



2026 NAGC Leadership Nomination Form

Nominee Information

Name Tamra Stambaugh Photo

Credentials PhD

Organization Whitworth University

Job Title Margo Long Endowed Chair
in Gifted Education

This nomination is for the Board of Directors

Which board position is this nomination for? Governance Secretary



Biography: Please share a biography that provides NAGC members information regarding your background, experience, and qualifications for the position. Be sure to include the most significant ways you have contributed to and participated in NAGC.

Tamra Stambaugh, PhD is a professor and the Margo Long Endowed Chair in Gifted Education at Whitworth University. Prior to her appointment at Whitworth University, she was an associate professor and the Executive Director of Programs for Talented Youth at Vanderbilt University. She earned her doctorate in Educational Policy, Planning, and Leadership with a focus on gifted education at the College of William and Mary. Stambaugh's research interests are focused on curriculum and instructional interventions for advanced learning and access and opportunity pathways to develop talent and expertise. She is the co-author/co-editor of dozens of books, book chapters, articles, and curricula. She has been appointed to several NAGC committees and task forces, serves on the advisory board for three journals in the field, consistently presents at the NAGC annual conference and special institutes, and has served on the NAGC Board of Directors as Member at Large and Treasurer.

Personal Statement: Please share a personal statement explaining why you want to serve on the NAGC board, an organization whose mission is to empower all who support children with advanced abilities in accessing equitable opportunities that develop their gifts and talents.

NAGC plays a vital national role in equipping those who support gifted students through advocacy, research, and community building. This includes paving pathways that ensure equitable access and opportunities for students to fully develop their talents. My passion for creating equitable opportunities aligns with NAGC's mission and is evidenced throughout my career including publications, presentations, and funded projects. Mission-driven work requires consistent operational practices that enhance the goals of the organization. When streamlined policies and procedures are in place, the energy and focus can be on the mission.

Board Service Questions

The following questions are designed to help both you and voting members better understand your qualifications and approach to board service.

What do you believe is the most important work of the NAGC Board of Directors?

The most important work of the NAGC Board of Directors is creating intentional pathways and plans for ongoing advocacy, education, and collaboration. Advocacy, education, and collaboration are essential to the vibrancy of the organization and set the stage for the vision to be realized. NAGC Board members can support policy creation that advances access and opportunity pathways, collaborate with organizations within and outside of the gifted community to support the needs and advanced learning opportunities of all students, and educate others about gifted education and equitable practices through the dissemination of information that bridges theory and practice.

Review the Board Competencies & Dispositions. We strive to have all competencies and dispositions represented in the combined Board of Directors. Which competencies and dispositions can you bring to the NAGC Board of Directors?

Throughout my career I have served as a teacher, coordinator, professor, and director of pre-collegiate programs on a university campus. Each of these roles requires multiple competencies and dispositions to succeed. Serving as a coordinator of gifted programs and later as an executive director of pre-collegiate programs requires long term planning, forecasting, relationship building, advocacy, collaboration, supervision, the ability to navigate various politics and dilemmas, and to embrace change by adapting to ever-changing circumstances. As a professor, I work to bridge theory and practice and engage others in conversations about evidence-informed decision making. As a recipient of multiple grants, executive director of pre-collegiate programs, and past Treasurer of NAGC, fiscal responsibility and oversight are essential to thrive.

What leadership positions have you held in the association and the field? How has your service demonstrated your support and commitment to its mission and values?

My service to NAGC is multifaceted. Serving on the Board, I held the position of Member at Large and as Treasurer, collaborating with the finance committee to update fiscal policies. Past appointments include service on the Awards and Publications Committees. Most recently, I crafted the NAGC position paper on differentiation practices. I have also served as a reviewer for potential NAGC publications and conference session applications. Furthermore, I have contributed to appointed task forces focused on educational equity and pre-service teacher preparation. I have also led several invited Pre-Conference NAGC sessions. My involvement within NAGC began with work on a conference monograph, *Overlooked Gems*. Outside of NAGC, I serve as Program Chair for the AERA Research on Creativity, Giftedness, and Talent and I served on several state affiliate boards and advisory committees. These roles underscore my dedication to NAGC's mission of empowering the gifted community through advocacy, research, and outreach.

Using NAGC's Strategic Plan as a reference, describe how your experiences and background will help the board advance the plan. What aspects of the plan do you think are most impactful for NAGC members?

All components of NAGC's strategic plan are critical to its mission. My experiences are rooted in the intersection of three of NAGC's strategic plan goals: connecting research and practice, center of expertise, and equity initiatives. I have received multiple grants to support equitable practices and created pathways and school partnerships that provide access and opportunity for students from low-income households and those from diverse backgrounds who are traditionally underrepresented and underrecognized. My publications focus on bridging the gap between theory and practice. I co-design curricula and develop frameworks that guide advanced thinking and promote achievement.

Using NAGC's Diversity, Equity, and Inclusion Policy as a reference, describe how it will help you understand and work effectively with those who are different from you in their thoughts, values, and backgrounds.

I believe that members of the NAGC Board have a responsibility to model inclusivity, respect, and healthy discourse. Everyone has an important voice to share. We need to be curious first. We can, and should, seek ideas and conversations that are outside of our own experience. When we intentionally seek diverse opinions, ideas, and representation we create stronger policies, practices, and solutions. If elected, I

welcome the opportunity to learn from a diverse group of Board members and collectively engage in the Board work.

What do you believe the organization's role and success in advancing the mission is now? What opportunities do we have to increase value to members in the future?

NAGC has a unique opportunity to advance its mission through advocacy and partnerships with other organizations within and outside of the field. There are several major educational initiatives being implemented within the larger educational field that impact gifted students. Gifted education leaders need a consistent seat at the larger educational table to ensure that all learners' needs are being considered. When gifted student needs are discussed within larger educational conversations everyone benefits. Connecting research and practice and focusing on a Center of Expertise further creates value to members who long for support and need resources and evidence-informed and practical to guide their practice.