Executive Director Search
Baltimore, Maryland

THE SEARCH

Johns Hopkins University (JHU) invites applications and nominations for Executive Director of the Center for Talented Youth (CTY). The world leader in gifted education since 1979, CTY is a nonprofit based at JHU that is dedicated to identifying and developing the talents of academically advanced pre-college students around the world. CTY serves bright learners and their families through research, advocacy, and counseling, as well as its signature gifted and talented summer, online, international, and family programs. CTY’s programs allow highly able students from all backgrounds to immerse themselves in their academic passions, to meet others like themselves, and to grow both intellectually and personally. CTY has more than 175 full-time employees, 535 part-time employees, 1,700 summer program employees, and a budget of over $55 million.

CTY has expanded dramatically in recent years to provide a wide range of gifted and talented academic opportunities to students across the globe. Since 1979, CTY has reached more than 1.6 million students worldwide through its talent search; summer, online, and family learning programs; and counseling resources. Every year nearly 30,000 participants are enrolled in CTY programs, with nearly a quarter living outside of the United States. Guided by the belief that all students who deserve and elect to participate in CTY educational programs should be given that opportunity, CTY awards more than $5 million in need-based financial aid annually. The CTY community counts more than 166,000 alumni including the founders of Facebook and Google, Regeneron Science Talent Search winners, Rhodes Scholars, a Fields Medalist, and MacArthur Fellows.

Reporting to the provost and senior vice president for academic affairs, the next Executive Director will partner with CTY staff and JHU leadership to continue to advance CTY’s exceptional work at the forefront of gifted and talented education across the globe. The next Executive Director will lead in an environment that values and supports big ideas, innovation, entrepreneurialism, and social impact. With that in mind, the Executive Director will develop and execute on a transformative plan for CTY that enriches its educational programs, spurs robust research, strengthens its operations and infrastructure, and advances CTY’s integration with the University. The next Executive Director will passionately advance CTY’s central commitment to access, diversity, and inclusion. The Executive Director will forge strong ties across campus and beyond, seeking opportunities for CTY to contribute its expertise, advocate for gifted and talented education, and attract resources in support of CTY’s work.

The Executive Director will be an experienced leader with the proven ability to lead a complex enterprise and manage a diverse team. Bringing exceptional communication and relationship-building skills, the Executive Director will be highly adept at integrating people and ideas. The Executive Director will have an earned doctoral degree, academic research experience, and background in education.
Johns Hopkins Center for Talented Youth,  
Executive Director

The Executive Director will foster a scholarly culture and encourage academic research used to inform CTY programs and enhance understanding of gifted students and education. A demonstrated commitment to increasing diversity, access, and inclusion in education is essential. Expertise in the field of gifted education is advantageous but not required.

Johns Hopkins University has retained the national search firm Isaacson, Miller to assist in this important search. Confidential inquiries, nominations, and applications may be directed to the search firm as indicated at the end of this document.

THE POSITION

The Executive Director is responsible for providing strategic vision and leadership to CTY, and overseeing the finances, program development, human resources, fundraising, and administrative management of the Center. The Executive Director has ultimate responsibility for the success of CTY’s programs and services. The Executive Director will oversee the senior leadership team, including the Interim Senior Director, Finance and Business Affairs; Senior Director, Academic Programs and Services; Senior Director, CTY Online Programs; Senior Director, International Initiatives; Senior Director, Communications and Marketing; Senior Director, Development and Alumni Relations; and Director of Research.

The Executive Director is CTY’s chief representative to internal and external constituencies. The Executive Director is a senior leader at JHU and a member of the University’s Council of Deans. The Executive Director also represents CTY before central university administration and leaders of other academic units at JHU, including by identifying and facilitating opportunities for collaboration between CTY and other JHU schools and centers. As the head of one of the leading organizations in the field of gifted education, the Executive Director also serves as an ambassador and spokesperson, actively engaging with external constituencies to raise awareness and recognition of the work being done at CTY, to advocate for gifted education and to pursue potential sources of funding.

OPPORTUNITIES AND CHALLENGES FOR THE NEXT EXECUTIVE DIRECTOR

Unify CTY around a vision and strategic plan that maximizes mission and impact

The new leader will have the opportunity to think boldly about the possibilities for CTY. Decisions will need to be made in a wide array of areas including research, advocacy, organizational design, programmatic offerings, and enrollment. A successful vision will make the connection between intellectual activities and programs, and clearly link to the mission of CTY as well as that of JHU. This is an important opportunity to bring together more strongly all of CTY and create opportunities for greater collaboration across internal divisions to deliver on this vision.

Foster greater collaboration and integration within the University

The University community provides innumerable opportunities for synergistic collaborations and partnerships. An experienced and deft Executive Director will navigate Johns Hopkins’ decentralized environment to pursue collaboration thoughtfully and assertively. The next Executive Director will lead efforts to identify new opportunities for CTY, strengthening its connections across campus, and forging productive new partnerships.
Advance research and scholarship to inform CTY programs and the gifted field

A clear research agenda is critical to CTY’s position as a leader in gifted education and as a productive member of the JHU community. The next Executive Director will develop a research agenda with clear priority areas and goals around publishing and presenting, as well as a plan for supporting and integrating staff who can support this agenda. The Executive Director will further integrate research and data into the Center’s culture, program development, and business processes. This work should not happen in isolation. A successful Executive Director will build deep connections across the University, building pathways to the School of Education and other JHU schools and institutes where scholars are conducting research relevant to CTY.

Enhance operations and infrastructure

CTY is a large and complex center that has benefited from strong leadership and sound fiscal management. Now is a key moment for the next leader to assess internal operations, infrastructure, and organization, and to make internal investments. Some of this work is already under way. As an example, CTY has recently initiated two IT projects totaling $8 million to modernize online classes and make them more accessible and replace the student record and engagement system. The Executive Director will guide CTY’s efforts to ensure ease of access and services for families and students; promote efficiency, collaboration, and engagement of staff; deliver excellent work; and create bandwidth and resources for innovation.

Expand access, diversity, and inclusion efforts

CTY is strongly committed to serving students with high academic potential from all socioeconomic, racial, and ethnic groups. The Center demonstrates this in many ways including through the CTY Scholars college advising program for low-income and underrepresented students, as well as launching the CTY Baltimore Emerging Scholars program for local elementary students, increasing financial aid support for low-income students, and continuing to foster an inclusive learning environment for gifted students from all backgrounds. The next Executive Director will advance this work, increasing CTY’s efforts in recruiting and supporting students and staff from all backgrounds, providing more financial aid for low-income students, innovating in the area of staff training on diversity and inclusion, and continuing to explore and develop new means of identifying and assessing academic talent, with the goals of not only increasing the participation of underrepresented students in its own programs but also advancing equity in gifted education for K-12 learners around the world.

Access and inclusion are also priorities for Johns Hopkins. The alignment of CTY’s access and inclusion goals with JHU’s, as well as CTY’s continued progress in this area, is an opportunity for collaboration. CTY should seek out ways to work with other units, including the Office of Undergraduate Admissions and School of Education, on access, diversity, and inclusion.
Attract diverse financial resources

It is expected that the Executive Director will energetically seek funds, to support CTY’s efforts, from a wide range of sources including private philanthropy and foundations. The Executive Director will work in conjunction with CTY and JHU development teams to increase the private funding and foundation support CTY receives. CTY has a robust network of supportive alumni and parents. To engage this network more fully, the next leader will need to communicate the importance of CTY and present a compelling vision for the mission of the Center today and into the future.

QUALIFICATIONS AND EXPERIENCE

The ideal candidate will possess many of the following professional experiences and personal characteristics:

- A successful record of senior leadership in an educational setting;
- A decisive, fair leader with sound judgment;
- Experience creating and leading teams, mentoring and developing colleagues, and working in a collaborative environment;
- A strong record of research and evaluation, the ability to grow programs of research, and an understanding of and appreciation for diverse methodologies of education research;
- Demonstrated ability to articulate the value of diversity, access, and inclusion with confidence and authority, with a track record of effectively supporting equity, diversity, and inclusion;
- Financial and operational acumen and skills;
- Proven ability to foster collaborations across institutions, colleges, departments, or divisions;
- Capacity to serve as an effective advocate for CTY and gifted education;
- Demonstrated record of generating and managing relationships with funders (e.g. CTY alumni and parents, agencies, foundations, businesses, nonprofit organizations, etc.);
- The creativity and vision to create, and the ability to implement a bold strategic plan; and
- A collaborative and communicative leadership style with outstanding interpersonal skills and integrity.

TO APPLY

Inquiries, nominations, and applications should be sent in strict confidence to:

Ericka Miller, Partner
Amy Segal, Managing Associate
Isaacson, Miller; 1300 19th Street, NW, Suite 700; Washington, DC 20008
www.imsearch.com/7162

Johns Hopkins is an equal opportunity/affirmative action employer committed to recruiting, supporting, and fostering a diverse community of outstanding faculty, staff, and students. All applicants who share this goal are encouraged to apply.
APPENDIX

THE JOHNS HOPKINS UNIVERSITY

Johns Hopkins, founded in 1876, is America’s first research university and home to nine world-class academic divisions including: the Krieger School of Arts and Sciences, the Whiting School of Engineering, the Bloomberg School of Public Health, the Carey Business School, the Peabody Institute, the Paul H. Nitze School of Advanced International Studies, and the schools of Medicine, Nursing, and Education, along with the Applied Physics Laboratory. The University has approximately 6,500 faculty, 6,200 undergraduate students, and 17,600 graduate students.

The University is routinely ranked as one of the most preeminent universities in the world and noted for its exceptional research achievements. The University is tied for No. 10 on the U.S. News and World Report list of top national universities and ranks at No. 12 on the Times Higher Education list of the best global universities. Its federal research awards and expenditures totaled approximately $2.9 billion in 2018. The University claims 27 Nobel laureates past and present. Among current faculty, there are three—as well as 51 American Academy of Arts and Sciences members, 57 members of the Health and Medicine Division, seven recipients of the Lasker Medical Research Award, six MacArthur fellows, four members of the National Academy of Engineering, 27 members of the National Academy of Sciences, two Presidential Medal of Freedom winners, and one Pulitzer Prize winner.

The University has a presence in nearly every corner of the globe. It has campuses in Maryland and Washington, plus Bologna, Italy, and Nanjing, China. Faculty and students conduct research on six continents. More than 20 percent of the University’s students come from countries other than the United States.

LEADERSHIP

Ronald Daniels, President

Ronald J. Daniels is the 14th president of Johns Hopkins University, America’s first research university. Since taking office in 2009, Daniels has focused his leadership on three overarching themes – enhanced interdisciplinary collaboration, individual excellence, and community engagement – which form the backbone of the University’s strategic vision through 2020.

During his tenure, the University has launched a series of multi-disciplinary initiatives aimed at addressing some of society’s most vexing issues, bolstered the efforts of faculty, staff, and students to translate discoveries into novel technologies, invested heavily in student access, and extended its significant community partnerships.

Daniels is a law and economics scholar and holds appointments as professor in both the Department of Political Science and the Department of International Health at Johns Hopkins. He is author or editor of seven books and dozens of scholarly articles. Before coming to Johns Hopkins, he was provost and professor of law at the University of Pennsylvania and dean and James M. Tory Professor of Law of the Faculty of Law at the University of Toronto. He received the Carnegie Corporation’s Academic Leadership Award in 2015 and was named as a member of the Order of Canada in 2016. He is a fellow of the American Academy of Arts & Sciences and the American Philosophical Society.
In May 2013, after several years of discussions with faculty and students, staff and alumni, deans and trustees, Daniels unveiled “Ten by Twenty.” This set of four major priorities, grouped by themes, are guiding the University through the remainder of the decade. To see how the University is doing as it approaches this milestone, visit http://10x2020progress.jhu.edu/.

Sunil Kumar, Provost and Senior Vice President for Academic Affairs

Sunil Kumar took office as the 15th provost of The Johns Hopkins University on September 1, 2016. Kumar previously served as Dean of the University of Chicago’s Booth School of Business, as well as the George Pratt Shultz Professor of Operations Management. Before joining the Booth School of Business, Kumar spent 14 years on the faculty of the Stanford University Graduate School of Business, where he was the Fred H. Merrill Professor of Operations, Information and Technology. He also served as senior associate dean for academic affairs, overseeing the school’s MBA program and leading faculty groups in marketing and organizational behavior.

Kumar’s research includes performance evaluation and control of manufacturing systems, service operations, and communications networks. In particular, he studies systems affected by stochastic variability via mathematical models. He also studies application of optimization methods and control theory to managerial problems.

Born in India, Kumar received a Master of Engineering degree in computer science and automation from the Indian Institute of Science in Bangalore and a Bachelor of Engineering degree from Mangalore University in Surathkal. He earned a PhD in electrical engineering from the University of Illinois at Urbana-Champaign.

THE CENTER FOR TALENTED YOUTH

History

The Center for Talented Youth began with a seventh grade boy from Baltimore who had exhausted all the options for math courses he could take at school by the time he was thirteen. Julian Stanley, a professor of psychology at Johns Hopkins, worked with this boy to arrange access to challenging math courses so the boy could develop his academic talents. In 1979 Dr. Stanley and Johns Hopkins founded The Center for Talented Youth in response to the national need to recognize and develop the world’s brightest young people.

Since 1979, CTY has expanded to offer a wide range of gifted and talented academic opportunities. CTY’s focus is to be a leader in the education of advanced learners worldwide, to open access to CTY’s opportunities for top students from all backgrounds, and to originate and communicate research on recognizing and developing the talents of students of great academic promise.

CTY is accredited for grades K through 12 by the Middle States Association of College and Schools Commissions on Elementary and Secondary Schools.
Programs, Services, and Resources
(listed alphabetically)

Diagnostic and Counseling Center

CTY’s Diagnostic and Counseling Center (DCC) provides individualized assessments and educational guidance for students of all ages with the goal of understanding the strengths, weaknesses, and learning styles of students based on an in-depth evaluation of their abilities, knowledge, and interests. Assessment and counseling services include psycho-educational evaluations and academic and career guidance. With this information, the Center helps individuals and their families find ways to support students’ overall educational needs. While the DCC serves students with a variety of characteristics, it has particular expertise in working with gifted students and twice exceptional students, or gifted students with learning challenges.

Family Programs

CTY’s Family Academic Programs bring bright students and their families together to cultivate their interests, explore the world, and make new friends. Family programs are open to all students and their families; no minimum qualifying scores are required. Most are one-day programs on an enrichment topic; some are curated museum, science, or nature-center programs, such as a program at the National Building Museum in Washington, D.C. Other programs are offered with universities or research centers, such as a program on “Engineering in Medicine” at Stanford University, and another on “Genetics, Bioinformatics and Biomedical Research” at the National Institutes of Health. The Johns Hopkins Institutions often collaborate with CTY on Family Academic Programs. Recent programs included “Inside APL” and a Business Entrepreneurship program with the Carey Business School. CTY’s “Pathways to College” series provides CTY families with information and advice on the college selection and admissions process.

International Programs

CTY brings the Center’s expertise to countries throughout the world through educational advising, program development, research, teacher training, and licensing. Projects are highly individualized and designed to meet the needs of CTY’s international partners. Past and current projects include program development in Malaysia, Greece, and Saudi Arabia; teacher training in Hong Kong and the Czech Republic; and educational testing in Ireland and Kazakhstan. From assisting governments seeking to sponsor students’ participation in CTY Summer and Online programs, to launching a nationwide talent search to identify a country’s most able students, CTY is committed to the global classroom and to ensuring high-quality programming for the world’s brightest pre-college students.

Online Programs

CTY Online Programs provide course options year-round and offer direct instructor support alongside online courseware that has been appropriately leveled for students’ abilities, independent of their age. CTY offers more than 156 online courses from grades 2 to 12. Many programs are individually paced, allowing students flexibility that suits their schedule and allows them to move through material at a pace that best suits to their abilities. Other courses are session-based, many NCAA-approved, and provide a more structured course timeline with specific beginning and end dates and assignment deadlines.
Many Online Programs students seek credit from their enrolling school, and a significant number of schools work with CTY to expand opportunities for their academically advanced students by bringing these challenging online courses to the school setting. All students are paired with expert instructors who support learners as they move through the courses and are capable of working with younger students who may have advanced academic ability.

**Study of Exceptional Talent**

The Julian C. Stanley Study of Exceptional Talent (SET) was created to help extremely talented students achieve their full potential and, through research and advocacy initiatives, to enhance the educational opportunities available for all academically advanced students. Since 1980, SET has assisted students throughout the world who exhibit extraordinary mathematical or verbal reasoning ability by scoring at least 700 on either the Mathematical or Verbal (Critical Reading or Evidence-Based Reading and Writing) part of the SAT before the age of 13 (or score an additional ten points for each additional month of age).

**Summer Programs**

CTY’s summer programs offer bright students the opportunity to engage in challenging academic work in the company of peers who share their exceptional abilities and love of learning. While the focus is on rigorous academics and learning, the social experience that results from bringing these students together is an integral part of the program. CTY’s 25 residential and day sites in the U.S. and Hong Kong serve thousands of students each year from all 50 states and dozens of countries around the world. Qualifying students come from all walks of life and a variety of educational backgrounds to spend three weeks immersing themselves in their academic passions, meeting peers who share their interests, and growing intellectually and personally. Classes are typically composed of 12 to 18 students, and each class has a highly skilled instructor and a teaching assistant. Outside of class, students participate in a full and fun social program, engaging in sports, games, talent shows, dances, and other traditions.

**Talent Search**

The CTY Talent Search — the nation’s oldest university-based talent search, for which more than 25,000 students annually complete applications — employs above-level testing for students in grades 2 through 8 to help families find the appropriate level of challenge for their advanced learners. Talent Search, open to students who score in the top five percent on in-grade-level standardized tests or who exhibit other evidence of high academic potential, is also the first step to joining the CTY community and qualifying to attend its summer and online programs. Students who score at the highest levels are recognized at award ceremonies for their achievements. Talent Search is critical to CTY’s access and inclusion goals and is offered at a significantly reduced cost for low-income families.