

360

Reimagining IMSA

The Power of New Ideas

**Excellence
and Equity**

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Annual Report

Leadership for a New Day

As I begin my second year as IMSA's President, I consider it not only a privilege to serve, but also a responsibility to lead well. Effective leadership is a critical element of our future success and is inspired by our Board of Trustees, senior administrators, faculty leaders and student leaders. Our leadership also extends beyond our campus in Aurora to the strong voices and ideas from across Illinois and beyond – including alumni, parents, and community leaders.

I am excited about IMSA's future and am convinced today that our best years are yet to come, despite the current State budget impasse. Together we will renew our commitment to our students at the Academy, as well as to the thousands of teachers and students we serve across Illinois through our professional development and education programs.

This commitment to sustaining excellence and making inroads into equity is embedded in IMSA 2022, our current priorities development effort. I believe leadership begins at the top, but is owned by the community. As part of this goals setting, I have set the target that IMSA will be a "Recognized global leader and catalyst in equity and excellence in STEM" by the year 2022. Achieving this ambitious goal necessitates the Academy strengthening our excellence in teaching and learning while expanding our networks and partnerships and building operational capacity within the institution. We will measure our success through our ability to teach students and educators to be STEM thinkers who apply inquiry and innovation to address real-world problems, focused initially around innovation and social entrepreneurship.

How we get there will be driven by our faculty, staff, students, and YOU. This year, for instance, three Presidential Committees were formed in response to our 2014-2016 priority outcomes linked to IMSA2022: Social Entrepreneurship, Standards of Significant Learning and IMSA's Fiscal Model. These committees represent the best of thought leadership and include representation from our alumni, faculty, staff, Board members, parents and community members.

Leadership also takes a team, and in this edition of the *IMSA360* Annual Report, I'm pleased to introduce our new senior leadership at the Academy: Principal Dr. Marie Dillon Dahleh and Vice President of External Engagement Dr. Jeffrey Margolis ('00). They join a strong team to form my cabinet of advisors.

Please enjoy this edition of *IMSA360*. In particular, note the generous individuals who have given both their time and monetary contributions to the Academy to help shape the institution. Together we are moving the needle as we advance the strategic issues that are critical to IMSA. I'm proud of what we're accomplishing and look forward to what we will undertake in this next year!



JOSÉ M. TORRES, Ph.D.
President,
Illinois Mathematics
and Science
Academy



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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IMSA/Deborah Agoye '16
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IMSA Alumni
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Campus News



Interviews with Marie Dahleh



Marie Dillon Dahleh has served in leadership roles and undergraduate teaching positions at Harvard University and the University of California Santa Barbara. These include Assistant Dean for Academic Programs and Senior Lecturer in Applied Mathematics at Harvard's School of Engineering and Applied Sciences at UCSB. She served as the Acting Associate Dean for Undergraduate Studies, and Assistant Dean for Student Services and Accreditation as well as taught in Mechanical Engineering at UCSB.

CONNECTING WITH MARIE DILLON DAHLEH, PRINCIPAL

Why are you excited to be the Principal of IMSA?

Dahleh: High school is a time of great growth and exploration for students. My own high school provided a solid foundation for my future learning both inside and outside of the classroom. Given the residential nature of the academy, we have an opportunity at IMSA to think of students holistically. I am excited to work with my colleagues to think creatively about how we use the entire day and week to create a rich learning environment. Working with the faculty and staff on incorporating new initiatives such as social entrepreneurship is a fun challenge which could impact not just how learning happens at IMSA, but also learning at other high schools in Illinois and throughout the US. We have an opportunity to try things, learn from these experiments and disseminate what we learn to others. In other words we are a learning laboratory.

You've been here at IMSA since July, what have you found during your own listening and learning journey this summer?

Dahleh: I find our students, faculty and staff to be amazingly welcoming and open. When I was a student in high school, it was frightening to speak with the headmaster. Our students don't have any trouble with that at all. The faculty and staff have been very open to discussions about everything we do

at IMSA. Everyone at IMSA is really eager to think about what we should be in the 21st century and to take our solid foundation and move it into the next level.

IMSA has the additional legislative charge of providing STEM education throughout the State. How do you see these statewide programs and the residential programming becoming more integrated?

Dahleh: I see the faculty of the residential academy more fully engaged into every aspect of what we do here at IMSA. There are some faculty engaged in activities outside the classroom and we are working across the academy on more ways they can be included.

In a small way, we started this with the PROMISE program. This fall we have many faculty now engaged in the 7th and 8th grade section of PROMISE. They are helping to re-envision what the curriculum might look like and a new delivery model. It is team taught so a single individual does not have to commit to eight to 10 Saturdays. This is a way for us to begin thinking about how we can balance generating a lot of faculty participation with the individual needs of faculty members.



Bonus content
for both interviews at
sites.imsa.edu/imsa360

Jeff Margolis

CONNECTING WITH DR. JEFFREY MARGOLIS '00, V.P. OF EXTERNAL ENGAGEMENT

What attracted you to come back to IMSA and take on this role?

Margolis: My previous role at the ISTC was to address how we bring together the strengths of the research and technology communities to drive economic development for the State. In working with universities, companies and the government the number one issue that cuts across all of these communities is how do we train people for the STEM jobs of tomorrow.

IMSA is well positioned as a STEM leader, and to be an integral part of how we teach young people the skills they need to advance the industries that are important to the nation. I see a huge opportunity for IMSA to be a partner to the State in terms of training students to do groundbreaking research.

The business and technology sector in Illinois has grown over the last 10 years. It's now more able to be a partner to IMSA and able to utilize the talent we're developing. Twenty years ago, an IMSA student might have thought they had to go to Silicon Valley, New York or Boston to start and grow their career. Now there are many opportunities here in Illinois for them.

How do you envision alumni becoming more active with IMSA?

Margolis: Wouldn't it be great if all alumni could come work at IMSA?

Knowing that's not possible, we still want all graduates to see themselves as part of the future of the Academy.

One of the items I look forward to working closely on with our new Alumni Relations Coordinator, Emma Donatille, is how we provide additional value to alumni. How do we help advance the careers and interests of alumni, whether that's networking and collaboration opportunities, professional development activities or access to job opportunities?

We also need to find more ways for alumni to give back. All of us alumni have been very fortunate to benefit from the education we were afforded at IMSA. Donations are great – and absolutely needed – but the collective talent and experience IMSA alumni wield have great value, as well. Whether it's providing subject matter expertise to IMSA committees like the Presidential Committee on Fiscal Models that I am co-chairing or mentoring students virtually through their independent research on the Mentor Matching Engine co-developed by IMSA, we are creating straightforward ways for alums to participate.



Bonus content
for both interviews at
sites.imsa.edu/imsa360



Dr. Jeffrey Margolis, a class of 2000 alumnus, brings extensive experience with building partnerships and advocating for policies that spark innovation and support the development of next generation tech talent at IMSA.

Dr. Margolis comes to IMSA from the Illinois Science & Technology Coalition (ISTC), a member-driven nonprofit organization that strengthens Illinois' technology-based economy. At ISTC, he provided leadership within the State's innovation community, from strategic planning to helping lead the \$320 million federal Digital Manufacturing and Design Innovation Institute. He has also launched global young scientist engagement programs, helped found a college prep nonprofit that serves low-income students, and worked as an award-winning bioterrorist agent researcher.



STUDENTS LEAD THE WAY

A typical night for the LEAD (Leadership Education and Development) program, a mandatory 25-lesson course for sophomores taught by upperclassmen facilitators, features 15 A-wing classrooms full of students making connections between critical thinking exercises, textbook theory and their own lives.

At 9 p.m. on a fall Tuesday, Senior Josh Kleinman stands in front of groups of sophomores, pointing to catapults they've made from spoons and rubber bands and asking how their team's approach to collaboration represents each group's style of leadership. When a sophomore reflects on how his group worked together, Josh challenges him further, figuratively and literally drawing connections on the classroom whiteboard from the exercise to their textbook reading.

Meanwhile in an adjacent classroom, Senior Faithe Hill is instructing a similar group of students to stand with their eyes closed, while one of their peers arranges them in a line based on her perception of their styles of leadership. This is part of the same lesson, "Leadership Identity," and yet Faithe runs her classroom differently; though each facilitator shares common learning objectives, the multiple teaching paths allow for experimentation

and innovation. When she asks students, "How do these values reflect on you as a leader?" it's clear she is soliciting emotional connections to the curriculum, and when her co-facilitator Jack Badalamenti asks them to quiet down by saying "let's keep it quiet so we can honor the activity," they really do.

The idea of teaching a pass/fail class late in the evening to students who have already spent twelve hours working hard in school, attending extra-curriculars and doing homework would be daunting to most college-trained adult educators. The LEAD facilitators, most of whom are only a year older than the attentive underclassmen they're instructing, control their class environments with a tone that mixes the levity of an older sibling sharing their worldly knowledge and the gravity of a passionate teacher passing on curriculum that they've seen firsthand to be life-changing.

LEAD was developed in 2000 by IMSA Staff Dr. Bob Hernandez, Amy Burnett and President Emerita Dr. Stephanie Pace Marshall in collaboration with Craig and Mark Kielburger, founders of the social activism and leadership non-profit Free the Children. Taking a page out of IMSA's "learning lab" approach to education, LEAD has developed and changed significantly since its inception. In 2013, the Core curriculum – a set of modules designed to teach the tenants of leadership philosophy – was introduced. The updated iteration of LEAD builds from the original teambuilding exercises, now alternating weekly between Core modules, which teach the tenants of modern leadership theory, and the choice between three electives that apply this theory to real-world projects.

"All three electives teach an extension of the leadership mindset," Faithe explained. "EnACT teaches leadership through the legislative process, SocEnt [Social Entrepreneurism] through an entrepreneurial venture and TRIAL [Theory and Research in Academic Leadership] through a research project. All of these end in a tangible project that students present by the end of the year. Though the three electives are very different, they all help students follow their individual passions." Participants in all three electives demonstrate how they have applied their developed leadership skills to improving society through the annual Student Leadership Exchange (SLX), where students share their projects with the IMSA community, business leaders and legislators.

Many alumni of the LEAD program report that it not only prepared them to take control of their unique IMSA education, but gave them critical skills and direction that prepared them for their college careers and beyond. "From everything to delegating group work to organizing campus-wide events in my student government, my LEAD education provided me with an invaluable tool set to access the technical, interpersonal and experiential skills necessary to be an active and engaged member of a community," said Dallas Eckman, a Class of 2014 alumnus who was instrumental in writing the original Core curriculum. Dallas was recently asked to instruct graduate students at a regional leadership conference, despite being only a sophomore at Case Western Reserve University, after he showed his college professor the LEAD curriculum that he wrote while at IMSA.

Many alumni of the LEAD program report that it prepared them to take control of their unique IMSA education and gave them critical skills and direction.

"I had never been in a leadership role before, and now I feel confident about being a leader," said Senior Manojna Namuduri, who cultivated an air of enraptured attentiveness in her Tuesday class. "I learned to take myself seriously."

Though it's clear that LEAD will continue to evolve, the program's student leaders give unique visions on exactly how. They all express two common goals, to continue to update and solidify the curriculum in modern theory and to expand its reach, both of which align with President Dr. Torres's vision of IMSA becoming a "recognized global leader and catalyst in equity and excellence in STEM teaching and learning, innovation and entrepreneurship" by the year 2022. The global approach began this summer, when Manojna and Josh traveled to India and spent two weeks teaching parts of the LEAD curriculum to a school in Hyderabad, and they are confident that the program can continue to grow outside of IMSA. "I think we should continue to package the program to be taught in other schools," Manojna said. LEAD facilitators are already evaluating how to translate material and examples relevant to IMSA sophomores to other national and global audiences.

"By expanding the program to include a variety of interests, we have been able to clearly target students' passion for leadership and learning," remarked Michelle Hoehn, Staff Coordinator of the Leadership program. "This also helps with recruiting facilitators for the following year." With 72 of last year's sophomores (nearly one-third of the entire class)

applying to be facilitators this year, it is clear that there is no shortage of students getting so much out of LEAD that they too want to pass this experience on to more future leaders.

Josh shed some light on the reasoning behind this common goal of expansion. "Having outside students benefit from our curriculum achieves the biggest goal I have in mind." Like the social entrepreneurial ventures, legislative bills and research projects that their LEAD groups create, Josh, Manojna, Faithe and Dallas are eager to take the curriculum they've seen to be transformative and use it to help the world outside of IMSA. In that way, LEAD is a social venture in and of itself, piloted at IMSA and looking to scale. LEAD's guiding philosophy states that "any student can be a leader," and in true IMSA fashion, they want to test this hypothesis.

IAA PRESIDENT'S REMARKS



MELVIN BACANI '90
President,
IMSA Alumni
Association
CIO, Leeward
Pointe Capital

IMSA is a leader in developing top level talent that translates into successful and meaningful careers to meet the challenges of the day. Upon graduation, we Titans go forth to invest our time, talent and treasure making great discoveries, leading brilliant teams and tackling the world's leading problems. Every Titan's mission should be to ignite and nurture creative, ethical, scientific minds that advance the human condition just as we were taught while students at IMSA.

I often think about the sort of talent that IMSA develops. I think about my fellow Titans who are scientists, computer programmers, engineers, math teachers... the list goes on and on, from major entrepreneurs who started companies that we hear about every day to the energy engineers who are concerned about obtaining and using energy in the most environmentally friendly way. IMSA created an environment of learning, growth and enlightenment that helped us succeed in life.

For the most enriching Titan experience, affirm your association with IMSA every year. Update and verify your contact information. Participate in the fall Annual Campaign. I, as the President of the IMSA Alumni Association, want you to have the opportunity to support this great school that helped you get to where you are today. If you direct your philanthropy to IMSA, you'll benefit more Titans, future generations of Titans. Your gift will help to sustain and empower IMSA to flourish in a time when IMSA's funding from the State of Illinois is progressively more in jeopardy.

In thankfulness of the nearly 2,000 friends and alumni who already give an annual gift to IMSA, we recognize and thank you. I invite you to join in IMSA's culture of philanthropy demonstrated by past alumni who help make the Titan experience possible. I hope I've inspired you to renew your commitment to IMSA, to be involved with your time and talent, and to continue to be engaged. Thank you for your dedication and for supporting the overall initiatives of IMSA.

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Anne Pipathsouk '09
Emmy Riley '05

Profile of Emma Donatille

Emma Donatille has joined us as the new Coordinator of Alumni Relations. Emma's focus will be on IMSA's alumni engagement program, working closely with the IMSA Alumni Association leaders to build on the successful programs and activities that many of you have been involved in. She also has many new ideas on ways we can strengthen our alumni community and provide value to you through your engagement. Emma brings a wealth of experience in alumni relations events, programs, communications and data management. She was most recently Program Manager of Alumnae Chapter Development at Alpha Phi International Fraternity, where she oversaw more than 140 alumnae chapters and delivered programs to 174,000+ alumnae members. Emma also had the opportunity to work with IMSA alumni while at the Illinois Institute of Technology. Emma earned her BA in Journalism and Mass Communication from Drake University and her Master of Science in Education from Northern Illinois University. Emma can be reached at edonatille@imsa.edu or 630-907-5679. Welcome Emma!




Have a question for us?
630-907-5040, myimsa@imsa.edu
or www.imsaalumni.org

DAVID FRANKLIN '89, a producer for "48 Hours" on CBS, received an Emmy award in the category of "Outstanding Continuing Coverage of a News Story in a News Magazine."

DR. GRETCHEN GREEN '92 kicked off IMSA's school year with a heartwarming keynote speech at the annual Convocation event, tying her IMSA experience to the charity bike trip she took across America while she was a student at the Academy. Dr. Green, a physician leader and Board Member of the National Women's History Museum, encouraged students to be curious and bold in their endeavors, and to persevere through challenges they'll face at the Academy.



JESSICA MCALEAR '00 recently became an industrial sales engineer based in Philadelphia for Norton Abrasives, a Saint-Gobain company. She also continues to be an active referee for rowing regattas across the country.

 What's new in your life? Submit your class notes at imsaalumni.org/notes



MICHAEL DAMIAN THOMAS '92 and Lynn Thomas, Editors-in-Chief of *Uncanny Magazine*, spent a day with IMSA students in September giving captivating talks about science fiction and fantasy. Students listened and asked questions about writing, science fiction and fantasy and what life was like at IMSA, and posed for pictures in front of the prestigious Hugo award.

LAVINA JADHWANI '01 was named one of five Fellows selected to receive a prestigious National Directors Fellowship from the Eugene O'Neill Theater Center in Waterford, Connecticut – a program jointly operated by the National New Play Network, The Kennedy Center American College Theater Festival, and Stage Directors and Choreographers Foundation. Jadhvani was selected from a nationwide pool of more than 350 applicants.



CARLO ORDÓNEZ '02, pictured here with Resident Counselor John Jaeger '04, joined IMSA as full-time math faculty this school year.

TAYLOR BARNES '08 is the co-founder of Denizens Brewing Company in Silver Spring, MD, the only woman-owned brewery in the area.



RACHEL WALKER '07 is an instructor at Hackbright Academy, a programming school for women. She recently began her own startup, Philter, an anonymous employee review site, and was featured in *The Root's* list of "10 Designing Women Who Are Changing the Face of Tech."



JENNIFER CRAWFORD '12 performed the featured musical piece on clarinet during IMSA's Convocation. Jennifer, a student at St. Olaf College, recently had her research in organometallic chemistry published.

GIVING
BACK



**ROSS
HEMPHILL, Ph.D.**
President,
IMSA Fund
Vice President,
Regulatory Policy
& Strategy, ComEd

Leadership is sometimes thrust upon us, but more often than not individuals seek leadership opportunities voluntarily because of passion for a cause. I sought out the opportunity to become involved with the IMSA Fund Board of Directors when my employer, ComEd, reached out to our senior leadership team with a request to be involved with this wonderful institution.

Three years later I am now the new President of the IMSA Fund for Advancement of Education, the separate non-profit foundation that raises funds for IMSA. Fortunately, as I begin my time leading our efforts, we have had several years of momentum-building success, with record-setting fundraising goals being reached culminating with this past year's outstanding achievement of \$3.4 million!

As you will read in this issue, we received the largest single gift in our history – \$2 million – from the Tellabs Foundation. It is clear that credible organizations and funders see IMSA as being worthy of such significant support. We will strive to merit such gifts in the future as well.

The “cause” of IMSA, which motivated me to become involved, is the students we serve, their parents, their future colleges who wish for them to enroll fully prepared, and eventually their employers who need for them to be the best and the brightest – and ultimately leaders in their field. Our state needs for this to happen. Our entire country needs for this to happen. IMSA really is that important to all of us.

We are being given a grand opportunity to lead in the ways of teaching and learning. No other institution in the State has our same mission. And no other place deserves support from its “family” like IMSA does. My fellow board members, alumni, parents, and all those who care about STEM education and these amazingly talented young people we serve, must choose now to lead. Lead with your advice, your volunteer work, and your financial contributions.

Let's not lose any momentum now that we have set records for giving in each of the past several years. We have turned the corner and there can be no looking back. Please join me in leading IMSA to a new day, and thank you for all you have already done!

WHAT IS THE IMSA FUND?

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

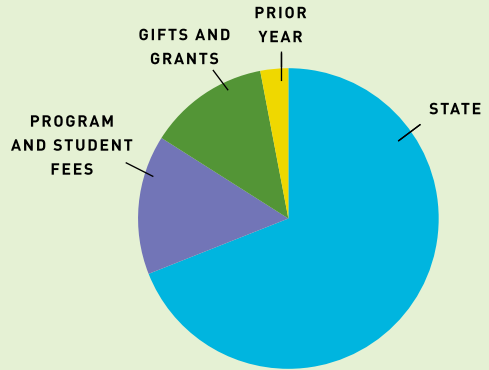
The IMSA Fund seeks forward-thinking life-long private sector partners to help ensure that IMSA has the supplemental financial resources it needs to deliver on its promise to Illinois and its vision of hope and possibility for the world.

IMSA and IMSA Fund for Advancement of Education

Revenues and Expenses July 1, 2014 – June 30, 2015

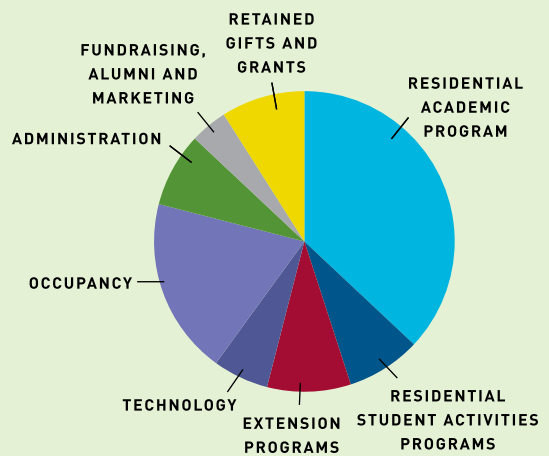
Revenues

State	\$17,859,127
Program and Student Fees	\$4,063,718
Gifts and Grants	\$3,381,392
Prior Year Gifts and Grants	\$607,550
Total Revenues	\$25,911,787



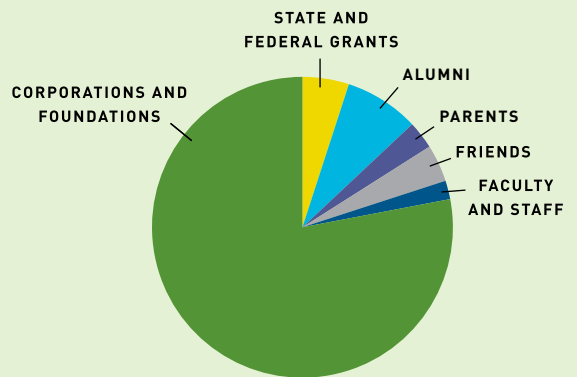
Expenses*

Residential Academic Program	\$9,507,587
Residential Student Activities Programs	\$2,067,069
Extension Programs	\$2,256,568
Technology	\$1,441,227
Occupancy	\$5,059,185
Administration	\$2,180,533
Alumni and Marketing	\$1,049,264
Retained Gifts and Grants	\$2,350,354
Total Expenses	\$25,911,787



Current Year Gifts & Grants

State and Federal Grants	\$195,235
Alumni	\$258,373
Parents	\$113,746
Friends	\$128,772
Faculty and Staff	\$77,949
Corporations and Foundations	\$2,677,991
Total	\$3,452,066



Endowment and reserve funds invested, held, and pledged for the IMSA Fund: \$9,345,357

Audited Financials available upon request

*Expenses in detail

Residential Academic Program: faculty, library, counseling, nurse, etc.

Residential Student Activities Programs: co-curricular, sports, clubs, meals, trips, etc.

Extension Programs: serving students and teachers across Illinois and beyond with professional development and math and science enrichment

Technology

Occupancy: student housing, utilities, maintenance, grounds, including extension programs

Administration

Fundraising, Alumni, Marketing and Communications, and Parent Relations

Retained Gifts and Grants: per donors for FY15 and transfers to Endowment

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Thank you to the many donors who supported the IMSA Fund in 2015

The Kaleidoscope Society

THE KALEIDOSCOPE SOCIETY HONORS DONORS WHOSE LIFETIME GIVING 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 ITS STUDENTS.

Names listed in bold are new to the Kaleidoscope Society or have moved to a new society level in fiscal year 2015.

Magenta (\$2,500,000+)

The Harris Family Foundation
Tellabs Foundation

Violet (\$1,000,000+)

The Schwab Charitable Fund
through the generosity
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The Grainger Foundation

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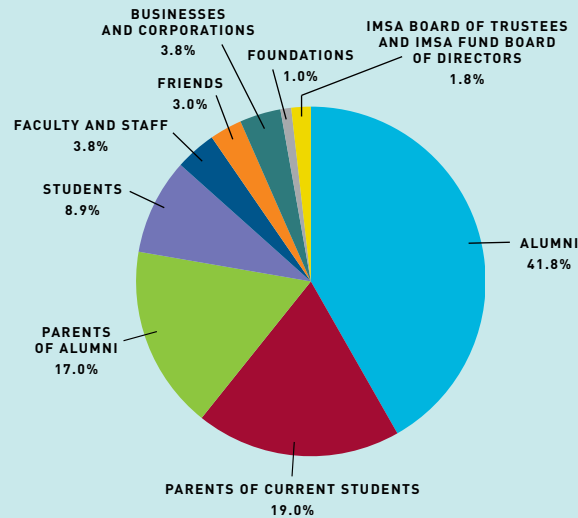
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“What I love most about IMSA is that it encourages students to embrace their love for learning in a way that traditional schools do not, and it provides a social network that helps maintain and foster that spirit well after graduation. I continue to be inspired by other alumni ... [they] are not afraid to take unusual paths to make an impact, and I believe this is a direct result of attending IMSA. I was first inspired by Eric Johnson's ('94) commitment to donating quite a while back, and the recent spate of large alumni donations encouraged me to finally do the same.”

– Cookie Apichairuk '94

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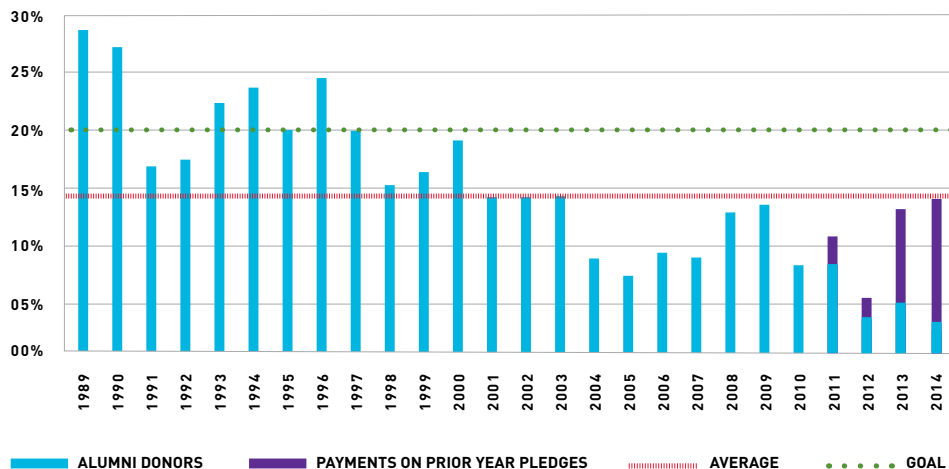
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 DURING THE 2014-15 FISCAL YEAR, ALUMNI FROM EVERY CLASS YEAR MADE A DONATION TO THE IMSA FUND, COLLECTIVELY RESULTING IN 14% ALUMNI PARTICIPATION. CONGRATULATIONS TO THE CHARTER CLASS OF 1989 FOR RISING TO THE CHALLENGE TO ONCE AGAIN WIN THIS YEAR'S CLASS COMPETITION!

EVERY GIFT TO THE IMSA FUND COUNTS TOWARDS YOUR CLASS PARTICIPATION. PLEASE GIVE EACH YEAR AND ENCOURAGE YOUR CLASSMATES TO DO THE SAME.



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— Joey Longo '16, Bolingbrook

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"I am learning in a way I have never learned before, and beyond that, I am learning skills, not just material. The very way I think has changed. Arriving at IMSA also opened up a vast range of opportunities for personal development, from extracurriculars to residential life. IMSA has given me more than I could have ever expected."

— Heidi Dong '16, Dunlap

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\$2 Million Donated to Build and Equip IMSA's Science Labs and Innovation Center

The Tellabs Foundation, a long-time supporter of IMSA, has donated \$2,000,000 toward upgrading and equipping the Academy with state-of-the-art science labs, and toward the construction and equipping of the 6,400 square foot IN2 Steve and Jamie Chen Center for Innovation and Inquiry. This gift marks the largest single donation that IMSA has ever received.

A majority of the Tellabs Foundation gift, approximately \$1,350,000, will provide for a much needed upgrade to the nearly 40-year-old B-wing science labs. This third and final phase of science lab renovation will increase student ability to do advanced work in science classes with improved workspace and technology, including gas chromatographs and a UV/visible spectrometer for organic chemistry labs, optics equipment and a processor farm for use in physics labs and more.

The remaining \$650,000 from the Tellabs Foundation grant will go toward the construction of IN2, IMSA's high-tech innovation center sparked by a \$1 million donation from YouTube Co-founder and IMSA alumnus Steve Chen. This innovation hub will serve as a home for IMSA's innovation and entrepreneurship activities and provide a space for students and faculty to collaborate with businesses and community organizations to tackle local, national, social and global challenges. IN2 will feature a modern open space design furnished with a maker space, 3D technology, a media wall and an entrepreneur-in-residence office. It is slated to open in the summer of 2016.

Dr. José M. Torres, IMSA President, stated, "This generous donation allows our science labs to keep pace and support our instructional pedagogy in science instruction and propels us toward actualizing

our mission to 'advance the human condition' through innovation and action."

Both spaces will be used by the hundreds of 10th-12th grade students who attend IMSA's residential academy in Aurora, as well as the thousands of third-ninth grade students that participate in weekend and summer programs at IMSA every year.

"This generous donation allows our science labs to keep pace and support our instructional pedagogy in science instruction and propels us toward actualizing our mission to 'advance the human condition' through innovation and action."

— Dr. José M. Torres, IMSA President

An additional \$450,000 for science equipment, a \$1 million endowment fund for IN2 and \$400,000 in equipment and start-up programming funds for IN2 are still being sought through fundraising efforts and outreach to alumni, parents, corporations, foundations and friends of IMSA. IMSA's Innovation and Entrepreneurship Department is already piloting collaborative initiatives with students, educators, community members and local businesses that IN2 will house, including 3D printing workshops, virtual reality demonstrations and TALENT entrepreneurship workshops.

Tributes and Memorials

TRIBUTES ARE DESIGNED FOR A VARIETY OF USES AT IMSA, YET THEY ALL HAVE A SHARED PURPOSE—TO MEMORIALIZE OR HONOR A FAMILY MEMBER, FRIEND, COLLEAGUE OR GROUP.

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Ravinder Sahota '00
Chuck Saletta '93
Kevin Schraith '89
Jeremy Schulze '97
George Schwartz '92
Brian Seby '96
Sunny Shah '14
Amanda Shanbaum '96
Elise Sivily '94
Marina Sivily '99
Sarah Song '96
John Sosa '99
Ray Stadt '93
Phil Stanton '03
Sarah Stevens '07
Anthony Stuckey '89
Lucas Sturnfield '03
Michael Suh '97
Alex Surasky-Ysasi '03
Ami Szechinski '91
Ana Tellez '02
Nicholas Tenczar '06
Lacey Thomas '08
Courtney Thompson '03
John Thompson '01
Lisa Thompson '07
Snehalata Topgi '04
Ruhyyeh Turner '09
Veena Villivalam '98
Anisha Vyas '09
Claire Wang '93
Shannon Watson '92
Sonia Wisniewski '99
Derek Wolfgram '89
Michael Wong '11
Mark Wu '91
Sinclair Wu '92
Nora Xu '07
Jessica Droste Yagan '95
Sam Yagan '95

Alumni Awards

2015 Alumni Award Recipients

In 2007, the IMSA Board of Trustees launched the Alumni Awards, the highest awards bestowed on IMSA alumni. In addition to honoring worthy recipients, these alumni inspire students and the entire IMSA community. IMSA will recognize these two esteemed alumni at an on-campus event on December 1, 2015.



GABRIEL DEMOMBYNES, PH.D. '89

ALUMNI DISTINGUISHED LEADERSHIP AWARD

As an economist at the World Bank, Dr. Gabriel Demombynes works on issues of poverty and inequality in developing countries. He is best known for his work arguing for the greater use of the scientific method in evaluating international development programs. Together with co-author Michael A. Clemens, he published a groundbreaking critique of the Millennium Villages Project, a high-profile rural development project implemented in several communities in sub-Saharan Africa. Gabriel holds both a B.S. in Civil and Environmental Engineering and a B.A. from the Plan II Liberal Arts Honors Program at the University of Texas at Austin, as well as a Ph.D. in Economics from the University of California, Berkeley.



MICHAEL SUH '97

ALUMNI TITAN AWARD

Michael currently serves as the Treasurer and Chair of the Finance Committee for the IMSA Fund Board of Directors. Michael has been a loyal and generous donor to the IMSA Fund for 10 years. In 2006 he became an advocate for the IMSA Fund to establish an endowment program; his advocacy for "stability and investment" was a critical factor in influencing IMSA and the IMSA Fund to establish its first endowment.

Michael graduated from the University of Chicago with a Bachelor of Arts Degree in Economics, Mathematics and Statistics and a Master of Business Administration from the University of Chicago in Analytic Finance, Econometrics and Statistics and Economics. Michael is currently an Index Derivatives Trader with Wells Fargo Securities. Through his expertise, leadership and financial support he works tirelessly to ensure IMSA's viability for the future.

To read more about the award recipients or to nominate an alumnus for the 2016 Awards, visit <http://www.imsaalumni.org/awards>.



PRESIDENT OBAMA LAUDS IMSA JUNIOR AFTER 2015 GOOGLE SCIENCE FAIR WIN

President Barack Obama spoke at length about IMSA Junior Pranav Sivakumar at the White House Astronomy Night on October 19, praising the “adventurous spirit” that led to him winning the Virgin Galactic Pioneer award in the 2015 Google Science Fair for his astrophysics research. Sivakumar designed two successful algorithms for discovering quasars in the Sloan Digital Sky Survey, expanding on research that gives insight into how much dark matter and dark energy exists in the universe, which could ultimately shed light on whether the universe will keep expanding, stop expanding or collapse.

63 STUDENTS, 30% OF SENIOR CLASS, NAMED NATIONAL MERIT SEMIFINALISTS

The National Merit® Scholarship Program recently named 63 semifinalists from the Academy in its 2016 competition, the greatest amount of IMSA students recognized in more than a decade. More than 30 percent of the students in IMSA's senior class were designated semifinalists, in comparison to less than one percent of the average school to enter the nationwide competition.

SENIOR TAVIS REED WINS NATIONAL GOLD AT NAACP CONVENTION FOR NEW PROCESS OF PRODUCING BIOETHANOL

Tavis Reed '16 won a Chemistry/Biochemistry Gold Medal in the National Afro-Academic, Cultural, Technological and Scientific Olympics (ACT-SO) competition for developing a new process for the production of cellulosic ethanol, a next-generation biofuel, with guidance from IMSA faculty and scientists at Argonne National Laboratory. Reed's national gold came in competition against a field of more than 700 of his fellow local medalists as part of the 106th National Association for the Advancement of Colored People (NAACP) convention in Philadelphia.



IMSA TEAM RECEIVES HIGHEST RANKING IN WORLD MATH COMPETITION

A team of IMSA students was named an Outstanding Finalist, the highest ranking possible, in the High School Mathematical Contest in Modeling (HiMCM) worldwide math competition. Out of 671 teams IMSA finished among the top 9, which marked the 9th time in the last 10 years that an IMSA team has achieved the highest possible ranking.



SCIENCE FACULTY DR. ANITA WHITE WINS 100 INSPIRING WOMEN IN STEM AWARD

Dr. Anita White, an esteemed member of IMSA's science faculty, was featured in the September issue of *INSIGHT into Diversity* magazine as a recipient an Inspiring Women in STEM Award. The award is part of a tribute to 100 women whose work and achievements not only encourage others in their field, but also inspire a new generation of young women to consider careers in science, technology, engineering, and math.



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