Student Inquiry and Research: Inspiring the Next Generation of Scientists and Leaders

Professional Field Services Delivers for Illinois Students and Educators

The Educational Trip—Possibly of a Lifetime
L ast year we celebrated IMSA’s 25th anniversary. With the commencement of our 212 Seniors, we closed this incredible chapter of IMSA’s history knowing that these young men and women have joined a long line of IMSA alumni whose life work has made an important, positive impact. While the past 25 years have seen IMSA graduates become great leaders in new fields and new careers, they have also seen even more IMSA alumni making less famous but equally as important contributions.

In addition to our Seniors, we also “graduated” more than 3,547 students and 727 teachers whom we served last year in our Field Service locations and in on-campus programs. Most of these students and teachers would have few, if any, other options for having access to these helpful opportunities if it were not for IMSA. I have no doubt that many of them will also be difference makers.

Now, as we begin our next quarter century, I am often asked, “What could possibly be next for IMSA?” We have never been about “more of the same.” We have never been about “just add a few more lines to the ‘to do’ list.” “We have never been about “wait until we get asked to do more.” We innovate. We lead. We inspire.

And we have some ideas…

While you will read interesting stories in this Annual Report that will hopefully make you remember, make you smile, and make you proud — think about the fact that IMSA has made an important, positive impact on the lives of a system distinguished by profound questions, deep passions and innovative opportunities. IMSA has made an important, positive impact on the lives of thousands and more…

At IMSA, “advancing the human condition” is not just about intention, it is about action. Stay tuned…
The rigorous nature of the SIR program includes writing a research paper, collaborating with other students and professionals, and to share their research results through presentations and publications. SIR has come a long way since its establishment in 1986 when it was simply called “ Mentorship.” The first presentation day was held in 1989, and featured 10 presentations. Today, the program approaches an enrollment of 50 students a year. In fact, the Class of 2012 boasted the highest participation rate ever at an astounding 92.5%. The SIR program at IMSA is unique from other high school research programs in two ways. First, IMSA has一天, or Inquiry Wednesdays, when no traditional classes are held. Students may stay on-campus, working with IMSA's own talented staff members on investigations, or be transported to local and Chicago-based businesses and research institutions. IMSA students partner with researchers and scholars at prestigious locations such as Argonne National Laboratory, Fermi National Accelerator Laboratory, Northwestern University, the University of Chicago, the University of Illinois at Chicago and more. Second, IMSA encourages and supports SIR investigations in all areas and disciplines, not just STEM (Science, Technology, Engineering and Mathematics) investigations. These investigations can range from work on curing dreadful human ailments, and the exploration of our galaxy, to entertaining with creative and artistic works. This enables the student to explore any area of scholarly investigation, including history, literature, fine and performing arts, psychology, education, economics, and more. The student proposes an idea for research and IMSA supports that student in personalizing and owning their own learning. The work is important to the students because they strive to solve a problem or need that they may have encountered or in which they have identified as having potential for solving. The benefits from the SIR experience include gains in self-confidence, intellectual habits, critical thinking, problem-solving, and learning how to work independently. As Class of 2009 graduate Caitlin Bunt Napierkowski eventually went on to present her work at the annual conference of the American Physical Society and do extremely well. IMSA is the only Illinois school that consistently has joint first- or second-place winners each year in high school science competitions such as the Intel Science Talent Search and the Siemens Competition in Math, Science, and Technology, Adam Kalinch, Class of 2012, was one of 40 finalists for the Intel Science Talent Search with his submission in mathematics which addressed the complexity of determining the winner of a sport game such as Nim or Chomp. Adam, as solo author, published “Flipping the Winner of a Poat Game” in Information Processing Letters (Vol. 96, pp 84-89). The above examples, and the fact that students are co-authors on peer-reviewed publications, speak to the quality of work conducted in the SIR program. Sarah Salamah and Ummi Sheth (Class of 2012), with their advisor, Dr. Deepak Shukla of the University of Illinois at Chicago, published “Early Events in Herpes Simplex Virus Lifecycle with Implications for an Infection of Lifetime” in the Open Virology Journal (Vol. 6, pp 1-6), Xiangyun Duan, Class of 2012, is a coauthor with his advisor from Northwestern on “Gamma-Ray Contributions to Muon Collider 1Gene Regulation Through Direct Interaction with Its Cis-Enhancer” in the Journal of Bone and Mineral Research (Vol. 26, pp 2899-2910). The benefits from the SIR experience include gains in self-confidence, intellectual habits, critical thinking, problem-solving, and learning how to work independently. As Class of 2009 graduate Caitlin Bunt Napierkowskii, I have found the knowledge that I gained at IMSA through the Student Inquiry and Research program to be invaluable in my post-high school studies and beyond, into the workplace. – BDN 

I began a PhD program in Biological and Biomedical Sciences at Harvard this July. I just finished my first rotation… I have a Western (bit) to develop tomorrow, and I still feel indebted for Dr. Drosh’s patience and assistance with my very first Westerns in the SIR program. Thanks a lot for easing me through my first research experience and teaching me to enjoy it. – John Frosborg, Class of 2007

IMSA senior Taylor Imlerzinger published her work “Examining the Levels of Over Excitabilities of IMSA Sophomores” at the 10th Annual Dabrowski Conference. Laura Napierkowski, Class of 2012, presented “R&D for the Tracking Detector for the Muon g-2 Experiment at Fermi National Accelerator Laboratory” at the American Physical Society Meeting. Some IMSA students choose to participate in research competitions and do extremely well. IMSA is the only Illinois school that consistently has joint first- or second-place winners each year in high school science competitions such as the Intel Science Talent Search and the Siemens Competition in Math, Science, and Technology. Adam Kalinch, Class of 2012, was one of 40 finalists for the Intel Science Talent Search with his submission in mathematics which addressed the complexity of determining the winner of a sport game such as Nim or Chomp. Adam, as solo author, published “Flipping the Winner of a Poat Game” in Information Processing Letters (Vol. 96, pp 84-89). The above examples, and the fact that students are co-authors on peer-reviewed publications, speak to the quality of work conducted in the SIR program. Sarah Salamah and Ummi Sheth (Class of 2012), with their advisor, Dr. Deepak Shukla of the University of Illinois at Chicago, published “Early Events in Herpes Simplex Virus Lifecycle with Implications for an Infection of Lifetime” in the Open Virology Journal (Vol. 6, pp 1-6), Xiangyun Duan, Class of 2012, is a coauthor with his advisor from Northwestern on “Gamma-Ray Contributions to Muon Collider 1Gene Regulation Through Direct Interaction with Its Cis-Enhancer” in the Journal of Bone and Mineral Research (Vol. 26, pp 2899-2910). The benefits from the SIR experience include gains in self-confidence, intellectual habits, critical thinking, problem-solving, and learning how to work independently. As Class of 2009 graduate Caitlin Bunt Napierkowskii, I have found the knowledge that I gained at IMSA through the Student Inquiry and Research program to be invaluable in my post-high school studies and beyond, into the workplace. – BDN 

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IMSA PROFESSIONAL FIELD SERVICES DELIVERS FOR ILLINOIS STUDENTS AND EDUCATORS

“...and its benefits to the schools including the FUSION program model into the science program for talented and exceptional students. FUSION provides professional development for teachers in such initiatives as the STEM Works initiative nationally as a leading, effective STEM program by the Change the Equation (CTE) initiative. IMSA FUSION was recently recognized in 1997, Professional Field Services (PFS) was established to deliver research-based, practical solutions programs transforming mathematics and science education. Teachers and students can engage in multiple programs from IMSA FUSION and Statewide Educator Initiatives (SEI) to Problem-Based Learning (PBL) and Statewide Student Initiatives. IMSA FUSION is the leading provider of professional development for teachers with an after-school, hands-on math and science program for talented and motivated students in grades 4-8. Recently, FUSION has been piloting an embedded version, which moves the FUSION program model into the regular classroom, and looking forward to when school was over so I could go to the FUSION program and learn about a regular classroom. It made me more excited and prepared to help others.

I remember being much more excited when I was a young student and looking forward to when school was out so I could go to the FUSION program and learn about a regular classroom. It made me more excited and prepared to help others.

“I want to take part of Science Explorers because I can learn and have fun at the same time.”

— Al-Jalil Gault, IMSA FUSION alumnus and current student

Professional development is critical to a teacher’s growth and IMSA’s Statewide Educator Initiatives (SEI) offers a wide variety of professional learning opportunities. These opportunities, such as SEI’s Professional Development Day, have attracted over 250 participants annually from around the state. IMSA’s Problem-Based Learning Network (PBLN) customizes professional development for K-12 teachers in PBL, which engages students in a deep understanding of STEM concepts through their direct involvement in solving relevant, real-world problems. Over the years, PBLN has served over 5,000 teachers in 35 states and 10 countries through institutes, presentations, classroom mentoring, and an online network of PBL practitioners. Additionally, PFS is working to support the next generation of STEM teachers in programs such as the Golden Apple (GA) Scholars Program. The GA Scholars, learn about as well as practice IMSA’s teaching approach then apply what they have learned in a variety of student programs.

Through Statewide Student Initiatives (SSI), PFS also provides academic enrichment for students. Since 1997, SSI has provided hands-on, integrative learning experiences in STEM in and out of school. These experiences come in the form of science assemblies, Saturday and summer programs as well as community festivals. Focusing on the field office regions of Chicago, Rock Island and Metro East, IMSA has significant plans to grow SSI programs as well as programs for teachers.

Strategic partnerships are the cornerstone of PFS’s ability to increase capacity and make an impact. In 2011-2012, PBLN teamed up with DCEO, ISBE and IDOT to coordinate the Illinois Innovation Talent program, which brought powerful learning experiences to 110 teachers, 33 industry partners and more than 950 high school and middle school students.

In IMSA field office regions, partnerships are also essential in creating capacity to affect change. For example, in the Rock Island Region, IMSA teamed up with Rock Island School district #41 to deliver Community STEM Festivals with support from the Rock Island Community Foundation. In the Metro East Region, IMSA has a partnership with the STEM committee at Scott Air Force Base, which supported a summer program in the region as well as select local FUSION programs.

In Chicago, a partnership with the After School Matters Program enables the delivery of an out of school STEM leadership program for local high school students. All of these partnerships as well as many others allow IMSA the ability to grow and reach more students and teachers in deeper and more meaningful ways. IMSA is moving toward fulfilling its charge to be a catalyst for the advancement of STEM teaching statewide.

IMSA has built a thriving reciprocal relationship with The High School Affiliated to Renmin University of China (RDFZ). This vital connection has opened pioneering opportunities for students and faculty from both institutions ranging from collaborating on Student Inquiry and Research (SIR) projects to exchanging innovative teaching practices.

During Intersession, IMSA President Dr. Glenn W. “Max” McGee and faculty members Dr. Rios, Ms. Cheng and Ms. Alatanz Gabas took 28 students to RDFZ for an immersive experience in Chinese education, science, language and culture. The students visited Beijing, Shanghai and historic Hangzhou, “the City of Heaven” and had opportunities to climb The Great Wall, haggle in the open markets, explore a host of historical sites and experience the booming technological and financial side of Shanghai.

Perhaps the most remarkable experience, however, was the eye-opening, excellent adventure into deepening the relationship with RDFZ and Chinese universities to learning how education is being transformed in China. IMSA SIR students met their student and faculty research colleagues to discuss their wastewater purification project. They discussed their collaborative efforts to identify both chemical and biological means for efficiently and effectively purifying contaminated water.

In addition, IMSA students and their RDFZ research partners visited the laboratories at Beijing Normal University, where their water samples were analyzed and where leading scientists are exploring this problem. Thanks to the support of INTEL China, IMSA students visited Peking University where they had a private audience and lengthy interview with Dr. Hu Min, who managed the air quality improvement project during the 2008 Olympics in Beijing and received China’s national award as the top young woman scientist in the country.

“Our students are learning that global problems require global solutions,” said Dr. McGee. “As our students become the next generation of America’s innovative scientists, they will find themselves collaborating with scientists from around the world. These pioneering projects for high school students to collaborate on authentic, important research are exceptional preparation for their future... and for our future.”

IMSA students also attended classes at RDFZ where they discovered that Chinese education is changing and that American education needs to keep pace. “We were surprised to see so many teachers using collaborative lessons and small group activities,” noted one student.

Also, it was clear to faculty and students that the Chinese Ministry of Education is committing significant resources into innovative materials and methods targeted to the country’s most talented students. For example, the visit to the 82 High School Affiliated with East Normal University in Shanghai was exceptionally eye-opening. The highlight of the visit was the 60,000 square foot innovation lab (pictures with cutting edge technological equipment including an electron microscope, DNA sequencer, flow cytometers and advanced computing facilities).

“Chinese education is not just all recitation and memorization anymore. Our Chinese sister schools are striving to provide an IMSA type education and the government is providing significant resources to this end;” Dr. McGee added.

Chinese faculties know that each time they visit IMSA and every time we visit them, they are learning how to unleash the more creative side of their students. Their goal is to have an education system that not only benefits and rigorously trains students talented in STEM, but also helps their nation’s future growth and access on offering a more open system that allows students to also acquire, use their imaginations, and discover their unique gifts—rationalizing their scientific mind.

Likewise, when we visit them, we learn ways in which we can foster collaboration and research addressing significant scientific challenges and improving the quality of professional development for our staff. It has also motivated us to find ways to free up time for faculty to study, learn, prepare and even research together as they do at RDFZ.

We also have been inspired to advance programs and services for Illinois teachers to support education of the gifted and talented students who do not attend IMSA and to advocate nationally for talent development. What should our nation’s goal be for the education of all talented students? What resources do we need? Will you participate in the discussion and make a difference? 100
Building on the success of programs established in previous years, the IMSA Alumni Association (IAA) is planning to expand alumni connections within our alumni community, students and IMSA. Opportunities for students to interact with alumni is a key area of our efforts, as this provides immediate benefits to students and paves the way for them to stay connected post-IMSA. Last year, the IAA co-hosted IMSA’s first Career Fair, an extension of our popular College, Career & Choices (CCC) forums for students. The fair was an enormous success and planning is underway for the next fair, scheduled for January 2013. The well-received Alumni Big Siblings program is being expanded to more students to allow for more interaction with alumni throughout their three years at IMSA. We are also launching a new service initiative this year, beginning with the SkyRise Chicago in November to benefit the Rehabilitation Institute of Chicago (RIC). Elissa Larkin ’99 is helping lead this effort and a team of IMSA students and alumni will volunteer to set up and run the event. To learn more about IAA activities or to get involved, please visit the IAA website at http://www.imsaualumni.org.

Melvin Bacani ’90
IAA Alumni Association President
president@imsaualumni.org

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Marilyn Blasingame ’08 is participating in Masters International, pursuing an MPH at the University of Pittsburgh, concentrating in infectious disease and microbiology. In 2013, she will start her 27-month service with the Peace Corps.

Lacey Thomas ’08 held a six-month internship at Campbell Soup Company and developed three new Prego Italian Sauces.

Jasmine Kwasu ’09 is serving as the Pre-College Initiative chair of Washington University’s National Society of Black Engineers chapter, helping to coordinate tutoring, visits, and science demonstrations for local students. A senior at Washington University in St. Louis, she is also the founder and president of the student chapter of Orchestration Diversity, a music training program for at-risk inner-city students.

Tobbej Walquist ’09 took 2nd place in the Russian, Central and East European Undergraduate Paper Competition hosted by Macalester College and 3rd place in Rusky Mir DC’s “Vysotyak in Translation” competition.

Kevin Wang ’12 was featured in a Network World article titled “Teen’s website uses plain English to explain complex software science.”

The Honorable Kristine Gerhard Baker ’89 received commission as U.S. District Court Judge, Eastern District of Arkansas. Kris was nominated by President Obama to fill a vacant seat in November 2011 and was confirmed by the Senate in May 2012.

Dr. B. Scott Gaudl ’91 received the Presidential Early Career Award for Scientists and Engineers (PECASE), the highest honor given by the U.S. Government for science and engineering professionals in their early research careers.

Dwan Prude ’97 delivered a passionate and inspirational keynote address during the IMSA 2012 Convocation ceremony.

What’s New in Your Life?
Submit your class note online at https://www2.imsa.edu/news/community-notes

The IMSA community mourns the loss of two beloved alumni.

In Memoriam
George Nedic ’97
8/31/1978 – 7/13/2012
Andrew J. Gast ’01
1/19/1993 – 10/12/2012

Dr. Kathleen Plinske ’97 was named the 2012 “Outstanding Female of the Year” in the Orlando Business Journal’s Under 40 competition. In addition, she is the 2012 recipient of Indiana University’s Outstanding Young Alumni Award. “I am confident neither award would have been possible without my solid foundation at IMSAI” states Kathleen, who is currently the president of Valencia College’s Osceola and Lake Nona campuses.

member of the East St. Louis, IL community. Science Faculty Member Jeong Oo-Hwang and Joshua Cote ’08 performed a stunning musical piece during the ceremony. Josh currently studies under Andrew Bain of the Los Angeles Philharmonic at The Colburn School.

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FUND REPORT

President

education is orders of magnitude greater today. Only slightly larger than in the early years, IMSA’s influence on STEM experience that we were not able to offer in IMSA’s formative years.

At first, while in college, I was merely curious about friends I had seemed to be coming to IMSA. But that’s okay. We should provide for ourselves in a meaningful way. We now have 25 years of successful alumni and grateful parents. I hope that we can all pitch in together to ensure that the students and parents of the next 25 years can enjoy experiences that go beyond anything that we can envision today. Thank you for your support.

What is the IMSA Fund?

The IMSA Fund for the Advancement of Education is a 501(c)3 not-for-profit organization that raises donations from alumni, parents, faculty/staff, businesses and foundations and uses that money to support the programs and projects of IMSA.

How do your gifts make a difference?

Many supporters of IMSA give to the Annual Fund. These unrestricted gifts allow the leadership of IMSA to use the funds for the areas of greatest need and highest priority. Last year these gifts funded scholarship awards for students and faculty to travel across the country and across the world competing in math contests, presenting research at conferences, and visiting other similar institutions in China. Gifts were also used to help student activities in the residence halls, fund graduation ceremonies, enable minority and rural students to learn about IMSA, provide scholarships to summer camps at IMSA, and obtain new dorm furniture, just to name a few things.

Other donors gave gifts to specific programs and projects, such as the Energy Center, or our FUSION program that provides math and science enrichment for students and teachers across the state, or the Robotics team, for example. All of these gifts are very much needed. Thank you for supporting the students, faculty, staff, and programs of IMSA!

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Audited Financials available upon request.

Endowment and reserve funds invested, held, and pledged for the IMSA Fund = $4,377,000
The Kaleidoscope Society honors donors whose lifetime giving level has reached $10,000 or more. These donors are also prominently displayed on the donor wall inside IMSA’s main entrance. We thank you for your consistent and significant support of IMSA and the students.
Sue Edelsohn (third from left), Faculty Emeritus at IMSA, pictured with fellow charter faculty members, continues to share her time, talent and treasure with IMSA.

When you love someone in business, you are willing to spend both time and money to support it. For many years I made a modest one-time donation each year. About 12 years ago, I decided it would be easier to increase the amount a bit if I began monthly contributions. Although I have retired, I continue to believe in the difference that IMSA strives to make, so I continue to donate to the IMSA Fund. ‘When you love and believe in something, you are willing to spend both time and money to support it. For many years I made a modest one-time donation each year. About 12 years ago, I decided it would be easier to increase the amount a bit if I began monthly contributions. Although I have retired, I continue to believe in the difference that IMSA strives to make, so I continue to donate to the IMSA Fund.’
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thank the following

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Lauren Rogers ’12
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and Jennifer ’09 Roderick
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THAnK you!

Development Office at (630)
if your name is not properly
that errors may have occurred.

(Continued from previous page)

Tributes are designed for a variety of uses at IMSA, yet all have a shared purpose — to memorialize or honor a family member, friend, or colleague.
FY20 Gifts were received in Loving Memory of:

Ali Rezaie ’12
Dr. Jonathan ’03
Dr. Ramin Mardani
Mr. Ali Asgari

FY20 Gifts were received in Honor of the following Individuals:

FY12 Gifts were received in Loving Memory of:

A. J. Altabech ’12
Dr. Jane Altabech ’12
Mr. Alfred Altabech ’12

FY12 Gifts were received in Honor of the following groups:

Sentry Insurance Foundation, Inc. *+
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SAP America, Inc. *
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Saron, Hines, and Potagagon (Lynn Hines)
School-Chairman’s Fund

Donor Fund

The Harris Family Foundation

Chicago Board of Education

Fernandez Family

The Fernandez Family (f/r) Kristopher ’12, Joy, Karina ’08 and Gerry (deceased).
I contribute to IMSA monthly in Gerry’s memory, and as a thank-you to the teachers and staff for all their hard work and patience and because I know that there are children out there, like my kids, who need what only IMSA can give.”

Gifts to the IMSA Fund can be dedicated in memory of or in honor of those who have passed through IMSA.
My education and overall experience at IMSA have helped me grow and develop into the person I am today,” states Lonzell Wilson ’90.

“...and the shadow of IMSA has always been with me,” states John E. Kalmus, M.D. ’68.

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IMSA NAMES NATIONAL MERIT SEMIFINALISTS

IMSA recognized its 55 semifinalists in the 2013 National Merit® Scholarship Program. The semifinalists represent 40 communities throughout Illinois. Nearly 1.5 million seniors in approximately 22,000 U.S. high schools entered the year 2013 competition for African-American high school students. IMSA seniors Ayun Brown, Seneca Hutson, Adekore Taiwo and Matthew Williams are among more than 1,600 semifinalists now eligible to compete for about 800 achievement scholarships.

IMSA System for Professional Development

IMSA President Dr. Glenn W. “Max” McGee and Christopher Kolar, Director of the IMSA Office of Institutional Research, authored two chapters in the recently-released book Impacts of Teacher Evaluation and Professional Development on Student Outcomes. The internationally recognized Illinois Mathematics and Science Academy® (IMSA) develops creative, ethical leaders in science, technology, engineering and mathematics. As a teaching and learning laboratory created by the State of Illinois, IMSA enrolls academically talented Illinois students (grades 10-12) in its advanced, residential college preparatory program, and it serves thousands of educators and students in Illinois and beyond through innovative instructional programs that foster imagination and inquiry. IMSA also promotes education through research, groundbreaking ventures and strategic partnerships. (www.imsa.edu)
SAVE THE DATE
for the Following IMSA Events!

- Intersession
  January 7-11, 2013

- IMSAloquium
  May 2, 2013

- Alumni Weekend
  July 19-20, 2013

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