Dear Fellow Alumni,

On behalf of the entire GSSM Alumni Board, we are excited to welcome you to the inaugural issue of *gssmnow*, GSSM's new alumni magazine. We hope that you enjoy what the Board has put together, and we eagerly invite you to participate in helping us make this the best magazine it can be!

The GSSM Alumni Board has been hard at work on numerous projects, from planning reunions and regional gatherings for alumni to fundraising so that future generations of South Carolina students can experience the same high level of education, support and care that we were all lucky to receive during our respective years at GSSM. Our school continues to grow and evolve in exciting ways, as does our alumni network. We are eager to hear what our fellow alumni have been up to and look forward to reading these updates in future editions of *gssmnow*.

As a final note, we would like to encourage all of our alumni to get involved in the GSSM community. Your involvement can take many forms, from volunteering to serve on the Alumni Board, making a financial donation, or even just helping us to keep our alumni database up-to-date. If you are interested in giving back, please feel free to contact Meg Senn (meg@scgssm.org) or any member of the Alumni Board.

Sincerely,

Michael Thompson ‘95
President, GSSM Alumni Board

Cody Whetsel ‘05
President-elect, GSSM Alumni Board

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**ALUMNI ASSOCIATION**

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career services job portal
scgssm.org/alumni/jobs

*ALUMNI DIRECTORY*
scgssm.org/alumni/directory
I arrived at the Governor’s School in August of 1992, like most of my classmates, with butterflies in my stomach. There was definitely some trepidation about leaving home for the first time. Yet, mixed with that was an incredible excitement about all the possibilities for learning and growth that would now be open to me. In those two years those possibilities became realities, and I left the Governor’s School in June of 1994 leaps and bounds ahead of where I would have ever been otherwise.

After graduation I went on to Harvard College, where I completed a BA in Biology. My research focus in college was in the basic biomedical sciences (through internships at the National Institutes of Health afforded to me based on my research experience at GSSM). Before graduating, however, I was exposed to public health research through an internship at the Centers for Disease Control and Prevention and have continued on that research path since. I went on to work at a health policy consulting firm for two years after graduating from Harvard and then began dedicated training in social behavioral research and public health while completing an MPH in socio-medical sciences (i.e. a combination of sociology, health psychology, social behavioral science and public health) at Columbia University.

While at Columbia, I came to a crossroads about where to focus my career. I had always wanted to be a physician. That was perhaps one of the biggest reasons I chose the Governor’s School. I wanted the best education in the biological sciences possible to prepare me for my undergraduate education and, later, medical school. However, as I became more aware of the systemic origins of poor health, I grew concerned about whether my goal to become a physician would deter me from the goals I had to improve health at a population level. As a physician, I would be able help my patients improve their health, but what impact would I have on an entire community or population? In the end, I decided to become a physician researcher so that I could do both. In my final year at Columbia, I applied to medical school and was accepted into the Medical Scientist Training Program at Johns Hopkins University School of Medicine and Johns Hopkins Bloomberg School of Public Health, where I earned a medical degree and a PhD in social behavioral science and public health. I went on to complete pediatric residency training at Boston Children’s Hospital and Boston Medical Center and a post-graduate research fellowship in Racial Health Disparities at Harvard Medical School. Following residency, I returned to Johns Hopkins School of Medicine to complete sub-specialty training in Adolescent Medicine. After completing my training, I then joined the faculty as an Assistant Professor in Pediatrics and Adolescent Medicine at JHUSOM with a joint appointment in the Department of Health Behavior and Society at JHSPH.

I grew up in a working-class African American community in rural South Carolina where the health impact of poverty, lack of educational opportunity, political impotence, racial discrimination, and poor access to health care was readily evident. I have focused my career, through my research and medical practice on improving the health and life potential of vulnerable and marginalized youth who face similar threats to their health and are burdened by racial and socioeconomic health disparities.

I somehow knew this was always going to be my focus. My parents and family instilled in me a value system that made compassion for others and public service an imperative, and growing up in that environment sensitized me to the needs of minority and other vulnerable youth that often go unmet. I am perhaps most thankful to the Governor’s School because the foundation in science and research I achieved there made the work that I do, for these youth, their families and their communities, a possibility.
AWARDS
The Awards Committee names an Outstanding Alumnus of the Year and additional award(s) each spring. The committee establishes explicit selection criteria, solicits nominations, chooses the recipient(s), and plans and holds the award(s) announcement. Additionally, the committee presents a memory book or similar token of appreciation to retiring faculty as needed.


COMMUNICATIONS
The Communications Committee works with the alumni relations manager to improve communications between GSSM/GSSM Foundation and the alumni association. The committee solicits and generates content for the monthly alumni newsletter.

2014–15 members: Tina Baggott, Latoya Dixon, Jacob Kline, Gabi McNulty, Ben Pleune, Dan Ward

FUNDRAISING
The Fundraising Committee works with the alumni relations manager to garner financial support for both GSSM and the Alumni Association from alumni. Committee members personally contact their classmates and students in the years immediately above and below to encourage them to support GSSM and increase alumni participation.

2014–15 members: Kristin Garris, AJ Maulion, Cody Whetsel

MEMBERSHIP/NOMINATING
The Membership/Nominating Committee works with the alumni relations manager to encourage participation by all alumni in the association. The committee oversees the regional alumni chapters and leverages their classmates and networks to maintain contact with all alumni. Additionally, the committee oversees the election of board members at the end of each fiscal year, working with the alumni relations manager to coordinate nomination efforts, develop a slate of officers, hold elections and post results.

2014–15 members: Tamara Muldrow, Lynsey Parker, Ben Pleune, Todd Pleune

PROGRAMS
The Programs Committee works with the alumni relations manager to develop, establish and maintain programs through which all GSSM alumni can give back to the school. The committee coordinates the annual alumni reunion, as well as the annual winter gathering and alumni reconnect dinners.

2014–15 members: Allison Dworschak, Samantha Griner, Joshua Johnston, Brian Kelley, Jan Levinson, Emmanuel Tedder, Cody Whetsel
As plain as the nose on your forehead

Ask anyone about an insect’s sense of smell and their first reaction is probably to back away from the stranger assaulting them with academic trivia. But later, at a safe distance, they may find this to be a troubling question. Insects don’t have an obvious nose, and so we don’t really think of them having a sense of smell. In fact, it’s hard to think of an insect breathing at all.

Where are the lungs or the mouth? Can a butterfly choke? I am pleased to tell you that not only do insects breathe, but they have an incredible sense of smell. And butterflies probably can’t choke.

The first step to thinking about an insect’s sense of smell, or olfaction, is to find its nose. You and I smell things by sniffing, or actively moving air past an olfactory organ in the nasal cavity. Thus, when we think of smell, it is inextricably tied to breathing. Conversely, an insect breathes as air diffuses through many holes across its body. The network of breathing tubes reaches near to every cell and is much like our own circulatory system, but filled with air rather than blood. This is great for preventing choking, but terrible for snifffing. So, instead of moving air into its nose, the insect moves its nose through the air – and we call these antennae.

Insect antennae are incredibly diverse, and usually the more complicated the antenna, the better the sense of smell. Male moths offer some of the most spectacular examples because they must find females entirely by their scent. Their graceful and elaborate antennae are so sensitive that they can detect a billionth of a gram of a chemical from hundreds of feet away. Other insects use their sense of smell to zero in on their favorite food, whether it is another insect, a pile of dung, or your tomato plants. Still more use smell to find places to lay eggs, avoid their predators, or communicate among themselves. In fact, after decades of study, it has become clear that smell often eclipses vision and hearing as one of the most important insect senses.

With so many insects seeing their world in chemicals rather than colors, research into insect olfaction has become an important component of the larger field of chemical ecology. Insects—such as mosquitoes that bite and spread disease, moths that destroy agriculture, and beetles that wipe out forests—all follow their noses, and we can turn that to our advantage. One of the most promising techniques, and the focus of my own research, is to hijack insect communication networks. Insects of the same species talk among themselves using pheromones, which are unique chemical signals that can convey where to meet and when to stay away. Pheromones are what those male moths are so interested in, and similar sex pheromones are widespread across all insects. Thus, with a bit of research, we can flood an area with pheromones to prevent mating, or bait traps with pheromones to kill pests and monitor for invasive species. Such techniques are doubly beneficial because they specifically target the pest, avoiding the environmental and health problems of traditional pesticide spraying.

Of course, smell isn’t everything. Your average praying mantis has a great pair of eyes, and insects like crickets famously communicate through sound and song. Nevertheless, it’s all too easy for olfactory-disadvantaged humans like ourselves to discount the importance of a good nose. Our environment is an ocean of chemical information, and if we pay attention, the bugs might just show us how to use it.

Dr. Rob Mitchell, Class of 2001, is a postdoctoral research fellow at the University of Arizona and recently accepted a faculty position in the Department of Biology at the University of Wisconsin in Oshkosh.
In the near future, our smart homes, smart cars and smartphones will essentially know everything about us. In many ways, this will be a good thing, as these devices can help us in terms of healthcare, sustainability, safety and more. At the same time, these same systems pose many new kinds of privacy challenges. What kind of data is being sensed and collected? How is it used? How can we help people feel like they are in control? How can we create a connected world in which we would all want to live?

After graduating from GSSM in 1993, I majored in both computer science and mathematics at Georgia Tech, and then got my PhD at University of California at Berkeley. Since 2004, I’ve been a professor at Carnegie Mellon University, one of the top schools in the world in computer science. It’s a very fun place, with brilliant people looking at how to push the boundaries of what is possible with computing.

Computer science is a bit unusual when compared to natural sciences. In fields like astronomy or biochemistry, there are hard limits dictated by atomic structures or fundamental forces like gravity. In contrast, much of computer science is bounded by perceptual and cognitive psychology. We only need 24-bit color because that’s all the human eye can see. A lot of programming languages are structured to mitigate the limited working memory of our brains. Computer science is also bounded by our imaginations. Things like wearable computers, self-driving cars and sensor networks only came out because someone dreamed new ways of using computers.

My specific subfield of computer science is known as human-computer interaction (HCI). HCI looks at people and computers together, drawing on ideas from traditional computer science, psychology and design. The most immediate aspect of HCI is the user interfaces we use. Everyone has experienced some really terrible interfaces and can appreciate the need for good design. But HCI also looks at really big questions, too. For example, how can we build intelligent tutoring systems that can adapt to individual students? How can we design robots that people can understand and feel safe around? How can we design better interfaces to help those with physical disabilities?

My particular area of research looks at emerging smart systems, sometimes called Internet of Things, sometimes Ubiquitous Computing. These kinds of sensor-based systems will let us understand human behavior at a fidelity and scale that previously was not possible, but we can only succeed if we can legitimately address people’s privacy concerns.

My current work focuses on privacy and smartphones. Smartphone apps can collect a great deal of sensitive information about people, including location, contact lists and microphone data. How can we easily understand what these apps are doing? To address this problem, my team developed new ways to analyze and summarize the behaviors of apps, based on the notion of expectations. For example, most people don’t expect a Blackjack game to use location data, but some surprisingly do. In contrast, everybody already knows Google Maps uses location data. Using this approach, we have graded the privacy of a million apps, which you can see at PrivacyGrade.org. We’ve gotten press coverage from CNN, New York Times, Forbes and BBC, as well as interest from the FTC, California Department of Justice, Google and Consumer Reports.

Now, while this article was supposed to be about STEM (Science, Technology, Engineering, Mathematics), I’d like to close by reflecting on non-STEM lessons I’ve learned along the way, which I hope can help current students and younger alumni.

First, raw intellect only gets you so far. Even hard work isn’t enough. While these are prerequisites for success, you’ll also need ambition, imagination and some luck. I lucked out in getting admitted to Berkeley for my PhD and was suddenly surrounded by people who were the best in the world at what they did. It only dawned on me then that I might be able to do the same.

Second, don’t underestimate the social dimension of success. My two years at GSSM were harder than my first two years at Georgia Tech, and it only struck me years later why. At SCGSSM, there were so many smart and hard-working people that it forced me to up my game. At Georgia Tech, it wasn’t until my junior year that I found a similar group of people.

Third, it’s not just about what you yourself can
do, but what you can get a group of people to do. Most big things that are worth doing can’t be done by individuals. So if you want to succeed, you really need to understand how to motivate people, how to work in a team, how to manage conflict, and how to mentor people and help them grow.

Last, there’s a big world stage out there, and it’s waiting for brilliant young people to get up there. The problems we as humanity are facing today are bigger and harder than any we’ve ever faced, and we need all the help we can get. And besides, it will be fun as we help invent the future.

Dr. Jason Hong, Class of 1993, is an associate professor in the Human Computer Interaction Institute, part of the School of Computer Science at Carnegie Mellon University.

CAREER SERVICES
Valuable job resources & more

When you graduate from GSSM, you become part of a lifelong network of leaders, visionaries, entrepreneurs and creators. Through its newly founded Career Services program, GSSM provides a seamless vehicle for connecting you to internship and career opportunities with SC-based companies, national and international companies with an SC presence, and fellow alumni seeking employees, business partners or venture capital. Career Services brings new meaning to the phrase, “Once a Govie, always a Govie.”

CAREER CONNECTIONS
Through Career Services, GSSM is committed to actively connecting alumni to our growing network of business supporters who have job, internship or job shadowing opportunities available. Think of it as a matching service for GSSM talent. The more we know about you, the easier it is for us to find a fit.

Additionally, the GSSM website gives you access to an alumni-only job portal. New jobs, internships and other connection opportunities are posted regularly. If you are interested in learning more about a particular company that supports GSSM, let us know. We’re here to pass along your resume and to make introductions.

GSSM LAUNCH
The majority of GSSM alumni choose to live and work in South Carolina. GSSM has recently developed a program called GSSM Launch designed to encourage alumni start-ups in South Carolina.

SMARTGATHERINGS
GSSM hosts annual events designed to bring together our alumni and supporters in Greenville, Columbia and Charleston. SmartGatherings are an ideal way to learn more about careers with desired South Carolina-based companies and meet other alumni.

GET INVOLVED
Whether you are seeking new employment, eager to change jobs, or considering relocation back to South Carolina, we can help. If you are interested in hiring GSSM grads as interns or full-time career professionals, we can help with that, too.

To find out more, contact Meg Senn, Alumni Relations/Career Services Manager, at meg@scgssm.org.
2010-2015 – GSSM student body grows from 128 to 288 students
2010-2015 – GSSM faculty grows from 14 to 35 faculty members

GSSM opens its doors
Academic and Activity wings open
BMW Engineering Projects Center opens
BCBS Economics and Finance Institute founded
SSP is rebranded to GoSciTech
Duke Energy Science Education & Outreach Center established
Accelerate engineering program launches

1988
1990
1992
1994
1996
1998
2000
2002
2004
2006
2008
2010

Summer Science Program & GSSM Outreach launch
First class graduates
Distance Education starts
Portable Advanced STEM Education (PASE) launches
RESP launches
iTEAMS satellite summer camp launches
SPRI launches
Governor’s School for Science & Mathematics Alumni Association

Governor’s School for Science & Mathematics
Alumni Association 2015
27 YEARS & COUNTING...

A few of GSSM’s top accomplishments

Residential Program
- Grew from 64 students to 260; will reach capacity of 288 in fall 2015
- Expanded faculty from 14 to 32, maintained 10:1 ratio
- Moved from Coker College campus to new GSSM campus
- Added two wings to campus in 2010
- Added academic programs:
  - BlueCross BlueShield Economics & Finance Institute
  - Duke Energy Engineering & Innovation Institute
  - BMW Engineering Projects Center
  - Expanded sites for Summer Program for Research Interns (SPRI)
  - Developed partnerships in Germany and S. Korea for international Research Experience Scholars Program (RESP)
- Career Services initiative for alumni launched

Outreach
- Expanded GoSciTech residential camp from 1 week to 4 weeks, 28 courses
- Developed satellite camps in partnership with SC school districts and businesses
- Expanded satellite camps to 14 counties across the state
- Developed PASE teacher training for middle and high school science teachers
- Expanded PASE teacher training to include middle and high school math teachers

Virtual
- Pioneered an unmatched, virtual engineering program, Accelerate, designed to re-engineer engineering education in SC
- Started with 8 sites and 15 schools in 2013; expanding in 2015 to 12 sites and 19 schools; with goal of serving 300 students statewide in 3–5 years
STEAM: A transformative enabler for STEM practitioners and society

The STEM acronym—science, technology, engineering and mathematics—is presently widely known. While the acronym’s origin is often dated to 2001, its impulse was foundational to GSSM’s origins and is explicit in present GSSM activities. Lesser known, but of growing momentum and impact, is the STEAM variant. These needs and opportunities will demand engagement within primary, secondary, undergraduate, graduate and lifelong education.

STEAM and STEM differ by the letter ‘A’: the arts. As motivation, consider an alternate ‘A’: Apple, Inc. Presently the most highly valued, publicly traded company, one might speculate which competitive advantages have helped it realize this position. While underlying circuits, algorithms and associated engineering are clearly important contributors to Apple’s success, their masterful integration with world-class design—both of physical, visual and interaction varieties—has been central to Apple’s attainments.

While the arts are often regarded from fine arts and performing arts perspectives, applied arts are most evident in the Apple context. In STEAM contexts, applied, fine and performing arts all have prospective relevance to STEM. That said, much art does not engage STEAM. Nonetheless, the Arts can play transformative roles in representing and communicating complex STEM activities, provoking contemplation of their implications, anchoring these in diverse cultural contexts and inspiring broader impacts.

This relevance—and arguably, criticality—of the Arts to STEM can be viewed from many vantages. Writing here in the context of GSSM (from which I graduated in 1991), I will begin with a personal one. I had minimal exposure to the visual arts or (relative to product design) physical fabrication until undergraduate internships at Interval Research.

When I applied to graduate schools, my admittance to the MIT Media Lab, where I completed my M.S. and PhD, was conditional. While my software and electronics background was appreciated, I was told a critical weakness had to be addressed before enrollment. Given my planned topic—interactive 3-D graphical representations of Internet content—my first advisor (Ron MacNeil) felt no amount of computer science (or STEM) background was alone sufficient to achieve success. To assist my remediation, he pushed me to enroll in a night school adult education course in Graphic Design. Without at least this modest literacy in visual language, he felt the prospect for achieving successful communications was low.

These lessons have profoundly shaped my research trajectory. Our research combines the design and study of tangible interfaces with applications in computational genomics and other computational science domains. Tangible interfaces are an area of human-computer interaction in which ecologies of physical objects serve as representations and controls for diverse associations.

For example, if one were to re-conceive a chess set, a given piece might represent images or video, a person or company, or countless other associations and be “mediated” (computationally augmented) by an underlying tablet, overhead projectors, etc. Commercial examples include the Nest thermostat, Sifteo cubes and Neurosmith music blocks. Closely related areas of present mainstream excitement include the Internet of Things, Maker movement, 3-D printing and augmented reality. Good design is central to the success of tangible interfaces. The world, as touched by technology, is replete with choices; attention and engagement must be earned.

Similarly, in the computational sciences, interactive visual communication is critical both to achieving, communicating, understanding and rendering relevant scientific discoveries. In the case of computational genomics, my collaborations today engage datasets and analytic results spanning hundreds of gigabytes in some cases, and hundreds of terabytes in others. As biomedical sciences progress from thousands to millions and billions of genomes, these volumes will grow by many orders of magnitude. This evolution in scale is partly a product of movement from academic laboratories into mainstream medicine, both in the clinic and the home.

As every person in near futures will make personal, family and societal genomic choices, with profound implications—not only for one’s own life, but regarding genomes shared with grandparents and grandchildren—the presence of accessible tools to help engage and comprehend will be transformative. These implications are not limited to genomics, but engage global priorities as diverse as climate change, energy, water and countless others.

Dr. Brygg Ullmer, Class of 1991, is the Effie C. and Donald M. Hardy associate professor and computer science lead at Louisiana State University’s Center for Computation & Technology, part of the School of Electrical Engineering.
“Why did you come back to GSSM?” I get that question a lot. And it is a good question. Like most of us, after making it through the two years at GSSM and waking across the graduation stage, my first thoughts were not “I want to come back here and work!” However, also like many of us, my career plans and path for my life that I started with changed along the way. After two degrees in engineering and a few years working at PricewaterhouseCoopers, I got the call to education. I started in middle school as a teacher and athletic director, moved to high school as a teacher and coach, moved into administration as director of advancement and then took the major plunge as a principal of a relatively new high school in Atlanta for the previous six years before returning to GSSM.

As anyone who has had the good fortune of spending time with Kim Bowman, CEO of all things related to supporting and promoting GSSM and GSSM students and alumni, I joined her and a few other graduates at a reconnect dinner in Atlanta. I had kept up with GSSM somewhat, but wasn’t really up to speed with all that was going on. At this first dinner, I learned about the plans for student body growth that was just about to start. I knew we had a new campus but had no idea about the extent of it. I didn’t realize that Mr. Fred Lynn had retired as Vice President for Academic Affairs and that, due to statewide budget restraints, a replacement had not been able to be hired. And I sure didn’t know after three more reconnect dinners that I would be applying for the Vice President for Academic Affairs position that was supported once again by the state budget!

We were very happy in Atlanta. My school was growing. My career was growing. My family was growing. The only thing that wasn’t growing (or shrinking) was the distance from South Carolina. My wife and I knew we wanted to eventually be back in South Carolina where we both grew up and where a large number of our family members lived. However, we were not willing to move unless the situation was close to perfect. And while no place is perfect, the combination of an unparalleled school like GSSM and thriving small town like Hartsville was pretty darn close for us at this stage in our lives.

So, I went my application. The interview process was fantastic. As you remember, being at GSSM felt right as a student. You were finally around others like you. You were around smart people. You were around folks who wanted to pursue higher things. You were surrounded by energy and thoughts. That has all stayed the same, with the added benefit of new facilities and a larger group of those students and the faculty and staff who lead them.

I was fortunate to be offered the position for Vice President for Academic Affairs in 2012 and have thoroughly enjoyed my return to GSSM and South Carolina. The school has grown from 128 students to 288 students. The faculty has grown from 14 to 32. The campus has grown from being part of Coker to being similar to a small college campus. The courses have grown to offering more than 20 classes that now require an AP-level class as a prerequisite. The programs have grown to involve economics and finance as well as engineering into our curriculum. These are examples of unbelievable positive changes that have not changed the quality of education or the personal interaction with faculty and staff that make GSSM so unique.

I have been intimately involved in a handful of schools and peripherally involved with a number of schools, and GSSM is like none other. It is still a school and it is hard as a student, but as you reflect back on your time at GSSM and how it impacted your life, you can’t help but smile when you remember the student you were when you left GSSM compared to that distant memory of the student you were when you entered GSSM. I now get to be part of that great transformation for the students who call GSSM home.

Through the Foundation’s alumni network, I am able to keep up with many of the amazing things our fellow graduates are doing. And while there isn’t a place at GSSM for everyone as they move through their careers and lives, I would venture to say that there is a place in South Carolina for everyone. Hopefully, this brief glimpse into my career and family path has stirred up positive memories of your time at GSSM and what that time meant to you and, just possibly, caused you to consider how you could give back to GSSM and the great state of South Carolina that has given us so much.

Danny Dorsel, Class of 1990, is the Vice President for Academic Affairs at GSSM.
Rachel Korpan Lee 2000
Historical Romance Novelist with a novel published in 2013

Julie Reeves 2002
Julie and husband Justin just welcomed daughter Zoey on March 1

Brian Waterman 1990
Chemical Dependency Professional, Therapeutic Health Services
Clinical Director, Washington State Alcohol-Drug Help Line

Paula Randler 2000
Moved to Tucson in 2012 for a new job: Program Manager for the Udall Scholarship, an undergraduate merit award, bought a house in June 2014 and shares it with a bossy cat and a sun-bathing chihuahua, and grows sustainable and edible shade.

Ryan Britt 2009
Moving back to SC and starting a job at SPARC in Charleston in May

Angela Crum 1996
Angela and husband David recently welcomed their fourth little one, Michael Hart Crum, born February 14, and also recently celebrated the one-year anniversary of the opening of their restaurant, Le Peep, in Greenville.

Jacqueline Marenick 2005
Relocated to Atlanta at the end of 2014 and began work at Sutherland Asbill & Brennan LLP as a paralegal in their corporate practice group.

Leslie & Peter James 2001
Daughter Clara Evelyn James was born November 4, 2014

Mary-Kate & Dan Ward MK 2009/D 2007
Mary-Kate will be joining the GSSM Foundation this summer. Left to right: Greyson Kerley ‘09, Aliceann Talley (Wachter) ‘10, Ryan Jones ‘10, Ali Serpe ‘10, Dr. Bill, Mary-Kate Ward (Spillane) ‘09, Dan Ward ‘07, Dan Thorpe ‘06, Kemper Talley ‘07, Chris Walling ‘07, Drew Van Hise ‘07, Ryan Cooke ‘07

Jessica Wayburn 2002
Jessie married Adam Kayne on March 14, 2015 (Pi Day). Pictured with alumni Margaret Chandler and Jess Windham as bridesmaids

Timothy LeCroy 1996
Rev. Dr. Timothy R. LeCroy, his wife Rachel and daughter Ruby welcomed Lucy Belle LeCroy on 8/28/14. The LeCroys live in Columbia, MO, where Tim is the lead pastor of Christ Our King Church and adjunct professor of Church History at Covenant Theological Seminary.
See MILESTONES on PAGE 8 for more
To support the ongoing success of GSSM, the GSSM Foundation commits to an annual allocation based on a list of specific needs outlined by the School. This year, the Foundation has committed to raising $1.6 million by June 30, 2015.

In an effort to help us deliver on this commitment, the Foundation established the Progress Fund at the start of the academic year and set a goal of raising $125,000 from alumni. To date, we have received more than $103,000. Thank you for helping us get this far! Gifts from alumni mean so much to us!

The Progress Fund supports a variety of important requests outlined by GSSM, such as residential financial aid, summer research and student priority programs and projects like college visits for underserved students and our award-winning robotics team.

To give you an idea of the size and scope of some of the requests that make up our $1.6 million allocation to GSSM, here are a few examples:

- $520,000 for engineering programs
- $320,000 for outreach programs
- $75,215 for residential financial aid
- $42,000 for SPRI/RESP
- $40,250 for residential summer camp scholarships
- $25,500 for robotics programs
- $15,000 for student priority projects

If you haven’t given to the Progress Fund yet, we welcome your support. It’s not too late. Together, we can keep GSSM strong, innovative and unstoppable. We feel the same way about supporting our alumni. Once a Govie, always a Govie. Keep Progress Alive.

www.scgssm.org/alumni/donate-today
# ALUMNI DONORS BY YEAR

## CLASS OF 1996
- Adam Brannon
- Scott Bruce
- Carrie Pleune Christensen
- Chris Dorsel
- Ms. Melody Drummond
- Hansen
- Annie Frazier
- Katherine George
- Mr. and Mrs. C. Tap Gresham
- Ms. Tiffany L. Haigler
- Jamie Lathan
- Rev. Dr. and Mrs. Timothy R. LeCroy
- Mr. Victor K. Li
- Mr. and Mrs. D. LaMar Powell
- Hassan M. Pressley
- Andie Ward
- April Wilson
- Calder Spruill Wilson

## CLASS OF 1997
- Dr. Ian R. Carlton
- Mr. David L. Chandler, in memory of C. Eric Heape
- Mr. Blake A. Crosby
- Ashley Elzerman
- Mr. and Mrs. Jason Greer
- Mr. Shane A. McDaniel
- Lee Ringer
- Mrs. Katherine Gruene Segersten

## CLASS OF 1998
- Wally Altman
- Anonymous
- Ms. Misty L. Borst
- Brandon and Fiona Fornwalt
- Hank Pellerin
- Christopher Schenck, in memory of Steve Geiger
- Mr. and Mrs. James E. Southard, Jr.

## CLASS OF 1999
- Mr. and Mrs. Michael Bishop
- Mr. Michael D. Elder, in honor of Betty C. Elder
- Geoff and Amanda Forbus
- Mr. David L. Gorney
- Ms. Tracy A. Howard
- Ms. Jessica M. Kiser
- Dr. Lilly Lu
- Mr. Anthony Joseph L. Maulion
- Wilson White

## CLASS OF 2000
- Anonymous
- Anonymous
- Anonymous
- Romiya Glover Barry
- Jennifer Russel, in memory of Dove Dixon
- Dr. Sarah F. Funderburk, in memory of Furman G. Funderburk
- Kara Goode
- Ashley Hanlon (Milligan)
- Reid Clonts Haslup
- Mr. and Mrs. C. Tap Gresham
- Ms. Tiffany L. Haigler
- Jamie Lathan
- Rev. Dr. and Mrs. Timothy R. LeCroy
- Mr. Victor K. Li
- Mr. and Mrs. D. LaMar Powell
- Hassan M. Pressley
- Andie Ward
- April Wilson
- Calder Spruill Wilson

## CLASS OF 2001
- Pam Altman
- Anonymous
- Anonymous, in memory of Chris Kantus
- Anonymous, in memory of Lee, Phil, and Kantus
- Adam Capp
- Gopal Chabartli
- Patrick Cleary, in memory of Chris Kantus
- Patrick Crosby
- Joy Darcy, in memory of Phillip Lane
- Dr. Paige A. DeBenedictis
- Mr. Noam B. Greenspan
- Bevin Hearn
- Leslie and Peter James, in memory of Chris Kantus
- Ms. Lynsey D. Parker, in memory of Chris Kantus
- Mr. and Mrs. Daniel J. Pounder
- Natalie Hardwick Rao
- Mr. Eric W. Tonkyn

## CLASS OF 2002
- Brooke Chambers
- Margaret Chandler
- Mr. Ben H. Chou
- Harold Gonzales
- Mr. Andrew C. Hanco
- Mrs. Rhiannon Carter
- Johnson
- Mr. Joel L. Kohn
- Julie Proell Reeves
- Mr. Rodney C. Spain
- Laura Tam
- Jessie Wayburn
- Mr. and Mrs. Shawn Weeks
- Brian Williams

## CLASS OF 2003
- Anonymous
- Anonymous
- Ms. Teresa M. Chow
- Stephen Gossnell
- Brooke K. Hannon
- Rebecca Harris
- Jeff Hulbert
- Dr. Brittany L. Lampson
- Ms. Gauri V. Pradhan
- Will Quick
- Rachel & Patrick Ray
- Mr. Justin G. Young

## CLASS OF 2004
- Mr. Jonathan E. Beam
- Kathryn Pedings-Behling, in honor of Dr. Terry Long and in memory of Dr. Nancy Long
- Dr. S. Alexander Marshall
- Mr. Marcus A. McLaughlin
- Dewey Nguyen, in honor of Joshua Nguyen
- Caroline Stapleton, in honor of Dr. Mark Godwin
- Mr. Emmanuel S. Tedder
- Ali Currier Williams
- Ms. Mackensie A. Yore

## CLASS OF 2005
- Christine Albia, in honor of the Class of 2005
- Anonymous
- Vaughn Braxton, in honor of Kyle and Joyce Braxton
- Monique Courtenay
- Mr. W. Casey Gosnell
- Everett Hite
- Bryant Hutson
- James Razick
- Lee Tupper
- Cody Whetsel

## CLASS OF 2006
- Laura Cook
- Ms. Samantha E. Griner
- Mr. Ian S. Oliver

## CLASS OF 2007
- Betsy Cannon
- Kate Drayts
- Carolyn Fisher
- Abigail Gall
- Tristan McKinney
- Adrian Shaffer
- Mr. Andrew C. Van Hise
- Dan Ward

## CLASS OF 2008
- Anonymous
- Anonymous
- Latoya Dixon
- Ms. A. Darby Kirven

## CLASS OF 2009
- Mr. Divyanshu Agarwal
- Catherine Cochrane, in memory of Irene Deneau
- Ms. Sharon L. Guffy
- Mary-Kate Ward
- Mr. Campbell A. Yore

## CLASS OF 2010
- Anonymous
- Anna Capp
- Mr. Euan S. Kemp
- Somin Lee

## CLASS OF 2013
- Carl Garris, in honor of Land Ashley Mc Govern
- Katherine Rebholz

## CLASS OF 2014
- Natali Alvarez
- Anonymous
- Anonymous
- Patrick Gorospe, in memory of Charles Gorospe
- Storm Harvey
- Alexis Myers

All donors are January 2014–April 2015.