IMSA360

FALL/WINTER2010

News for Alumni and Friends of the
Illinois Mathematics and Science Academy®

Outside In; Inside Out

Support to IMSA Fund Brings Benefits to Illinois and Beyond

2010 IMSA Fund Annual Report

FROM THE **PRESIDENT**

Dr. Glenn W. "Max" McGee
IMSA President

Thanks to our visionary partners and supporters, IMSA is pushing the boundaries of education in science, technology, engineering and mathematics (STEM). Their resources have had a powerful impact on campus and also have expanded our capacity to design and deliver innovative STEM programs to educators and students in Illinois and beyond.

In this issue, you will learn how IMSA and the IMSA Fund for Advancement of Education, our 501(c)(3) not-for-profit entity, work with educational, business and entrepreneurial partners to re-imagine innovative models for STEM education. For example, corporate support for IMSA's Energy Center is enabling a project that involves IMSA with The High School Affiliated to Renmin University of China and the Thomas Jefferson High School for Science and Technology in Virginia. Students from these educational institutions are working together to convert Miscanthus to butanol and develop simulations of efficient high altitude wind turbines. Through support from the State of Illinois, the Abbott Fund and the Tellabs Foundation, **CoolHub.IMSA** provides an online collaborative innovation network that connects learners and experts of all ages to work on a variety of projects worldwide including game design for information fluency, robot development for team competition, wetland improvement and biodiesel production. Support from Intel has facilitated grants to jumpstart teaching and learning initiatives like the *Geometric Sculpture and Outreach Project*, in which IMSA students design abstract geometric sculptures using mathematics and technology. Generous grants from the Motorola Foundation have enhanced IMSA's capacity to provide professional development in Problem-Based Learning to Illinois educators.

You'll also learn how alumni, parents, staff members and friends are essential members of IMSA's networks to stimulate excellence in education. Their contributions to the IMSA Fund empower IMSA to sustain successful programs, explore new ideas at the forefront of STEM education and share innovative instructional programs across the state.

Our innovative ways of teaching and learning are getting real attention. IMSA has been invited to share its best practices at global and national educational forums hosted by Intel China, *The Atlantic* and the National School Board Association to name a few. In addition, IMSA was invited by the National Research Council to serve on a national committee to establish a workshop on effective STEM education for K–12 schools. This National Science Foundation-funded project was requested by Congress to identify highly successful strategies, practices, schools and programs for STEM education.

The defining questions of this century – from energy and the environment to health and security – are challenges of innovation. We thank our investors and partners for joining us in nurturing and developing ethical leaders whose breakthrough discoveries and bold strategies will drive an innovation economy and foster a compassionate society for all.

IMSA360

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The mission of IMSA, the world's leading teaching and learning laboratory for imagination and inquiry, is to ignite and nurture creative, ethical scientific minds that advance the human condition, through a system distinguished by profound questions, collaborative relationships, personalized experiential learning, global networking, generative use of technology and pioneering outreach.

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IMSA360: Recipient of the National School Public Relations Association Award of Excellence, the Illinois School Public Relations Association Award of Excellence, the American Graphic Design Award and the Hermes Creative Award.

Newsweek Names IMSA Among Best in Nation

For the fifth consecutive year, the Illinois Mathematics and Science Academy was named to the "Public Elites" list in *Newsweek's* "America's Best High Schools" special report.

Corporate Support Expands Opportunities for Illinois Teachers and Students

Innovation Generation Grant From the Motorola Foundation Expands Professional Development

For the fourth time, the IMSA Fund for Advancement of Education (IMSA Fund) received an Innovation Generation Grant from the Motorola Foundation to enhance teaching and learning in STEM (science, technology, engineering and mathematics). The Motorola Foundation's generous gift of $50,000 enables IMSA to provide Problem-Based Learning (PBL) professional development for educators serving elementary school students in Broadview, Maywood and Melrose Park. PBL provides a framework for students to engage in critical thinking, problem solving and collaboration as they gain content knowledge by exploring real-world issues. Through four Innovation Generation Grants, the Motorola Foundation has generously provided a total of $325,000 for PBL professional development expansion in Broadview, Chicago, Maywood, Melrose Park, Rockford, Springfield, LaSalle County and southern Illinois.

ARAMARK Education Grant to Support IMSA Scholarships for South Suburban Youth

Middle school students from Cook County's south suburbs will have a chance to attend IMSA's 2011 summer programs thanks to a $10,000 grant from ARAMARK Education to the IMSA Fund for Advancement of Education. The grant enables IMSA to partner with ARAMARK and the Superintendents Commission on Demographics and Diversity to provide scholarships that will enable students to participate in hands-on and integrative learning experiences in mathematics, science and technology.

Blue Cross Blue Shield Association Enhances Access to STEM Education

Blue Cross Blue Shield Association presented the IMSA Fund for Advancement of Education (IMSA Fund) with $10,000 to support programs for Illinois teachers and students and to support technology access and research opportunities for IMSA students.

DART Container Corporation's Anniversary Prompts IMSA Grant

In honor of its 50th Anniversary, DART Container Corporation is making 50 $5,000 grants in the communities that serve as homes to its production facilities and offices. Grants are being awarded to K–12 schools or non-profit organizations to purchase equipment or advance programs related to STEM. The $5,000 DART grant presented to IMSA will support IMSA Kids Institute® programs for students in North Aurora, home to one of DART's facilities.

(L to R) IMSA Annual Community Recognition Award Winners Dr. Judith Scheppler, Rosemary Forni, Dr. Lee Eysturlid, Dr. Eric Smith, Dr. Daniel Gleason, Dr. Vince Matsko, Jose Palos and Jean Bigger

IMSA Presents First Annual Community Recognition Awards

IMSA's newly established recognition awards provide an annual occasion to recognize and honor IMSA staff members who have distinguished themselves and the Academy during the year through their significant and transformative contributions to the IMSA community and beyond. The five community award categories and winners for the inaugural year are:

Presidential Leadership Award is awarded when an IMSA community member, through her/his exemplary leadership, enriches and advances the mission and beliefs of the Academy, motivates others by building a shared sense of purpose, implements innovative strategies, and practices and achieves results that exceed expectations. The award winner is Coordinator of Student Inquiry and Research Dr. Judith Scheppler.

E=MC² Award is awarded to an IMSA community member whose engagement, energy and high ethical standards have led to exemplary results, who significantly contributes to a more meaningful, motivated and collaborative community, and whose actions and behaviors model IMSA's beliefs. The award winner is Receptionist Rosemary Forni.

Lederman Scholar Award is awarded to an IMSA community member who has produced an in-field publication, or acceptance for publication, of a book, refereed article, submission of tapes, slides or photographs from a juried artistic performance or exhibit, or presentation at a conference (with documented proceedings). Award recipients include History Faculty Members Dr. Lee Eysturlid and Dr. Eric Smith, English Faculty Member Dr. Daniel Gleason and Mathematics Faculty Member Dr. Vince Matsko.

Principal's Teaching Award is awarded to a faculty member who exudes a strong commitment to students and their learning inside and outside of the classroom, models lifelong learning through demonstrated continuing professional growth and is a contributing, collaborative member of the IMSA learning community. The award winner is World Languages Faculty Member Jose Palos.

Community Steward of the Planet Award is awarded to an IMSA community member who demonstrates her/his commitment to the preservation of the planet and its resources through proactive, innovative and productive responses to environmental threats. The award winner is Technical Service Assistant Jean Bigger.

Read the full story at www3.imsa.edu/news/features/communityawards.

Student Achievements Recognized in National and Global Venues

Junior Egle Malinauskaite was recently recognized as a 2010 Russian Scholar Laureate by the American Council of Teachers of Russian.

Junior Jordan Williams participated in the 2009 and 2010 Research Apprentice Programs at the University of Illinois Urbana-Champaign (UIUC) campus. Williams received several awards and honors of distinction for his participation, project and communication skills. During the summer of 2010, Williams worked in a laboratory setting conducting experiments on Disinfection By-Products (DBPs) in drinking water with Dr. Michael J. Plewa, professor of Crop Sciences at UIUC.

Continued on next page

Continued from page 5

Eight IMSA seniors qualified as semifinalists in the 2011 National Achievement® Scholarship Program, an academic competition for African-American high school students. IMSA seniors Lisa Akintilo, Omotayo Balogun, Morenibayo Bankole, David Chatman, Amber Farrell, Shawon Jackson, Tiffany Sinclair and Kari Tyler are among more than 1,600 semifinalists now eligible to compete for about 800 achievement scholarships.

IMSA recognized its 52 semifinalists in the 2011 National Merit® Scholarship Program. The semifinalists represent 36 communities throughout Illinois. Nearly 1.5 million seniors in approximately 22,000 U.S. high schools entered the 2011 competition by taking the qualifying exam in 2009 (their junior year). National semifinalists include less than one percent of each state's seniors. Read the full story and names of the IMSA semifinalists at www3.imsa.edu/news/releases/2010/09/14/imsa-names-52-national-merit-semifinalists.

IMSA Faculty and Staff Contribute to Their Fields

IMSA President Dr. Glenn "Max" McGee was invited by Intel China, Tsinghua University and Chinese educational leaders to be a keynote speaker for the "Education Innovation Summit: Collaborate. Inspire. Innovate" held in Beijing. On the national front, Dr. McGee was invited by the National Research Council to serve on a seven-member committee to establish a workshop on effective STEM education for K–12 schools. The National Research Council's Board on Science Education and Board on Testing and Assessment are the official organizers of the event. This National Science Foundation-funded project was requested by Congress to identify highly successful strategies, practices, schools and programs for STEM education. Also, Dr. McGee was invited to join renowned education scholar Dr. Linda Darling-Hammond, former Chancellor of Washington D.C. Public Schools Michelle Rhee, three university presidents and several innovators and entrepreneurs as participants in *The Atlantic's* "Expert Summit on America's Culture of Innovation" panel in Washington D.C. In addition, the Intel Corporation asked Dr. McGee to address participants of the 2010 Intel Schools of Distinction Awards event and present awards to the winning schools, including the top national 2010 Star Innovator Award. IMSA was the nationwide winner of the 2009 Star Innovator Award.

Principal and Vice President for Academic Programs Dr. Eric McLaren co-presented the session "Inspiring Scientists and Mathematicians of Tomorrow" at the National School Board Association Technology and Learning Conference. With IMSA as the nationwide winner of the 2009 Intel Schools of Distinction Star Innovator Award, Dr. McLaren was invited to showcase "successful math and science programs that serve as models for schools across the country."

Science Faculty Member Dr. Jeong Choe-Hwang is one of only five educators statewide to receive the 2009–2010 Illinois Science Teachers Association (ISTA) New Teacher of the Year Award. The award recognizes K–12 teachers who are in their 1st–4th year of teaching "for their excellence in facilitating science learning in their classes." Recipients of the award must demonstrate innovative teaching styles and lessons, extracurricular involvement, professional development activities and trend-setting practices in the field of science.

Professional Field Services Program Development Specialist Dr. Ray Dagenais authored the article "High Poverty Families + Low Performing Schools Add Up to Zero for Students," which was published in the online journal issue *Innovations in Gender and STEM Education* produced by the Associated Colleges of Illinois Center for Success in High-Need Schools.

Mathematics Faculty Member Dr. Vince Matsko conducted a workshop at the World Federation of National Mathematics Competitions conference and spoke at the International Group for Mathematical Creativity and Giftedness conference, both of which took place at the University of Latvia. Dr. Matsko was elected as a member of the newly formed board of the International Group for Mathematical Creativity and Giftedness.

Founding President and President Emerita Dr. Stephanie Pace Marshall attended the 6th Annual Meeting of the Clinton Global Initiative (CGI) that took place in New York City. Established in 2005 by President Bill Clinton, CGI convenes global leaders to devise and implement innovative solutions to some of the world's most pressing challenges. CGI members have made more than 1,700 commitments valued at $57 billion which have already improved the lives of 220 million people in more than 170 countries.

Banking on Success

Clay Dean '92 was named Senior Vice President, Business Development, at First Mid-Illinois Bank & Trust in Mattoon, Illinois. Dean currently serves on several non-profit boards and on the Executive Committee of the Yale Graduate School Alumni Association. He is also a member of the Connecticut Estate and Tax Planning Council. "My roots in Coles County (Illinois) are deep, going back at least five generations," Dean said. "I look at this as a great opportunity to not only give back to a community that has given so much to me but to also work with a well established, community-focused organization."

The Secret to Lying

Todd Mitchell '92 published his second book, *The Secret to Lying*, a novel for the Young Adult market about an academically talented teen who leaves his home community and school to attend a selective boarding school, the American Science and Mathematics Academy, where he deals with various identity and coming-of-age issues. More information is available at http://www.toddmitchellbooks.com/thesecrettolying.html.

Teaching Fellowship

Kevin Bock '04 was one of only 32 teachers nationwide to receive a $150,000 five-year teaching fellowship from the Knowles Science Teaching Foundation. Bock is teaching science at Leadership Public Schools in Richmond, California, an inner suburb of Oakland. In an interview with the *Geneva Republican*, Bock said that "research shows how much education affects a child's life and that children in disadvantaged communities struggle for a quality education. Obviously, something needs to be done about it."

Discovery Channel Fame

Dr. Julie Comerford '98, a W.J. McDonald Postdoctoral Fellow at the University of Texas, Austin, was featured June 16, 2010 on the Discovery Channel episode *Through the Wormhole*, narrated by Morgan Freeman. Dr. Comerford was featured in the segment on supermassive black holes for her research work on 'waltzing' black holes discovered in galaxies. To see the episode visit http://science.discovery.com/videos/through-the-wormhole-black-holes.html.

Accelerating Innovation

Sam Yagan '95, the executive director and co-founder of Excelerate Labs, was featured in *Crain's Chicago Business* in the story "Graduation Day at Excelerate Labs." The article features an interview with Yagan about his new "tech business incubator" in Chicago, Excelerate Labs, and Excelerate Labs Demo Day. During the Demo Day event, 10 Chicago start-up companies that were selected from 306 applications were awarded 90 days of mentoring and "micro-investments" after presenting their business ideas to more than 100 investors in Chicago.

Kindergarten Reaps Rewards

Danny Yagan '02, a Ph.D. candidate in Economics at Harvard University, was the co-author of a research paper presented at the National Bureau of Economic Research (NBER) Summer Institute and featured in *The New York Times* front page article "The Case for the $320,000 Kindergarten Teachers." In their research work, Yagan and five other co-authors showcase how the value of an early education has a positive impact on children in their adult lives, including higher income levels.

ALUMNI-IN-**ACTION**

2010 IMSA Board of Trustees Alumni Award Winners

(L to R) Ray Stadt '93, Mike McCool '91, Lillian Kao M.D. '89 and Travis Schedler, Ph.D. '98 are pictured with IMSA President Dr. Glenn W. "Max" McGee during the IMSA Alumni Awards Ceremony in recognition of their accomplishments and contributions to their professions, to IMSA and to the citizens of Illinois, our nation and the world. Not pictured is Dan Frakes '89. For complete profiles of the 2010 IMSA Board of Trustees Alumni Award winners visit http://www3.imsa.edu/alumni/awards.

COMMUNITY**NOTES**

Morgan Hawker '95 (married to Robert Raque) is pleased to announce the birth of their first child, Theo (Theodore) Glen Raque, born July 15, 2010. Currently residing in Louisville, KY, Morgan and Robert are employed as engineers.

Viral Shah '06 was named to the *USA Today* All-USA Academic Second Team. Shah attends Case Western Reserve University where he majors in biology, chemistry and psychology. *USA Today* noted that Shah "developed a mouse model that accurately replicates a neurodegenerative disease and identified four potential cures."

In Memoriam

The IMSA community mourned the loss of several of its own during the year and extends its deep sympathy to the families of those they left behind. They will always be remembered for their commitment, dedication and contributions to IMSA.

Brittany Burash '12

Former State Representative Mary Lou Cowlishaw

Charter IMSA Mathematics Faculty Member Chuck Hamberg

Former IMSA Fund Board Member Chet McKee

IMSA Staff Member Scott Swanson '90

Contribute to Community Notes Online!

What's New in Your Life?

Let us and your fellow IMSA classmates/colleagues know about what you've been doing! Have you recently started a new job or been promoted? Are you involved in new and exciting community service projects or other activities? Have you recently been published, honored or elected? If so, please tell us about it at: **www3.imsa.edu/news/community-notes**.

ALUMNICORNER

Hamster Ball Enthusiast

Alumni Weekend 2010 was a great success. Incidentally, it was also well-hydrated, with heavy rainfall and flooding throughout the region. Although my trek to Aurora lasted nearly three hours, my crash course in suburban highways and byways did mitigate any risks that would have come with holding the oxen tight and fording a river in my Honda Accord, Oregon Trail-style.

The IMSA Board of Trustees Alumni Awards Ceremony and Alumni Volunteer Recognition Dinner on Friday, July 23, kicked off the weekend's festivities. More than 415 alumni and friends attended activities on campus and four reunion events. Special thanks go to Melvin Bacani '90, Amy Berry '90, Ande Croll '97, Brian Cudiamat '96, Deana Haynes '00, Glen Kabumoto '95, Jakob Kotas '05, Melanie Kuehn '98, Ty Martin '00, Maliha Mustafa '00, Wit Riewrangboonya '05, Ravi Sahota '00, Van Tang '95, Anjali Vijayakumar '00 and to IMSA staff for their assistance in planning, running, visiting, or otherwise entertaining at the reunions! For those of you with busy schedules or a special love of day planners, reserve July 22–24 for Alumni Weekend 2011!

During the annual IAA meeting, we elected new At-Large members to serve on the IAA Cabinet. I would like to thank Sam Berger '07, Rakesh Gadde '06, Eric Hultgren '08, Jon Koch '08 and Jeremy Shulze '97 for their contributions to the Cabinet during the past year. I would also like to welcome Daniel Geiger '08, Lauraleigh Heffner '10, Jakob Kotas '05, Maliha Mustafa '00, Michael Suh '97, Van Tang '95 and Amber Thompson '03 as they join the Cabinet. Melvin Bacani '90, Kevin Colby '95, Heena Desai '95 and Amy Kinney '95 will continue to serve for another year as At-Large members. Likewise, the executive officers, Ande Croll '97, Winn Wasson '01 and Art Wojtowicz '02, have one more year in their terms. I am truly excited by the broad range of classes and interests represented by this group. We recently held our annual retreat at IMSA, and we have great ideas for serving the alumni community and building stronger relationships with IMSA.

As the IAA continues to build our presence and capacity, it is important to remember that we receive the entirety of our financial support from the IMSA Fund. Donating to the Fund not only indicates alumni support of IMSA, it also ensures that we have the resources to foster our alumni community.

As part of that effort, the IAA recently launched our new website at www.imsaalumni.org. If you have not received an email with instructions on signing in to the alumni site (**not** re-registering!), please email us at myimsa@imsa.edu. Feedback on the site is encouraged, and we are open to ideas for new content as the site grows!

Matthew Knisley '01
IMSA Alumni Association President
president@imsaalumni.org

Announcing the NEW IMSA Alumni Association Website!

More than just a website and directory, www.imsaalumni.org is the newly designed online community to help you stay connected with fellow alumni and IMSA.

Sign in today for access to the **job board**, where you can **browse** and **post job openings**; connect with alumni through the **directory, class pages** and **professional and social networking**; explore the **event calendar, news announcements** and **ways to get involved**; check out the IMSA gear for sale, or drop a note on the **message boards**.

All privacy settings are customizable – you decide how much you want to share!

www.imsaalumni.org

IMSA Fund for Advancement of Education Donor Recognition & Financial Summary

What Is the IMSA Fund?

The IMSA Fund for Advancement of Education is a 501(c)(3) not-for-profit corporation that accepts and distributes gifts and grants from the private sector to support IMSA's mission and work. These contributions support programs and services for IMSA students and staff, other Illinois students, educators in Illinois and beyond, and activities for IMSA alumni and parents.

Corporations, foundations, small businesses and individual donors, including board members, alumni, current and alumni parents, staff members and friends, make possible numerous opportunities that otherwise would not occur. Gifts to the IMSA Fund are tax deductible to the extent permitted by law and recognized by our fiscal year, July 1 though June 30 each year. Our Tax Identification Number is #36-3422778.

Thank You for Your Support!

The state funds the core of IMSA's academic program, making a world-class education and a one-of-a-kind community experience available to students and families at no tuition expense. Yet IMSA, like its students, has only begun to achieve its potential.

Donors to the IMSA Fund for Advancement of Education can advance STEM education through two primary avenues:

- A gift to IMSA's annual fund is a direct and immediate investment in advancing STEM excellence in Illinois. Every year, IMSA relies on the annual fund to sustain its successful programs, explore new ideas at the forefront of STEM education and share new methods with teachers and students across the state.
- The endowment is IMSA's permanent base of financial strength. Amid changing state funding and an uncertain economic future, the endowment will provide reliable, renewable funding to sustain and advance the IMSA experience for students today and tomorrow. Like IMSA's mission, the endowment will only grow in value and significance for generations of students, faculty, families and communities. IMSA has also established the Stephanie Pace Marshall Endowment to Advance Innovation – a special-purpose endowed fund dedicated to pushing the boundaries of STEM teaching and learning at IMSA.

IMSA seeks donors who share its belief in the power of education and scientific inquiry to shape communities, lives and economies. Give today to share with IMSA in leading the way forward for STEM education.

Your Contributions Support:

- **Nurturing extraordinary talent:** IMSA's residential academic program in Aurora develops the promise of extraordinary young minds from across the state. IMSA gives many students their first true academic challenge, bringing out their potential in science and math, as well as the liberal arts.

  IMSA students pursue college-level research in areas ranging from nanotechnology and diagnostics to history and policy. They complete internships at national laboratories and leading high-tech companies. They learn to explore the ethical questions at the heart of every discovery and decision. A quarter of IMSA seniors earn National Merit semi-finalist or finalist honors every year, and students and teams win a variety of national and international competitions. IMSA's master teachers bring advanced education (more than half have doctorate degrees), research and industry experience to the classroom.

- **Elevating STEM education across Illinois and beyond**: From its founding, IMSA has sought to share the fruit of its ongoing innovation in STEM teaching and learning with its peer educators throughout the state, the nation and the world. Through professional development and outreach programs, IMSA equips current and preservice teachers to bring engaging, inspiring STEM education to Illinois classrooms, with ready-to-use lessons that go beyond state standards for students at many grade levels. Last year, these efforts reached more than one thousand teachers who impact thousands of Illinois students. Through the CoolHub.IMSA program, IMSA has begun building an international network for students and educators to develop innovative ideas in STEM teaching and learning.

- **Expanding access to quality education:** IMSA sees the potential for ethical scientific leadership in every Illinois student. In addition to seeking out top talent from across the state (including many underserved and under-resourced areas), IMSA offers a range of after-school, weekend and summer programs that reach more than 6,000 students of many ages and abilities. These programs supplement the often-limited STEM education that students receive in their home schools, nurture scientific passions and open up academic and career paths that many students may not have realized were possible.

Year-End Summary

	For the Year Ended **June 30, 2009**	% of total	For the Year Ended **June 30, 2010**	% of total
PROGRAM SUPPORT AND OTHER EXPENSES				
Program Services	$598,390.00	71%	$1,029,230.00	86%
Supporting Services				
Fundraising	99,292.00	12%	72,938.00	6%
Management and General	143,402.00	17%	90,984.00	8%
Total Expenses	**$841,084.00**	**100%**	**$1,193,152.00**	**100%**

Management, general and fundraising expenses decreased from $242,694 in fiscal year 2009 to $163,922 in fiscal year 2010.

The Fund disbursed $1,029,230 and $598,390 in fiscal years 2010 and 2009 in direct support to the Academy.

SUMMARY OF CHANGE IN ASSETS UNDER MANAGEMENT

	For the Year Ended **June 30, 2009**	For the Year Ended **June 30, 2010**
Beginning Balance	$4,199,458.00	$3,716,018.00
Contributions, Pledges, Support	903,903.00	891,175.00
Other Revenue	91,199.00	21,320.00
Expenses	(841,084.00)	(1,193,152.00)
Investment Gain/(Loss)	(637,458.00)	325,022.00
Ending Balance	**$3,716,018.00**	**$3,760,383.00**
Change in Net Assets	$(483,440.00)	$44,365.00

The IMSA Fund is audited by the Illinois Auditor General. This summary is preliminary; final financial statements will be available after completion of the audit at www.state.il.us/Auditor.

The Kaleidoscope Society

The Kaleidoscope Society recognizes lifetime giving levels of $10,000 or more. The Kaleidoscope Society honors the diversity and generosity of our donors whose collective financial support facilitates the transformation of IMSA's vision and mission into reality. These donors are also recognized on the donor wall located inside IMSA's main entrance. The established donor recognition levels are to the right:

Cyan Society	($5,000,000+)
Magenta Society	($2,500,000+)
Violet Society	($1,000,000+)
Indigo Society	($500,000+)
Blue Society	($250,000+)
Green Society	($100,000+)
Yellow Society	($50,000+)
Orange Society	($25,000+)
Red Society	($10,000+)

Violet Society ($1,000,000.00+)
The Grainger Foundation
The Harris Family Foundation
IMSA Alumni Association

Indigo Society ($500,000.00+)
Anonymous (2)
Andrew Corporation and its employees
AT&T Foundation
Lloyd A. Fry Foundation
Hansen-Furnas Foundation, Inc.
Mr. Robert H. Malott
Alfred P. Sloan Foundation

Blue Society ($250,000.00+)
Abbott Laboratories Fund
Michael and Kay Birck
BP
Caterpillar Foundation
Virginia B. Cherry
Paul Galvin Memorial Foundation Trust
Grand Victoria Foundation
Malott Family Foundation
The Hitachi Foundation
Motorola Foundation
Tellabs Foundation
Toyota USA Foundation

Green Society ($100,000.00+)
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Outside In; Inside Out

Support to IMSA Fund Brings Benefits to Illinois and Beyond

Whether it is wind turbines and solar panels for a greener IMSA, mini grants to support innovative teaching and learning projects or a global online collaborative network to support innovative STEM projects, donors to the IMSA Fund for Advancement of Education can see their investment working at IMSA and beyond.

Mini Grants Spur Innovation

Geometric Sculpture and Outreach Project, Microscopes on the Go, Educator Energizers, FUSION Career Webinars and *Enhancing Learning of Chinese by Using Interactive Software* are just some of the new, innovative mini grant projects this year developed by IMSA faculty and staff. Originally funded by Intel, the IMSA Innovation Mini Grants will continue for a second year thanks to the support of the IMSA Fund for Advancement of Education.

In all, 13 innovative teaching and learning projects will benefit teaching and learning at IMSA and throughout Illinois, thanks to the vision, leadership and commitment of IMSA staff.

IMSA Mathematics Faculty Member Dr. Vince Matsko's *Geometric Sculpture and Outreach Project* will teach students how to design abstract geometric sculptures from start to finish using mathematics and technology.

"In this project, IMSA students in my Polyhedra and Geometric Sculpture class will use mathematics and technology to facilitate the creation of art," Matsko said. "Specifically, students will learn to design abstract geometric sculptures from idea to a final project within the course of a few months," Matsko said. "They will design their sculpture using mathematical computer software programs, and then use the ShopBot in the Robotics Lab to machine the pieces."

In addition, Dr. Matsko would like to disseminate this to other students and teachers. "I would like to create instructional videos about building polyhedra and other related structures with the eventual hope of creating an online course."

For more information on Dr. Matsko's Polyhedra and Geometric Sculpture class, visit www.vincematsko.com.

The images illustrate how a Chinese character (fire) has changed over time from their earliest known pictographic forms, to the versions used today.

IMSA World Languages Faculty Member Michelle Wei-Cheng will use her grant to enhance teaching and learning of Chinese using the web-based, interactive software "Magical Chinese Characters" and Chinese podcasts.

"I have always been looking for new technology to improve my teaching and to enhance student engagement and productivity," Cheng said. "This new interactive software will help students to understand the evolution of Chinese characters and recognize the structural patterns within them," she added. "Also, because Chinese is a tonal language, listening to the daily Chinese podcasts of native speakers will help to improve their listening comprehension and oral proficiency."

In addition, Cheng said she would like to share the results with other teachers at a future Midwest Chinese Teachers' Alliance workshop.

Program Specialist for Statewide Student Initiatives and IMSA Class of 1999 Graduate Julie Dowling wrote two winning grant proposals, *Microscopes on the Go* and *ALLIES Goes Electronic*. Each one focuses on improving teaching and learning in STEM education throughout the state. Dowling said while the proposals took time, the benefits are tangible, instant and measurable.

"Many young students that we work with do not have the opportunity to use microscopes until they reach high school, if at all," Dowling said. "By providing this opportunity earlier, we hope to open up a whole new world to the students."

Dowling said having microscopes while 'on the road' also allows for more in-depth learning of the IMSA curriculum.

"For example, during the past two years we have had curriculum for summer programs that ideally needed the use of microscopes for topics like mitosis, meiosis, hair analysis, and soil analysis to name a few," Dowling said. "Seeing it under a microscope provides a reality to what we discuss. There is a depth and appreciation of science when you can see things first hand and not through worksheets with rough pictures."

In addition, Dowling said her project had unexpected benefits for preservice teachers of mathematics and science involved in IMSA's Teacher Candidate Institutes (TCIs).

"We quickly discovered that a majority of the preservice teachers themselves did not know how to use a microscope or were not comfortable with using them," she said. "The Kids Institute has the unique opportunity to introduce both students and teachers to technology and provide them with a safe environment in which to learn about microscopes and the world of opportunities and experiences that they provide."

In another mini-grant project, IMSA *Educator Energizers* provide no-cost, drop-in 'teacher fairs' through IMSA's Field Offices in Chicago and Metro East for all educators. During these events, representatives from museums, colleges, universities, IMSA and other organizations showcase classroom activities that are classroom-ready and can be used the next day. Also, exhibitors share information about a wide range of offerings for teachers and students in the local area.

IMSA Launches CoolHub.IMSA for Collaborative Innovation

With more than 700 members and growing, **CoolHub.IMSA** provides a global online collaborative innovation network to fast forward the development of creative projects in science, technology, engineering and mathematics (STEM).

Thanks to the generous support of the State of Illinois, Abbott Fund, Tellabs Foundation and others, members of CoolHub.IMSA are able to access a wide range of tools and services, free of charge. Benefits of membership include connections to innovators, experts, researchers, developers and peers; space to create one-of-a-kind projects; opportunities to join and collaborate on projects; centralized access to tools such as videoconferencing, wikis, blogs and forums, and the ability to create personal web pages and learning networks.

These early adopters are collaborating on a variety of projects worldwide including game design for information fluency, developing robots for team competition, wetland improvement and continuous flow biodiesel production.

"The purpose of CoolHub.IMSA is to re-imagine the way STEM subjects are taught and learned," said Innovation and Entrepreneurship Director Jim Gerry. "It is not about traditional educational models, structures and roles but rather projects that members create and join," he said.

For example, four schools will work with IMSA's Environmental Chemistry class in their collaborative PBL work on water purification. In addition, CoolHub.IMSA hosted "CoolJams" featuring Global Science Seminars *Ants, DNA, and Bacteria, Oh My!* and *Using DNA to Examine Mating Behavior in Sharks* through the Field Museum in Chicago as well as a session with Pulitzer-Prize author Richard Rhodes.

"There's virtually no limit to the types of projects or activities that can thrive here," Gerry said. "Whether your interest is recycling, entrepreneurship, alternative energy or any other STEM-related topic, CoolHub.IMSA provides a platform for developing a network of collaborators empowered by online creativity, communication and project-management tools."

Prospective members can learn more and request membership by visiting http://coolhub.imsa.edu.

IMSA Fund Supports Innovation for Greener IMSA

From the moment you set foot on the IMSA campus, innovation can be seen at work before you even enter the front door.

Thanks to the leadership of staff and students from the Energy Center@IMSA and the generous support of ComEd, An Exelon Company, New Edison Energy and Windfree Design grants, the expansion of green technology continues on the IMSA campus with the installation of three wind/solar hybrid units.

The units, located near the tennis courts and residence halls 1502 and 1507, are used to power a number of other sites on campus, including security lighting using the latest surface LED technology to enhance safety.

In addition, the Energy Center@IMSA is involved in a joint project with The High School Affiliated to Renmin University of China and the Thomas Jefferson High School for Science and Technology in Virginia using Miscanthus as a source for butanol fuel. IMSA students also are designing new wind generator blades and working on the design of an Energy Center building on campus.

"We have students working on the design of a 1,000 square-foot Energy Center building to be constructed on campus that is off the grid and has a zero carbon foot print," said Branson Lawrence, IMSA science faculty member.

To learn more about the Energy Center@IMSA and current and future student research projects, visit https://www3.imsa.edu/learning/energycenter.

In addition, IMSA is seeking volunteers to join our Energy Center Advisory Council and our TALENT Advisory Council. TALENT 2.0 focuses on student entrepreneurship in a context of science, mathematics, engineering and technology (STEM). TALENT 2.0 provides on-campus, off-campus and virtual learning experiences to stimulate and encourage entrepreneurial projects by IMSA students and other TALENTed Illinois students. TALENT 2.0 involves individuals and teams in entrepreneurial processes required to take a concept from idea to start-up.

We seek professionals, public officials, academics and researchers to help provide project development advice, mentoring and support to our TALENT and Energy Center Programs. If you are interested in supporting the work of IMSA students by serving, contact the Advancement Office at (630) 907-5989.

Namitah Shah talks with students at the Golden Apple Scholars summer camp Wednesday in Aurora. Shah, a student at the University of Illinois, mentors the program with James Allen, a student at Monmouth College. DONNELL COLLINS / FOR THE BEACON-NEWS

Girls dive into science at IMSA summer camp

By Justin Kmitch
jkmitch@dailyherald.com

It's been a busy week for the dozens of students participating in the the Science@IMSA for Girls camp sponsored by the [illegible] and Sci[illegible] and students.

"All week we've been sampling the different areas of science because a lot of kids who like biology expect that they're going to become doctors," IMSA [illegible]ience instruc[illegible]ti said. [illegible] properties of alkali me[illegible] and alkaline earth metals, and learning about the process of chemiluminescence, used to make glow sticks and emergency lights.

Wednesday students made ice cr[illegible] by boiling liquid ni[illegible] 200 degrees Cel[illegible] milk and

NO VACATION FROM EDUCATION

IMSA camp shows girls the possibilities of science

By David Garbe
FOR THE BEACON-NEWS

AURORA — It was the sort of case you hate to see land on your lab table in the bleary light of a Tuesday morning. A kidnapping, as dastardly as they come: Some lowlife had snatched up a young [illegible] and daddy was being asked f[illegible] lion ransom if he wanted [illegible] again.

But the girls assigned to the case couldn't have been happier. They were at the Illinois Mathematics and Science Academy's summer science camp, and solving a crime sounded like a cool way to apply their skills.

[illegible] stigators [illegible] crime scene, testing samples like fibers, ink and blood (never fear, parents, the blood was synthesized and disease-free).

After comparing samples taken from various suspects, the team was able to positively identify the kidnapper, who could then be brought to justice.

TURN TO IMSA, PAGE 7

Statewide Summer@IMSA Programs

MAKE HEADLINES

The front page of *The Beacon-News* in Aurora perhaps stated it best:

Aurora, load her cart at the
s from the Aurora Leade
t life.

Camp gives kids lesson in giving back

By Charlotte Norgaard
FOR THE BEACON-NEWS

AURORA — While most middle school-age children spend their summer days swimming, rid- food pantry put together food supplies and bags for distribution.

"It made me think that I have a lot, and not everyone does," said Jes-

While some temperatures pushed near 100 degrees in many areas of Illinois this summer, students throughout the state stayed cool while making liquid nitrogen ice cream, tracking killer storms, designing DNA jewelry and investigating a crime scene during Summer@IMSA programs.

Thanks to the support of an Anonymous Foundation, ComEd, An Exelon Company, Motorola Foundation, Polk Bros. Foundation, SAP and individual donors to the IMSA Fund for Advancement of Education, students across the state didn't have to take a vacation from education during the summer.

Programs such as Science Explorers, Jr., Kidsplorations in Technology, Summer Sleuths, Science@IMSA for Girls, Science@IMSA for Boys, Tracking Killer Storms and Energy@IMSA provided a variety of mathematics, science and technology enrichment for students in grades 3–10 throughout Illinois.

In the summer of 2010 alone, IMSA held 20 day programs and five residential programs for eager young minds. In the past decade, enrollment in IMSA's student programs has grown to more than 62,000 registrants. Summer@IMSA programs in 2010 included locations in Aurora, Carbondale, Chicago, Lake County, Rockford and Springfield.

"The programs lay the foundation for students to develop scientific and mathematical capacities such as critical thinking, creativity, problem solving, collaboration and effective communication," said Executive Director of Professional Field Services Michelle Kolar.

TOM BARKER / THE SOUTHERN

Cooper Breeden, a student at Tri-C Elementary School in Carterville, tries to scrub oil off of bird feathers during the Summer @ IMSA camp Wednesday. The five-day camp encourages students to develop an interest in science and mathematics through group activities and experiments.

Forget the mundane — these kids spend a week with the ...

Math and Science Academy

ONLINE: See a video of academy activities at Unity Point online at **www.thesouthern.com.**

area are participating in the camp, which

they're very engag
activities."

Grants Administration: **Relationships Matter**

In 2010, Julie Christman joined IMSA's Advancement Team as Grants Administrator. In this interview with Christman, we learn about her role and her perspectives on the art of securing grants.

IMSA360: What do you consider to be your primary role?

Christman: My primary role is to help IMSA achieve its mission and goals by preparing, writing and administering grants. Grants are requests and proposals to corporations, foundations and government agencies asking for a partnership in funding a particular project or program. Sometimes it is a letter and other times it is a 50-page report. In each instance, it is ultimately about finding a connection and developing a relationship between the funder and IMSA.

IMSA360: So relationship building is essential to securing funding?

Christman: Absolutely. It is important that I am connected to the IMSA community. I need to know the priorities, needs and interests of students, faculty and staff and those of the community, state and nation, so I can make connections.

As faculty and staff talk to me about what they would like to accomplish, I can help them define their ideas and ask the questions that funders want and need to know.

In addition, as a community, we need to secure and ensure support for the project's implementation and determine that it is compatible with the Academy's strategic goals.

IMSA360: What makes a grant proposal attractive to a funder?

Christman: It depends on the funder. There is not one way to reach out to funders, nor is there one way all funders will respond. There are, however, some key points to consider:

1. Make sure the proposal aligns with the funders' interests. They want to see that we have done our homework and have answered their questions.
2. Make sure the proposal is easy to understand and uses language that creates a vivid picture of the project.
3. Make sure the proposal is compelling. For example, we have to be able to describe the project's purpose and how we are solving a problem or creating opportunities.

Using everyday language, free of technical terms and acronyms, is critical. I want the funder to be able to read the proposal once and remember the key pieces so that when sitting at dinner with friends or family, he or she can talk about the proposal and feel passionate about what will be funded. It should be something that anyone can explain in the elevator or over a cup of coffee.

IMSA360: What tools or means do you use to find grant sources?

Christman: I use research sources such as the Foundation Center Online Directory and also receive email alerts from government sources and philanthropy organizations, but again, relationships are key! I want to learn about the relationships our IMSA community members – faculty, staff, students, parents, alumni and board members – have with funding sources. Employers may have a giving program of some kind.

IMSA360: How do you go about building relationships with funders?

Christman: As in any relationship, it is not one sided. I want to create a true partnership and make sure we are meeting the goals of our funders and IMSA. Whenever possible, I like to host potential funders on campus or at locations of our programs. By meeting IMSA faculty and students, or seeing our after-school, summer or professional development programs for students and teachers in their local communities, funders witness the impact of these programs, and how, with their funding, they can truly make a difference. Funders are people who want to be a part of something great.

IMSA360: What else would you like *IMSA360* readers to know about the grant process?

Christman: It is a process that no one can do alone. I need to work with the IMSA community and its champions. I need to be reaching out to those in charge of grant programs. It requires time, attention to detail and a great deal of patience and perseverance as do most things of value in life.

After writing grants for more than 10 years, I understand that the first time a grant is written, it may not get funded. While grant sources may decline a proposal the first time, they may fund it, in part or fully, the second or third time around, or not at all. Also, if one funder declines a proposal, another may approve it, and, remember, a rejection is never the end of a grant proposal. The rejected proposal becomes the foundation to another request. We learn how to better define and clearly articulate our programs and activities. We learn about the funder's interests and priorities. Sometimes a different program or opportunity exists than what we initially thought.

Whether the grant request is funded or not, we have learned something, and we have grown just by going through the process.

IMSA Fund
Alumni Class Challenge

By IMSA Director of Development Jennifer Spuehler

Students know it as *Clash of the Halls*, a week-long rush of school spirit and friendly competition that occurs each year and showcases the students' dedication to their home away from home. This includes events like quiz games, dress-up days, IMSA Idol and the fan favorite, the R.C. Dance Off!

Alumni have the *IMSA Fund Alumni Class Challenge*, a year-long competition among all graduated classes to see who has the highest giving participation at the end of the fiscal year.

Eric Frost '90, wears his IMSA Alumni sweatshirt with pride. The sweatshirt was a gift to the Class of 1990 donors from the IMSA Fund in recognition of winning the IMSA Class Challenge.

In Fiscal Year 2010, the IMSA Class Challenge winner was the Class of 1990! The Class of 1990 had 33.93% giving, with 57 individuals who made a contribution to the IMSA Fund between July 1, 2009 and June 30, 2010. In recognition of their support, each donor from the Class of 1990 won an exclusive alumni sweatshirt!

The next two highest classes were the Class of 1996, with a participation rate of 24%, and Class of 1989, with a participation rate of 23% (see the chart for participation rates). The overall participation rate for all alumni donations was 14%, the same rate as last year but below the goal of 20%.

At the same time as the IMSA Class Challenge, and through the generosity of the Malott Family Foundation, new donors had their first gift matched one-to-one. Their gift of $5 was actually like making a contribution of $10 to the IMSA Fund.

Continued on next page

Participation, by class, to the IMSA Fund in FY10, between July 1, 2009 and June 30, 2010.

IMSA ALUMNI GIVING BY CLASS (as of June 30, 2010)

Class Year	Class Numbers	Class Participation
1989	179	23.46%
1990	168	33.93%
1991	120	18.33%
1992	170	16.47%
1993	221	21.36%
1994	217	20.74%
1995	184	17.93%
1996	189	24.34%
1997	220	14.09%
1998	203	15.27%
1999	191	17.80%
2000	203	19.21%
2001	257	14.84%
2002	190	11.58%
2003	199	9.55%
2004	221	6.33%
2005	233	3.86%
2006	205	4.88%
2007	223	3.14%
2008	225	7.56%
2009	230	7.83%
Total Alumni Giving		**14.44%**

**final report of giving from July 1, 2009–June 30, 2010*

IMSA Resident Scholar Dr. Leon Lederman, Megan Bacani '13 and Melvin Bacani '90.

Leading the Challenge to 'Pay It Forward'

IMSA Graduate Melvin Bacani '90 not only helped push his class members to be the IMSA Class Challenge winners, but also planned their 20th reunion this summer during IMSA Alumni Weekend.

Bacani was more than confident the Class of 1990 was up for the challenge.

"Of course I knew we were going to win," Bacani said. "The Class of 1990 was celebrating its 20th reunion, and we made giving to the IMSA Fund easier by adding a donation option during the reunion ticket purchasing process," he added. "But even months before our reunion, our class was brought together when we learned of the passing of one of our fellow classmates, Scott Swanson. He personified giving back to IMSA through his involvement with the IMSA Fund, students and alumni."

Bacani said the creation of the "Scott Swanson Fund for Transformative Student Learning and Innovation" provided a fitting way for Swanson's classmates to honor and memorialize him by supporting the IMSA Fund.

Bacani, who is also the parent of a current IMSA student, said it is important for alumni to support IMSA so that future students have the same opportunities.

"As an alumnus, I believe it's important to 'pay it forward.' Many alumni support IMSA by volunteering as speakers, mentoring, recruiting and donating to the IMSA Fund," Bacani said. "I didn't realize how important that was myself until I started interacting with current and prospective parents and students. They love to hear from alumni about their experiences, not only from their days at IMSA, but also post-graduation experiences in college and their careers."

Bacani said alumni can stay connected to IMSA in a number of ways.

"I think reunions are the first place for alumni to connect to IMSA. The classes that are in their reunion years get to reacquaint themselves with fellow students and the IMSA community through Alumni Weekend," Bacani said. "Social networking sites like Facebook are also a great way to stay in touch with other alumni and IMSA."

"With the launch of the new alumni association website, it will be even easier to see what other opportunities are available to reconnect with fellow alumni and see what other opportunities there are to 'pay it forward' to the IMSA community."

Stu and Anna Bloom '12.

Parent Giving to IMSA

An interview with IMSA Parent and Parents' Association Council (PAC) President Stu Bloom

By IMSA Director of Development Jennifer Spuehler

Spuehler: Tell us a little about you and your family, especially your IMSA student, Anna.

Bloom: We're from Earlville, a small farming community in LaSalle County about 45 miles west-southwest of Aurora, where my wife Andrea and I publish the community's weekly newspaper. We have three children – Debbie, who is married and lives in Rockford; Anna, a junior at IMSA; and John, a freshman at Marquette Academy in Ottawa. Anna loves it at IMSA, even though she has to work a lot harder than she ever did when she was in our local school system. When she started at IMSA, she wasn't sure whether she wanted to pursue a career in the sciences; she's still thinking about career choices, but the wonderful science teachers she's had at IMSA have ignited a real interest in the sciences.

Spuehler: Why is it important for you and other parents to support IMSA and the IMSA Fund?

Bloom: IMSA's funding from the General Assembly is incredibly generous, especially in these times when the state is undergoing a financial crisis. That money serves to cover the ongoing, routine needs of the Academy. Money raised by the IMSA Fund is used to enhance the educational experiences our children have available to them by funding projects such as the Energy Center@IMSA and the DNA sequencer. Parent giving to the IMSA Fund demonstrates to legislators that we support this institution and value the opportunities it provides for our children. It is an important piece of the IMSA story that IMSA's leaders have to tell every year when they go to Springfield to talk to the General Assembly about funding.

Spuehler: What is the PAC doing this year to encourage parent giving?

Bloom: On Parent Day, we had a presentation during our PAC meeting by Branson Lawrence, of the IMSA science faculty, who talked about the Energy Center, a project funded by IMSA Fund, and about how the students working there had benefited from the experience. We've sent out one letter to parents inviting them to contribute and plan at least one more. This month, we're participating in a phone-a-thon, calling parents and asking them to make contributions. Our PAC website, www3.imsa.edu/pac, includes a prominent thermometer that tracks parent giving on an ongoing basis, and that gets updated a couple times a month. At each PAC meeting, we hear from the Advancement Office about our progress toward our goal.

Spuehler: What are your goals for this year?

Bloom: We want to exceed the goals set for us, which are 50 percent of parents giving to the IMSA Fund and $100,000 in total contributions from parents. Moreover, we want to encourage a culture of parent giving, so that as a student progresses through IMSA, that student's parents become more and more committed to the academy and to helping it achieve its mission.

Spuehler: What does the PAC do with the funds it raises?

Bloom: We help the Academy carry out its mission to "ignite and nurture creative, ethical scientific minds that advance the human condition." We do that in three areas. (1) We support our students with events such as Friday Fest, Saturday Something, wing dinners and purchases of equipment and furnishings for the residence hall. (2) We support the Academy through funding of extra-budgeted items and by providing parent volunteers for events like Preview Days, sophomore orientation and placement testing. (3) We support the parent community by providing ways to help parents become and remain involved with the Academy and, thus, with their children's education.

Spuehler: What are the ways parents can give?

Bloom: The simplest way is just to write a check to IMSA Fund and drop it off at a PAC meeting or mail it to the Academy. Parents can also make contributions through residential counselors for a residence hall activity by making a check to the IMSA Fund and giving it to the RC. Parents who work for companies who make matching grants can talk to their human resources officers. Or parents can go to the PAC website, click the *Donate Now* link under the IMSA Fund thermometer and give with a credit card.

Alumni Class Challenge

continued from page 25

We thank the 97 first-time alumni donors who took advantage of that match and made a contribution. They contributed $7,018 which equaled more than $14,000 in support!

Thanks to everyone for your support which will be used by IMSA students, faculty and staff to help create the conditions "to ignite and nurture creative, ethical scientific minds that advance the human condition." Cuts to education funding are happening everywhere, and this current financial environment offers two challenges to IMSA.

The first is an increased demand for our programs as financially strapped school districts look to supplement academic offerings and teacher development. For example, IMSA FUSION offers afterschool learning for students interested in mathematics and science in grades 3 – 8, and provides inquiry-based, student-centered professional development for participating educators. The IMSA Fund supports this important program that serves schools throughout the state.

The second challenge is that public supporters, including legislators, and private donors expect IMSA beneficiaries to give back. When seeking support, IMSA is asked "How many alumni donors does IMSA have?"

Your generous support represents a statement about the value of IMSA and a demonstration of its importance to Illinois.

Show your support of IMSA this year. It doesn't matter how much you can give; your participation is more important than ever and will help your class win the Fiscal Year 2011 Class Challenge!

In previous years, support from IMSA alumni purchased instruments for the music program, sent students to research conferences as far away as Singapore, and supplied laptops to students who couldn't afford them. Alumni support also seeds innovation at IMSA – innovation like the Energy Center, in which students are investigating alternative fuels and installing solar panels and wind turbines to provide sustainable power to the main building.

Visit our website for details on how you can support IMSA at https://www3.imsa.edu/giving.

FROM THE **VICE PRESIDENT**

Suzyn Price
IMSA Vice President for Advancement

IMSA alumni demographically fall into two generations, Generation X (classes of '89 through about '99) and Millennial ('00–'10, so far). Our GenX alumni are at the very youngest of that identified generation and in most ways align more with Millennial, a generation identified primarily by their comfort and facility with technology. Whatever their named generations, inasmuch as we can subscribe to a very subjective methodology, IMSA alumni do match many of the descriptors, especially regarding technology. We know that the best way to communicate with alumni, no matter their age, is online. Street addresses are infinitely malleable and phone numbers can change yearly. However many alumni have kept their IMSA email addresses, forwarding messages to other email addresses they collect as they go to college, graduate school and careers, so "xman@imsa.edu" adopted in 1991 is still good.

This reality has shaped our outreach work. We connect via Facebook, Twitter, LinkedIn and texting. We've tried to be early adopters of new applications and methods and, at the same time, are discovering ways for alumni to find each other and improve their communication with us.

We have found that solution in our new Alumni Website (www.imsaalumni.org). It is a sophisticated tool that offers us creative and flexible methods to share information about IMSA and for alumni to update IMSA and their fellow alumni about their lives. On it, alumni can create communities, much like Facebook or LinkedIn, and they can post and search for jobs and internships. They can also use it as a directory, like myIMSA.

Alumni faculty and parents can access portions of the website, to see news, photographs and calendars of upcoming events, for example.

The Alumni Website is also the location of the IMSA Alumni Association and was created with their considerable input. A committee made up of Melvin Bacani, Kevin Colby, Daniel Geiger and Matthew Knisely spent hours and hours with Carolyn Johnson determining how to make the Alumni Website a useful, interactive and uniquely IMSA destination for our alumni.

Alumni, please check it out, sign on, explore and let us know what you think. We welcome your comments and suggestions.

The Alumni Website will be one of our tools to communicate and then celebrate IMSA's 25th anniversary, which we will recognize July 1, 2011 through June 30, 2012. We are working with a small committee of IMSA constituents to determine the theme and scope of the anniversary year and intend to find partners to help us celebrate a quarter of a century of extraordinary achievement, both for IMSA but also our alumni, faculty, staff and supporters.

We will use the Alumni Website, as well as Facebook, email, and even the aged mailbox to keep you up to date on anniversary plans, in addition to the news, events and happenings at IMSA throughout the year.

Rather than thinking of our alumni as GenX or Millennial, we truly consider them the IMSA generation – a uniquely talented group of individuals who engage the world with passion.

Gratefully,
Suzyn Price
Vice President for Advancement

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 advances education through research, groundbreaking ventures and strategic partnerships. **(www.imsa.edu)**

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SAVE THE DATE
for the Following IMSA Events!

Intersession	**January 10–14, 2011**
IMSAloquium	**April 21, 2011**
Alumni Weekend	**July 22–24, 2011**

(Includes Alumni Awards Ceremony and reunions for the Classes of 1991, 1996, 2001 and 2006)

For information on IAA events, visit www.imsaalumni.org.

Follow us on **Facebook!**

IMSA Offers RSS Feeds

The IMSA website offers an RSS Feed of our top news stories. For more information on how to subscribe visit www.imsa.edu.

Join the Muon Society

Many of the programs and services you've read about in this issue of *IMSA360* would not be possible without the financial support of donors who give to the IMSA Fund for Advancement of Education.

IMSA Founding President and President Emerita Dr. Stephanie Pace Marshall and Mr. Robert Marshall, members of the Muon Society

The IMSA Fund recently established the **Muon Society** to recognize individuals who name IMSA in their estate planning.

Let us know that you have included the IMSA Fund in your estate plan and **you will be a member** of the Muon Society. Members are recognized each year in the IMSA Fund annual report, through special mailings and event invitations.

Fill out the form at https://www3.imsa.edu/giving/leadership or send an email to jspuehler@imsa.edu for more information.

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