



President

Illinois Mathematics and Science Academy (IMSA) invites applications and nominations for the position of President. IMSA has experienced six years of success and growth under the leadership of José M. Torres, its fourth president. During Torres' tenure, IMSA has enjoyed strong enrollment growth and increasing recognition as a leading institution for technology, science, and mathematics education in Illinois. These achievements pave the way for the next President to seize a set of opportunities that will allow them to champion and continue to shape a vision for the future of the Academy. IMSA is a rare institution and seeks a President who is inspired by all that has been accomplished to date and is prepared to lead the Academy thoughtfully and collaboratively into the future.

ABOUT THE ILLINOIS MATHEMATICS AND SCIENCE ACADEMY

IMSA fosters the discoverers. The thinkers. The innovators and experimenters. The problem-solvers of the future who can change the world through their life's work.

Ranked the #1 public high school in Illinois and #2 in the U.S. by [Niche.com](https://niche.com), IMSA develops creative, ethical leaders in science, technology, engineering and mathematics. As a teaching and learning laboratory created by the State of Illinois in 1986, and located in Aurora, Illinois, IMSA enrolls approximately 650 diverse and academically talented Illinois students (grades 10-12) in its advanced residential academic program. Graduates are leaders in the business, education, scientific, and civic sectors. By design, IMSA is not part of the K-12 educational system. Rather, IMSA is an independent state agency governed by an appointed Board of Trustees. IMSA's budget is part of the Illinois higher education system.

IMSA is both a public residential Academy and a catalyst for the advancement of STEM teaching and learning statewide with responsibility to stimulate further excellence for all Illinois schools in mathematics and science through its [Center for Teaching and Learning](#). The Center for Teaching and Learning provides [educator training](#) and turnkey STEM curricula, [student enrichment](#), including [summer camps](#), and entrepreneurship and [makerspace education](#).

Notable IMSA technology alumni include YouTube Co-Founder [Steve Chen](#), PayPal Co-Creator [Yu Pan](#), Yelp Co-Founder [Russell Simmons](#), SparkNotes and OkCupid Co-Founder [Sam Yagan](#), and Hearsay Social Founder, [Clara Shih](#). IMSA is proud to have been named among the top 40 public and private college preparatory institutions in the world by *The Wall Street Journal*. IMSA has been profiled by NBC-TV's *Dateline*, CNN's *Science and Technology News*, *USA Today*, *New York Times*, and *The Wall Street Journal*.

IMSA Mission

To ignite and nurture creative, ethical, scientific minds that advance the human condition.

Beliefs

IMSA Believes That...

- All people have equal intrinsic worth.
- All people have choices and are responsible for their actions.
- Belonging to a community requires commitment to the common good.
- Diverse perspectives enrich understanding and inspire discovery and creativity.
- Honesty, trust and respect are vital for any relationship to thrive.
- Learning never ends.
- Meaning is constructed by the learner.
- No one's path in life is predetermined.
- The ability to discern and create connections is the essence of understanding.
- We are all stewards of our planet.
- We can significantly improve life on our planet.

Academics

IMSA's academic program includes a wide variety of learning opportunities. In addition to disciplinary courses of study, IMSA students have the opportunity to do Independent Study, participate in authentic scientific research, Mentorship, and TALENT (Total Applied Learning for Entrepreneurs), take advantage of the Great Minds Program, attend Interdisciplinary Seminars, and pursue their passions during Intersession Week. All of these learning experiences are driven by the core four attributes of our Core Competency: competency-driven, inquiry-based, problem-centered, and integrated. Those attributes serve as design principles for the development, implementation and assessment of IMSA's overall curriculum.

IMSA's areas of study: [English](#); [Fine Arts](#); [History and Social Science](#); [Mathematics and Computer Science](#); [Science](#); [Wellness](#); [World Languages](#)

In the pursuit of training students with ethical and worldly perspectives, IMSA offers equally rigorous coursework and unique electives in the social sciences and humanities that highlight critical analysis of historical events, technical writing, and immersive cultural experiences including immersion language classes.

To learn more about IMSA's core competencies or to review the Course Catalog, click [here](#).

Research and Innovation

Twenty percent of students' time is spent outside the classroom exploring independent study, research, innovation or entrepreneurship. Student Inquiry and Research (SIR) exposes students to authentic research experiences in a breadth of fields through on- and off-campus collaborations with IMSA faculty, university faculty and over 70 world-class institutions. IMSA's Center of Innovation and Inquiry stimulates entrepreneurship including prototyping, makerspace activity and the launching of new tech start-ups and business ventures.

Outreach

IMSA's Center for Teaching and Learning and Center for Innovation and Inquiry are creating the NEXT in STEM Education. The NEXT entails deeper learning experiences that develop content mastery, inspires creativity and fosters STEM identity in all students.

Through our collaborative work with the IMSA community and partnerships with scientific and educational institutions, we can unite the best knowledge of how people learn with creative ideas and innovation. All this helps to make Illinois Mathematics and Science Academy® a leader and exemplar in mathematics and science teaching and learning. Our focus on enabling all learners to acquire, generate, and use knowledge for the world expands the collective impact of the Academy, and that of each individual we touch.

We must continue to share this knowledge that we are acquiring about teaching and learning mathematics and science throughout Illinois and beyond, if not IMSA would not be satisfying its promise nor its possibilities for all teachers and students of our state. Our goal in outreach is to share instructional models and mathematics and science programs that inspire teachers and students and have practical applications for all Illinois classrooms---no matter the region.

To learn more about the Center for Teaching and Learning and the Center for Innovation and Inquiry, please visit: <https://www.imsa.edu/centers/>.

For additional information on research, scholarship, and creative work, please visit: <https://digitalcommons.imsa.edu/>

Leadership and Service Learning

Through IMSA's service-learning program, students are required to complete 200 hours of service during their three-year tenure. In addition, the Leadership Education and Development (LEAD) program fosters social awareness and civic engagement among youth in their communities.

Grading

In order to promote collaborative exploration and discovery, the Academy does not provide grade point averages or class averages.

IMSA – By the Numbers

- Class of 2021 scholarships: 31 National Merit Scholarships, 51 Commended Students
- 57% of IMSA Faculty have doctoral degrees; 100% have master's degrees
- Mean composite ACT score of the IMSA Class of 2019: 31.9
- Mean composite SAT scores for the Class of 2019: 703, Evidence-Based Reading and Writing; 742, Mathematics
- 43,333 hours of community service are performed by IMSA students each year
- 652 residential academy students come from 55 Illinois counties
- 20% of students' time is spent on independent research and internships
- 5 world languages including Spanish, Mandarin Chinese, German, French, and Russian. A student must complete two years of world language study

- 19 IHSA athletic activities including soccer, volleyball, golf, tennis, and swimming
- 59 chartered clubs with focuses in politics/activism, art/design, culture, medical, computer programming, service, science, music and drama, and more
- The student population of IMSA for 2020-2021:
 - 0.2 percent identify as American Indian or Alaskan Native
 - 37.1 percent Asian
 - 10.4 percent Black or African American
 - 11.8 percent Hispanic or Latino
 - 8.3 percent Two or More Races, Non-Hispanic or -Latino
 - 31 percent White
 - 1.2 percent not reported
 - Percentage of economically disadvantaged students: 16.3 percent

LEADERSHIP

Board of Trustees

IMSA is governed by a 17-member Board of Trustees consisting of 13 appointed voting members and four positional non-voting members. The members, specified in the IMSA Law, include:

- Three representatives of the scientific community in Illinois, appointed by the Governor
- Three representatives of the Illinois private industrial sector, appointed by the Governor
- Two representatives of the general public at large, appointed by the Governor
- Two representatives of Higher Education, one of whom must be a Dean of Education, appointed by the Executive Director of the Illinois Board of Higher Education
- Three representatives of Secondary Education, one of whom must be a mathematics or science teacher, appointed by the State Superintendent of Education
- Four ex-officio non-voting members: the State Superintendent of Education, the Executive Director of the Illinois Community College Board, the Executive Director of the Board of Higher Education, and the Superintendent of Schools in the school district in which IMSA is located

IMSA Trustees focus on strategic direction and policy, not day-to-day operations. The Board selects and evaluates the IMSA President who is the chief executive officer of the Academy and the chief administrative officer of the Board, responsible for all the administrative functions, duties and needs of the Board.

Beyond their responsibilities specified in the IMSA Law and in IMSA Board Policies, Trustees advance and support the Academy in other ways, for example, as guest speakers for special events, members of the Strategic Planning Team, expert resources on particular issues, ambassadors for IMSA in their respective networks, and donors to [IMSA Fund Board](#).

2022 VISION

IMSA's Vision is to be a recognized global leader and catalyst in equity and excellence in STEM teaching and learning, innovation and entrepreneurship.

The Priority Outcomes that will help IMSA achieve its broader goal are organized under four Pillars: STEM Teaching and Learning; Operational Capacity; Stakeholder Engagement; Equity and Excellence.

Eight Priority Outcomes (organized under four pillars and one strategy):

STEM Teaching and Learning

1. Develop Educator STEM Proficiency
2. Broaden Student STEM Participation and Interest
3. Develop Students' STEM Thinking
4. Strengthen Identity as a Learning Laboratory: Current Theme: United Nations 17 Sustainable Development Goals UN Sustainable Development Goals (SDGs)

Operational Capacity

5. Build Fiscal Sustainability and Grow Programs

Stakeholder Engagement

6. Build the IMSA Ecosystem
7. Strategy
 - Strengthen Employee Engagement

Equity and Excellence

8. Implement the Equity and Excellence Plan: Year 1

The IMSA Board of Trustees formally adopted these Priority Outcomes on January 20, 2016.

To learn more about IMSA's strong employee engagement or to view the Academy's Operational Excellence Dashboard, please visit: <https://www.imsa.edu/discover-imsa/impacts-outcomes/>.

STUDENT LIFE

IMSA's graduates are healthy, ethical, and productive members of the local and global communities. During the student's three years at the Academy, the nurturing staff provides appropriate support, interventions, services and learning opportunities to help students reach their full potential in all areas of development with a special emphasis in leadership. The staff facilitates the development, implementation, and assessment of these programs and serve as student and parent advocates within the Academy.

For more information on student life at the Academy, the Office of Student Life and its various programs and units, please visit the following links:

Students who choose to attend the Academy are committed to developing their personal and social skills along with the academic talents. The residence halls are places where living and learning meet. It is there

that each student will meet new and different people, encounter new ideas and differing values, and test the student's self-discipline: <https://www.imsa.edu/student-life/residence-life/>.

Student Engagement is an important part of IMSA's community. Every student should have the opportunity to foster relationships with their peers and staff outside of the classroom environment. IMSA encourages development through co-curricular and extracurricular experiences. <https://www.imsa.edu/student-life/student-engagement/>.

Health Services: <https://www.imsa.edu/student-life/health-services/>.

Co-Curricular Activities: <https://www.imsa.edu/student-life/student-engagement/co-curricular-activities/>.

Athletics: <https://www.imsa.edu/student-life/student-engagement/athletics/>.

DIVERSITY, EQUITY, AND INCLUSION

Through diversity, equity and inclusion (DEI) initiatives, IMSA, and the Office of Diversity, Equity, and Inclusion specifically, work to ensure that those with individual differences (e.g. personality, learning styles, and life experiences) and group/social differences (e.g. race/ethnicity, gender, sexual orientation, gender identity or expression, country of origin, and ability as well as cultural, political, religious, or other affiliations) are engaged in the service of teaching, learning and advancing the human condition. IMSA takes a proactive and intentional approach in fostering and nurturing a safe, affirming and responsive environment and organizational culture where all feel they have value, the opportunity to contribute their best work and the ability to realize their full potential.

In addition, IMSA recognizes and acknowledges the historical underrepresentation and marginalization of culturally, linguistically, and economically diverse groups, both universally, and particularly, in STEM education and professions. These disparities also exist in the representation of the Academy's workforce. IMSA is committed to advancing equity in STEM education and representation and creating a diverse, inclusive community of global citizens who can realize their full potential, and execute the Academy's mission to advance the human condition. Equity at IMSA is defined as:

Access for Culturally, Linguistically and Economically Diverse and Marginalized students to differentiated academic and social-emotional supports and interventions that create opportunity for them to participate in educational programs and co-curricular activities that are capable of closing the excellence gaps in student experiences, success and retention. Additionally, with respect to the Academy's workforce, Equity means differentiated strategies and resources to attract, retain and professionally develop Culturally, Linguistically and Economically Diverse and Marginalized applicants and employees.

IMSA has a 20-year history of moving DEI forward. The work has evolved from a focus on multiculturalism, to diversity and inclusion and now it is being approached through a model of Equity and Excellence, the intentional integration of Cultural Competence, Diversity, Equity, Equity-Minded Frame, Excellence and Inclusion into every facet of the Academy, with the understanding that it is an active and ongoing process involving structures, processes and people and not an isolated initiative.

IMSA's commitment to diversity, equity and inclusion is evidenced by the Board of Trustees' adoption of an [Equity and Excellence policy](#). This critical policy "institutionalizes" equity work so that, regardless of leaders and other employees who may come and go, "equity", and its attendant required outcomes, remains intact.

IMSA has created opportunities to learn about, celebrate, and address inequities that exist at the Academy and beyond. Professional and student learning has focused on areas of implicit bias, systemic oppression, power and privilege and educational equity. Some of IMSA's DEI Initiatives include: [Professional Learning and Cultural Programming](#); [Diversifying STEM Think Tank](#); [Dr. Martin Luther King, Jr. Celebration](#).

For more information on IMSA's DEI data, history, reports, etc., please visit: https://digitalcommons.imsa.edu/diversity_resources/

To learn more about the Office of Diversity, Equity, and Inclusion, among other resources, please visit: <https://www.imsa.edu/discover-imsa/diversity-equity-inclusion/>

LOCATION

IMSA is located in [Aurora, Illinois](#), the second largest city in the state, in the high-tech corridor west of Chicago. It is only minutes from the Illinois East-West Tollway (I-88) and is 43 miles west of the Chicago Loop. Located in Kane County, the Aurora and Fox River Valley area offer many educational, cultural, sports, and social opportunities. Nearby attractions include museums, the Paramount Arts Centre, Fermi National Accelerator Laboratory, Northern Illinois University, several private colleges and universities, numerous parks, forest preserves, and biking and nature trails. Special events and festivals throughout the year offer many family activities. The Metra commuter rail system offers convenient access to Chicago.

ROLE OF THE PRESIDENT

The President of IMSA reports to the Board of Trustees and is supported by a talented and dedicated cabinet which includes:

- Chief Student Affairs Officer
- Chief Operations Officer
- Chief Human Resources Officer, Chief Equity Officer, Chief Legal Officer
- Principal & Chief Academic Officer
- Chief Innovation and Education Officer
- Chief Strategic Partnership and Initiatives Officer

Each member of the administration heads a division whose faculty and staff are notable for their dedication to IMSA's goals and values and to maintaining the Academy's supportive and enriching environment for all students.

For more information on the BOT, or to learn more about the current IMSA Cabinet and Principal's Office Staff, please visit: <https://www.imsa.edu/discover-imsa/leadership/>

OPPORTUNITIES AND CHALLENGES

The next President of IMSA will build on Dr. Torres' work as a global spokesperson for reconceptualizing STEM education, and will arrive at a time of great momentum and optimism, and must both maintain and advance IMSA's trajectory towards sustained academic rigor and outside-the-box approach to education; broad innovation and creativity; and unfaltering commitment to diversity, equity, inclusion, and antiracism initiatives. Building upon the extraordinary record of outgoing President José M. Torres and working closely with faculty, staff, students, trustees, alumni, and members of the community the next President will lead the campus in the following endeavors:

Academic Mission

- **Lead the IMSA faculty, students, staff, administrators, and alumni in developing a shared strategic vision for the future of the Academy.** The Academy seeks a President who will provide strong yet collaborative leadership in guiding IMSA to develop a new strategic plan. While the current vision runs through 2022, there is ample opportunity for course corrections, new emphases, and further revision. IMSA is prepared to enter a new chapter in its history and is willing to take informed risks to achieve even greater success. The President will solicit the best thinking of all community members in a transparent and inclusive process with the goal of refining the long-term direction of the Academy in ways that are consistent with its mission and values. The President will inspire and unite the community while leading it boldly into the future.
- **Provide high-level support to the Principal and Chief Academic Officer and faculty to support the development and implementation of programming that promote excellence in mathematics and science teaching and learning in schools in the state of Illinois and beyond.** With the understanding that oversight of the academic program is the responsibility of the Principal and Chief Academic Officer and the faculty, the President will champion them as they imagine and develop new academic and research initiatives that are consistent with the IMSA's values while also significantly advancing the Academy's strategic objectives and standing as a model school of innovation and entrepreneurial capacity. Maintaining a distinctive curriculum that is rooted in science, technology, engineering, and math and reflects the mission of IMSA is vital. The President will encourage the efforts of the Principal and Chief Academic Officer and the faculty as they continue to review, strengthen, and expand the curriculum, and consider the research and development of new programs.

Diversity Equity and Inclusion

- **Continue to work towards creating an anti-racist culture on campus.** Following a summer of difficult and important conversations about racism on campus, especially regarding the Academy's black students and alumni, the community must continue to work tirelessly to develop and begin the implementation of a plan to create an anti-racist culture on campus. However, there is some concern that momentum may slow on this vital initiative due to administrative turnover and the distance created through the COVID-19 pandemic crisis. The next President must reinvigorate these efforts, continuing to encourage broad participation, feedback, and continued input moving forward. To read IMSA's message on anti-racism, please visit: <https://www.imsa.edu/wp-content/uploads/2020/06/Anti-Racism-Message.pdf>

- **Championing the recruitment, inclusion, support, retention, and promotion of individuals from underrepresented backgrounds.** IMSA is proud to be home to an ever-diversifying student body, faculty, and staff; that important work must continue. The next President reaffirm IMSA's commitments to, and on-going training around, diversity, equity, and inclusion, continuing the work of creating and sustaining an intercultural community that respects differences and welcomes and empowers all its members.

Community Engagement and Outreach

- **Provide transparency and full community engagement in decision making.** IMSA has experienced considerable growth in the last six years. However, many in the community feel an even greater need for transparency and engagement around decision making and implementation. The next President must be deeply committed to broad consultation with the full community as the Academy continues to expand its reach.
- **Communicate with passion the distinctive and transformative education offered by IMSA.** The Academy has produced alumni whose lives have been transformed by the education they received. The next President will champion the value of an IMSA education and be responsible for raising the Academy's profile in a thoughtful and strategic manner. The next President will strive to position IMSA with external partners and supporters, especially IMSA's standing with the state legislature, as a model for the future of science, technology, engineering, and math education as well as a deep commitment to access for a diverse range of students.
- **Engage deeply with Academy constituencies, the local community, and regional corporate and civic partners.** The next President must be a visible and accessible campus presence, and connect with faculty, students, staff, and alumni at a genuine and sincere level. In addition, because IMSA is located in Aurora, IL, the Academy figures prominently in the life of the city and the region. The next President will continue the practice of engaging deeply with current partners – educational, civic, corporate, and entrepreneurial start-ups - throughout Aurora and the region, and building new ones, to ensure that Aurora thrives alongside IMSA and that their achievements continue to mutually benefit each other. As one member of the IMSA community said, the successful President will be one who “colors outside the box.”

Finance and Operations

- **Empower continued growth and stewardship of the Academy's financial resources.** The next President will develop and implement strategies to further improve the Academy's financial position and capacity, with the identification of new revenue and fundraising channels figuring prominently. The next President will need to advocate persuasively for IMSA at the state level, while building relationships with local government officials. Growth of IMSA's endowment will also be crucial. The next President will bring strong fiscal and political acumen to ensure the Academy achieves balanced budgets, controls costs, and identifies opportunities for increased efficiencies. This will be particularly important as the Academy navigates repercussions resulting from the COVID-19 pandemic.

Working closely with the IMSA Fund Board, the next President will serve as a chief fundraiser for the Academy and will give a compelling and articulate voice to IMSA's initiatives and aspirations. The next President will steward existing relations with alumni, parents, community members,

Trustees, foundations, and other key stakeholders while also seeking to build the Academy's donor and friend base to exponentially increase its endowment.

Desired Qualities and Characteristics

The faculty, staff, students, and alumni of IMSA seek a bold and courageous leader who is prepared to seize the opportunities that lie ahead. The ideal candidate will possess significant administrative experience as a leader in the public sector, private/corporate sector, or academic sector; experience working with or within academic environments is highly desirable. The ideal candidate will:

- Demonstrate a passion and be a genuine and effective advocate for IMSA's mission: to ignite and nurture creative, ethical, scientific minds that advance the human condition;
- Be consultative and student-centered in all decision making;
- Possess a deep and broad history of achievement in a wide range of initiatives that prioritize diversity, equity, inclusion, anti-racism, and creating broadly inclusive cultures and communities;
- Appreciate the variety of backgrounds, experiences, and opinions among all constituent groups;
- Have an unwavering commitment to maintain and increase the diversity of IMSA;
- Exhibit ambition in keeping IMSA the premier public institution in Illinois and around the nation for 10th-12th grade students for technology, engineering, and math education;
- Acknowledge and celebrate the tremendous talent and potential IMSA's faculty brings daily to their work with students, and creates a flexible and innovative framework for those same faculty to advance IMSA's curriculum as a model for innovation and impact across any public, charter, or independent K-12 school.
- Participate actively in the national and international conversation regarding the future of technology, engineering, and math education;
- Demonstrate the ability to think systematically and strategically to develop a shared vision for an institution;
- Have the personality, ability, and eagerness to engage local and state officials in the development of key partnerships and to advocate for support;
- Have the personality, ability, and eagerness to be a strong and effective fundraiser for the Academy in terms of private donors, foundations, corporations, and federal grants;
- Have experience managing finances within a complex organization;
- Possess a thorough knowledge of interacting with compliance and accreditation entities;
- Be naturally inclined to serve as a visible and accessible presence for faculty, students, staff, and alumni;
- Be willing to work closely with local civic and corporate organizations to develop and strengthen partnerships that benefit both the Academy and the region;
- Communicate in an open and transparent manner with all constituencies; and,
- Lead IMSA in a naturally collaborative and effective manner with humility, integrity, optimism, energy, and genuine warmth.

CONTACT

Please send nominations, applications, and inquiries in confidence and electronically to:



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