Leadership Profile

Executive Director
Center for Talented Youth

This leadership profile is intended to provide information about the Johns Hopkins Center for Talented Youth and the position of executive director. It is designed to assist qualified individuals in assessing their interest in the position.
The Opportunity

The Johns Hopkins University Center for Talented Youth (CTY), the world leader in gifted education since 1979, seeks a visionary executive director to lead the center to new levels of local, national and global impact.

CTY is a nonprofit 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 through its signature gifted and talented summer, online, international and family programs.

Reporting to the provost and directing a staff of 180 full-time employees, 535 part-time employees (including online instructors), 1,700 summer programs employees and a budget of more than $55 million, the successful candidate will work in partnership with university leadership and a highly dedicated group of colleagues and staff to continue and extend the center’s transformative work with young advanced learners.

CTY students are among the most promising creative leaders of the next generation. There are nearly 166,000 CTY alumni around the world including National Academies members, MacArthur Fellows, a Fields Medalist, prominent artists and journalists, and industry leaders such as the founders of Facebook and Google. At CTY, bright students have the chance to participate in challenging educational opportunities they would not experience anywhere else. Just as important, they find a safe, welcoming circle of peers, as well as mentors and teachers who understand advanced students, and they make lifelong friends who share their passion for learning.

The next executive director will provide vision and inspirational and intellectual leadership for CTY, strengthening its place at the forefront of gifted and talented education. The executive director will pursue an ambitious and distinguished educational agenda, strongly informed and evaluated by leading academic research and consistent with the mission of Johns Hopkins University. The center’s next leader will be expected to advance CTY’s commitment to access, diversity and inclusion; improve operational efficiency and effectiveness; seek broader philanthropic support while stewarding existing relationships; and strengthen CTY’s integration into the broader JHU community.

The ideal candidate will have an earned doctoral degree, a record of scholarly achievement, a background as an educator with the highest standards for academic and research excellence, and the capacity to lead a highly complex organization of global reach.

For more information about how to nominate a candidate or express personal interest, please see the “Procedure for Candidacy” section on page 11.
Opportunities and Expectations for Leadership

The executive director of CTY reports to Sunil Kumar, provost and senior vice president for academic affairs, and is a member of the university’s Council of Deans. The executive director has autonomy and authority for the management and coordination of CTY, its staff and activities, and for implementing its plans, programs, services, and scholarly and research endeavors. As the chief executive of the center, the executive director provides overall leadership and has ultimate responsibility and accountability for the success of the center’s programs and services.

The next executive director of the Center for Talented Youth will be expected to:

- **Provide vision and inspirational leadership.** The executive director will inspire and unite the CTY community around shared goals and a clear and compelling vision for the center’s intellectual leadership in and transformational impact on the education of advanced learners. This will require inculcating in CTY’s culture a commitment to innovation and experimentation, nimble decision making and a willingness to take measured risks.

- **Strengthen a research-based educational agenda to guide CTY’s mission.** The next executive director will possess the passion and intellectual leadership to pursue an ambitious and distinguished educational agenda, strongly informed and evaluated by leading academic research, and consistent with the values and ethos of Johns Hopkins University. The director will contribute meaningfully to an institutional culture that reveres and actively encourages academic research, linking the center, its people and its programs, powerfully and inextricably, to the heart of Johns Hopkins; this will contribute to a knowledge and research base on which CTY can make strategic and programmatic decisions that will enhance the broader understanding of advanced learners and their education.

- **Enhance interactions and integration with the rest of the university.** Under the leadership of the next executive director, CTY has an opportunity to integrate more fully and meaningfully with the university and its mission, values and strategic goals. The executive director should be proactive in building upon existing relationships with other university divisions and programs, such as the JHU School of Education, and be creative, persistent and opportunistic in identifying new opportunities for meaningful, synergistic collaborations with, for example, the Office of Undergraduate Admissions.

- **Vigorously advance CTY’s commitment to access, diversity, and inclusion.** As the preeminent organization devoted to serving academically talented youth, CTY has both an opportunity and responsibility to model an authentic and fully-integrated commitment to serving advanced learners from diverse backgrounds, particularly students coming from under-resourced communities and historically underrepresented groups. The next executive director will continue efforts to explore alternative testing or admissions criteria for advanced learners; provide resources to support training and education on issues of diversity and inclusion; and, ultimately, enhance the diversity of CTY students, instructors, and staff.
• **Optimize operations for efficiency and effectiveness.** To facilitate the innovation, creativity and discovery essential to the center’s future success, CTY’s people, structure and processes must be well aligned with organizational strategies, goals and objectives. As the leader of a large and complex organization, the executive director will identify opportunities to enhance efficiency and effectiveness thoughtfully and consultatively. Reducing barriers to internal collaboration and enhancing cohesion across center staff are particular priorities.

• **Steward and secure broader philanthropic support.** The executive director must continue to establish and steward relationships with alumni and friends and actively engage in fundraising, particularly for financial aid, scholarships and programs such as CTY Scholars and Baltimore Emerging Scholars, to deliver on CTY’s promise to serve all qualified students.
Professional Qualifications and Personal Qualities

Johns Hopkins University seeks in CTY’s next executive director a leader with a deep grounding in academic research, knowledge of the K–12 education system, familiarity with the culture of a research-intensive university, understanding of the field of gifted education and its place in education more broadly, and capacity to oversee a complex organization. The ideal candidate will have an earned doctoral degree as well as the following professional qualifications and personal characteristics:

- **Leadership and vision.** Proven ability to conceive, implement and foster a shared vision; the ability to imagine new possibilities for CTY, to develop strategic academic or research-driven directions for the future and to develop the organization-wide energy to execute and deliver on this vision.

- **Demonstrable experience in academic research and evaluation.** Experience leading or substantive engagement in academic research with demonstrable outcomes. Appreciation of and ability to deploy research-based evaluations of programs and outcomes.

- **Commitment to enhancing diversity and inclusion.** A track record of leadership in acting on these core values; a deep personal understanding of the essential roles that they play in education; the ability to lead difficult and nuanced conversations on these issues; and a commitment to implementing best practices to ensure meaningful change.

- **Character, creativity and conviction.** A creative, independent thinker willing to take considered risks, seize opportunities and make principled decisions; a courageous and decisive leader who exhibits patience and flexibility and is reflective, fair, accountable, optimistic and opportunistic.

- **Ability and inclination to listen and learn.** Propensity for active listening and the willingness to listen to and learn from members of the CTY and JHU communities in order to fully understand the people, programs, processes and culture.

- **Communication and advocacy.** Ability to represent CTY and articulate its mission and vision compellingly to internal and external audiences; the drive and capability to enhance the center’s public presence, impact and reach.

- **Effective interpersonal and relationship-building skills.** The understanding, empathy and emotional intelligence to build trust and establish collaborative relationships with peers, colleagues, students and other constituents across the university and in the field.

- **Operational and administrative acumen.** Capacity to lead a complex organization and to develop, implement and administer policies and procedures that support CTY’s mission, goals and operations; financial and budgetary acumen and skills.

- **Fundraising skills and interest.** The ability and willingness to play a signature role in CTY and JHU’s development efforts, with demonstrable success in or potential for securing external funding.
Center for Talented Youth: An Overview

The Johns Hopkins Center for Talented Youth was founded in 1979 to challenge insatiable learners, curious young people who never stop asking questions and searching for answers about how the world works. For nearly two generations, CTY has helped identify, nurture, and advocate for advanced students from all backgrounds.

The original mission of Julian C. Stanley, the Johns Hopkins University psychology professor who founded CTY, was to understand and address the needs of students with extraordinary academic abilities who were being underserved by the educational system. Today, CTY's mission remains fundamentally the same — to identify and develop the talents of academically advanced pre-college students around the world.

The center’s approach to learning reflects a core belief that advanced learners are not all the same. Each student’s needs depend on their school context and family and community resources. At different times in their individual educational trajectories, some students may need opportunities to study standard content at a faster pace; others may need opportunities to study content of high interest that is not available at their school or not available at an advanced level or with as much depth as provided through CTY courses. Students with advanced abilities also need the opportunity to study and socialize with students who share their abilities and their academic interests and motivations. CTY's programs aim to allow highly able students to immerse themselves in their academic passions, to meet others like themselves, and to grow intellectually and personally.

CTY’s core programs and services include talent identification; summer, online and family learning programs; counseling; professional development for educators; and international program development and advising. Underpinning these efforts is a foundation of research that began with Dr. Stanley and continues with CTY’s current research team, which is engaged substantially in exploring questions about identification, characterization, and effective practices for serving the most advanced learners from all backgrounds.

Background

CTY 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 13. Dr. 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 to recognize and develop the brightest young minds around the world.

Since 1979, CTY has expanded on its original identification and summer learning offerings to provide a wide range of gifted and talented academic opportunities. CTY strives to serve as the world leader in the education of advanced learners, 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.

Today, CTY is accredited for grades K through 12 by the Middle States Association of College and Schools Commissions on Elementary and Secondary Schools. Its students come from many nations, and its alumni include the cofounder of Google, the CEO of Facebook, and leaders in the sciences, arts, and government. The center seeks to enable all academically qualified
students to participate in its programs without the obstacle of economic hardship. To that end, CTY awards more than $5 million in need-based financial aid annually.

Programs, Services and Resources

Since 1979, CTY has reached nearly 1.6 million students worldwide through its talent search; summer, online, and family learning programs; and counseling resources such as the Study of Exceptional Talent and the Diagnostic and Counseling Center.

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 schools, 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.
CTY Facts and Figures (FY 2018)

Talent Search Participants: **25,682**

Enrollments in All CTY Programs: **28,373**

Summer Programs Enrollments: **9,552**

CTY Online Programs Enrollments: **14,594**

Family Academic Programs Enrollments: **4,213**

Percentage of Summer and Online Enrollments by Students Outside the US: **19.86%**

Number of Distinct Summer Courses Offered: **101**

Number of Distinct Online Courses Offered: **180**

Summer Research Program enrollments: **14**

Academic Program Participants

73% of Financial Aid recipients had a family income of $50,000 or less
Revenues and Expenditures (FY 2018, including 2017 Summer Programs)

- Total Revenues: $55,223
  - Tuition & Fees: $50,212 / 90.9%
  - Gifts, Grants & Investment Income: $4,957 / 9.0%
  - Other Sources & Auxiliary: $54 / 0.1%

- Total Expenditures: $55,223
  - Salaries & Wages: $25,500 / 46.2%
  - Supplies & Other: $2,612 / 4.7%
  - Reserve Transfer: $3,133 / 5.7%
  - Facilities & Other Contractual Services: $23,978 / 43.4%
  - Other: $54 / 0.1%
About The Johns Hopkins University

Johns Hopkins was founded as the nation’s first research university on the principle that pursuing big ideas and sharing knowledge makes the world a better place. The university has approximately 6,500 faculty, 6,200 undergraduate students and 17,600 graduate students arrayed across 230 degree programs at the baccalaureate, masters and doctoral levels. Perennially ranked as the nation’s leader in annual research expenditures, the university has consistently achieved this standard through excellent academic leadership, committed faculty and students, innovative international programs, high levels of collegiality and exceptional interdisciplinary collaboration. In the past five years, federal research awards and expenditures have grown from $2.6 billion to $2.9 billion. The university’s endowment is approximately $3.3 billion.

Leadership

Ronald J. Daniels is the 14th president of Johns Hopkins University and is a professor in the Department of Political Science. Prior to his appointment he was provost at the University of Pennsylvania, and before that, Dean and James M. Tory Professor of Law at the University of Toronto Faculty of Law. Since taking office in 2009, President Daniels has focused his leadership on three overarching themes: enhanced interdisciplinary collaboration, individual excellence, and community engagement. These themes are the backbone of Ten by Twenty, the university’s strategic vision through 2020, and underscore the priorities of Rising to the Challenge, Johns Hopkins’ largest-ever fundraising campaign, which has exceeded its $5 billion goal.

Sunil Kumar took office as the university’s 15th provost on September 1, 2016. He previously served as dean of the University of Chicago Booth School of Business, and before that spent 14 years on the faculty of the Stanford University Graduate School of Business, where he had earlier served as senior associate dean for academic affairs. As the chief academic officer and second-ranking member of the senior administration, Provost Kumar is responsible for promoting and coordinating the university’s teaching and research mission. He oversees the university’s nine schools as well as several interdisciplinary programs and academic centers, including CTY.
Procedure for Candidacy

Inquiries, nominations and applications are invited. Interested candidates should provide a letter addressing the themes and responsibilities described in this leadership profile along with a curriculum vitae or professional resume.

Candidate materials should be emailed to the university’s consultants, Robin Mamlet, Philip Tang and Melissa Fincher, at JHU-CTY@wittkieffer.com. The consultants can be reached by telephone through the desk of Leslie Donahue at 630-575-6178.

For fullest consideration, candidates are urged to submit their materials by no later than December 15, 2018.

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.

The material presented in this leadership profile should be relied on for informational purposes only. The material has been copied, compiled or quoted in part from Johns Hopkins University documents and personal interviews and is believed to be reliable. While every effort has been made to ensure the accuracy of this information, the original source documents and factual situations govern.