

## CURRICULUM VITAE

Julie K. Lamb Milligan, Ph.D.  
5403 Woodbury Cove  
Paragould, AR 72450

Current Position  
Professor in Educational Leadership, Curriculum &  
Special Education

### **EDUCATION**

1995 Kent State University  
Doctor of Philosophy  
Special Education/Gifted & Talented  
Education/Emphasis in Curriculum & Instruction  
Dissertation: Perceptions of Classroom Teachers  
Toward Giftedness Among Economically Disadvantaged Children  
in a Rural Setting Before and After Staff Development

1988 Arkansas State University  
Masters in Gifted & Talented Education  
Thesis: Effects of an Intervention Program  
Implemented to Improve Gifted Girls' Attitudes  
Toward Mathematics

1982 Arkansas State University  
Bachelor of Science in Elementary  
Education

### **PROFESSIONAL EXPERIENCE**

2000-23 Arkansas State University  
Professor of Gifted, Talented, & Creative Education  
Department of Educational Leadership, Curriculum & Special Education  
(Assistant Professor 2000-2005; Associate 2006-2011; Full Professor  
2012-2022)

1996-00 Paragould School District  
Administrator of Gifted & Talented Education

1990-99 Arkansas State University  
Adjunct Faculty: Department of Special Education

1989-95 Paragould School District  
Gifted & Talented Administrator

1988-89 Blytheville Public Schools  
Central Elementary  
(6th Grade Math and Science)

1984-88 Marked Tree Public Schools  
(Science, Advanced Math,  
and Gifted & Talented Facilitator)

1983-84 South Mississippi County Schools  
Shawnee Elementary  
(5th Grade Teacher)

## **PROFESSIONAL CONTRIBUTIONS**

### **Presenter for State and National, and International Conferences:**

“Curriculum & Assessment in the Primary Grades  
AGATE -Arkansans for Gifted & Talented Education  
February 24, 2023

“University Network Supporting GT Programs”  
NAGC – National Association of Gifted  
November 19, 2022

“Twice Exceptional: John’s Story”  
SENG – Support Emotional Needs of Gifted  
Online forum – July 20, 2022

“Teacher’s Perceptions: A Case Study Approach”  
EQRC - Ethnography & Qualitative Research Conference  
Online – sponsorship University of Nevada  
March 17-18, 2022

“Case Study Approach: Themes Revealed in Classroom Teacher Interviews”  
AGATE - Arkansans for Gifted and Talented Education,  
February, 2022

“Advocacy & Stakeholders”  
Arkansans for Gifted and Talented Education,  
Virtual, February, 2021

“Use of STEAM Curriculum for K-12 Enrichment: Case Study Analysis  
CARE – Ethnography Conference,  
Virtual, July 2021

“Micro-Ethnography to Examine Classroom Teachers’ Perspective of Giftedness”  
Ethnography International Conference  
Las Vegas, Nevada, February 2020

“Identifying Giftedness in the Primary Grades”  
Arkansans for Gifted and Talented Education,  
Hot Springs, March, 2020

“Data Driven Decisions”  
Arkansans for Gifted and Talented Education,  
Little Rock, February, 2019

“It Matters What Stakeholders Know about Gifted Matters”  
New Jersey Gifted Education Conference  
Princeton, NY, March 2019  
(Keynote Speaker)

“Making Data Driven Decisions”  
Arkansas Administrators Association  
Little Rock, September, 2019  
(Invited as Guest Speaker)

“Qualitative & Quantitative Methodology to Determine Benefits of Primary  
Enrichment”  
Educational Qualitative Research  
Vegas, Nevada, 2019

“New Primary Grade Enrichment: Using the CREATE Model”  
Arkansans for Gifted and Talented Education,  
Rogers, February, 2018

“Administrators Supporting GT”  
Arkansans for Gifted and Talented Education,  
Rogers, February, 2018

“Recognizing Potential in the Primary Grades”  
Arkansans for Gifted and Talented Education,  
Hot Springs, February, 2017

“Administering programs & accreditation”  
National Association of Gifted Children: Professors  
Phoenix, AZ, 2016

“Lessons for Primary Grade Enrichment: Using the CREATE Model”  
Arkansans for Gifted and Talented Education,  
Little Rock, February, 2015

“Administrators of special and gifted education: Preparing them for the challenge”  
Hawaii International Conference on Education.  
Honolulu, January, 2014

“Finding and Serving Giftedness in Rural Settings: In Descriptive Terms by Rural GT Program Administrators”  
Hawaii International Conference on Education.  
Honolulu, January, 2014

“Creativity Assessment and Standards Compliance.”  
National Association of GT: Meeting of Professors,  
St Louis, Sept. 2014

“Creative Thinking for Primary Enrichment: Stories Using the CREATE Model”,  
Arkansans for Gifted and Talented Education,  
Little Rock, February 7, 2014

“Finding Giftedness in Rural Populations”,  
AAEA - Arkansans Administrator’s Educational Association,  
Little Rock, September, 2013

“Assessment and Proper Identification”, AGATE  
Arkansans for Gifted and Talented Education  
Little Rock – February, 2013

“Cyberslacking in the Classroom: Teachers and Principals Respond”,  
NCPEA-National Council of Professors of Educational Administration  
Conference,  
Kansas City – August, 2012

“Combining Quantitative and Qualitative Methodology to Determine Creative Potential Among Young Children”, EQRC – Ethnographic & Qualitative Research Conference. June 2012 – Cedarville OH

“Effective Identification Using Proper Assessment Tools”  
Arkansans for Gifted & Talented Education.  
Hot Springs - February 2012

“Using Effective Assessment Tools for Effective Identification”  
Arkansans for Gifted and Talented Education  
Little Rock – February 2011

“Creativity among Primary Grades”  
Arkansans for Gifted and Talented Education,  
Little Rock – February 2011

“Developing Sound Programs”  
Arkansans for Gifted and Talented Education,  
Little Rock – February 2011

“Helping Classroom Teachers Prepare Bright Students for the Benchmark”  
AGATE – Arkansans for Gifted & Talented Education  
Little Rock – February 2010

“What’s Creativity Got to do with Enrichment?”  
AGATE – Arkansans for Gifted & Talented Education  
March 2010, Little Rock, AR

“Assessing Giftedness”  
AGATE – Arkansans for Gifted & Talented Education  
March 2010, Little Rock, AR

Presentations 1990 to 2010 (separate listing can be provided).

### **Leadership Roles & Professional Projects:**

State Board of Directors  
Arkansans for Gifted and Talented Education – 2013-2018

Governor’s Advisory Council 2010-2012

Advisory Board: Paragould School District  
Advanced Learning Program 2009-2019

Record of Teaching (Appendix A)

Greene Co. Tech – Consultant 2009-2018

ADE – Secondary Course Content Differentiation Consultant for Math  
2005-2018

Spa Report – 2009 & 2018 – Program Recognition  
NATIONALLY RECOGNIZED STATUS – Granted Fall 2017

Kennett School District Consultant 2009-2010

**Professional Organizations:**

National Association for Gifted Children (N.A.G.C.)

Association for Supervision & Curriculum Development (A.S.C.D.)

America’s Association of University Professors (A.A.U.P.)

Council for Exceptional Children (C.E.C.)

The Association for the Gifted (T.A.G.)

Arkansas Association of Educational Administrators (A.A.E.A.)

Arkansas Association of Gifted Education Administrators (A.A.G.E.A.)

Arkansans for Gifted and Talented Education (A.G.A.T.E.)

Arkansas Association of Professors of Educational Administration (A.A.P.E.A.)

**Committee Work:**

Arkansas State University

2020-2023: Public Relations Committee - Chair (Departmental), Assessment Committee (Departmental), Curriculum Committee (Departmental), PRT Committee - Chair (Departmental), Program Director CAEP - SPA  
PRT (COEBS), C.O.P.E (COEBS)

2019-2020: Public Relations Committee - Chair (Departmental), Assessment Committee (Departmental), Curriculum Committee (Departmental), PRT Committee - Chair (Departmental), Program Director CAEP - SPA  
PRT (COEBS)

2018-2019: Public Relations Committee - Chair (Departmental), Assessment Committee (Departmental), Curriculum Committee (Departmental), PRT Committee - Chair (Departmental), Program Director CAEP - SPA

PRT (COEBS), C.O.P.E (COEBS) - Chair

2017-2018: Public Relations Committee, Chair (Departmental), Assessment Committee (Departmental), Curriculum Committee (Departmental), PRT Committee, Chair (Departmental), Program Director CAEP - SPA  
PRT (COEBS), Grievance (COEBS) C.O.P.E (COEBS)

2016-2017: Public Relations Committee, Chair (Departmental), Assessment Committee (Departmental), Curriculum Committee (Departmental), PRT Committee, Chair (Departmental), Program Director CAEP - SPA  
PRT (COEBS), Grievance (COEBS) C.O.P.E (COEBS)

2015-2016: Public Relations Committee, Chair (Departmental), Assessment Committee (Departmental), Curriculum Committee (Departmental), PRT Committee, Chair (Departmental), Program Director CAEP - SPA  
PRT (COEBS), Grievance (COEBS)

2014-2015: Public Relations Committee, Chair (Departmental), Assessment Committee (Departmental), Curriculum Committee (Departmental), PRT Committee, Chair (Departmental), Program Director CAEP - SPA  
PRT (COEBS), Grievance (COEBS)

2013-2014: Public Relations Committee, Chair (Departmental), Assessment Committee (Departmental), Curriculum Committee (Departmental), PRT Committee, Chair (Departmental), Program Director CAEP - SPA  
PRT (COEBS), Grievance (COEBS)

2012-2013: C.O.P.E. (C.O.E.), Advanced Programs (C.O.E.), PRT (C.O.E.) Graduate Council (C.O.E.), Curriculum Committee (Departmental), Public Relations, Chair (Departmental), PRT Committee, Chair (Departmental)

2011-2012: COE Dean Search Committee (University.), University Parking, Vice Chair (University) C.O.P.E. (C.O.E.), COE Committee (P.R.T.), (C.O.E.), Curriculum Committee (Departmental); Public Relations, Chair (Departmental), PRT, Chair (Departmental)

2010-2011: C.O.P.E. (C.O.E.), Public Relations & Media Committee (C.O.E.), Library Curriculum Committee (C.O.E.), PRT, Chair (Departmental), Curriculum Committee (Departmental); Public Relations, Chair (Departmental), Assessment (Departmental)

**PUBLICATIONS:**

**PUBLISHED BOOK:**

**Milligan, J.** (2019). *Assessing Giftedness: Concise and Practical 3rd Edition*, YBK Publishers, New York: NY

**Milligan, J.** (2010). *Assessing Giftedness: Concise and Practical 2<sup>nd</sup> Edition*, YBK Publishers, New York: NY

**Milligan, J.** (2007). *Assessing Giftedness: Concise and Practical*, YBK Publishers, New York: NY

#### **JOURNALS:**

**Milligan, J.** (2022). Teacher's perceptions of advanced learners needs: A case study Approach. *EQRC Proceedings* (18-vol 2), 234-238.

**Lamb-Milligan, J.** (2019). Importance of classroom teachers' involvement in gifted education. *International Journal of Innovation in Education and Research*. 17(1). 196-201.

**Milligan, J.** (2017). SPA Report: Gifted Education (Rubric Revisions), National Association for Gifted Children.

**Lamb-Milligan, J., Neal, G., & Singleton, J.** (2014). Administrators of special and gifted education: Preparing them for the challenge, *Hawaii International Conference Proceedings*, 12(3), 251-257.

**Lamb-Milligan, J., McBride, J., & Nichols, J.** (2014). Finding and serving giftedness in rural settings: In descriptive terms by rural gt program administrators, *Hawaii International Conference Proceedings*, 12(3), 162-170.

**Milligan, J., Neal, G., & Singleton, J.**, (2014). Preparing effective administrators of special & gifted education programs: the university's role. *Journal of Higher Education Theory and Practice*. 14(4), 47-54.

**Lamb-Milligan, J., McBride, J., & Nichols, J.** (2014). Finding and serving giftedness in rural settings: In descriptive terms by rural gt program administrators, *Hawaii International Conference Proceedings*, 12(3), 162-170.

McBride, J., Nichols, J., **Milligan, J.** & Henley, J. (2013). Teachers' Reactions to Cyberslacking in the Classroom. In *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2013* (pp. 2169-2174). Chesapeake, VA: AACE.

Retrieved from <http://www.editlib.org/p/112272>.

McBride, J., Nichols, J., **Milligan, J.** (2013). Cyberslacking in the classroom: Teachers' perspective. *College Student Journal*, 31, 236-242.

**Milligan, J.**, Neal, G., & Singleton, J. (2012). Administrators of special education: Preparing them for the challenge, *Education*, 133(1), 171-180.

McBride, J., **Milligan, J.**, & Nichols, J. (2012). Cyberslacking in the classroom: The reactions of classroom teachers, *College Student Journal*, (in press).

(As the LSDL online program began in GTC fall of 2011, the internship for POS and Master's Degree Candidates was restructured. In addition to practicums being offered through the Summer Scholars Program, enrichment camp for regional children, they had to also be offered each fall and spring as a site based opportunity and required the assistance of a mentor. During the process of creating course embedded internship activities with two capstone experiences at the end of the program came the need for a very thorough and descriptive handbook. The handbook was prepared over the summer and was distributed to students in the first online internship during the fall of 2012.)

**Milligan, J.** (2012). *Internship handbook: MSE in GTC Education for ELSE 6833/6843*, 45 pages.

**Milligan, J.**, Henley, J., McBride, J., Nichols, C., Nichols, J., Neal, G., Singleton, J. (March, 2010). Outsiders looking in: Ensuring that IT teachers of gifted and talented education and teachers of students with disabilities are part of the in-crowd. *Journal of Instructional Psychology*, 37.

**Milligan, J.** (2009). Discovering exceptional creative potential of children in primary grades using the C.R.E.A.T.E. Model. *Perspective in Gifted Education: Creativity*. Institute for the Development of Gifted Education. pp.118-144.

**Milligan, J.** (2008). It matters what classroom teachers know about gifted education matters. *Understanding Our Gifted*. 20 (3), 18-21.

**Milligan, J.** (2007). *Assessment of giftedness: Concise and practical* YBK Publishers, New York: NY.

Nichols, J., McBride, J., **Milligan, J.**, & Henley, J. (2007). No child left behind, *Educator*, 128(1), 56-63.

Nichols, J., McBride, J., & Milligan, J. (2006). Who's teaching the kids? cyberslacking in the classroom. *Journal of College and Character*. VII(1), 1-6.

- Lamb-Milligan, J.** (2005). Effective identification and programming for the learning disabled gifted.  
[http://www.hiceducation.org/proceedings\\_edu.htm](http://www.hiceducation.org/proceedings_edu.htm)  
 ISSN # 1541-5880.
- Lamb-Milligan, J.** (2005). Cyberslacking in the classroom: An ethical dilemma for aspiring school administrators.  
[http://www.hiceducation.org/proceedings\\_edu.htm](http://www.hiceducation.org/proceedings_edu.htm) ISSN # 1541-5880.
- Milligan, J.** (2005). When gifted kids don't have all the answers. *Roeper Review*, 49(4). 353-355.
- Milligan, J. & Nichols, J.** (2005). Twice-exceptional, twice at risk: Reflections of a mother and son. *The Journal of At-Risk Issues*, 11(2), 39-45.
- Milligan, J.** (2004). Leadership skills of gifted students in a rural setting: Promising programs for leadership development, *Rural Special Education Quarterly*, 23(1),16-22.
- Milligan, J., & Nichols, J.** (2004). Preparing administrators for gifted, talented, And creative education programs. In C. S. Carr & C. L. Fulmer (Eds.), *Educational leadership, knowing the way, showing the way, going the way*, (pp.219-224). Lanham, ML: Scarecrow Education.
- Milligan, J.** (2004). Being gifted in school, *Roeper Review*, 26(3), 172-174.
- Milligan, J. & Campbell, D.** (2003). It's a fit: Collaboration and gifted education. *Outstanding Our Gifted*, 15(3), 18-22.
- Dickinson, G., McBride, J., **Lamb-Milligan, J.**, & Nichols, J. (2003). Delivering authentic staff development, *Education*, 124(1), 137-142.
- Milligan, J.** (2003). Leaders, rural environments, and giftedness: Providing services through leadership programs, *Rural Educator*, 25(2), 22-27.]
- Milligan, J.** (2002). Gifted: The whole gamut. [Review of the book Being Gifted in School: An Introduction to Development, Guidance, and Teaching]. *Roeper Review*, 26(3), 172-174.
- Milligan, J.** (2001). Classroom Teachers' Perceptions of Giftedness, (ERIC Document Reproduction Service: ED 450 992).

**Lamb, J.** (1993). Gifted girls in a rural community: Making a difference in attitudes toward math. *Rural Special Educaiton Quarterly*, 12(3), 26-32.

**Lamb, J.** & Daniels, R. (1993). Gifted girls in a rural community: Math attitudes and career options. *Exceptional Children*, 59(6), 513-517.

**Lamb, J.** (1991). Review of education of the gifted: Programs and perspectives. *Roeper Review*, 14(1), 47-48.

Daniels, R., Semrau, L. P., & **Lamb, J.** (1991). Math should be fun for girls too. *The Creative Child and Adult Quarterly*, 16(4), 211-216.

Daniels, R. & **Lamb, J.** (1990). *Changing gifted girls' attitudes toward mathematics*. Tucson, AZ: Symposium of the American Council on Rural Special Education and National Rural Small Schools Consortium. (ERIC Document Reproduction Service No. ED 340 524)

## HONORS, AWARDS & GRANTS

Highlighted in A-State Inside – Recognition for Partnership with JSD – STEM Summer Scholars - 2018

Nominated for “Make a Difference Award-Best Advisor” – ASU - 2016

Recipient of the 2010 AGATE Educator of the Year Award

Recipient of Betsy Moore Curriculum State Award – Economics America – 2000

Recipient of Betsy Moore Curriculum State Award – Economics America – 1999

Recipient of Betsy Moore Curriculum State Award – Economics America – 1998

Recipient of Betsy Moore Curriculum State Award – Economics America – 1997

Recipient of National Economics Education – 1996

Recipient of Outstanding Alumni Award from Arkansas State University - 1993

APPENDIX A  
Representative **SAMPLES** of Student Course Evaluations  
And Comments for one Academic Year

<b>SUMMARY OF COURSES TAUGHT</b>	<b><u>COURSES TAUGHT</u></b>	<b><u>#'s of STUDENTS</u></b>	<b><u>CREDIT HOURS</u></b>	<b>Instructor Rating</b>
<b>Fall</b>				
	ELSE 6833 Practicum for Gifted, Talented, & Creative	64	3	4.9
	ELSE 6843 Advanced Practicum for Gifted, Talented & Creative	62	3	4.8
	ELSE 5713 Educational Procedures for Gifted	122	3	4.7
<b>Summer</b>				
	ELSE 5723 Assessment for Gifted	59	3	4.9
	ELSE 6833 Practicum for Gifted, Talented, & Creative	24	3	5.0
	ELSE 6843 Advanced Practicum for Gifted, Talented & Creative	26	3	5.0
	ELCI 5813 Current Issues	101	3	4.2
<b>Spring</b>				
	ELSE 5723 Assessment	61	3	4.83
	ELAD 6003 School & Community Relations (3 sections – CVN)	36	3	4.9
	ELSE Advanced Practicum	33	3	5.0

COMMENTS BY STUDENTS FOR COURSES TAUGHT AOS	<u>COURSES TAUGHT</u>	
<b>BELOW ARE ALL THE STUDENT COMMENTS SUBMITTED DURING 2016-17</b>		
<b>Summer 6833</b>		<p>*Dr. Julie is an excellent teacher. She is so positive and motivating. . I will miss her class when the semester is over. I feel privileged to have been taught by Dr. Julie here at ASU. She definitely knows how to create a positive learning environment.</p> <p>*I greatly enjoyed this class. Any questions were quickly addressed. I learned a lot. I think discussing reflections could be done more if there is time.</p> <p>*I love her enthusiasm for material presented. Her example alone was a great way to learn to be an effective teacher.</p> <p>*Dr. Lamb is a wonderful teacher and mentor. She is a joy to work with. I have learned so much in this internship.</p> <p>*I have learned from this capstone internship. Lots of great examples.</p> <p>*Awesome teacher. Very energetic. Incorporates creative thinking even at the college level. Very interesting class.!</p>
<b>Fall 5713</b>	ELSE 5713 Educational Procedures for Gifted	<p>*This is an excellent course with materials and objectives clearly stated. I enjoyed the professor and material that was taught.</p> <p>*Ed. Pr. Textbook is full of information but dry as bones. Puts me to sleep every time. :) I love the fact that I'm learning online. I couldn't do it any other way. Dr. Julie is wonderful and helpful. The unit is overwhelming but maybe I'm a wimp.</p> <p>*It was very helpful having this course online. Dr. Julie does a very good job communicating through email.</p> <p>*I love the web class, it is so easy to do with a busy life.</p> <p>*I love the fact that this program is online. It is great for individuals who have families and work. I also love the discussion board; because this allows us to communicate with others in our class and share views.</p> <p>*I am very pleased with this course. It makes it so convenient and fits into my schedule as time is available.</p> <p>*This course was very effective. I got a world of practical stuff from the class</p> <p>*The web discussion board is wonderful. I love collaborating with fellow students and teachers.</p> <p>*You are a fantastic teachers and so willing to help whenever heeded.</p>
<b>Spring 5723</b>	ELSE 5723 Assessment	<p>*I love her energy and enthusiasm in her videos – lots of real world examples. She has a real gift of providing instruction and making it fun.</p> <p>*AWESOME!</p>

		<p>*I like Blackboards use to continually share ideas/concerns with fellow students and the professor. The reflective journals were <b>very</b> beneficial to me.</p> <p>*I enjoyed this class because it complimented my internship. We were able to share our teaching experiences and learn from each other.</p> <p>*This class has been absolutely wonderful. I have learned so many assessment strategies that I hope to include in my program. Not only has Dr. Milligan helped me, but the other students have helped me too. I would recommend this class to anyone in the education field.</p> <p>*She was very knowledgeable in the field and provided excellent ideas and insight about assessment procedures.</p> <p>*This has definitely been one of my most favorite classes at ASU. It was engaging, thought-provoking, and encouraging.</p> <p>*There is one suggestion I have for this class – that there be more discussion boards. That would be helpful in assisting students with questions and challenges throughout the course embedded internship activity where we assess a student. Thank you for a wonderful class.</p> <p>*Her teaching style is <b>great!</b> Loved the special projects based on assessment measures she has done with children in other schools and the way she documented it on video.</p> <p>*Dr. Milligan is a wonderful person in addition to being a wonderful instructor. She is very open-minded and is interested in what each of her students had to say. (The only gripe I have about the class is that often times a couple of students dominated the discussion forum to gripe – that is not the place. Nothing to do with Dr. Milligan; they just need to go have a private conversation.)</p> <p>*Love her.</p>

\*The asterisk before each comment indicates comments from **one** student.