

REGENERON

SCIENCE
TALENT SEARCH

A program of
SOCIETY FOR SCIENCE
Since 1942

REGENERON SCIENCE TALENT SEARCH

2022 RULES AND ENTRY INSTRUCTIONS

APPLICATIONS DUE ON WEDNESDAY, NOVEMBER 10, 2021 AT 8:00 PM EASTERN TIME!

CHECKLIST FOR REGENERON STS ENTRANTS

Students who are interested in applying for the Regeneron Science Talent Search 2022 should review this Rules and Entry Instructions document carefully. The checklist below is provided to help you navigate the Rules Book so that you do not miss information pertinent to your project.

1. ☐ Review the Regeneron STS Eligibility Requirements on page 6.
2. ☐ Read the Entry Rules and Ethics Information on page 8.
3. ☐ Make sure your research project adheres to Regeneron STS rules. All entrants are urged to explore the rules wizard, available within the online application.
 - a. ☐ If you worked with vertebrate animals or vertebrate animal cell lines or tissue cultures, review page 16.
 - b. ☐ If you worked with humans or human tissue samples, or sets of human data, review page 12.
 - c. ☐ If your engineering project or invention was tested on humans, review page 12.
 - d. ☐ If you worked with Potentially Hazardous Biological Agents, review page 18.
4. ☐ Mark the application deadline on your calendar.
5. ☐ Open your online application at sciencetalentsearch.smapply.org.
6. ☐ Request your recommendations right away! You can find info on page 22.
7. ☐ Work on your research report. You can find guidelines on page 20.
8. ☐ Submit by the deadline on Wednesday, November 10, 2021 at 8:00 pm Eastern Time!

Questions about your eligibility, your project or the application?

Email sts@societyforscience.org.

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REGENERON SCIENCE TALENT SEARCH



The Regeneron Science Talent Search (Regeneron STS) is the oldest and most prestigious science and mathematics competition for high school seniors, providing an important forum for original research that is recognized and reviewed by a national jury of professional scientists. Since 1942, alumni have made extraordinary contributions to science and have earned many of the world's most distinguished science and math honors, including thirteen Nobel Prizes, eleven National Medals of Science and two Fields Medals. Annually, approximately 2,000 high school seniors from around the country accept the challenge of conducting independent science, math or engineering research and completing an entry for the Regeneron Science Talent Search. The Regeneron Science Talent Search recognizes 300 students as scholars and awards their schools each year and invites 40 student finalists to Washington, D.C. to participate in final judging, display their work to the public, and meet with notable scientists and government leaders. Each year, Regeneron STS scholars and finalists compete for \$3.1 million in awards. Regeneron STS is owned and produced by the Society for Science.

To view a full list of prestigious Science Talent Search Alumni, visit [page 37](#).

IMPORTANT DATES

Application Opens

June 1, 2021

The online application is available online: sciencetalentsearch.smapply.org

Technical Support Deadline

November 9, 2021 at 8:00 pm Eastern Time

Students submitting a technical support request by this date and time are guaranteed that the problem reported will be resolved before the Application Deadline. The Society cannot guarantee that requests for technical assistance will be resolved if submitted after this date and time.

Application Deadline

November 10, 2021 at 8:00 pm Eastern Time

All parts of the application must be received by the Society by this date and time, including recommendations. Recommendations must be submitted by the recommendation provider by this date and time. No portions of the application will be accepted after the deadline for any reason. Materials are only accepted through the online application portal.

Top 300 Scholars Announced

Early January 2022

Top 40 Finalists Announced

Mid-January 2022

Regeneron Science Talent Search Finals Week

March 10–16, 2022

Top 10 Winners Announced

March 15, 2022

Entrants are encouraged to visit the Regeneron STS website,
societyforscience.org/regeneron-sts
frequently for announcements during the summer and fall.

AM I ELIGIBLE?

Interested students must meet all of the eligibility requirements listed below in order to apply to Regeneron STS.

1. Applicants must:
 - a. be over 13 years of age and have legal parental or guardian consent to submit the application and participate, OR
 - b. be 18 years of age or older, OR
 - c. be an emancipated minor.
2. On the application deadline, applicants must be:
 - a. A student (of any citizenship) who is enrolled in and attending the 12th grade/their last year of secondary school (public, private, parochial, or home school) who maintains residence in the United States, Puerto Rico, Guam, the U.S. Virgin Islands, American Samoa, Wake and Midway Islands, or the Marianas, OR
 - b. A United States citizen enrolled in their final year of secondary school on the application deadline date attending a:
 - i. Department of Defense Dependents School or an accredited overseas American or International School, OR
 - ii. foreign school as an exchange student, OR
 - iii. foreign school because his/her parent(s) are temporarily working and living abroad.
 - c. Proof of citizenship and school accreditation is required for 2b (above).
3. Applicants must be in their final year of high school, completing high school courses required for college applications, must not have graduated from high school before the Regeneron STS application deadline, and must not have entered any previous STS.
 - a. Students who are uncertain of their graduation year at the time of entry must notify the Society by December 15, 2021 to either withdraw their application due to continued uncertainty, or confirm that they will graduate in the 2021/2022 academic year.
4. Applicants must complete individual research projects to enter Regeneron STS; research conducted as part of a pre-collegiate student team project is not eligible for Regeneron STS. This includes any research or portion of research regardless of whether it has or will be submitted to any competition. To remain eligible and collect Regeneron STS awards, the following statements must remain true about the submitted research project until June 1, 2022:
 - a. Students may not “split” a team project and enter it in Regeneron STS as individuals. Students also may not within the time between submission to Regeneron STS in November 2021 and June 2022 combine individual research submitted to Regeneron STS and present it as a team in competition, publications or any forum.
 - b. Should a student wish to continue work on a team project as an individual, they may only submit the work completed without the original student partner(s).
 - c. Research conducted alongside adult researchers in a research institution is permitted, but clarity and adequate knowledge of an individual’s role and independence vs. work being done by the collective laboratory throughout the application is vital. Consideration should be given to the extent to which the research qualifies as independent research, given the student and adult responsibilities.
5. Children of Society for Science employees, Trustees, Regeneron Science Talent Search evaluators or judges are not eligible to enter the Regeneron Science Talent Search. Anyone who has mentored current year student applicants are not eligible to serve as evaluators or judges.
6. Continuation research projects and research completed over any length of time in any year of school is eligible for Regeneron STS.

APPLICATION REQUIREMENTS

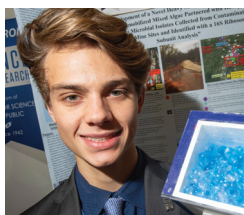
Entries in the Regeneron Science Talent Search are submitted online. The online application is free of charge. All components are collected in the online application, including school transcripts and test scores. Core components of the application include:

- Essays, short answer responses, activity and basic information
- Scientific Research Report (maximum 20 page research paper about entrant's original research project) and any corresponding paperwork (see Appendices 7-11, pages 31–36)
- Recommendations and Transcripts submitted by adults
- Test Scores (optional)

An entry to the Regeneron Science Talent Search will be considered for review and awards if the following items 1–3 are completed in the online application system by an eligible applicant:

1. The following application tasks:
 - a. Demographic and High School Information
 - b. Rules Wizard and Paperwork Upload
 - i. Students will answer questions to determine if IRB/IACUC approvals, blank surveys, informed consent, wildlife permits, etc. are needed. See Appendices 7-11 for more information.
 - ii. Carefully answer all questions and upload all required documentation. Failure to do so could result in disqualification.
 - c. Science Research Description
 - d. Research Report (up to 20 pages; see Appendix 2 for requirements)
 - e. Previous Research
 - f. Essay Questions
 - g. Activities, Interests and Awards
 - h. Test Scores (Optional)
 - i. Beyond Judging
 - j. Longitudinal Research Study (Optional)
2. “Submitted” status: Applications that are not fully submitted will not be accepted. Entrants must hit a submit button and will know their applications have been accepted when they receive a confirmation email. Entrants are required to attest to an Ethics Statement upon submitting their applications (see Ethics Statement on page 8).
3. Recommendation Requests: Applicants must request the following types of recommendations from adults via the online application system, but applications for which the Society does not receive these items will still be judged. See Appendix 3 for more information and requirements.
 - a. Educator Recommendation (up to 2)
 - b. Project Recommendation (up to 2)
 - c. High School Report

ALL COMPONENTS OF THE REGENERON SCIENCE TALENT SEARCH APPLICATION ARE DUE ON WEDNESDAY, NOVEMBER 10, 2021 AT 8:00 PM EASTERN TIME, INCLUDING RECOMMENDATIONS FROM ADULTS. NO EXCEPTIONS WILL BE MADE.



“It is the ultimate dream for any science research kid to be recognized by this competition, due to the long history of STS and what it stands for in the scientific community. Not only is our research interesting, but it can change the world. STS gives us the network to propel our research and our careers to the next level to really make an impact in society.”

BRADEN MILFORD, REGENERON STS FINALIST 2019

ENTRY RULES

ENTRY RULES

1. Both student and mentor must attest to the following Ethics Statement before submitting an application:
 - a. I certify that I am over the age of 13 and that I possess legal parental or guardian consent to submit the Application and participate in the Regeneron STS and/or that I am 18 years of age and/or am an emancipated minor and am fully able and competent to submit the Application and to abide by and comply with the Regeneron STS Rules and Entry instructions.
 - b. I certify that all the information provided is correct and complete without omission to the best of my knowledge and I certify that the Research Report I am submitting is my own individual work, not that of a student team, nor does it represent the work of others.
 - c. I understand that I am responsible for all aspects of my work's authenticity: the research, the Application, and all other documentation in the application process, as well as the display board and oral presentation if I am selected as a finalist. I attest that all these submissions are exclusively my work in substance and in presentation.
 - d. I further understand that scientific fraud, misconduct, misrepresentation of work or attribution thereof, or violation of the rules and/or eligibility requirements may result in disqualification and forfeiture of any monetary awards and that the Society reserves the right in such cases to bar future participation in Society programs.
 - e. I agree to accept the decision of the judges as final and understand that my digital application and Research Report, and scores, will not be returned to me but shall become the sole property of Regeneron STS/the Society.
 - f. I also agree to permit Regeneron STS/the Society to use all information contained in my application in any way it deems appropriate for publicity purposes.
 - g. I certify that I have read and fully understood all rules and eligibility requirements found in the Regeneron STS Rules & Entry Instructions and that I have complied with all rules and meet the eligibility for submitting this Regeneron STS entry.
2. The Society uses plagiarism detecting software to authenticate the Regeneron Science Talent Search entries including essays, research reports and recommendation letters. Every report is individually reviewed by the software and any questionable cases receive a second review by a Regeneron STS Rules Advisor to determine whether the entry is in violation of Regeneron STS rules and guidelines. Submissions found to be in violation of the originality rules will not be awarded entrant status, nor will they be considered for awards. Students who submit applications to Regeneron STS agree to the plagiarism screening.
4. The practice of mentor/adult compensation based on a student's results (placement) in the Regeneron STS is prohibited. Any such compensation will render the student entry ineligible for consideration and will be grounds for the revocation of any award already made.
5. Student must submit all required components of the Regeneron STS online application in order to be considered for awards. Application requirements are listed on page 7.
6. Only one entry per student is allowed.
7. Student must obtain permission from their project mentor to enter research into Regeneron STS, and both will be asked to attest to this in the application.

WHAT COULD I WIN? SELECTION PROCESS, AWARDS, FINALS WEEK EXPERIENCE

SELECTION PROCESS

After reviewing entries for completeness, accuracy, eligibility and rules adherence, student age, citizenship and residence, all portions of every eligible submission are evaluated by three or more doctoral scientists, mathematicians, and/or engineers in the appropriate scientific discipline. The originality of each entry is checked using plagiarism monitoring software. A rules committee reviews each project for compliance with the vertebrate animal and human participant rules. Entries are evaluated in four areas:

- Research Report and Scientific Merit
- Student Contribution to the Research
- Academic Aptitude and Achievement
- Overall Potential as a Future Leader of the Scientific Community

Three hundred scholars are selected. These top entries are further reviewed by an additional judging panel of doctoral scientists, mathematicians and engineers, who select 40 finalists.

- Regeneron STS only considers the content shared in each entrant's application package; demonstrated student interest, outside letters of recommendations and quotas of any sort (category, region) are not factors in the selection process.

The Society recognizes that the COVID-19 pandemic has impacted high school grading systems, opportunities for students to take tests, and opportunities for students to pursue activities and research. The 2022 application includes questions for high school counselors to share how individual schools adapted, and encourages students to let us know about changes to other activities within their application responses. Test scores are not required (Regeneron STS has been test-optional for many years). The Society will train evaluators in our review process to consider the many changes high school students have faced this year.

ENTRANT RECOGNITION

All eligible and valid entrants will receive a t-shirt, laptop stickers, a free one-year student membership to Society for Science which includes a free one-year subscription to *Science News*.

SCHOLAR AWARDS

Each of the 300 students named a scholar in the Regeneron Science Talent Search will receive a \$2,000 award for their outstanding science research. These awards will be mailed to Regeneron STS scholars in late Spring, upon completion and upload of a W9 Request for Taxpayer Identification Number to the Society to the Society's online payment portal.

SCHOOL AWARDS

The Regeneron Science Talent Search School Award recognizes excellence in teaching and school support of individual student research. The schools of each Scholar will each receive an award of \$2,000 (per scholar). The award is intended to contribute to excellence in science, math and/or engineering education at the recipient school. In the case of home schooling, the award will be given to a public school district in the home state of the student, or to a 501(c)3 non-profit science organization of the student's choosing and at the approval of the Regeneron STS Director. The award will be mailed to the recipient in the Spring after submission of the School Award Program application and a W9 Request for Taxpayer Identification Number to the Society.

FINALIST AWARDS

A panel of judges representing expertise across the disciplines of entry convenes and selects 40 finalists from among the scholars. These students are awarded an all-expenses-paid trip to Washington, DC, where they will participate in individual interviews and display their work for the judges. Finalists receive a minimum award of \$25,000 upon completion of Finals Week. Award amounts are as follows:

FIRST PLACE AWARD \$250,000	FIFTH PLACE AWARD \$90,000	NINTH PLACE AWARD \$50,000
SECOND PLACE AWARD \$175,000	SIXTH PLACE AWARD \$80,000	TENTH PLACE AWARD \$40,000
THIRD PLACE AWARD \$150,000	SEVENTH PLACE AWARD \$70,000	REMAINING THIRTY FINALISTS \$25,000
FOURTH PLACE AWARD \$100,000	EIGHTH PLACE AWARD \$60,000	

REGENERON SCIENCE TALENT SEARCH FINALS WEEK & TOP 10 AWARDS

The 40 Regeneron Science Talent Search finalists will participate in an in-person competition March 2022. The program will include final in-depth judging, visits to historic sites and cultural institutions, and meetings with national leaders and prominent scientists and engineers. Finalists will exhibit their research to the public and will have the opportunity to exchange ideas and insights with each other, as well as with illustrious members of the scientific research community. Full participation in the Regeneron Science Talent Finals Week is a requirement of maintaining finalist status and receiving finalist award monies. The Regeneron Science Talent Institute culminates in a black-tie gala honoring the forty finalists, to be held mid-March 2022. The evening will conclude with the announcement of the top ten award winners.

CONDITIONS OF AWARDS

All awards will be paid in the year they are awarded, if the student has provided the necessary documentation to process payment. Awards below \$20,000 not disbursed within two years of the award date will be subject to forfeiture (this primarily is applied to the \$2,000 Scholar and School Awards). Finalists must participate in the finals week program and complete required documents and tasks in order to remain in good standing and claim their award funds. For individual awards greater than or equal to \$20,000, annual payments will be made either to the student winner to use for educational purposes, or directly to their college or university of choice. The awardee must be an undergraduate or graduate student in good standing to receive payment. Payments must begin no later than six years after the award is made and must conclude within eight years of matriculation from high school. Initial payments will commence once the student has provided the necessary documentation to provide payment. Awards not disbursed within the dates noted above will be subject to forfeiture. The Society may approve, at its discretion, the extension of the payment schedules noted above if the student provides a request in writing detailing his or her individual circumstances. The Society reserves the right to deny any such request. Internal Revenue Service (IRS) regulations require that the Society file IRS Form 1099 for Miscellaneous Income for recipients of award monies which total \$600 or more during a calendar year; similarly, colleges and universities who receive direct payment from the Society on a student winner's behalf will file IRS Form 1098-T. Award recipients will receive their copy of Form 1099 from the Society, or Form 1098-T from their college or university, in January of the year following the year award payments are made.

ACADEMIC INTEGRITY

The Regeneron Science Talent Search, like colleges and universities across the nation, expects that students hold themselves to rigorous ethical standards, both academic and personal. Responsibility for integrity in scholarship is inherently the scholar's, including the Regeneron STS student applicant. Students must be responsible for all aspects of their work's authenticity as outlined in the eligibility rules above.

The required signature box in the Submission stage of the application asks the entrant to attest to every statement, and by their signature, claim each one to be true and understood. It also attests that material submitted is exclusively the work of the applicant in substance and in presentation. If a determination is made at any point that an entrant has violated rules as outlined in this document or at the discretion of the Society, and/or misrepresented work or attribution thereof, the Society reserves the right to disqualify the entry, withhold and/or withdraw monetary awards and/or exclude the entrant from participating in Society programs.

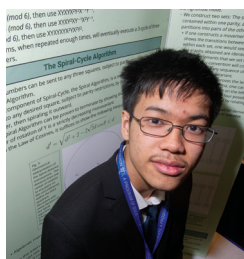
INTELLECTUAL PROPERTY

Independent research for the Regeneron STS may produce findings that are the Intellectual Property (IP) of the entrant. Participation in the Regeneron STS requires disclosure of methods and results; they will be made available to our evaluators and judges, who sign non-disclosure agreements. Research reports of finalists and some scholars will also be shared with the public relations team; research reports will not be shared with Regeneron Pharmaceuticals, as the Society manages all judging and evaluation procedures. Results and methods may be made available to the public in summary format in the promotion of the project. If entrants are concerned about the protection of IP, they are urged to consider these issues with their supervising scientist and qualified adult advisors to make an informed decision before entering the Regeneron STS. The exhibition, posting, and judging process will not be modified in deference to journal embargoes or other considerations.

If an entrant is asked to waive copyright for the paper for publication in a peer-reviewed scientific journal, the entry is still considered eligible for Regeneron STS.

GRIEVANCES

If an adult or student entrant wishes to share a grievance or a suspected violation of STS entry rules, eligibility or research related rules, they they should email their concern to sts@societyforscience.org.



"Being part of this select group of the biggest math and science aficionados in the country was a once-in-a-lifetime experience. Just being 'one of them' instills so much confidence in my future and my potential as a mathematician, and being recognized heavily for my research has been fascinating and reassuring. Overall, the experience has been an unforgettable odyssey."

THOMAS LAM, REGENERON STS FINALIST 2019

RULES FOR RESEARCH INVOLVING HUMAN PARTICIPANTS, HUMAN TESTING & HUMAN TISSUE

Projects involving HUMAN PARTICIPANTS, including surveys drafted and/or administered by the student researcher (written, in-person, or online), product testing, testing of an engineering project or an invention on humans, and/or involving HUMAN TISSUE SAMPLES, must adhere to the following rules (even for anonymous studies). In most cases, you will be asked to upload approval documentation in the online application:

Based upon the Code of Federal Regulations (45 CFR 46), the definition of a human participant is a living individual about whom an investigator conducting research obtains (1) data or samples through intervention or interaction with individual(s), or (2) identifiable private information.

HUMAN PARTICIPANTS

Applies to all student researchers who collected human data (via surveys or other methods) or tested a device or program on humans. **IRB approvals, when needed, should be obtained before experimentation on human participants.**

1. Student researchers must write a research plan that should include a description of research participants, recruitment procedures, research methodology, assessment of risks and benefits of the research, procedures for minimizing physical, psychological and privacy risks to participants and procedures for obtaining informed consent/parental permission/assent.
2. The research plan must be reviewed and approved by a properly constituted Institutional Review Board (IRB) BEFORE the student may begin recruiting and/or interacting with human participants (see IRB guidelines below). After initial IRB approval, a student with any proposed changes to the research plan must repeat the approval process before experimentation/data collection resumes.
 - a. If research is conducted in a high school, it is the responsibility of the student researcher to receive properly documented IRB approval before beginning the study. See Appendix 8 for a guide for high schools to create their own IRB process to approve student projects.
 - b. If research is conducted at a federally regulated research institution (e.g., university, medical center, NIH, correctional institution, etc.), the research plan must be reviewed and approved by that institution's IRB and proper signed documentation must be provided.
3. The research study must be in compliance with all privacy and HIPAA laws when they apply to the project. Students are prohibited from administering medications and performing invasive medical procedures on human participants. The IRB must confirm that the student is not violating the Medical Practice Act of the particular state or territory in which he/she is conducting the research.
4. Research participants must voluntarily give informed consent/assent, and in cases where the research participant is a minor, parental permission may be required. The IRB determines whether written documentation of informed consent/parental permission/assent is necessary. When informed consent is required by an IRB, student researcher must upload a blank copy, along any blank copies of any surveys used, in the STS application in Task 3.
5. Student researchers may NOT publish or display information in a report that identifies the human participants directly or through identifiers linked to the participants (including photographs), without written consent (Public Health Service Act, 42, USC 241 (d)).
6. If a student-designed invention, program, concept, etc. is product tested by human participants, other than the student researcher, the project must be reviewed and approved

by an IRB as described above before the product testing takes place. Student designed inventions should have documentation of risk assessment.

7. All standardized tests that are not in the public domain must be administered, scored and interpreted by a qualified professional as required by the instrument publisher. Any and all use and distribution of the test must be in accordance with the publisher's requirements, including procurement of legal copies of the instrument. Standardized tests in the public domain do not require documentation in the Regeneron STS application.

HUMAN PARTICIPANTS AND HUMAN TISSUE EXEMPTIONS

Some studies involving human data from surveys (written, in-person or online) or other types of human data (including digital images) or human tissue samples are not considered human participant projects and are exempt from IRB review and approval, though the student research could be asked for documentation that demonstrates the origin of the data or tissue. These include:

1. Studies in which the data or tissue samples are preexisting and publicly available through public databases or published peer-reviewed research. In these circumstances, the student researcher will be asked to provide the source of the original study or reference to the publicly available database in the case of data, or a documentation from a commercial supplier in the case of tissue samples.
2. Behavioral observations of unrestricted public settings in which
 - a. the researcher has no interaction with the individuals being observed and
 - b. the researcher does not manipulate the environment or introduce stimuli or force reactions and
 - c. the researcher does not record any personally identifiable data.
- c. Research in which the student receives preexisting or retrospective data, images or tissue samples in a de-identified/anonymous format from a mentor/supervising scientist/PI, or supplier if not a mentor. This adult must certify in the recommendation form, or through a letter provided to the student, that the data or tissue samples were NOT collected for the purpose of the student's project and have been properly deidentified before being given to the student, and are in compliance of all HIPAA laws. If the data provided to the student has not been published, the provider will be asked to share IRB approval information from their original study.

ADDITIONAL HUMAN TISSUE RULES

Projects utilizing human/vertebrate animal established cell lines or tissue cultures must include documentation regarding the source of the cells/tissues, even if project is exempt from IRB approval. If obtained from a commercially available collection (e.g., ATCC) the catalog number is required. If obtained from a private/non-commercial source (public or private laboratory, museum, etc.), documentation from the supplier must be uploaded in the application. This includes samples from blood banks.

INSTITUTIONAL REVIEW BOARD

An Institutional Review Board (IRB) is an independent committee that, according to federal regulations (45-CFR46), evaluates the potential physical and/or psychological risk of research involving human participants. All proposed human research must be reviewed and approved by an IRB before experimentation begins unless deemed exempt in the above section. This includes any surveys or questionnaires to be used. Projects completed at a federally registered research institution should use their IRB (university, etc). If a project is conducted at school or home, then a school-level IRB is acceptable.

The Regeneron STS online application will ask students whose research required IRB review to upload a blank copy of informed consent and a completed copy of the IRB approval form. Students should also complete a risk assessment.

FEDERALLY REGISTERED RESEARCH INSTITUTION IRB

IRBs exist at federally registered institutions (e.g., universities, medical centers, NIH, correctional facilities). The IRB must initially review and approve all proposed research conducted at, or sponsored by, that institution.

SCHOOL-LEVEL IRB

Projects conducted at home or school may gain approval through a school level IRB. Any high school can form their own IRB. Instructions available on page 32. For projects completed at the high school or home environment, school-level IRBs must consist of a minimum of three members. A school-level IRB must include:

- a. a science teacher not involved with project(s) being reviewed,
- b. a school administrator (preferably a principal or vice principal) and
- c. one of the following who is knowledgeable and capable of evaluating the physical and/or psychological risk involved in a given study: a physician, psychiatrist, physician's assistant, registered nurse, psychologist, or licensed social worker who is not involved with the project being reviewed.

To avoid conflicts of interest, no member of any IRB may be personally related to the student researcher. Teachers and advisors who oversee a specific project must not serve on the IRB reviewing that project. An improperly constituted IRB invalidates the approval of a project. IRBs must secure additional alternate members to ensure the eligibility of the projects being reviewed. Paperwork approved by an IRB is only considered valid if it contains original signatures from members of the IRB; this documentation demonstrates that appropriate approval was obtained.

RISK ASSESSMENT

Once a study population is chosen, the student researcher must assess any potential physical and/or psychological risks. In evaluating risk, students and IRBs must follow the federal definition of minimal risk: no more than minimal risk exists when the probability and magnitude of harm or discomfort anticipated in the research are not greater (in and of themselves) than those ordinarily encountered in DAILY LIFE or during performance of routine physical or psychological examinations or tests.

A sample informed consent document/parental permission/assent that students may use is available in **Appendix 11** but students may also use ISEF forms or forms from their own institutions. The following risk groups require additional safeguards because they may be vulnerable to coercion or undue influence:

1. Any member of a group that is naturally at-risk (e.g., pregnant women, individuals with diseases such as cancer, asthma, diabetes, cardiac disorders, psychiatric disorders, dyslexia, AIDS, etc.).
2. Special vulnerable groups that are covered by federal regulations (e.g. children/minors, prisoners, pregnant women, mentally disabled persons, or economically or educationally disadvantaged persons).

The following are examples of activities that contain more than minimal risk:

1. PHYSICAL
 - a. Exercise other than ordinarily encountered in daily life by that participant.
 - b. Ingestion of any substance or exposure to any potentially hazardous materials.
2. PSYCHOLOGICAL
 - a. Any activity (e.g. survey, questionnaire, viewing of stimuli) or experimental condition that could potentially result in emotional stress. For example, answering questions related to personal experiences such as sexual, physical or child abuse, divorce and/or psychological well-being (e.g. depression, anxiety, suicide) is considered more than minimal risk. Additionally, research activities that involve exposing participants to stimuli or experimental conditions that could potentially result in

emotional stress must also be considered more than minimal risk. Examples include violent or distressing video images, distressing written materials or activities that could potentially result in feelings of depression, anxiety, or low self-esteem in participants.

- b. Any activity that could potentially result in negative consequences for the participant due to invasion of privacy or breach of confidentiality. When research activities involve collection of personal information (e.g. history of abuse, drug use, opinions, fingerprints) or health-related data (genetic material, blood, tissue) the researcher must consider risks related to invasion of privacy and possible breach of confidentiality. Ways to reduce these risks include collecting data anonymously or developing data collection procedures that make it impossible to link any identifying information (e.g. participant's name) with his/her responses or data.

INFORMED CONSENT

Human participant research/data collection may begin only after the participants have been provided complete information about the risks and benefits associated with participation in the research. This allows the participant to make an independent, educated decision about whether to participate. Informed consent is an ongoing process, not a single event that ends with a signature on a page. It must not involve coercion or deception. Adults give their CONSENT. Research participants under 18 years of age and/or individuals not able to give consent (e.g. developmentally disabled individuals) give their ASSENT, and the parents/guardians give their PERMISSION.

Documentation of informed consent/parental permission/assent is required when:

1. The IRB determines that a research study involves physical or psychological activities with more than minimal risk;
2. The IRB determines that the project could potentially result in emotional stress to a research participant;
3. The IRB determines that the research participants belong to a risk group.

ADDITIONAL RESOURCES

Additional resources are available regarding human participants research guidelines. On this website, the Office for Human Research Protections details national guidelines from which Regeneron STS rules are derived and provides the recommended online training prior to planning any human participant study, for students, new high school IRBs, and new IRB members: <http://ohsr.od.nih.gov>. Bioethics resources are at: <http://bioethics.od.nih.gov>.

VERTEBRATE ANIMAL AND TISSUE RULES FOR RESEARCH

Projects involving experimentation with live, non-human vertebrate animals are permitted under restricted/limited conditions, as are projects involving non-human vertebrate tissue. Review the rules below. In most cases, even if a project is exempt from demonstrating proof of preapprovals, you will be asked to upload documentation confirming this exempt status.

Live, non-human vertebrate animals are defined as any live mammalian embryo or fetus, bird or reptile eggs within three days (72 hours) of hatching, and all other vertebrates at hatching or birth. Exception: Because of their delayed cognitive neural development, zebrafish embryos are not considered vertebrate animals until 7 days (168 hours) post-fertilization.

All studies involving vertebrate animals must be conducted at a Regulated Research Institution and be reviewed and approved before experimentation begins by an Institutional Animal Care and Use Committee, known as an IACUC.

NON-HUMAN VERTEBRATE ANIMAL RESEARCH RULES

All projects involving live, non-human vertebrate animals must adhere to the following rules:

1. Projects involving experimental procedures conducted on live animals must be conducted in a Regulated Research Institution with documentation of IACUC approval and must be restricted to the following:
 - a. the student's only physical contact with the animal(s) is restricted to supervised handling and husbandry procedures that meet IACUC standards at Regulated Research Institutions, which conform to federal regulations protecting animal well-being and researcher safety; AND
 - b. the student works with non-living material (e.g. tissue, blood) that has been supplied to them by the supervising scientist; AND
 - c. the animal(s) is/are not sacrificed solely for the student's project; AND
 - d. the project the student designs and implements begins with non-living material. (No procedures, invasive or otherwise, were conducted on live vertebrate animals for the student-designed project); AND
 - e. the student was not involved in the collection of data, directly or indirectly (through media or video) where the research involved invasive or intrusive experimentation that causes more than momentary pain or distress to the vertebrate animal(s).
2. Projects involving animals in their natural environment may be conducted in the field or other site with documentation of IACUC approval, proper permissions or licenses and must be restricted to the following:
 - a. the study is observational or behavioral AND
 - b. the study is non-invasive and non-intrusive AND the study does not affect an animal's health or well-being by causing stress, discomfort or pain AND
 - c. the student has no direct contact with the animal.
3. Projects that only involve the observation of animals in their natural environments, where no experimental or behavioral procedures are conducted AND in which the study does not affect the animal's health or well-being by causing stress or discomfort do not require prior review and approval, as long as the student researcher has not manipulated the environment in anyway. Examples of manipulating the environment include, but are not limited to: changing conditions of the natural habitat, adding or changing food source, placing an object or other stimulus for the animal to react to within the environment, etc.

NON-HUMAN VERTEBRATE ANIMAL CELL LINES AND TISSUES

4. Projects utilizing human/vertebrate animal established cell lines or tissue cultures must include documentation regarding the source of the cells/tissues.
 - a. If obtained from a commercially available collection (e.g., ATCC) the catalog number is required.
 - b. If obtained from a private/non-commercial source (public or private laboratory, museum, etc.), documentation from the supplier must be uploaded in the application, including IACUC approvals for the original study.
5. Projects utilizing only data or images are exempt from IACUC pre-approval ONLY if the originating study is published in a peer-reviewed journal or the data is available in a publicly-available database. In this case, the student must provide a reference to the original study OR link to the database.
6. If the data or images were obtained from another scientist (mentor or not a mentor) or source AND the research is not yet published (not publicly available), then IACUC approval of the original study must be provided by the Regeneron STS entrant.

In cases 1, 2 and 4 described above, documentation of IACUC approval, proper permissions, and licenses must be provided with the application.

POTENTIALLY HAZARDOUS BIOLOGICAL AGENTS AND HAZARDOUS MATERIALS

Potentially Hazardous Biological Agents (PHBAs) include microorganisms (including bacteria, viruses, viroids, prions, rickettsia, fungi and parasites) and recombinant DNA technologies. Hazardous Materials include Hazardous chemicals, devices and radiation.

1. Research involving PHBAs is permitted when conducted at RRI or a certified BSL-2 laboratory at a high school. Research must be closely supervised and should follow all institutional IBC requirements.
 - a. Experimentation involving the culturing of potentially hazardous biological agents, even BSL-1 organisms, is prohibited in a home environment.
 - b. Research with unknown microorganisms can be treated as a BSL-1 study under the following conditions, if not stored in a home environment as of June 2020:
 - i. If experimentation occurred in the home environment prior to 2020, this research is eligible for STS as long as all conditions of rule 1b are met. Student must provide documentation to demonstrate the dates of experimentation.
 - ii. Organism is cultured in a plastic petri dish (or other standard non-breakable container) and sealed.
 - iii. Experiment involves only procedures in which the petri dish remains sealed throughout the experiment (e.g., counting presence of organisms or colonies).
 - iv. The sealed petri dish is disposed of via autoclaving or disinfection under the supervision of the mentor/supervising scientist/PI.
2. Research involving Hazardous Materials is permitted when the research meets the following requirements:
 - a. Student researcher has completed a risk assessment process, and a supervising adult can verify that student identified potential risks prior to experimentation, and followed proper safety precautions and disposal methods.
 - b. Project remains within local, state and federal laws.
 - c. If a culture container with unknown microorganisms is opened for any purpose, (except for disinfection for disposal), it must be treated as a BSL-2 study and involve BSL-2 laboratory precautions.
3. Risk Assessment
 - a. Students who worked with PHBAs and Hazardous Materials will be asked to upload a Risk Assessment Form in the online application. The Risk Assessment Form is available in Appendix 9.
 - b. Hazardous Materials
 - i. Chemicals should be assessed for toxicity, reactivity, flammability and corrosiveness. The type and amount of exposure to a chemical must be considered in risk assessment. Student researcher must refer to the Materials Safety Data Sheets provided by the vendor (SDS) to ensure proper safety precautions are taken. A risk assessment must include proper disposal methods for the chemicals used in an experiment.
 - ii. Devices including potentially hazardous/dangerous equipment or other devices, in or outside a laboratory setting that require a moderate to high level of expertise to ensure their safe usage (high vacuum equipment, heated oil baths, NMR equipment, high-temperature ovens, etc). It is recommended that all student designed inventions also have documentation of a risk assessment.
 - iii. A risk assessment must be conducted when a student's project involves radiation beyond that normally encountered in everyday life. Non- ionizing radiation includes the spectrum of ultraviolet (UV), visible light, infrared (IR), microwave (NW), radiofrequency (RF) and extremely low frequency (ELF).

APPENDIX 1: CATEGORIES

Entrants must select one category from the list below; this will determine the expertise of the initial review only.

Scholars and finalists are selected without regard to the category, and winners may not be selected proportionally across categories. Consultation with teachers or mentors is encouraged to determine the best category for each entry.

ANIMAL SCIENCES: Study of animals – ornithology, ichthyology, herpetology, entomology, animal ecology, paleontology, cellular physiology, circadian rhythms, animal husbandry, cytology, histology, animal physiology, invertebrate neurophysiology, studies of invertebrates, etc.

BEHAVIORAL AND SOCIAL SCIENCES: Human and animal behavior, social and community relationships – psychology, sociology, anthropology, archaeology, ethology, ethnology, linguistics, learning, perception, urban problems, public opinion surveys, educational testing, etc.

BIOCHEMISTRY: Chemistry of life processes – mechanisms of molecular biology and genetics, enzymes, photosynthesis, blood chemistry, protein chemistry, food chemistry, hormones, etc. Studies involve understanding life and cellular processes specifically at the molecular level.

BIOENGINEERING: Engineering principles applied to biology or medicine, such as bodily aids or replacements, medical/diagnostic devices, and drugs or other therapies using engineering to address a biological problem.

CELLULAR AND MOLECULAR BIOLOGY: Wide ranging field that studies cellular structure, function, biomolecule trafficking, signal transduction, genetic information flow, and cellular replication.

CHEMISTRY: Study of nature and composition of matter and laws governing it – physical chemistry, organic chemistry (other than biochemistry), inorganic chemistry, plastics, fuels, pesticides, metallurgy, soil chemistry, etc.

COMPUTATIONAL BIOLOGY AND BIOINFORMATICS: Studies

that primarily focus on the discipline and techniques of computer science and mathematics as they relate to biological systems. This includes the development and application of data-analytical and theoretical methods, mathematical modeling and computational simulation techniques to the study of biological, behavioral, and social systems.

COMPUTER SCIENCE: Study and development of computer hardware, software engineering, internet networking and communications, graphics (including human interface), simulations/virtual reality or computational science (including data structures, encryption, coding and information theory), etc.

EARTH AND PLANETARY SCIENCE: Geology, mineralogy, physiography, cryosphere, ocean sciences, geomagnetism, hydrology, meteorology, climatology, speleology, seismology, tectonics, volcanology, and planetary science, etc.

ENGINEERING: Technology; projects that directly apply scientific principles to manufacturing and practical uses – civil, mechanical, aeronautical, chemical, and electrical engineering; electronic, sound, automotive, marine, heating and refrigeration, transportation, environmental engineering, etc.

ENVIRONMENTAL SCIENCE: Study of ecology, sustainability, climate, and human impacts, including pollution from air, water or land sources and their control or remediation, etc.

GENOMICS: DNA microarray and deep sequencing studies; phylogenetic analysis of DNA or other biomolecules; analysis of human or other genomes, molecular evolution, etc.

MATERIALS SCIENCE: The structure, engineering properties, processing, and innovative uses of metals/alloys, polymers, ceramics,

glasses, electronic materials, biomedical materials, composites, and other innovative materials at scales ranging from the atomic to the macroscopic, etc.

MATHEMATICS: Development of formal logical systems or various numerical and algebraic computations, and the application of these principles – calculus, geometry, abstract algebra, number theory, statistics, complex analysis, probability, etc.

MEDICINE AND HEALTH: Study of diseases and health of humans and animals – pharmacology, physiology, pathology, ophthalmology, oncology, cardiology, nephrology, endocrinology, pediatrics, dermatology, allergies, speech and hearing, nutrition, dentistry, etc.

NEUROSCIENCE: Studies of the neural basis of cognitive processes, including learning and memory, language and thought, perception, attention, and affect. It investigates the human brain, from the functional organization of large scale cerebral systems to microscopic neurochemical processes.

PHYSICS: Theories, principles, and laws governing energy and the effect of energy on matter – solid state, optics, acoustics, particle, nuclear, atomic, plasma, superconductivity, fluid and gas dynamics, thermodynamics, magnetism, quantum mechanics, biophysics, etc.

PLANT SCIENCES: Study of plant life – agriculture, agronomy, horticulture, forestry, plant taxonomy, plant physiology, plant pathology, plant genetics, hydroponics, algae, etc.

SPACE SCIENCE: Study of celestial bodies, their positions, motions, nature and evolution – astronomy, astrometry, celestial mechanics, etc.

APPENDIX 2: RESEARCH REPORT GUIDELINES

REGENERON SCIENCE TALENT SEARCH 2022

The Research Report is evidence of research ability, scientific originality, and creative thinking. It is an opportunity to demonstrate competence in planning and completing a project in science, mathematics, or engineering. Students must have completed an independent scientific investigation and have results to report. Research proposals, investigations not yet completed, literature reviews, and essays are not eligible for this competition.

1. Each entrant may submit only one entry and Research Report on one topic.
2. The Research Report must be 20 pages or less. This includes all photos, tables, graphs, charts, drawings, maps, and appendices. There is no page minimum. Pages of content beyond page 20 (excluding the pages mentioned below) will not be read or considered.
 - a. Include a title page as the first page, abstract as the second page, and a bibliography at the end of the Research Report. The title page, abstract, and bibliography do not count toward the 20-page limit.
 - b. Within the 20-page limit, we recommend including a short introduction describing the background and purpose of the work, an experimental design section including methods and results, and concluding discussion of results and implications. We do not require a specific format/order, and you may format in the standards of your scientific discipline.
 - c. List your name and project title (required) on the title page. It is also permitted to list your lab and mentor names. Do not put any e-mail addresses or phone numbers on your title page.
 - d. Appendices count toward the 20-page limit. Some students choose to include all images, charts, data, etc. within the paper, while others place them in appendices. Both options are acceptable.
 - e. Bibliographic references should be submitted for all sources consulted with internal citations (not in 20-page limit).
3. The Research Report format should adhere to these basic requirements:
 - a. Choose a font that is legible and appropriate for a research paper. The font size should appear on the page at least as large as Times New Roman 11pt font. Captions may be smaller if legible.
 - b. Use 1.5 line spacing and 1" margins on all sides. Do not use multiple columns.
 - c. Number the pages of your research report in the bottom, right corner, starting after the Abstract.
 - d. Do not include any photographs of people, especially yourself, unless scientifically necessary and with proper consent.
 - e. Students may not provide links within the Research Report or application of any sort, except within bibliographic references.
 - f. PDF files that are 3MB or smaller are the only format accepted in the online system.
 - g. Please name your file "LASTNAME.FIRSTNAME.ZIPCODE."
 - h. After uploading the report in the application system, download your application pdf to be certain all symbols are still present and correct.
4. Students may submit published work, as long as all other formatting guidelines are similar (do not use very small font) and adhere to Regeneron STS rules. It is not recommended that students submit published research papers if they are not the sole or first author. While we realize science is collaborative, publishing research of the lab makes it difficult to assess student work from lab work. In the case of published group research, acknowledge the published paper, and submit your own paper here that highlights your actual contributions to the larger research project.

5. If it is widely accepted to write scientific journal articles in your specific subject area using first person plural “we” then it is acceptable for a student to use the first person “I” in place of “we” in their Regeneron STS research report. This will help to clarify what was done independently vs. with support. If this is not widely accepted in your subject area, the passive voice should still be used.
6. Do not include library research or a history of literature beyond the short introduction, detailed explanations of experiments and procedures of other researchers that preceded the project, lengthy autobiographical information or personal history.
7. Do not upload statistics or a sample of your survey here for Behavioral and Social Sciences projects. A sample survey must be uploaded along with the IRB approval in the Rules Wizard task.

ENTRANTS ARE ENCOURAGED TO SEEK EVERY POSSIBLE RESOURCE: Books, journals, experts in the field, adult advisors. Refer to research journals in your subject area for examples of report formats to guide your own format. Regeneron STS recognizes the independent research of student investigators. Work submitted by the student scientist should be of their own design and execution, and presented in their own words. Frequently Regeneron STS applicants do research within the context of the laboratory and/or in collaboration with others outside of a laboratory in which they work or that is related to that of those with whom they are working. This is expected, since science is a cumulative process, each finding built on previous ones. However, full disclosure of any research or person that has influenced the applicant’s work is required.

Furthermore, the research report must accurately reflect the work of only the student researcher. While students may seek review of their content and presentation of the research report, both the content and writing should be the work of the applicant. Adults reviewing research reports should suggest areas for improvement, but not provide the student with replacement text or rewrite any portion of the entry.

APPENDIX 3: TYPES OF RECOMMENDATIONS

Applicants must request the following recommendations, all to be submitted by the designated adults by the application deadline (**November 10, 2021 at 8:00 pm ET**). Recommendations are confidential and will not be shared with student entrants. All recommendations and transcripts must be shared in the Regeneron STS application portal. Students should ask each recommender for their preferred email for recommendations, so that requests by multiple students do not span multiple email accounts.

- Educator Recommendation (up to 2)
 - Educator Recommendation should be completed online by the person with the most knowledge of the student in an academic setting and of their scientific potential. Students may choose a teacher from any year of high school, a non-science teacher, and if they choose to submit two of this type of recommendation, may select a coach or other type of advisor as the second Educator Recommender.
- Project Recommendation (up to 2)
 - Project Recommendation should be completed online by the person closest to the student's research. The head of a lab should only complete this if they worked with the student closely.
 - Project Recommenders might be asked to provide information and documentation about projects involving humans and vertebrate animals.
- High School Report
 - Talk to or email your guidance counselor and let them know that you will be emailing them with instructions from our online system regarding your high school transcript. The form should be completed online by a counselor or administrator. Official high school transcripts must be uploaded in this section. Counselors must upload transcripts on the high school report as PDFs. Mailed, hard copies are not accepted. Current semester grades are not needed.
 - Counselors are now asked to complete a series of school profile questions just once for all of their entrants, rather than for each entrant. We hope this will save time. Counselors only need to do this once, then upload each transcript.
 - Students who would like to submit a second transcript from a college course may now submit these on their own via the online application.

Students are encouraged to request recommendations early in the application process through the online system. Recommenders receive an email invitation and are prompted to create a password to complete and submit forms online. Students are responsible for the timely receipt of transcripts and recommendations.

To preview the Recommendation Forms, see Appendices 4–6.

All recommendations are due on the student application deadline – **Wednesday, November 10, 2021 at 8:00 pm ET**. No exceptions can be made.



“Students should apply to Regeneron STS not only to gain recognition for their research and hard work but also to connect with the STEM community at large and gain a better understanding of themselves and their goals for the future. I believe the STS application, while intensive, provides a great opportunity for introspection and personal growth on the part of the applicant.”

KAILI LIU, REGENERON STS FINALIST 2019

APPENDIX 4: EDUCATOR RECOMMENDATION

INSTRUCTIONAL DOCUMENT REGENERON SCIENCE TALENT SEARCH 2022

INFORMATION FOR STUDENTS

Who should complete the Educator Recommendation?

- A high school teacher who has worked with you in a classroom setting during any year of high school. Preference should be given to science, engineering and/or math educators.

When is the Educator Recommendation due?

- The deadline for your Recommender to submit this form is Wednesday, November 10, 2021 at 8:00 pm Eastern Time. This deadline is now the same date and time as the student application deadline. We will be unable to accept materials, including recommendations, after this deadline.

How do I request my Educator Recommendation?

- Talk to or email your recommenders to ask them if they would be willing to complete a recommendation on your behalf. Let them know that they should anticipate an automated email from our online system — the sender name will be “Regeneron Science Talent Search.” Then request your Educator Recommendation through the online application system.
- We recommend that you request your recommendations the day you open your application to allow your recommenders plenty of time.
- It is your responsibility to remind your recommenders to submit their recommendations before the deadline. We cannot accept any portions of the application, including recommendations, after the application deadline.

How many Educator Recommendations should I request?

- Consider requesting multiple Educator Recommendations only if you believe each educator has something unique to say about your abilities. We encourage you to ask another supportive adult, like a coach or boss, to provide a recommendation as well.
- If you are a homeschool student and your parent is your only educator and completes an Educator Recommendation, we recommend that you request a second Educator Recommendation from a non-relative who knows you in an academic setting, even if not in the traditional classroom sense.

Other things to know about the Educator Recommendation:

- The Society no longer accepts PDF letters of recommendations. Recommenders are now required to answer a few short responses within the online form.
- Recommendations are confidential; entrants waive their rights to see content shared by recommenders.

EDUCATOR RECOMMENDATION FORM

1. Do you have a familial relationship with the student? Such a relationship is not disallowed under Regeneron STS rules, however it is important that it be disclosed. If so, please describe the relationship.
2. Have any of your former students entered and/or won awards in the Science Talent Search?
 - a. Yes, my students have entered STS
 - b. Yes, my students have won awards at the scholar or finalist level in STS
 - c. No, none of my students have ever entered STS
 - d. Unsure
3. Describe the culture of science research at your high school. Do you teach or lead a research class or club? Is the group selective? If this context impacts your ranking of this student in the questions below, please explain here. (150 words max)
4. How long have you known this student and in what capacity? How does this student compare to students you currently teach and also to those you have known during your teaching career? (150 words max)
5. Please describe your personal observation (if any) of the student's character and integrity, leadership among their peers or in your community, and any challenges they have overcome. Please use specific examples, if possible, and do not include activities you have not witnessed. Entrants are able to provide a full extracurricular list in their portion of the application. (200 words max)
6. What level of mentorship have you provided the student with the STS application process and/or research project? Please explain your level of knowledge (if any) regarding the submitted research project and/or any other research projects conducted by this student during their high school career. Can you attest that the application and research project submitted in this application properly reflect their own work? Please summarize your observations and experience with this student and the qualities they possess that you believe would contribute to their future promise as a scientist, mathematician or engineer. (250 words max)
7. How would you rate this student against other high school students you have worked with in the past?
Top 1% Top 5% Top 10% Top 25% Top 50% Other
8. How would you rate this student against other STS entrants you have worked with in the past?
Top 1% Top 5% Top 10% Top 25% Top 50% Other
9. Is there anything else you would like to share about how the COVID-19 pandemic has impacted your school and/or this particular student? (200 words max)

ETHICS AGREEMENT

I certify that I have presented the full truth regarding the student researcher's experience in my classroom and have not presented false information. I understand that mentors of Regeneron STS entrants may not benefit financially based on the overall placement of entrants in the competition.

TROUBLESHOOTING ISSUES

Should your Recommender experience any issues with our online process, please encourage them to email sts@societyforscience.org. Once you request a recommendation from them through the online system, the Recommender should receive an email with instructions. Occasionally these messages are caught in junk mail or strict school email filters, or a recommender could receive requests from multiple students under different email addresses, causing confusion. We are happy to investigate any issues.

APPENDIX 5: PROJECT RECOMMENDATION

INSTRUCTIONAL DOCUMENT REGENERON SCIENCE TALENT SEARCH

INFORMATION FOR STUDENTS

Who should complete the Project Recommendation?

- The person who is most familiar with the research and the work you did on a daily basis. In many cases that is a graduate student in a lab rather than the head of the lab.
- If your parent is the person closest to your research and completes your Project Recommendation, we recommend requesting an additional Project Recommendation from someone who has experience with you in a lab or research setting, making it clear that they did not mentor this particular research.
- If there is no adult who provided guidance to you, please have a parent or teacher complete this recommendation, stating that is the case.
- If you worked tangentially with a scientific advisor (did not work in their lab, but sought their advisement), this person should complete the recommendation form to share their level of involvement.

When is the Project Recommendation due?

- The deadline for your Recommender to submit this form is Wednesday, November 10, 2021 at 8:00 pm Eastern Time. This deadline is now the same date and time as the student application deadline. We will be unable to accept materials, including recommendations, after this deadline.

How do I request my Project Recommendation?

- Talk to or email your recommenders to ask them if they would be willing to complete a recommendation on your behalf. Let them know that they should anticipate an automated email from our online system – the sender name will be “Regeneron Science Talent Search.” Then request your Project Recommendation through the online application system.
- We recommend that you request your recommendations the day you open your application to allow your recommenders plenty of time.
- It is your responsibility to remind your recommenders to submit their recommendations before the deadline. We cannot accept any portions of the application, including recommendations, after the application deadline.

How many Project Recommendations should I request?

- Each applicant must request one Project Recommendation, but may request up to two.
- If you worked closely with more than one mentor, you may request one additional Project Recommendation.

Other things to know about the Project Recommendation:

- The Society no longer accepts PDF letters of recommendations. Recommenders are now required to answer within the online form.

PROJECT RECOMMENDATION PREVIEW

Entrants must request that their Recommender complete this form in the online recommendation system. The questions below are asked in the online form.

RULES QUESTIONS

1. Did the student conduct a non-invasive, non-obtrusive observational or behavioral study on live non-human vertebrate animals?
 - a. Please describe the student's training to work with animals, the supervision under which the work took place, and the student's overall interaction with the animals. (200 words max)
2. Did the student conduct a study of non-human vertebrate animal tissue/cell lines obtained from a pre-existing study and supplied by a supervising scientist?
 - a. Please describe the pre-existing study, provide the title of the IACUC-approved study, the IACUC approval number and date of approval (where required and/or applicable). (200 words max)
 - b. I certify that the student was provided cell lines/tissue from a pre-existing study and that the animals were not sacrificed, nor were invasive procedures used, solely for the purpose of the student's project. Animal sacrifice for student use is not permitted under Regeneron STS rules.
3. Did the student's research involve either a behavioral, cell line/tissue study, or other type of data involving human participants?
 - a. Please provide the IRB approval number and date of approval. Please describe the student's interaction with the human subjects and/or the student's specific role in the larger study. (200 words max)
4. Did you provide the student with pre-existing human data or human tissue? If yes...
 - a. I certify that the student was provided with human data/human tissue that was anonymous or appropriately de-identified before it was given to the student AND was in compliance with all privacy and HIPAA laws.
 - b. Explain where and how the human data or human tissue was obtained and deidentified:
5. Did the student work with PHBAs or hazardous materials?
 - a. Did you complete a Risk Assessment with the student prior to experimentation?
 - b. Please describe the setting in which these materials were analyzed, any safety precautions implemented for the student, and explain how your lab disposed of any PHBAs (if applicable).

PROJECT QUESTIONS

1. Do you, or does anyone in your lab, have a familial relationship to the student? Such a relationship is not disallowed under Regeneron STS rules, however it is important that it be disclosed. If yes, please describe the relationship.
2. Briefly explain how the student became known to you. (75 words max) (e.g. personal relationship, summer program, high school partnership, direct communication from student, required or elective high school course)
3. Please describe the nature of your involvement with the student's research. (150 words max) What role did you serve for the student? What type of guidance did you provide? Did you meet in person or in a virtual setting?
4. How did the student get the idea for the project? (200 words max) Was the project assigned; picked from a list of possible research topics; result from discussion with a scientist; arise from work in which the student was engaged; suggested by student?
5. What was the duration and intensity of the student's research experience at your institution?
 - a. Number of weeks, months or years
 - b. Approx. start and end dates

6. Provide a brief description of your laboratory/research environment and what the student's role was within this group. (150 words max) size, # of scientists/students and their research levels (post-doc, doctoral, undergrad, high school)
7. If there were other high school students in your research group please name them and explain in detail the difference between this student's work and the work of other high school students in your group.
 - a. Are there other high school students in your research group?
 - b. Have you mentored any other students who are entering Regeneron STS this year?
 - c. If so, list their names.
 - d. Name any students who performed research that was similar to this student (this year or in a previous year) and explain how this student's work was different and independent from others.
8. For what aspects of the research can you give credit to the student as being their own unique contribution?
 - a. "Procedural Design, Data Collection, Data Analysis, Drawing Conclusions,
9. Students may submit published research to Regeneron STS (this is not required), though it is often difficult to determine student contribution to published paper when the student is not the sole or primary author. To your knowledge, how much of the paper that the student is submitting to Regeneron STS is their own contribution, vs. that of your lab group or larger research project? (200 words max)
10. What did the student do that showed creativity and ingenuity? Based on your knowledge of the student, please provide examples of how this student demonstrates potential as a scientist. Were they creative in their science, or creative for a high school student? What is your impression of their knowledge of experimental design, construction or use of equipment, evaluation of data, etc.? (250 words max)
11. Would you hire this student again in the future to work in your lab? Why or why not? In 5 to 10 years, do you believe this student could have a career as a working scientist, engineer or mathematician? (200 words max)
12. How would you rate this student against other high school students you have worked with in the past?
Top 1% Top 5% Top 10% Top 25% Top 50% Other
13. Is there anything else you would like to share about how the COVID-19 pandemic has impacted your lab and/or this particular student? (250 words max)
14. Does the student have permission to share this research project with the Regeneron Science Talent Search? If selected as a finalist (top 40) or scholar (top 300), our science writers will compose short summaries of the research project to share with the public. The student might be interviewed in the media. Through these processes, results might be shared. The Society for Science does not share student applications, which includes the full research report, with the public or the sponsoring organization.
15. Is there anything else you would like to share about how the COVID-19 pandemic has impacted your school and/or this particular student? (250 words max)

ETHICS AGREEMENT

I certify that I have presented the full truth regarding the student researcher's experience in my classroom and have not presented false information. I understand that mentors of Regeneron STS entrants may not benefit financially based on the overall placement of entrants in the competition.

TROUBLESHOOTING ISSUES

Should your Recommender experience any issues with our online process, please encourage them to email sts@societyforscience.org. Once you request a recommendation from them through the online system, the Recommender should receive an email with instructions. Occasionally these messages are caught in junk mail or strict school email filters, or a recommender could receive requests from multiple students under different email addresses, causing confusion. We are happy to investigate any issues.

APPENDIX 6: HIGH SCHOOL REPORT

INSTRUCTIONAL DOCUMENT REGENERON SCIENCE TALENT SEARCH

INFORMATION FOR STUDENTS

Who should complete the High School Report?

- Your school counselor or other school official who is able and allowed to provide the information requested (your transcript).

When is the High School Report due?

- The deadline for your counselor to submit the High School Report is Wednesday, November 10, 2021 at 8:00 pm Eastern Time.

How do I request my High School Report?

- Talk to or email your counselors to ask them if they would be willing to complete a recommendation on your behalf. Let them know that they should anticipate an automated email from our online system – the sender name will be “Regeneron Science Talent Search.” Then request your High School Report recommendation through the online application system.
- We recommend that you request your recommendations the day you open your application to allow your recommenders plenty of time.
- It is your responsibility to remind your recommenders to submit their recommendations before the deadline. We cannot accept any portions of the application, including recommendations, after the application deadline.

How many High School Reports should I request?

- One. Only one counselor can upload a transcript on your behalf. The official high school transcript must come from this High School Report. Applicants who have additional transcripts from college coursework may submit them within the application, but this is not required.

Other things to know about the High School Report?

- The Society no longer accepts hard copy transcripts; your counselor will need to upload your transcript through the online system.
- Should you have other types of transcripts from a community college or summer course, students need to request these transcripts and upload themselves in the app. They can only request one high school report. First quarter grades are not necessary. Please request transcripts early in the process through the High School Report recommendation from your guidance counselor.
- Letters of recommendation from the counselor are not required, unless the student requests an educator recommendation from the counselor.

HIGH SCHOOL REPORT PREVIEW

Entrants must request that their school counselor or an administrator complete this form in the online recommendation system. The questions below are asked of your counselor in the online form.

HIGH SCHOOL REPORT FORMS

1. What is the graduation rate of your school from entering students to graduation?
2. Approximately what percentage of your graduates attend four-year colleges?
3. How has COVID-19 impacted your school, and how have you adapted grading systems and course offerings? Anything else we should know?
4. Regeneron STS is a competition for students in their final year of high school. Will this student graduate from high school in December 2021 or Spring 2022?
Yes No Unsure
5. Is there anything else you would like to share about this student's transcript, official name vs. chosen name, the impact of COVID-19 pandemic on your school and/or this student, or how this student is learning of the submission of this report? (200 words max)
6. Upload Student Transcript
7. Upload School Profile
Note
About Standardized Test Scores: Student applicants to the Regeneron Science Talent Search are now permitted to upload their own test scores within the application. In prior years, this information was submitted with the High School Report.

TROUBLESHOOTING ISSUES

Should your Recommender experience any issues with our online process, please encourage them to email sts@societyforscience.org. Once you request a recommendation from them through the online system, the Recommender should receive an email with instructions.

Occasionally these messages are caught in junk mail or strict school email filters, or a recommender could receive requests from multiple students under different email addresses, causing confusion. We are happy to investigate any issues.

APPENDIX 7: DOCUMENTATION AND PAPERWORK

The check list below is intended to give you an idea of the types of paperwork you might be asked to provide in the online application when you complete Task 3. You should read the Human, Vertebrate Animal Rules, and PHBA section for more information about what types of projects are allowed, and to determine whether or not your project is exempt from the requirements outlined below. Note that as you fill out the required forms, be sure to carefully answer all questions, provide correct documentation, and make sure that your paperwork is correctly signed and dated. We will also collect similar information from your Project Recommenders.

HUMAN PARTICIPANT RESEARCH

(includes engineering projects, invention and software tested on humans and projects involving surveys and observational studies)

- Research Plan with Risk Assessment
- Evidence of IRB Approval (obtained before experimentation) by a properly constituted IRB
- Blank Copy of the Informed Consent/Assent/Permission Form (if applicable)
- Blank Copy of Survey Instrument (if applicable)

Note: Projects involving data that is preexisting or publicly available are likely exempt from IRB pre-approval, but might be asked to share information about data sources. Behavioral observations of unrestricted public settings that meet all requirements outlined in the rules are also exempt from pre-approval. Entrants should read Human Participant Rules section to clarify exemptions.

HUMAN AND VERTEBRATE ANIMAL TISSUE STUDIES

- Evidence of IRB Approval (human) and/or IACUC Approval (animal)
- Students may provide IRB and IACUC Approvals for original studies that produced the cell lines used in their STS project.
- Documentation of the source of the cells/tissues.
- If obtained from a commercially available collection (e.g., ATCC) the catalog number is required.
- If obtained from a private/non-commercial source (public or private laboratory, museum, etc.), documentation from the supplier must be uploaded in the application.

Note: Projects involving publicly available pre-existing tissue samples are exempt from pre-approval, but student will still be asked to share information about origin of cells/tissues.

VERTEBRATE ANIMAL STUDIES

- Evidence of IACUC approval of experimental procedures performed by supervising scientist
- Describe student designed study that begins with non-living material
- For observational or behavioral research involving animals in their natural environment, provide documentation of IACUC approval
- Studies that only involve the observation animals in their natural environment do not require IACUC approval

Note: Projects involving ONLY observations in unaltered animal habitats are exempt from pre-approval, but will still be asked to provide information about the animal population observed, and possibly permits.

PHBAS AND HAZARDOUS MATERIALS

- Risk Assessment Form

APPENDIX 8: GUIDE TO CREATING SCHOOL-LEVEL INSTITUTIONAL REVIEW BOARDS

Students who are interested in pursuing human participant research in a high school setting may share this guide with their science teacher or mentor. Prior to any recruitment or interaction with human participants, the research plan must be reviewed and approved by an IRB. This document outlines the steps required to form an Institutional Review Board at the high school level, and how a high school can create their own IRB process to approve student projects.

Note: If research is conducted at a federally regulated research institution (e.g., university, medical center, NIH, correctional institution, etc.), the research plan must be reviewed and approved by that institution's IRB and proper documentation must be provided.

INSTITUTIONAL REVIEW BOARD

An Institutional Review Board (IRB) is an independent committee that, according to federal regulations (45-CFR46), evaluates the potential physical and/or psychological risk of research involving human participants. All proposed human research must be reviewed and approved by an IRB before experimentation begins. This includes any surveys or questionnaires to be used. Projects completed at a federally registered research institution should use their IRB (university, etc). If a project is conducted at school or home, then a school-level IRB is acceptable.

HOW TO FORM A SCHOOL-LEVEL IRB

1. Projects conducted at home or school may gain approval through a school level IRB. Any high school can form their own IRB. For projects completed at the high school or home environment, school-level IRBs must consist of a minimum of three members. A school-level IRB must include:
 - a. a science teacher not involved with project(s) being reviewed,
 - b. a school administrator (preferably a principal or vice principal), and
 - c. one of the following who is not involved with the project being reviewed and is knowledgeable and capable of evaluating the physical risk in a given study:
a physician, psychiatrist, physician's assistant, registered nurse, psychologist, or licensed social worker who is not involved with the project being reviewed.
2. No member of any IRB may be personally related to the student researcher. Teachers and advisors who oversee a specific project must not serve on the IRB reviewing that project. An improperly constituted IRB invalidates the approval of a project. IRBs must secure additional alternate members to ensure the eligibility of the projects being reviewed.

RESPONSIBILITIES OF THE SCHOOL-LEVEL IRB

1. The IRB should carefully review the Regeneron STS Rules for Human Participant Research to determine what is permissible. Note that the rules adjust annually.
2. The IRB should develop an approval form based on the sample IRB Approval Form and Sample Informed Consent Forms in this rules book. Schools may use these forms or adapt them to include additional rules and restrictions; a local IRB must adhere to all STS rules, but may be more strict.
3. The IRB should share the forms and process with high school teachers and students, set appropriate deadlines for submitting forms to the IRB, and make a plan to review approval forms on a schedule that fits the school's academic research program calendar.
4. High School Level-IRBs should require that students:
 - a. Follow the Regeneron STS official rules.
 - b. Draft a research plan that includes a description of research participants,

- recruitment procedures, research methodology, assessment of risks and benefits of the research, procedures for minimizing physical, psychological and privacy risks to participants and procedures for obtaining informed consent.
- c. Complete an IRB Approval Form (available in Appendix 10) and submit to the IRB prior to starting research.
- 5. The research plan must be reviewed and approved by the IRB prior to the start of experimentation. After initial IRB approval, a student with any proposed changes to the research plan must repeat the approval process before experimentation/data collection resumes.
- 6. The IRB should maintain a record of approved student project proposals.
- 7. The IRB should complete the Human Participant Form submitted by the student with their assessment of risk, required consent process, supervision and approval with checkmarks in the appropriate places and via dated signatures. Without the form completed with checkboxes and signatures, the documentation is not valid. The IRB should provide the student with a copy of this signed documentation.

IRB REVIEW CHECKLIST FOR STUDENT PROJECTS

1. It is the responsibility of the members of the IRB to thoroughly review the Research Plan and collectively decide whether to approve the project, request revisions to the methodology/require more oversight (e.g., QS) to reduce risk to participants, or to determine that the project is not appropriate for student research. Members of the IRB will collaboratively make the following determinations which are documented on Human Participants Form 4:
 - whether the study contains no more than minimal risk or more than minimal risk (see definitions below) to potential participants. The IRB will consider characteristics of the study population, the specific risks associated with the research activity and local norms when making a risk level determination.
 - whether a qualified scientist is required
 - Finally, whether the study is a) approved as it is written, b) must be revised or c) is not appropriate for a student research project (due to level of risk to the student researcher and/or participants). The IRB will sign IRB approval form only if the project is approved.
2. It is the responsibility of the members of the IRB to thoroughly review the student's Research Plan and collectively decide the following pertaining to risk: If the study contains no more than minimal risk to potential participants AND risk level determination associated with the research activity and local norms and the characteristics (e.g., age, health status, vulnerability to coercion) of the study population;
Resource to help determine risk: <https://sspcdn.blob.core.windows.net/files/Documents/SEP/ISEF/Resources/Risk-Assessment-Guide.pdf>
3. Research participants must voluntarily give informed consent/assent, and in cases where the research participant is a minor, parental permission may be required. The IRB determines whether written documentation of consent/assent/permission is necessary.
4. Student researchers may NOT publish or display information in a report that identifies the human participants directly or through identifiers linked to the participants (including photographs), without written consent (Public Health Service Act, 42, USC 241 (d)).
5. If a student-designed invention, program, concept, etc. is product tested by human participants, other than the student researcher, the project must be reviewed and approved by an IRB as described above before the product testing takes place.

Note that some studies involving human data or human tissue samples are not considered human participant projects and are exempt from IRB review and approval. See official rules.

APPENDIX 9: RISK ASSESSMENT FORM FOR RESEARCH INVOLVING PHBAS AND HAZARDOUS MATERIALS

Student's Name _____

Title of Project _____

To be completed by the Student Researcher(s) in collaboration with Designated Supervisor/Qualified Scientist:
(All questions must be answered; additional page(s) may be attached.)

1. List all hazardous chemicals, activities, or devices that will be used; identify microorganisms exempt from pre-approval (see Potentially Hazardous Biological Agent rules).
2. Identify and assess the risks and hazards involved in this project.
3. Describe the safety precautions and procedures that will be used to reduce the risks.
4. Describe the disposal procedures that will be used (when applicable).
5. List the source(s) of safety information.

To be completed and signed by the Designated Supervisor (or Qualified Scientist, when applicable):

I agree with the risk assessment and safety precautions and procedures described above. I certify that I have reviewed the Research Plan and will provide direct supervision.

Designated Supervisor's Printed Name

Signature

Date of Review (mm/dd/yy)

Position & Institution

Phone or email contact information

Experience/Training as relates to the student's area of research

APPENDIX 10: REGENERON STS INSTITUTIONAL REVIEW BOARD (IRB) APPROVAL FORM

Required for all research involving human participants. (Institutional Form or Intel ISEF form may be substituted.)

Student's Name: _____ Title of Project: _____

Adult Sponsor: _____ Contact Phone/Email: _____

To be completed by Student Researcher in collaboration with the Adult Sponsor/Designated Supervisor/Qualified Scientist:

1. ☐ I have submitted my Research Plan which addresses research methodology, participant recruitment, confidentiality and privacy issues, informed consent procedures and a risk and benefit analysis for the human participants.
2. ☐ I have attached any surveys or questionnaires I will be using in my project.
3. ☐ I have attached an informed consent that I would use if required by the IRB.
4. ☐ Yes ☐ No Are you working with a Qualified Scientist?

Name: _____ Degree: _____

Email Address/Phone Number: _____

Experience/Training as it relates to this project: _____

ITEMS IN THIS BOX MUST BE COMPLETED TO BE VALID

To be completed by Institutional Review Board (IRB) after review of the research plan.

Check one of the following:

- ☐ Research project requires revisions and is NOT approved at this time. IRB will attach document indicating concerns and/or requested revisions.
- ☐ Research project is Approved with the following conditions below: (All 5 must be answered)
 1. Risk Level (check one) : ☐ Minimal Risk ☐ More than Minimal Risk
 2. Qualified Scientist (QS) Required: ☐ Yes ☐ No
 3. Written Minor Assent required for minor participants:
☐ Yes ☐ No ☐ Not applicable (No minors in this study)
 4. Written Parental Permission required for minor subjects:
☐ Yes ☐ No ☐ Not applicable (No minors in this study)
 5. Written Informed Consent required for subjects 18 years or older:
☐ Yes ☐ No ☐ Not applicable (No subjects 18 yrs or older in this study)

IRB SIGNATURES (All 3 signatures required) None of these individuals may be the adult sponsor, designated supervisor, qualified scientist or related to (e.g., mother, father of) the student (conflict of interest).

I attest that I have reviewed the student's project and agree with the above IRB determinations.

Medical or Mental Health Professional (a psychologist, psychiatrist, medical doctor, licensed social worker, licensed clinical professional counselor, physician's assistant, or registered nurse)

Printed Name

Degree/Professional License

Signature

Date of Approval

School Administrator

Printed Name

Degree

Signature

Date of Approval

Educator (not involved with the project)

Printed Name

Degree

Signature

Date of Approval

APPENDIX 11: SAMPLE INFORMED CONSENT FORM

INSTRUCTIONS TO THE STUDENT RESEARCHER:

- An informed consent/assent/permission form like the version below should be developed in consultation with the student researcher's Project Mentor, Designated Supervisor or Qualified Scientist. This consent form is used to provide information to the research participant (or parent/guardian) and to document written informed consent, minor assent, and/or parental permission. When written documentation is required, the researcher keeps the original, signed form.
- Students may use this sample form below or may copy ALL elements of it into a new document.
- If the form is serving to document parental permission, a blank copy of any survey or questionnaire must be attached when shared with parents/guardians.
- Student researcher must upload a copy of the consent form shared with research participants, and a blank copy of any surveys used, in their Regeneron STS application.

STUDENT RESEARCHER:

TITLE OF PROJECT:

I am asking for your voluntary participation in my science fair project. Please read the following information about the project. If you would like to participate, please sign in the appropriate box below.

PURPOSE OF THE PROJECT:

IF YOU PARTICIPATE, YOU WILL BE ASKED TO:

TIME REQUIRED FOR PARTICIPATION:

RISKS:

BENEFITS:

HOW CONFIDENTIALITY WILL BE MAINTAINED:

If you have any questions about this study, feel free to contact:

Adult Sponsor: _____ Phone/email: _____

VOLUNTARY PARTICIPATION:

Participation in this study is completely voluntary. If you decide not to participate there will not be any negative consequences. Please be aware that if you decide to participate, you may stop participating at any time and you may decide not to answer any specific question.

By signing this form I am attesting that I have read and understand the information above and I freely give my consent/assent to participate or permission for my child to participate.

ADULT INFORMED CONSENT OR MINOR ASSENT

Date Reviewed & Signed: _____

Printed Name of Research Subject: _____

Signature: _____

Parental/Guardian Permission (if applicable) _____

Date Reviewed & Signed: _____

Parent/Guardian Printed Name: _____

Signature: _____

APPENDIX 12: ALUMNI HONORS

NOBEL PRIZE

STS YEAR	NAME	HONOR, YEAR
1944	Ben R. Mottelson	Physics, 1975
1946	Gerald Edelman	Physiology or Medicine, 1972
1947	Leon Cooper	Physics, 1972
1947	Martin Karplus	Chemistry, 2013
1949	Walter Gilbert	Chemistry, 1980
1950	Sheldon Glashow	Physics, 1979
1952	John Hall	Physics, 2005
1955	Roald Hoffmann	Chemistry, 1981
1958	Kip Thorne	Physics, 2017
1964	Paul Modrich	Chemistry, 2015
1967	Frank Wilczek	Physics, 2004
1968	Roger Tsien	Chemistry, 2008
1968	Alvin Roth	Economics, 2012

FIELDS MEDAL

1950	Paul J. Cohen	1966
1953	David B. Mumford	1974

NATIONAL MEDAL OF SCIENCE

1948	Ronald Breslow	1991
1950	Paul Cohen	1967
1950	Daniel Kleppner	2006
1953	Leo Kadanoff	1999
1953	David Mumford	2009
1954	Lubert Stryer	2006
1955	Roald Hoffmann	1983
1956	Leroy Hood	2011
1956	Donald Knuth	1979
1957	Richard Zare	1983
1961	Robert Axelrod	2012

NATIONAL MEDAL OF TECHNOLOGY

1952	Carver Mead	2002
1954	Marcian E. "Ted" Hoff	2010
1957	George Carruthers	2011
1961	Mary Shaw	2012
1965	Raymond C. Kurzweil	1999
1985	Fredrick Brooks	1949

MACARTHUR FELLOWSHIP

1948	Richard S. Berry	1983
1953	David Mumford	1987
1953	Alar Toomre	1984
1958	Jane Richardson	1985
1958	John Schwarz	1987
1960	Arthur Winfree	1984
1961	Robert Axelrod	1987
1962	Michael Silverstein	1982
1964	Amory Lovins	1993
1967	Frank Wilczek	1982
1972	Robert Coleman	1987
1974	Eric Lander	1987
1978	David Spergel	2001
1982	Peter Miller	1998
1984	Daniel Schrag	2000
1989	Jon Kleinberg	2005
1989	Vamsi Mootha	2004
1999	Maneesh Agrawala	2009
1996	Jacob Lurie	2014
1997	Nadarajan Chetty	2012
1997	William Thies	2016
2001	Monika Schleier-Smith	2020

ALBERT LASKER BASIC MEDICAL RESEARCH AWARD

1949	Walter Gilbert	1979
1956	Leroy Hood	1987
1976	Ron Vale	2012

NATIONAL ACADEMY OF ENGINEERING

1943	Willaim Agnew	1964	Robert Sproull
1943	Eberhardt Rechtin	1965	Raymond Kurzeil
1947	Anthony Kurtz	1974	Edward Frank
1947	George Turin	1974	Ilan Kroo
1949	Alan J. Goldman	1974	Tom Leighton
1951	Edwin Chandross	1977	Grant Stokes
1952	John A. Armstrong	1978	Mark Drela
1956	Leroy Hood	1979	Ann Lee
1956	Donald Knuth	1975	John Langford, III
1960	Charles Thacker	1986	Lisa Su
1961	Bailey Diffie	1989	Andrew Jackson
1961	Michael Lesk	1989	Jon Kleinberg
1963	James Baker	1949	Fredrick Brooks

NATIONAL ACADEMY OF SCIENCES

1948	Ronald Breslow	1966	1956	William Happer	1996
1950	Paul J. Cohen	1967	1974	Eric Lander	1997
1945	Kenneth Wiberg	1967	1958	John Schwarz	1997
1947	Martin Karplus	1967	1960	Charles Bennett	1997
1945	Andrew Streitwieser	1969	1956	James Tumlinson	1997
1946	Gerald Edelman	1969	1961	Michael Gimbrone	1997
1945	Michael Tinkham	1970	1970	Paul Steinhardt	1998
1944	Roald Hoffmann	1972	1953	Charles Gross	1998
1952	James Bjorken	1973	1968	Roger Tsien	1998
1944	Ben Mottelson	1973	1958	William Bardeen	1999
1958	Kip Thorne	1973	1946	Douglas Lilly	1999
1957	Stephen L. Adler	1975	1970	Douglas Rees	2000
1947	Leon N. Cooper	1975	1944	Robert Kraichnan	2000
1956	Donald Knuth	1975	1965	Kenneth Ribet	2000
1953	David Mumford	1975	1949	Frederick Brooks	2001
1947	Gary Felsenfeld	1976	1967	Jeffrey Lagarias	2001
1949	Walter Gilbert	1976	1969	Robert Cava	2001
1957	Richard Zare	1976	1976	Ronald Vale	2001
1956	Richard Lindzen	1977	1962	Dennis Carson	2003
1950	Sheldon Glashow	1977	1963	James Vaupel	2004
1958	Carl Wunsch	1978	1976	George Yancopoulos	2004
1953	Leo Kadanoff	1978	1962	Paul Chaikin	2004
1948	Paul Martin	1979	1961	Wayne Hubbard	2005
1948	Stephen Berry	1980	1964	Edward Solomon	2005
1945	George Clark	1980	1969	Jeffrey Ravetch	2006
1944	James Serrin	1980	1978	David Spergel	2007
1952	Gordon Baym	1982	1970	Wayne Yokoyama	2007
1958	Bertrand Halperin	1982	1954	Allen Goldman	2007
1956	Leroy Hood	1982	1980	Lisa Randall	2008
1950	Saul Sternberg	1982	1974	Frank Leighton	2008
1953	Alar Toomre	1983	1961	Michael Botchan	2008
1943	Murray Rosenblatt	1984	1972	Michael Greenberg	2008
1952	Howard Berg	1984	1959	Allan Gibbard	2009
1954	Lubert Stryer	1984	1989	Jon Kleinberg	2011
1952	John Hall	1984	1965	James McCammon	2011
1952	Paul Richards	1985	1968	Joseph Harris	2011
1956	Mary-Dell Chilton	1985	1972	James Demmel	2011
1954	Eric Davidson	1985	1977	William Bialek	2012
1949	Richard Dickerson	1985	1956	James Bardeen	2012
1956	Robert Solovay	1986	1968	Alvin Roth	2013
1950	Daniel Kleppner	1986	1961	Mark Cane	2013
1951	Shlomo Sternberg	1986	1989	Vamsi Mootha	2014
1961	Robert Axelrod	1986	1971	John Preskill	2014
1954	Donald Crothers	1987	1972	Eric D'Asaro	2014
1959	Harvey Lodish	1987	1959	Alfred Goldberg	2015
1960	John Mather	1988	1976	Nancy Andrews	2015
1950	Dana Scott	1988	1982	Noam Elkies	2017
1952	Carver Mead	1989	1967	Mary Hatten	2017
1949	Philip Hanawalt	1989	1997	Nadarajan Chetty	2018
1945	Andrew Sessler	1990	1963	Sarah Roberts Elgin	2018
1947	Walter Kamb	1990	1960	Jack Griffith	2018
1967	Frank Wilczek	1990	2000	Feng Zhang	2018
1958	Jane Richardson	1991	1971	Arlene Sharpe	2018
1960	Melvin Hochster	1992	1986	Dalton Conley	2018
1960	Alexandra Navrotsky	1993	1962	Barry Simon	2019
1964	Paul Modrich	1993	1970	Rosina Bierbaum	2019
1956	Eric Adelberger	1994	1970	Roger Falcone	2019
1968	Corey Goodman	1995			



About Society for Science

The Society for Science is a champion for science, dedicated to expanding scientific literacy, effective STEM education and scientific research. Founded in 1921, we are a nonprofit 501(c)(3) membership organization focused on promoting the understanding and appreciation of science and the vital role it plays in human advancement. Through its acclaimed science research competitions, including the Regeneron Science Talent Search, the Regeneron International Science and Engineering Fair and the Broadcom MASTERS, and its award-winning magazine, *Science News* and digital media properties, *Science News for Students*, the Society is committed to inform, educate and inspire.

Learn more at:

www.societyforscience.org

and follow us on

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Snapchat [Society4Science](https://www.snapchat.com/add/Society4Science)



About Regeneron

Regeneron is a leading biotechnology company that invents life-transforming medicines for people with serious diseases. Founded and led for over 30 years by physician-scientists, our unique ability to repeatedly and consistently translate science into medicine has led to eight FDA-approved treatments and numerous product candidates in development, almost all of which were homegrown in our laboratories. Our medicines and pipeline are designed to help patients with eye diseases, allergic and inflammatory diseases, cancer, cardiovascular and metabolic diseases, pain, infectious diseases and rare diseases.

Regeneron believes that operating as a good corporate citizen is crucial to delivering on our mission. We approach corporate responsibility with three goals in mind: to improve the lives of people with serious diseases, to foster a culture of integrity and excellence and to build sustainable communities. Regeneron is proud to be included on the Dow Jones Sustainability World Index and the Civic 50 list of the most “community-minded” companies in the United States. Throughout the year, Regeneron empowers and supports employees to give back through our volunteering, pro-bono and matching gift programs. Our most significant philanthropic commitments are in the area of science education, including the Regeneron Science Talent Search and Regeneron International Science and Engineering Fair.

Learn more about our programs at:

www.regeneron.com/scienceeducation

and follow us on

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Instagram [@Regeneron](https://www.instagram.com/Regeneron)

Youtube <https://www.youtube.com/regeneron>

LinkedIn <https://www.linkedin.com/company/regeneron-pharmaceuticals>

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