



Curriculum Vita

Summer 2021

Instructor: Mei Jiang, Assistant professor

Academic Department: Department of Educational Leadership

University Address: Department of Educational Leadership
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If you find yourself on campus, please refer to the following guidelines.

“A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students’ Rights and Responsibilities as a violation of the student Code of Conduct.”

“Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.”

EDUCATION

Ph.D. in Educational Psychology - Cognition and Instruction,

Texas A&M University-Commerce, August 2009

M.S. in Educational Psychology,

Texas A&M University-Commerce, August, 2006

Master of Professional Accountancy,

Texas A&M University-Kingsville, December 2001

TEACHING EXPERIENCE

08/17 to date	Assistant Professor, Department of Educational Leadership, Texas A&M University-Commerce
11/15 to 08/17	Statistics Advisor, COEHS Office of Research, Texas A&M University-Commerce
1/10 to 05/17	Part-time faculty/Dissertation Chair, Capella University
8/10 to 05/14	Online Lecturer, Angelo State University
8/09 to 05/16	Adjunct faculty, Texas A& M University-Commerce
1/03 to 5/09	Teaching Assistant, Texas A&M University-Commerce
1/03 to 8/09	Research Assistant, Texas A&M University-Commerce
7/97 to 7/99	English Instructor, Chengdu Experimental Foreign Languages Middle School, China

PUBLICATIONS

Ballenger, J., & Jiang, M. (in press). Culturally Responsive Teaching Knowledge and Practices of Online Masters and Doctoral Faculty. *Multicultural Learning and Teaching*.

Jiang, M., Arrambide, M., Munoz, A. (in press). Effective Practices in Facilitating Non-traditional Adult Learners' Dissertation Writing in an Online Doctoral Program. *Journal of Educators Online*.

Jiang, M., & Henley, T. (2021). Perceiving power: A study of spatial relations as perceptual symbols. *Current Psychology*. <http://10.1007/s12144-021-01713-8>

Whitley, S., Arrambide, M., Winn, P. & Jiang, M. (2021). Campus Administrators' Perceived Self-Efficacy in Conducting Instructional Feedback Conferences with Teachers After Practicing with Virtual Reality. In E. Langran & L. Archambault (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 558-562). Online, United States: Association for the Advancement of Computing in Education (AACE). Retrieved April 14, 2021 from <https://www.learntechlib.org/primary/p/219364/>

Jiang, M., & Koo, K. (2020). Emotional Presence in Building an Online Learning Community Among Non-traditional Graduate Students. *Online Learning*, 24(4). <http://dx.doi.org/10.24059/olj.v24i4.2307>

Fetter, S., Jiang, M., & Arrambide, M. (2020). Characteristics Of Elementary Students As Predictors Of Enrollment In Schools Of Choice In Texas. *International Journal of Social Policy and Education*, 2(5), 35-44.

Kuhn, J. Jiang, M. & Holt, W. (2020). Empty Seats: The Impact Of Texas House Bill 2398 On Absence Rates Among Low Socioeconomic Status Students In A Rural School District. *International Journal of Social Policy and Education*, 2(3), 37-44.

Jiang, M., & Lu, S. (2020). To empathize, or not empathize in educational leadership. *Journal of Organizational & Educational Leadership*, 5(3), 1-20.

Jiang, M., Ballenger, J., & Holt, W. (2019). Educational leadership doctoral students' perceptions of the effectiveness of instructional strategies and course design in a fully online graduate statistics course. *Online Learning*, 23(4), 296-312.

doi:10.24059/olj.v23i4.1568

Tunnell, K, Holt, W., & Jiang, M. (2019). Principal perceptions of personal needs and supervisor support developing instructional leadership skills using the Texas Principal Evaluation and Support System (T-PESS). *Proceedings of TCPEA Midwinter Conference 2019*, 4(1), 11-17.

Hart, B., Ortloff, W. G., & Jiang, M. (2019). The effectiveness of project-based and traditional instruction in relation to 11th grade literacy. *National Forum of Applied Educational Research Journal*, 32(3), 1-6.

Ortloff, W., Trujillo-Jenks, L., Malone, P., & Jiang, M. (2018). Multi-Year Study of Impact of Instructional Delivery on Texas Principal Certification Test Results. *Proceedings of TCPEA Midwinter Conference 2018*, 3(1), 54-59.

Jiang, M., & Henley, B. T. (2012). Power and spatial relations. *Journal of Cognitive Psychology*, 24(7), 829-835. <http://dx.doi.org/10.1080/20445911.2012.702749>

Jiang, M., Green, R. J., Henley, B. T., & Masten, W. G. (2009). Acculturation in Relation to the Acquisition of a Second Language. *Journal of Multilingual and Multicultural Development*, 30(6), 481-492.

RESEARCH GRANTS AND AWARDS

Spring 2021, 2nd Annual College of Education and Human Services CLASS (Collegiate Leading and Students Succeeding) Awards, College of Education and Human Services

Fall 2020, The 2nd Annual Chuck Arize Junior Faculty Award for Dedication and Excellence, Texas A&M University-Commerce

Fall 2019, Faculty Development Grant, Texas A&M-Commerce, \$700