



Curriculum Vita

Spring 2022

Instructor: Mei Jiang, Assistant Professor

Academic Department: Department of Educational Leadership

University Address: Department of Educational Leadership
Educational North
Texas A&M University-Commerce
PO Box 3011
Commerce, TX 75429-3011

Office Phone: 903-886-5520

University Email Address: mei.jiang@tamuc.edu

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

B.A. in English Education, Sichuan Normal University, China, July 1997

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

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|---------------|---|
| 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

BOOK

Ballenger, J., Kemp-Graham, K., **Jiang, M.** (2021). *Research-based strategies and best practices for aspiring school leaders: A resource guide for the TExES Principal Exam (268) and the performance Assessment (PASL)*. Sential Press.

PEER-REVIEWED PUBLICATIONS

Ballenger, J., & **Jiang, M.** (2021). Culturally responsive teaching knowledge and practices of online masters and doctoral faculty. *Multicultural Learning and Teaching*.
<http://10.1515/mlt-2019-0001>

Jiang, M., Arrambide, M., Munoz, A. (2021). Effective practices in facilitating non-traditional adult learners' dissertation writing in an online doctoral program. *Journal of Educators Online*, 18(3), 1-11.

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). <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

2021-2022 **Art, Humanities, and Social Sciences (AHSS) Research Grant, PI, \$2000 Awarded, Division of Research Development, Texas A&M-Commerce**

Title: Amid Rising Xenophobia: Perceived Discrimination and Anxiety among Chinese Immigrants in the United States during COVID-19

2021-2022 **Art, Humanities, and Social Sciences (AHSS) Research Grant, Collaborator, \$10,000 Under Review, Division of Research Development, Texas A&M-Commerce**

Title: Using Customized Coaching Sessions in Facilitating Educational Leadership Doctoral Students' Dissertation Completion: Perspectives from Students

Fall 2020 **Faculty Development Grant, PI, \$700 not awarded, Texas A&M-Commerce**

Title: Am I Supported? An Exploration of Social Support Received by Female Nontraditional Online Graduate Students

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