The IMSA Fund for Advancement of Education, chartered in 1986, is a not-for-profit 501 (c)(3) corporation that enlists private sector support of "margin of excellence" initiatives at the Illinois Mathematics and Science Academy. These initiatives include curriculum development projects, statewide outreach programs, minority recruitment programs, laboratory equipment purchases, special student activities and a permanent endowment.
FROM THE BOARD PRESIDENT

Dear Shareholders of the IMSA Fund for Advancement of Education,

As president of the IMSA Fund board of directors, it is my privilege to share with you, our shareholders, the 1993-94 annual report of the IMSA Fund for Advancement of Education.

This was another banner year for the IMSA Fund. For the second year in a row, we raised more than $1 million in a given fiscal year, putting us over the $6 million mark since 1986. Donors such as Ameritech Illinois, The Hitachi Foundation and the Harris Family Foundation led the way in making strong commitments to IMSA’s problem-based learning and distance learning initiatives. We are grateful that you see IMSA the way we do... as the accelerant that will ignite educational transformation to better prepare tomorrow’s leaders for the global world in which we live.

The 1993-94 total of $1,100,889 represents a strong commitment to educational excellence for all of Illinois on behalf of our IMSA Fund board of directors, board of trustees, faculty, staff, students and parents; and the steadfast loyalty of you, our donors.

Every year the talent and dedication of our students continue to amaze us... and this year was no exception with students receiving national and international recognition. For the second year in a row, 1994 IMSA graduate Stephen Wang was one of only six students nationwide to compete on the USA Mathematical Olympiad team. In addition, the U.S. team went on to make history, winning the International Mathematical Olympiad with a perfect team score.

For the third year, IMSA was the only high school invited to participate at the National Conference on Undergraduate Research. Sixteen students presented research that was conducted through IMSA’s mentorship program on such topics as neonatology, marine physiology, immunology and environmental engineering.

The theme of the annual report, “Pathways Through Partnership” is our vision of the future. It showcases our dedication to the transformation of mathematics and science teaching and learning through technology and other innovative methods. It tells the stories of the human spirit... evidence of what is created when schools and businesses come together in a mutual partnership to nurture the state’s most precious resource: our children.

On behalf of the entire IMSA Fund board of directors, thank you for your outstanding commitment and generous sponsorship. Together, with your partnership, we hope to find the pathways that will lead all Illinois students to educational excellence today and a brighter world tomorrow.

Sincerely,

James R. Thompson
President
IMSA Fund Board of Directors
Dear Partners,

It is my privilege, as executive director of the Illinois Mathematics and Science Academy, to thank you for your generous investment in our pioneering educational community.

The 1993-94 school year was a turning point for IMSA. In declaring a new mission statement, we made a bold commitment to transform mathematics and science teaching and learning through interconnections. We also adopted a new strategic plan calling for expanded attention to statewide partnership initiatives and began to plant the seeds with 50 elementary and secondary schools across Illinois.

Like many corporations that have gone through a similar metamorphosis, this year the Academy had to radically redesign its internal, organizational structure to meet the bold challenges that lie ahead for us. Similar to the re-engineering of corporate America, our goal also is to connect people and ideas in fluid structures rather than isolating them in hierarchical ones.

Once again, IMSA opened its doors to national media that visited the campus to showcase its classroom innovations as models for educational transformation. This year, USA Weekend and NBC-TV's Dateline featured IMSA's calculus-based physics/mechanics course, one section of which was all girls, in reports on gender equity in education. In addition, for the second time, Redbook named IMSA one of "America's Best Schools" as one of seven winners in the "classroom innovation" category.

Problem-based learning is an example of one such type of innovation at IMSA, and thanks to support from the Harris Family Foundation, we continue to teach others about its significance. The Center for Problem-Based Learning held the second annual Neison and Bette Harris Institutes on Problem-Based Learning in Chicago. This year two separate sessions were attended by 90 educators including an introductory session and one for participants at last year's institute.

As we begin to implement our bold strategic plan in 1994-95, the support of our donors and visionary leadership of our Fund board members will become even more critical. We will depend on you to help "bridge the gaps", allowing us to continue on the pathways to educational transformation for students in Illinois and beyond.

On behalf of the board of trustees, faculty and staff, students, parents and alumni of the Illinois Mathematics and Science Academy, thank you for your investment in our future.

Sincerely,

Stephanie Pace Marshall, Ph.D.
Executive Director
THE YEAR AT A GLANCE

Program Partnerships...

- with Ameritech Illinois for distance learning initiatives to expand IMSA's Electronic Learning Community by including electronic bulletin boards, electronic mail and video-conferencing capabilities.
- with The Hitachi Foundation to support the development of a nationwide network of K-12 educators trained in problem-based learning.
- with the Harris Family Foundation to support the second annual Neison and Bette Harris Institutes on Problem-Based Learning in Chicago for 90 educators from Illinois and beyond.
- with the Forest Fund for capital programs at the Academy.
- with the Polk Brothers Foundation to support the Early Involvement Program for minority students in Chicago.
- with the Amoco Foundation to support the 1993-94 IMSA Challenge minority recruitment program.
- with Ford Motor Company of Chicago to support families of students in financial need.
- with IMSA faculty and staff (matched by the IMSA Fund) to support their Innovations and Initiatives projects advancing IMSA's mission.
- with CNA Insurance Companies for the printing of the IMSA Math Journal which was distributed to schools throughout the state.
- with Precision Scientific Inc. for science laboratory equipment to support classroom projects and student research.

Fundraising Results

- Gifts of $1,100,889
- Gifts of $181,429 from IMSA Fund directors (100%)
- Parent contributions of $43,588
- $6 million mark surpassed

In June, the Office of Institutional Advancement organized the first alumni reunion for the IMSA Class of 1989. The event was attended by 70 Charter Class members and 40 guests.

Poet laureate Maya Angelou presented the third annual James R. Thompson Leadership Lecture, co-sponsored by the City of Aurora's Youth Services Department. The lecture was attended by 1600 people including 500 students from Chicago and area high schools.
Dr. Philip Hockberger of Northwestern University Medical School in Chicago believes IMSA’s Mentorship Program is a win-win partnership for everyone... including those who are not directly involved in the program.

"The more we can integrate mentorship into a student’s education, the more everyone will benefit," said Hockberger, associate professor of physiology. "Speaking about the long term benefits, it will help keep those highly qualified people in the state as manpower for the future."

Hockberger’s partnership with IMSA began in May of 1992. "I came out to the campus to speak with IMSA students about careers in medical education and research. It was a very pleasant experience," he said.

More than two years later, Dr. Hockberger’s involvement with IMSA flourished. His enthusiasm and commitment is demonstrated by his leadership in the IMSA Mentorship Program. In mentorship, an optional cocurricular activity, students conduct research on site once a week with scientists and scholars in corporations, educational institutions and laboratories in the Chicagoland area. When the program began in the 1989-90 school year, 28 students participated. In 1993-94, 150 students participated at 45 different sites.
Because of Dr. Hockberger’s work on behalf of mentorship, Northwestern University Medical School became one of the most popular sites. In 1993-94 alone, Hockberger mentored three IMSA students in computer-based digital imaging at Northwestern and another five every Saturday morning on IMSA’s campus in Aurora. As an IMSA partner and mentor, he also attended a conference on Collaborations for Student Research, presented by the National Consortium for Specialized Secondary Schools of Mathematics, Science and Technology. During that conference, he discussed the IMSA Mentorship Program as a successful model for student research at other Consortium institutions.

In addition to mentoring his own IMSA students, Dr. Hockberger personally recruited eight other Northwestern faculty members to serve as mentors to 13 additional students. Those IMSA students conducted research at Northwestern in fields including Neurobiology, Pediatric Oncology, Neurological Pathology, Immunology, Genetics, Bioengineering and Molecular/Cellular Biology. Their research focused on a number of topics including multiple sclerosis, organ transplant rejection and alcoholism.

"The more we can integrate mentorship into a student’s education, the more everyone will benefit. Speaking about the long term benefits, it will help keep those highly qualified people in the state as manpower for the future."

Dr. Philip Hockberger
Associate Professor of Physiology
Northwestern University Medical School

With IMSA as a partner, Dr. Hockberger continues to look ahead in search of new pathways to educational excellence for all Illinois students. “I have big plans for the future,” he said. “Currently, I am working with IMSA to develop a summer research program to place IMSA students and those from other high schools in research positions within their own communities,” Hockberger said.

“We need to think of this as a program for all Illinois students and package mentorship as a way to help expand the educational opportunities to students beyond the classroom.”

We would like to thank the following partners for supporting the IMSA Mentorship Program: Mallinkrodt Group, Inc. and Mayer and Morris Kaplan Family Foundation.
"Technology really makes the world your classroom," said Helen Shumate, director of external relations at Ameritech Illinois. And with IMSA as a partner, Ameritech wants to showcase how technology can help ignite educational reform throughout America.

Choosing IMSA as a testing site for Ameritech seemed to be a perfect match.

"The beauty of IMSA, is that you’re impacting students and teachers from all over the state," said Shumate. "In addition, we feel IMSA is a real match because you’re an educational laboratory and we’re trying to establish laboratory partnerships where we can test our technology and receive valuable feedback."

In 1993-94, Ameritech donated $120,000 in video equipment and laid the fiber optics groundwork for IMSA’s connection through video teleconferencing to the Walter H. Dyett Middle School, an inner-city Chicago public school. Although 35 miles apart, students and teachers from Dyett and IMSA will be able to interact as though they were in the same room.

In this one-year pilot using the two-way voice and video network, Dyett students will participate in problem-based learning and discovery-based science activities with IMSA instructors serving as mentors. In addition, IMSA will continue to train Dyett faculty.
members in problem-based learning and
discovery-based science experiences without
having them leave their school.

Why is Ameritech investing its resources in
this pilot project? Shumate says the IMSA distance
learning project is an outgrowth of Ameritech’s
proposed Advantage Illinois plan.

“Our plan, if approved, would enable
Ameritech to modernize its network in Illinois
and bring the full benefits of the Information Age
to Illinois students,” she said. “The IMSA project
demonstrates how the information superhighway
links teachers and students to worldwide
resources.”

Shumate said Ameritech Illinois is excited
about the future role telecommunications
technology can play to enhance education.
However, she is quick to point out that the
leadership role will need to come from within
America’s schools.

“Ameritech is only an enabler,” Shumate
said. “Technology alone does not make teachers
better. However, we can provide the tools and
bend and mold it to meet their needs. By doing
this, we feel we are playing an important role by
helping to facilitate reform of the educational
system in the United States.”

“The beauty of IMSA, is that you’re
impacting students and teachers from
all over the state.”

Helen Shumate
Director of External Relations
Ameritech Illinois

In summary, Shumate said the relationship
between IMSA and Ameritech Illinois is a win-
win partnership for everyone, adding that the role
IMSA plays will be invaluable to Ameritech as it
continues to be a step ahead of its educational
customer needs.

“We want to then be able to share what we
learn at IMSA with other schools and educational
institutions in Illinois and other states in our
service region including Michigan, Ohio,
Wisconsin and Indiana.”

Students at Walter H. Dyett Middle School in Chicago
interact with IMSA Executive Director Dr. Stephanie Pace
Marshall in Aurora during a teleconferencing demonstration
sponsored by Ameritech Illinois.
"The students were very strong in character, self-discipline and intuitive interest," said Ira Lathan, a mathematics teacher at West Aurora High School, adjunct-instructor at the College of DuPage and teacher for IMSA’s 1994 Summer Challenge and Early Involvement Programs (EIP).

These programs are designed to help increase the number and competitiveness of African American, Latino and economically disadvantaged students who apply to IMSA. In the 1993-94 school year, minority recruitment initiatives expanded to serve more students and deliver more creative types of enrichment experiences.

What makes these program partnerships a success? "The openness of communication between IMSA and educators outside of IMSA, latitude in instruction style, involvement of students and the willingness of IMSA staff to introduce innovative ideas," Lathan said.

In the past, the Early Involvement Program only served ninth grade students from Chicago. This year, the program expanded to include students from Aurora, Elgin and Joliet. The Saturday morning sessions were held from October-February and were conducted at IMSA and Loyola University-Water Tower Campus.

EIP sessions included some preparation for the Scholastic Aptitude Test as well as "hands-on" and group problem-solving activities. For example, students conducted wellness assessments and family history surveys, and learned the fiscal operations of a town council.

Lathan, who taught algebra, fractals and other mathematical skills to EIP students at the Loyola University site, said he was impressed by their enthusiasm.

“I think this type of learning which involves hands-on and group activities is more of a match to their educational creativity. In a lot of classrooms, students just sit back and listen. In this program, it doesn’t happen that way.”

Ira Lathan
Mathematics Teacher
West Aurora High School
Adjunct-Instructor
College of DuPage

In the 1994 Summer Challenge program, 130 students entering the ninth grade from Aurora, Chicago, East St. Louis, Elgin, Joliet and West Chicago came to IMSA’s campus for a one week residential enrichment program.

The Summer Challenge program uses a problem-based learning approach to teaching and learning. This approach places students in the active role of problem solvers, confronting ill-structured problems which mirrors those in the real world.
For example, this year students played the roles of “environmental consultants”, preparing a recommendation about the placement of a second landfill in the city of Geneva. As the culminating event of the week, students made oral presentations to Geneva city officials.

“Problem-based learning is an interesting learning style and I like being involved in alternative forms of learning,” Lathan said. “Anytime you can bring students into a situation where they can excell, it’s a very positive experience.”

This year, for the first time, IMSA also held two Exploration Weekends for 48 eighth grade minority students from Springfield and Rockford to introduce them to Academy life. Plans for next year include expanding the program to include other urban areas in Illinois.

IMSA Director of Admissions Dr. LuAnn Smith said investments in minority recruitment initiatives are paying off. “Minority enrollment for this year’s incoming sophomores (Class of 1996) reached 19%, more than double the size of the outgoing senior class (Class of 1994),” Smith said.

“We believe it is critical for IMSA to play a leadership role in attracting and advancing students from underrepresented populations into careers in science, mathematics and technology,” Smith said. “With support from our private sector partners, we are aggressively addressing these issues with impressive results.”

We would like to thank the following partners for supporting IMSA minority recruitment initiatives: Albert Pick Jr. Fund, Alfred P. Sloan Foundation, Ameritech Illinois, Amoco Foundation, Eastman Kodak Company, Ford Motor Company, Illinois Power Company, Lloyd A. Fry Foundation, Loyola University-Water Tower Campus, Polk Brothers Foundation, State Farm Insurance, and WMX Technologies, Incorporated.
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PATHWAYS THROUGH PARTNERSHIP

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Memorials

Memorial gifts are designated for a variety of uses at IMSA. Yet they all have a single purpose, to memorialize the loss of a close friend or loved one. Memorials were received between July 1, 1993 and June 30, 1994 in honor of the following people:

Chuck Aaron ’89
Richard L. Horwitz
Danielle McTee ’93

While we carefully prepared this donor list, we recognize that some errors may have occurred. If your name had been inadvertently misspelled or omitted, please accept our apology and contact the Office of Institutional Advancement (708/907-3040) so that our records can be corrected.