulness, and pursuit of hope depicted in these works and their own experiences. Additionally, the study delved into an investigation of social deduction and game theory through the lens of the reality competition *Survivor*, exploring how alliances, manipulation, and group dynamics may shape outcomes in challenging situations. Along the way, practical survival skills were honed through hands-on activities including rope tying, water filtering techniques, and fire-making methods. These skills not only enhanced scholars' understanding of survival necessities and practical knowledge for emergencies but also modeled problem-solving and teamwork skills for everyday use. Throughout the course, students engaged in critical discussions on the boundaries between social norms and natural instincts in survival contexts. They analyzed decision-making processes under stress, the evolution of group dynamics over time in isolation, and ethical dilemmas that arise in extreme situations.

### KEEPING WATCH

Scholars in the "Keeping Watch" General Studies class, taught by **Tana Field**, explored various facets of the concept of stewardship. Pondering topics such as the environment, community, relationships, finances, health, time, and talents, students considered what it means to be an effective steward. Scholars contemplated the challenges of financial stewardship, speaking with a professional financial advisor and university trustee. While considering topics such as the environment and homelessness in Kentucky, scholars visited a local National Wildlife Refuge and created sleeping mats from plastic bags to be donated to a homeless shelter. Pondering stewardship of health and relationships, scholars explored concepts of mindfulness, self-care, internet safety, etiquette, and gratitude. Scholars also considered stewardship of time, talents, and community traditions, especially those important to the local community of Murray, learning about marching band customs and forming a large portion of the traditional Murray community kazoo band for the city Fourth of July parade. Additionally, through hands-on activities like restoration of pre-1920s gravestones at the Murray City Cemetery and an exploration of Kentucky's rich cultural traditions such as the Kentucky Derby and food heritage, scholars were able to directly engage with concepts of community and cultural stewardship.

**Left:** *Adventure is Out There* General Studies scholars creating a poster for the national park they selected to research

**Right:** A group of scholars in Tate Renzenbrink's General Studies carrying one of their peers using a stretcher made from rope and knots.



# SCHOLAR SURVEY

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

The following are samples of results from the 2024 Scholar Experience Survey. For a complete list of questions and results, visit the GSP website at [gsp.ky.gov](https://gsp.ky.gov).

## OVERALL RESULTS

Scholar responses regarding their experience at the GSP this summer were overwhelmingly positive. Approximately **19 out of every 20** scholars indicated they had a summer experience that fostered intellectual growth, nurtured interpersonal relationships, and provided them with meaningful experiences.

**5.1%**

OF THE TIME, SCHOLARS SELECTED  
"NEUTRAL"



**93.3%**

OF THE TIME, SCHOLARS SELECTED EITHER  
"STRONGLY AGREE" OR "AGREE"



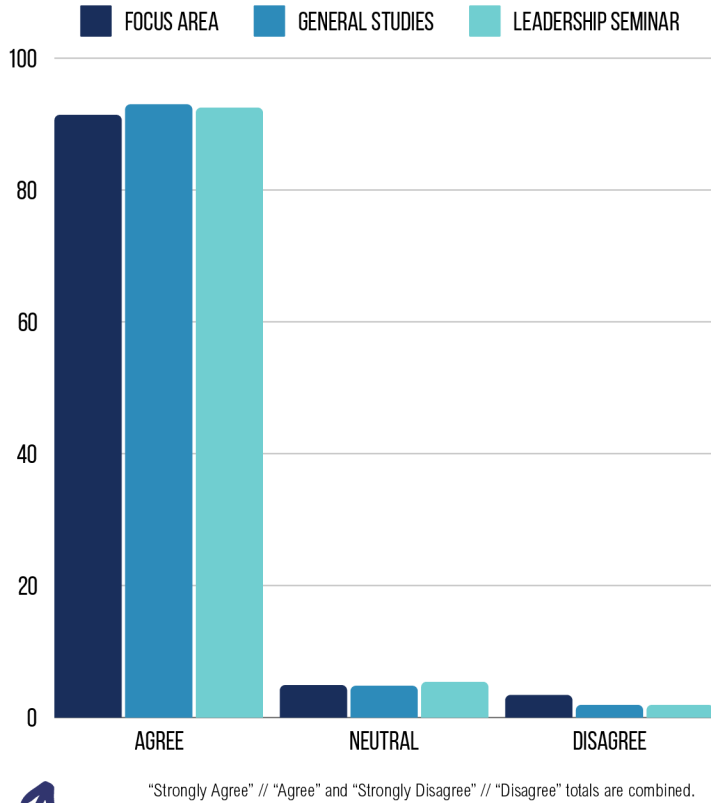
**1.6%**

OF THE TIME, SCHOLARS SELECTED EITHER  
"DISAGREE" OR "STRONGLY DISAGREE"



## MEANINGFUL INTELLECT

During the GSP, scholars have the opportunity to learn from faculty, each other, and other members of the community. Between their classes, convocation speakers, guest speakers, field trips, and campus activities, scholars can grow intellectually in numerous ways during their time on campus.



**MY CLASS WAS A POSITIVE  
LEARNING EXPERIENCE.**

The Governor's Scholars Program does what no simple textbook, curriculum, or course could do; it teaches the youth of today and the leaders of tomorrow how to be well-rounded, compassionate, empathetic, and driven people who genuinely care for something greater than themselves."

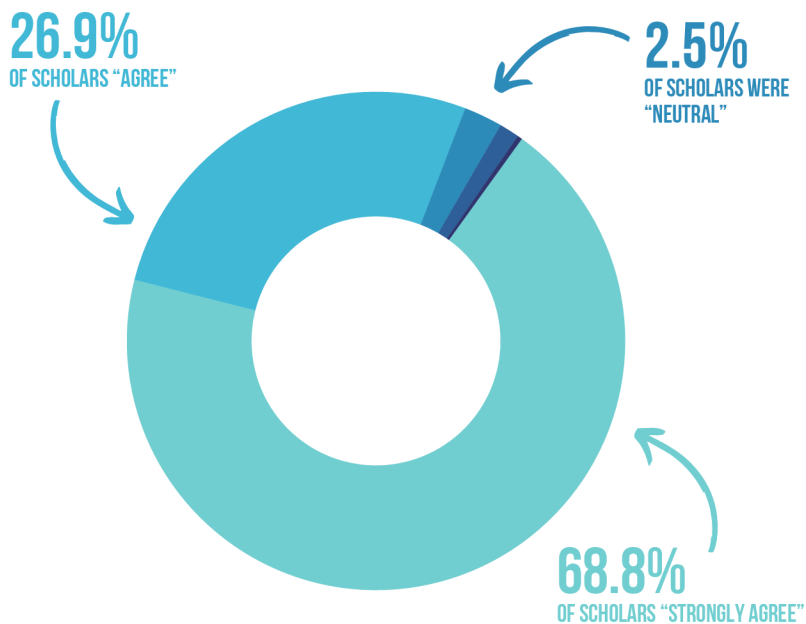
**ALLISON CONLIFFE  
SACRED HEART ACADEMY**



**GSP PROVIDED ME WITH MEANINGFUL  
CLASSROOM EXPERIENCES.**

**92.9%**  
OF SCHOLARS "STRONGLY  
AGREE" OR "AGREE"



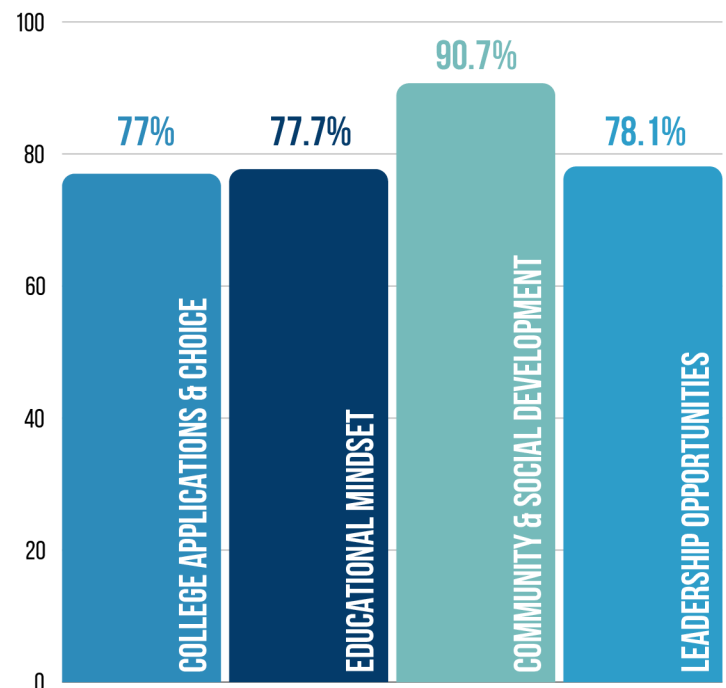


**GSP CHALLENGED ME TO THINK IN NEW WAYS AND TO DO NEW THINGS, BOTH INSIDE AND OUTSIDE OF THE CLASSROOM.**

“The Governor's Scholars Program has given me the space to grow both academically and personally in a way I've never grown before. Along with my peers I developed my potential in academia, leadership, and personal skills. I am forever indebted to the Governor's Scholars Program from the unforgettable people and lessons it gave to me.”

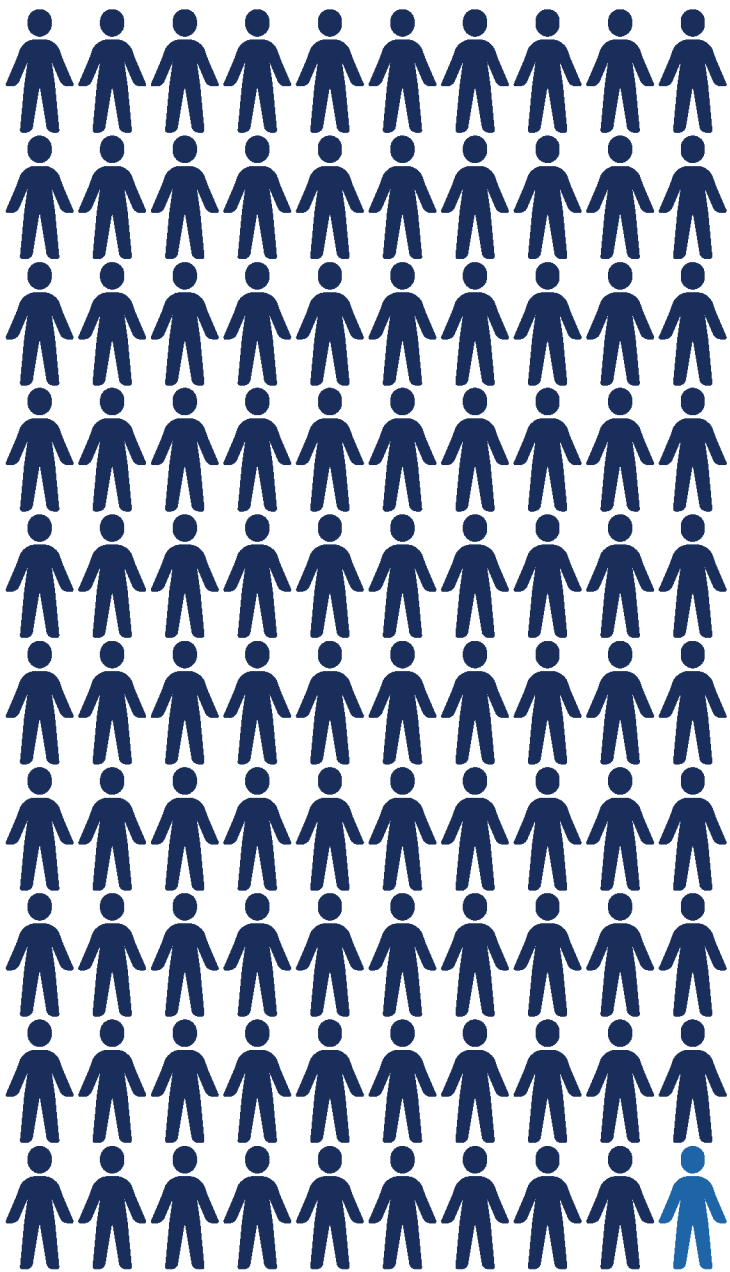
**KATE FAUSZ**  
HIGHLANDS HIGH SCHOOL

**GSP HELPED TO PREPARE ME FOR ONE OR MORE OF THE FOLLOWING ASPECTS OF LIFE IN COLLEGE AND BEYOND.**



# SENSE OF COMMUNITY

During the GSP, scholars have the opportunity and are encouraged to get to know individuals in their classes and on their hall. Scholars also have opportunities through programming and scholar-led activities and clubs to make new connections and develop strong relationships. These relationships are the heart of the community formed on campus and will have a lasting impact.



98.8%

OF SCHOLARS “STRONGLY AGREE” OR “AGREE” THAT GSP FACILITATED THE DEVELOPMENT OF POSITIVE AND MEANINGFUL FRIENDSHIPS AND A SENSE OF COMMUNITY.

“Scholars from all around Kentucky all bring something beautiful and meaningful to our community, the differences are what make us incredible.”

KAI CRAIG  
LOGAN COUNTY HIGH SCHOOL

“GSP has been a very eye-opening, life changing experience. The relationships I have made I want to have long after GSP is over. I have gained leadership skills that I will take back to my community. These five weeks at GSP have taught me so much about myself, and the impact I can make in our state.”

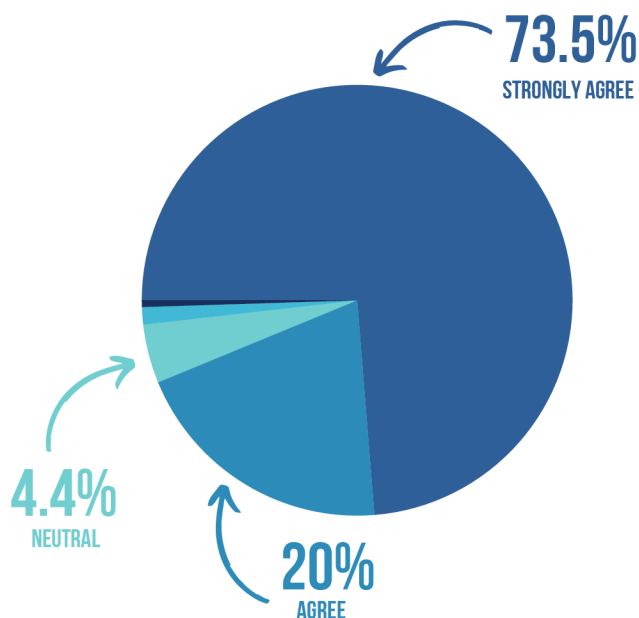
JACOB STOVER  
MARTHA LAYNE COLLINS HIGH SCHOOL



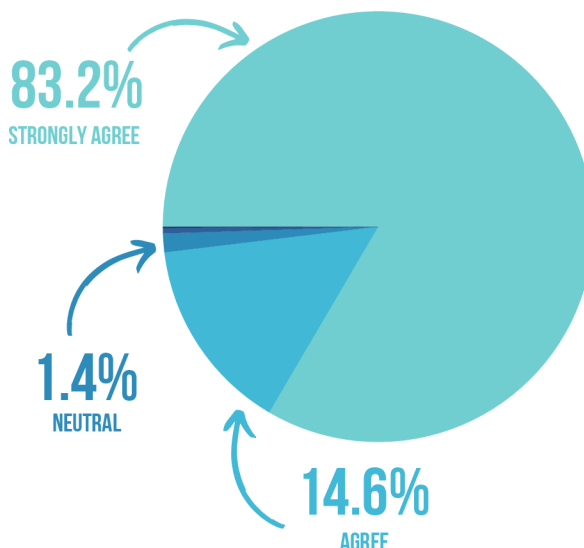
“The Governor's Scholars Program is a life changing program for me that made me realize there are people all around the world who will encourage me to be better. I made friends and connections with staff/faculty that I will be forever grateful for. I will always fight for the program that changed me.”

**QUINN GREGORY-MABREY**  
**SOUTH WARREN HIGH SCHOOL**

**AS A RESULT OF MY PARTICIPATION IN THE GSP, I HAVE MADE LONG-LASTING FRIENDSHIPS.**



**GSP GAVE ME THE OPPORTUNITY TO INTERACT WITH OTHER BRIGHT STUDENTS IN MEANINGFUL WAYS.**



“After years of competition and straining for good grades, GSP has refreshed and rekindled my love of learning. It has been a life changing experience to live and learn with students from different places across Kentucky and different backgrounds. GSP has shown me that everyone has something to bring to the table and deserves to be valued.”

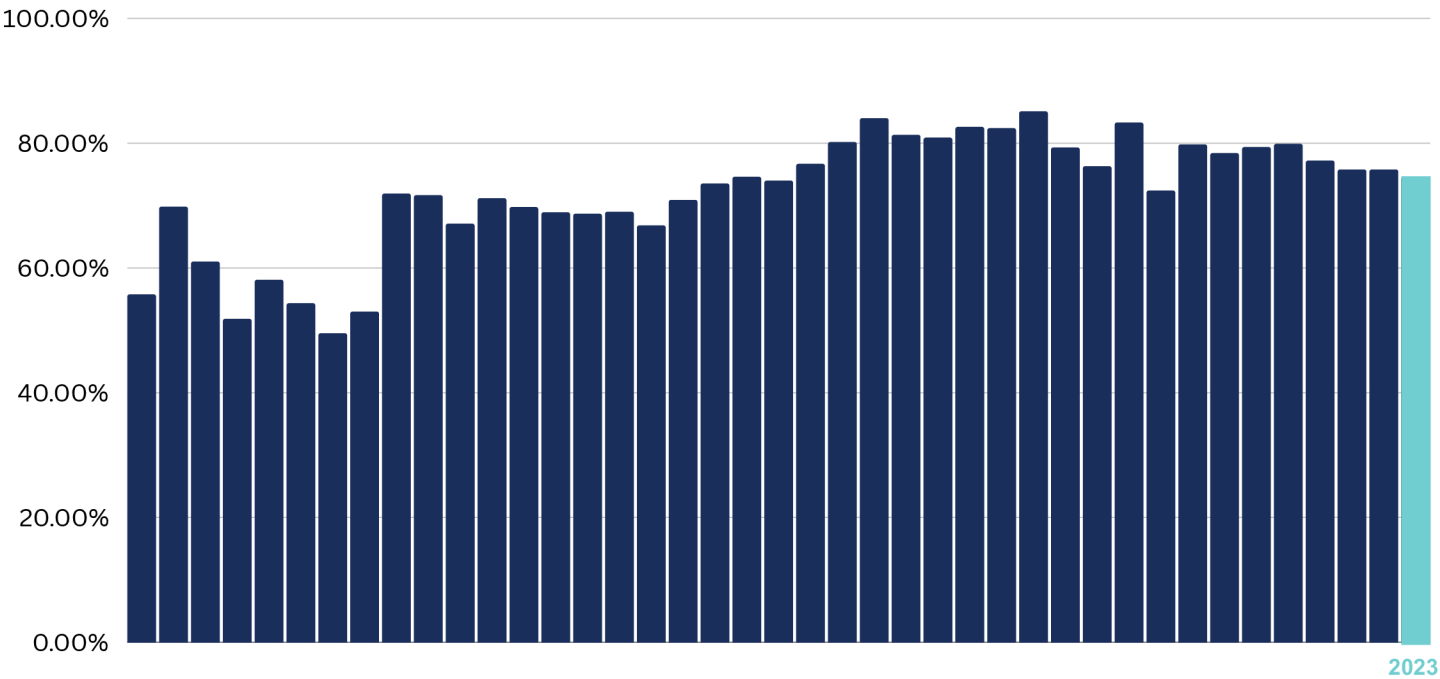
**CASSIDY MOSS**  
**BOYLE COUNTY HIGH SCHOOL**

# SCHOLAR IN-STATE DATA

## COLLEGE ENROLLMENT

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

Of the 2022 scholars, the most recent year for which data is available, **74.6%** enrolled at a Kentucky college or university in the fall of 2023.



## PERMANENT RESIDENCE

As of September 2024, 37,005 students have completed the Governor’s Scholars Program. The Program currently has valid contact information on file for 30,186 living alumni.

Of those alumni, 25,435 - **84.26%** - have a permanent address within Kentucky.





# ADDITIONAL INFORMATION

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#### ERICA LEE WILLIAMS

Louisville, KY

#### PHILEPIA J. "P.J." WILLIAMS ('92)

Winchester, KY

#### REV. ANISA COTTRELL WILLIS ('87)

Lexington, KY

# ADDITIONAL INFORMATION *(cont.)*

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### ARISTÓFANES CEDEÑO

Executive Director

### JENNIFER PRICE ('92)

Academic Dean

### FRANKFORT OFFICE

Erin Byrd ('11)

Beth Carrier

Maureen Draut

Susan Morrow-Dickerson

Bonnie Mullin

Helen Stringer ('10)

Robin Williams-Neal ('06)

## THE GSP FOUNDATION

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

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

For more information or to make a contribution, contact:

### **The Governor's Scholars Program Foundation, Inc.**

Doug Draut, President

112 Consumer Lane

Frankfort, KY 40601

Phone: (502)209-4420

Fax: (502)305-6880







## **CONTACT US**

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