

JIANGANG XIA, Ph.D.

125 Teachers College Hall · University of Nebraska–Lincoln · Lincoln, NE 68588

Phone: (402) 730-6779 · Email: jxia@unl.edu

EDUCATION

- Ph.D. **Western Michigan University, Kalamazoo, Michigan**
Organizational Analysis Leadership, 2014
- M.A. **East China Normal University, Shanghai, China**
Principles of Education, 2007
- B.S. **East China Normal University, Shanghai, China**
Mathematics, 1997

PROFESSIONAL EXPERIENCE

- 2020 – present Associate Professor with tenure, Dept. of Educational Administration, College of Education and Human Sciences (CEHS), University of Nebraska–Lincoln (UNL), Lincoln, NE
- 2014 – 2020 Assistant Professor, Dept. of Educational Administration, CEHS, UNL, Lincoln, NE
- 2013 – 2014 Evaluation Specialist, Dept. of Evaluation and Accountability, Dallas ISD, Dallas, TX
- 2007 – 2013 Doctoral Associate, WMU, Kalamazoo, MI

HONORS AND AWARDS

- 2024 **College Distinguished Teaching Award**, University of Nebraska-Lincoln
- 2023 **College Outstanding Teaching Award**, University of Nebraska-Lincoln
- 2018 –2020 **INSPIRE Institute Fellow, University Council for Educational Administration/Utah Education Policy Center**
- 2015 **College Outstanding Teaching Award Nomination**, University of Nebraska-Lincoln

- 2014 **Rising Star Award**, College of Education and Human Science, Western Michigan University
- 2013 **All-University Graduate Research and Creative Scholar Award Nomination**, Western Michigan University
- 2012 **Graduate Research and Creative Scholar Award (Department-Level)**, Western Michigan University
- 2011 **NCES-Funded Database Training Seminar**: A 3 1/2-day advanced studies seminar on the use of the National Assessment of Educational Progress (NAEP) database for education research and policy analysis. Alexandria, VA
- 2010 **NCES-Funded Database Training Seminar**: A 3-day seminar on the use of NCES International Databases: the Program for International Student Assessment (PISA), the Trends in International Mathematics and Science Study (TIMSS), and the Progress in International Reading Literacy Study (PIRLS). Washington, DC, US
- 2003 **Teacher of the Year**, School Tianhe District, Guangdong, China
- 2000 **Teacher of the Year**, Tianhe School District, Guangzhou, China

AWARDED GRANTS AND CONTRACTS

- 01/2022 – **OER Seed Grant (PI)**, University of Nebraska–Lincoln. Project title: Redesigning A
08/2022 Research Course (EDAD982: Advanced Quantitative Research Methods) into An OER Course. \$8,000
- 01/2022 – **Faculty Seed Grant (PI)**, Research Council, University of Nebraska–Lincoln. Project
12/2022 title: Exploring Principal Leadership's Longitudinal Impacts on High School Students' Racial Gaps in Mathematics: Evidence from National HSLs09 Data. \$10,000
- 01/2021 – **Maude Hammond Fling Faculty Research Fellowship (Co-PI)**, Grant-in-aid,
12/2021 Research Council, University of Nebraska–Lincoln. Project title: Accountability for Equity?: Effects of External Control on Opportunities to Learn in K12 Schools. \$2,500
- 04/2018 – **Nebraska Principals In Schools (PI)**, Nebraska Department of Education, \$42,000
09/2020 My Co-PI and I did a quantitative study and a qualitative study of Nebraska public schools principals regarding principal perceived school leadership, principal professional development, available resources and support, principal self-efficacy, and principal job satisfaction. We received survey responses from 210 principals and interviewed 30 principals in Nebraska.

- 02/2018 – **International Seed Grant (PI)**, College of Education and Human Sciences,
09/2018 University of Nebraska–Lincoln: “*Teacher Perceived Distributed Leadership and Principal Instructional Leadership: An Examination Using International the 2013 TALIS Data*”, \$4,000
- 07/2016 – **International Seed Grant (PI)**, College of Education and Human Sciences,
08/2017 University of Nebraska–Lincoln: “*School Decision Making and Power Relationship: A Comparison between US and China*”, \$6,000
- 06/2015 – **Layman Research Grant (PI)**, University of Nebraska–Lincoln: “*The Impacts of No Child Left Behind on School Leadership: An Empirical Examination Based on National SASS Data*”, \$10,000

GRANT APPLICATIONS UNDER DEVELOPMENT

- 2025 Growth-Oriented Leadership Development (GOLD) Project for Effective and Sustainable Rural School Renewal. Co-PI. A 3-year grant of a federal Supporting Effective Educator Development (SEED).

UNAWARDED GRANT EXPERIENCES

- 07/2023 From Survive to Thrive: Building Resilience and Improving Retention of Early-Career Teachers in Rural Schools (\$3,931,660). Co-PI. Education Innovation and Research (EIR) Program-Early-Phase Grants.
- 07/2022 From Survive to Thrive: Building Resilience and Improving Retention of Early-Career Teachers in Rural Schools (\$3,999,448). Co-PI. Education Innovation and Research (EIR) Program-Early-Phase Grants.
- 12/2021 High School Principal Leadership for STEM Learning and Equity: A Test of Longitudinal Mediated Pathways Using National HSLs:09 Data (50,000). Co-PI. Spencer Small Research Grant.
- 03/2021 How does school leadership influence student STEM outcomes? A test of mediated pathways (50,000). Co-PI. Spencer Small Research Grant.
- 2021 How Does Principal Leadership Promote School Equity on Student STEM Outcomes: A Multiple Group Analysis (\$35,000). PI. AERA-NSF Research Grant.
- 2020 Evaluation of the High-Impact Leadership for School Renewal 2.0 (\$375,000), A 5-year evaluation subcontract of a federal Supporting Effective Educator Development (SEED). Sponsor: Western Michigan University, MI.

- 2020 Improve Student Achievement Via Data-Informed Decision-Making (\$600,000), A 5-year evaluation subcontract of a federal Education Innovation and Research (EIR) Program-Mid-Phase Grant. Sponsor: Western Michigan University, MI.
- 2019 Learning-Centered Leadership Development for Improving Mathematics Achievement (\$180,000), A 5-year evaluation subcontract of a federal Education Innovation and Research (EIR) Program-Early-Phase Grant. Sponsor: Western Michigan University Foundation, MI.
- 2019 Improve Student Achievement Via Data-Informed Decision-Making (\$840,000), A 5-year evaluation subcontract of a federal Education Innovation and Research (EIR) Program-Mid-Phase Grant. Sponsor: Western Michigan University Foundation, MI.
- 2018 Improve Student Achievement Via Data-Informed Decision-Making (\$350,000), A 5-year evaluation subcontract of a federal Education Innovation and Research (EIR) grant. Sponsor: Kalamazoo Regional Educational Service Agency, MI.
- 2017 An Evaluation Subcontract with UNKs STEM Polar Portal Curriculum Project (\$30,000), A 3-year evaluation subcontract of a National Science Foundation (NSF) grant. Sponsor: University of Nebraska-Kearney, NE.
- 2017 Exploring School Leadership's Direct Effects on Student Outcomes (\$35,000), A 2-year AERA research grant.
- 2017 Does School Leadership Have a Direct Effect on Student Performance? A Large-Scale Exploratory Study (\$70,000), A 2-year NAEd_Spencer Postdoctoral Fellowship.

PUBLICATIONS (JOURNAL ARTICLES) (*Underline denotes student collaborations)

1. **Xia, J.**, Ni, Y., Rorrer, A., Xu, L., & Young, M. (under review). Understanding the relationship between educational leadership preparation program features and graduates' career intentions. *Education Science*.
2. **Xia, J.**, Ni, Y., Su, S., & Li, B., (revised and resubmitted). High school principal leadership, teacher capacity, and conceptual teaching in math and science: Evidence from the U.S. national HSLs:09 data. *International Journal of Educational Management*.

3. Sun, J., **Xia, J.**, Hua, C., Man, K., & Johnson Jr, B. L. (2024). Assessing the psychometric qualities of the data-informed school leadership survey. *Educational Administration Quarterly*, 60(4), 531-580.
4. Ni, Y., **Li, B.**, Su, Y., & **Xia, J.** (2024). Unveiling leadership priorities: a comparative study of principal time use across high school types. *Journal of Educational Administration*, 62(2), 255-273.
5. Engle, J., **Xia, J.**, & **Butler, S. J.** (2024). Teacher leadership, wellbeing, and intent to leave in US rural schools: Evidence from the 2020–21 National Teacher and Principal Survey. *Education Sciences*, 14(7), 758.
6. **Xia, J.**, & O’Shea, C. (2024). What makes a difference in teacher innovativeness? Evidence from the TALIS 2018 US teacher data. *Journal of Research in Innovative Teaching & Learning*. DOI: 10.1108/JRIT-09-2023-0144.
7. Gao, X., Lin, Q., & **Xia, J.** (2024). School accountability and student social-emotional learning: Evidence from the OECD's survey on social and emotional skills. *ECNU Review of Education*, 0(0). <https://doi-org.libproxy.unl.edu/10.1177/20965311231222493>
8. **Xia, J.**, & Butler, S. J. (2023). Exploring teacher leadership’s effect on teacher burnout: Does school rurality make a difference? *Asia Pacific Journal of Educators and Education*, 38(2), 107–129. <https://doi.org/10.21315/apjee2023.38.2.7>
9. Ni, Y., Rorrer, A., **Xia, J.**, Pounder, D., & Young, M. (2023). Educational leadership preparation program features and graduates’ assessments of program quality. *Journal of Research on Leadership Education*, 18(3), 457-481.
10. **Xia, J.**, & O’Shea, C. (2023). To what extent does distributed leadership support principal instructional leadership? Evidence from TALIS 2013 data. *Leadership and Policy in Schools*, 22(4), 965-991.
11. **Xia, J.**, Shen, J., Krenn, H. Y., & Diaz, A. E. (2022). Exploring an SEL Program’s Effect on Student Attendance and Academic Learning. *Evaluation and*

12. **Xia, J.**, Shen, J., & Sun, J. (2020). Tight, loose, or decoupling? A National study of the decision-making power relationship between district central offices and school principals. *Educational Administration Quarterly*, 56(3), 396-434.

13. **Xia, J.**, & Shen, J. (2020). The principal-teacher's power relationship revisited: A national study based on the 2011-12 SASS data. *Leadership and Policy in Schools*, 19(3), 477-496.

14. Sun, Q., & **Xia, J.** (2018). Teacher perceived distributed leadership, teacher self-efficacy and job satisfaction: A multilevel SEM approach using the 2013 TALIS data. *International Journal of Educational Research*, 92, 86-97.

15. Gao, X., **Xia, J.**, Shen, J., & Ma, X. (2018). A comparison between US and Chinese principal decision-making power: A measurement perspective based on PISA 2015. *Chinese Education & Society*, 51(5), 410-425.

16. **Xia, J.**, Gao, X., & Shen, J. (2017). School autonomy: A comparison between US and China. *Chinese Education & Society*, 50(3), 284-305.

17. Shen, J., Gao, X., & **Xia, J.** (2017). School as a loosely coupled organization? An empirical examination using national SASS 2003-04 data. *Educational Management Administration & Leadership*, 45(4), 657-681.

18. **Xia, J.**, Gao, X., & Shen, J. (2015). U.S. "National Teacher and Principal Survey" as a valuable resource for teacher and principal studies. *Contemporary Educational Research Quarterly*, 23(4), 63-91.

19. **Xia, J.**, Izumi, M., & Gao, X. (2015). School process and teacher job satisfaction at public alternative schools: A multi-level study using SASS 2007-08 data. *Leadership and Policy in Schools*, 14, 167-203.

20. Horvitz, B. S., Beach, A. L., Anderson, M. L., & **Xia, J.** (2015). Examination of faculty self-efficacy related to online teaching. *Innovative Higher Education*, 40, 305-316.

21. Izumi, M., Shen, J., & **Xia, J.** (2015). Determinants of the graduation rate of public alternative schools. *Education and Urban Society*, 47, 307–327.

22. Shen, J., Bierlein-Palmer, L., Washington, A. L., & **Xia, J.** (2014). Effects of traditional and non-traditional forms of parental involvement on school-level achievement outcome: An HLM study using SASS 2007–08. *The Journal of Educational Research*, 107, 326–337.

23. Shen, J., & **Xia, J.** (2012). The relationship between teachers' and principals' decision-making power: Is it a win–win situation or zero-sum game? *International Journal of Leadership in Education*, 15, 153–174.

MANUSCRIPTS UNDER DEVELOPMENT (*Underline denotes student collaborations)

O’Shea, C. & **Xia, J.** (to be submitted in January 2025). How School Leadership Impacts Innovation.

Sun, J., **Xia, J.**, Cheng, H., Man, K., & Johnson, B. (to be submitted in March 2025). Psychometric Properties of the Survey Measuring Data-Informed Instruction.

Xia, J. (to be submitted in February 2025). Advocating for a Paradigm Shift: From Dichotomous to Estimation Thinking in Educational Leadership Research and Beyond - A Historical Perspective and Future Directions. *Educational Administration Quarterly*.

GUEST EDITOR EXPERIENCE FOR A JOURNAL SPECIAL ISSUE

Title of Special Issue: A Paradigm Shift to Estimation Thinking in Quantitative Research within Educational Administration and Leadership

Guest Editor: Jiangang Xia

Journal: *Educational Administration Quarterly*

Issue: 1st issue of 2025

CONFERENCE PRESENTATIONS (PRESENTED & ACCEPTED) (*Underline denotes student collaborations)

Xia, J., Ni, Y., Rorrer, A. K., Young, M. D., & Xu, L. (April 2025). *Leadership preparation program qualities and graduates’ career intentions: Evidence from a national program*

graduates' survey. Paper accepted by the annual meeting of the American Educational Research Association (AERA), Denver, CO.

Xia, J. (Chair). (April 2025). *Advancing estimation thinking in educational leadership research: Methodological innovations and practical implications*. Symposium accepted by the annual meeting of the American Educational Research Association (AERA), Denver, CO.

Xia, J., Yang, X., Lu, X., Zhu, D., Yuan, X., Chen, D., Sun, X., Zhu, H., & Wu, F. (April 2025). *From NHST to estimation thinking: A review of t-tests in six Chinese educational research journals*. Paper accepted by the 2025 CAERDA International Conference, Denver, CO.

Xia, J. (Feb 2025). *Examining the changing principal workforce: Trends from NCES data (2003–2021)*. Presentation accepted by the NCES Data Users Conference: Responding to the "New Normal" (Virtual).

Xia, J., Ni, Y., Rorrer, A. K., & Young, M. D. (Feb 2025). *Leadership preparation program qualities and graduates' career intentions: Evidence from a national program graduates' survey*. Paper accepted by the 38th International Congress for School Effectiveness and Improvement, Melbourne, Australia.

Xia, J. (Organizer), Wang, Y., Ahn, J., Beard, K. S., Stewart, N., Sun, J., Thien, L. M., Bass, L., & Ni, Y. (2024, Nov). *Estimation thinking for quantitative research and journal review practices in educational leadership*. Symposium conducted at the 2024 annual convention of University Council for Educational Administration (UCEA), Los Angeles, CA.

Wang, Y. (Organizer), **Xia, J.**, Cowan, D., Huggins, K., Liang, G., Moraguez, D., Urick, A., & Welton, A. (2024, Nov). *Envision the future of educational leadership: Explore three pathways to advance the field*. Critical conversation session presented at the 2024 annual convention of University Council for Educational Administration (UCEA), Los Angeles, CA.

Butler, S., & **Xia, J.** (Nov 2024). *Effects of Well-Being on Principal Retention and How These Differ Across Gender and Rurality*. Research paper presented at the 2024 annual convention of University Council for Educational Administration (UCEA), Los Angeles, CA.

Xia, J., Yang, X., Lu, X., Zhu, D., Yuan, X., Chen, D., Sun, X., Zhu, H., & Wu, F. (Nov 2024). *From NHST to estimation thinking: A review of t-test studies in six Chinese educational research journals*. Paper presented at the 10th Forum on Empirical Education Research, Shanghai, China.

Xia, J., Yang, X., Lu, X., Zhu, D., Yuan, X., Chen, D., Sun, X., Zhu, H., & Wu, F. (Nov 2024). *From NHST to estimation thinking: A review of t-test studies in six Chinese educational research journals*. Paper presented at the 10th Forum on Empirical Education Research, Shanghai, China.

- Xia, J., & Butler, S.** (Apr 2024). Exploring Teacher Leadership's Effect on Teacher Burnout: Does School Rurality Make a Difference? Research paper presented at the 2024 annual conference of American Educational Research Association (AERA).
- Xia, J., & Butler, S.** (Nov 2023). Rural Principal Burnout and Intent to Leave: 18-Year Trends by Principal and School Characteristics. Research paper presented at the 2023 annual convention of University Council for Educational Administration (UCEA).
- Butler, S., Xia, J., Pace, N., Johnson, D., & Sturgeon, S.** (Feb 2023). Resiliency of rural female principals: Intention to leave, burnout, and the inextricable link to school level. Research presented at the 2023 Critical Questions in Education (CQiE) Conference.
- Xia, J., Ni, Y., Su, Y., & Bi, C.** (Apr 2023). Principal Leadership, School Capacity, and STEM Teaching Objectives: Evidence from the National HSLs:09 Data. Research paper presented at the 2023 annual conference of American Educational Research Association (AERA).
- O'Shea, C. & Xia, J.** (Apr 2023). How School Leadership Impacts Innovation. Research proposal accepted by the 2023 annual conference of American Educational Research Association (AERA).
- Sun, J., Xia, J., Cheng, H., Man, K., & Johnson, B.** (Apr 2023). Psychometric Properties of the Survey Measuring Data-Informed Instruction. Research paper presented at the 2023 annual conference of American Educational Research Association (AERA).
- Sun, J., Xia, J., & Cheng, H.** (Nov 2022). Examining the Psychometric Properties of the Data-Informed School Leadership Survey. Research proposal accepted by the 2022 annual convention of University Council for Educational Administration (UCEA).
- Ni, Y., Li, B., Su, S., & Xia, J.** (Nov 2022). How do high school principals in different types of schools use their time? Research proposal accepted by the 2022 annual convention of University Council for Educational Administration (UCEA).
- Ahn., J., Bowers, A., Modeste, M. E., Ni, Y., Price, H., Urick, A., Wang, Y., Xia, J.** (Nov 2022). Strategizing Teaching Quantitative Methods for Aspiring Educational Leaders and Researchers. Session proposal accepted by the 2022 annual convention of University Council for Educational Administration (UCEA).
- Xia, J. & O'Shea, C.** (Apr 2022). What makes a difference in teacher innovativeness? Evidence from the TALIS 2018 US data. Proposal accepted by the 2022 annual conference of American Educational Research Association (AERA).
- Gao, X., Xia, J., & Shen, J.** (Apr 2022). Can Accountability System Improve Student Social and Emotional Learning: an Organizational Study based on the OECD Survey on Social and Emotional Skills. Proposal accepted by the 2022 annual conference of AERA.

- Ni, Y., **Xia, J.**, Su, S., & Li, B. (Nov 2021). How does principal leadership influence student STEM outcomes? A test of longitudinal mediated pathways. Research paper presented at the 2021 annual convention of University Council for Educational Administration (UCEA).
- Kim, T., & **Xia, J.** (Nov 2021). Accountability for Equity? The Effect of Policy Controls on Students' Opportunity to Learn. Research paper presented at the 2021 annual convention of UCEA.
- Ni, Y., **Xia, J.**, Pounder, D., Rorr, A., & Young, M. (April 2021). Leadership Preparation Program Features and Graduates' Assessment of Program Quality. Research paper presented at the 2021 annual conference of AERA.
- Xia, J.**, Ni, Y., Pounder, D., Rorr, A., & Young, M. (Nov 2020). Leadership Preparation Program Qualities and Graduates' Career Intention. Research paper presented at the 2020 annual convention of UCEA.
- Christian, B. M., & **Xia, J.** (April 2020). Distributed and Instructional Leadership and Teachers' Professional and Instructional Practices: Evidence from the Teaching and Learning International Survey 2018. Research paper presented at the 2020 annual conference of AERA.
- Xia, J.**, & Lukesh, A. (2019 Nov). *Distributed leadership and principal instructional leadership: A pathway to teacher self-efficacy and teacher-student relations*. Presentation at the 2019 annual convention of UCEA.
- Xia, J.**, Ni, Y., & Shen, J. (2019 Apr). *The teacher-principal's decision-making power relationship in charter schools: A bottom-up approach using the 2015-16 NTPS data*. Presentation at the 2019 annual conference of AERA.
- Christian, B., & **Xia, J.** (2019 Apr). *Distributed leadership and principal instructional leadership: A framework for understanding teacher practice*. Presentation at the 2019 annual conference of AERA.
- Xia, J.**, & Shen, J. (2018 Nov). *Investigating the Effects of the Principal-Teacher's Decision-Making Power Relationship: A Novel Slope-as-Predictor Approach*. Presentation at the 2018 annual convention of UCEA.
- Xia, J.**, & O'Shea, C. (2018 Nov). *Does Distributed Leadership Support Instructional Leadership and School Climate?*. Presentation at the 2018 annual convention of UCEA.
- Xia, J.**, Shen, J., & Sun, J. (2018 Apr). *Using Teacher Influence to Predict Principal Influence: A Multilevel Structural Equation Model Approach*. Presentation at the 2018 annual conference of the AERA, New York, NY.
- Xia, J.**, & Tuliao, M. (2018 Apr). *School Leadership Processes, Teacher Collegiality and Student Behavior Problems: A Multilevel Structural Equation Model Approach*. Presentation

at the 2018 annual conference of the AERA, New York, NY.

Xia, J., & Tulliao, M. (2017, Nov). *Teacher Perceived School Leadership Processes and Student Engagement: A Multilevel SEM Approach*. Presentation at the 2017 annual convention of the University Council for Educational Administration, Denver, CO.

Sun, A., & **Xia, J.** (2017, Nov). *Distributed Leadership, Teacher Self-Efficacy and Job Satisfaction: A Multilevel SEM Approach Using 2013 TALIS Data*. Presentation at the 2017 annual convention of the University Council for Educational Administration, Denver, CO.

Xia, J., Shen, J., Gao, X., & Lester, H. (2017, April). *The impacts of NCLB on principals' and teachers' decision-making: A longitudinal study*. Presentation at the 2017 annual conference of the AERA.

Gao, X., Shen, J., & Xia, J. (2017, April). *An empirical examination of the effects of data-informed decision-making (DIDM) using a national data set*. Presentation at the 2017 annual conference of the AERA.

Gao, X., Shen, J., & Xia, J. (2017, April). *The relationship between data-informed decision-making (DIDM) between the district and school levels*. Presentation at the 2017 annual conference of the AERA.

Xia, J., Shen, J., & Sun, J. (2016, November). *District-principal's power relationship: A national study based on principals' perception*. Presentation at the 2016 annual convention of the University Council for Educational Administration, Detroit, MI.

Xia, J., Shen, J., & Gao, X. (2016, April). *The impacts of No Child Left Behind on school level decision-making: A national examination*. Presentation at the 2016 annual conference of the AERA, Washington, DC.

Xia, J., Shen, J., & Ni, Y. (2016, April). *Principal-teacher's power relationship at public charter schools: A national study based on 2011-12 SASS data*. Presentation at the 2016 annual conference of the AERA, Washington, DC.

Qin, S., Xia, J., & Xia, Y. (2015, November). *School processes and student disengagement: A national study based on SASS 2011-12 data*. Paper presented at the 2015 annual convention of University Council for Educational Administration, San Diego, CA.

Xia, J., & Shen, J. (2015, November). *Are charter schools more autonomous? A national study based on SASS 2011-12 data*. Paper presented at the 2015 annual convention of the University Council for Educational Administration, San Diego, CA.

Xia, J., & Shen, J. (2015, November). *Principal-teacher's power relationship revisited: A national study based on SASS 2011-12 data*. Paper presented at the 2015 annual convention of University Council for Educational Administration, San Diego, CA.

- Xia, J.,** Shen, J., & **Gao, X.** (2015, July). *Using the multilevel comparative interrupted time series method to evaluate the impacts of U.S. national No Child Left Behind policy on school-level decision-making.* Paper presented at the 2015 International Meeting of the Psychometric Society, Beijing, China.
- Gao, X., Xia, J.,** & Shen, J. (2015, April). *Is there an association between data-informed decision making at the school and district levels? A national three-Level HLM study.* Paper presented at the 2015 annual conference of the AERA, Chicago, IL.
- Xia, J.,** & Shen, J. (2015, April). *Are charter schools more autonomous? A national study based on principal's perceptions.* Paper presented at the 2015 annual conference of the AERA, Chicago, IL.
- Xia, J.,** & Shen, J. (2015, April). *District-Principal's decision making power relationship: A national study based on principal's perceptions.* Paper presented at the 2015 annual conference of the AERA, Chicago, IL.
- Gao, X., Xia, J.,** & Shen, J. (2014, April). *Demographic and professional characteristics of urban school principals in the US: A 20-year trend study.* Paper presented at the 2014 annual conference of the AERA, Philadelphia, PA.
- Gao, X., Xia, J.,** & Shen, J. (2014, April). *Is there an association between data-informed district-level improvement efforts and data-informed instruction at the classroom level? An empirical examination using national SASS 2003–04 data.* Paper presented at the 2014 annual conference of the AERA, Philadelphia, PA.
- Xia, J., Gibbs, D.,** & Shen, J. (2014, April). *Support services and school effectiveness: A national study using SASS 2007–08 data.* Paper presented at the 2014 annual conference of the AERA, Philadelphia, PA.
- Xia, J.,** & Shen, J. (2014, April). *Principal–teacher's power relationship revisited: A national study based on principal's perception.* Paper presented at the 2014 annual conference of the AERA, Philadelphia, PA.
- Xia, J., Vickers J.,** & Shen, J. (2014, April). *Who lead our charter schools? A national study using SASS 2007–08 data.* Paper presented at the 2014 annual conference of the AERA, Philadelphia, PA.
- Gao, X.,** Shen, J., & **Xia, J.** (2013, April). *Is there an association between data-informed school-level improvement efforts and data-informed instruction at the classroom level? A test of the theory "school as a loosely coupled organization."* Paper presented at the 2013 annual conference of the AERA, San Francisco, CA.
- Xia, J.** (2013, April). *Is educational evaluation a profession yet in China? A brief review.* Paper accepted by the 2013 annual conference of the AERA, San Francisco, CA.

Xia, J., Izumi, M., & Shen, J. (2013, April). *What influences teacher job satisfaction for public alternative schools? A multi-level study using SASS 2007–08*. Paper presented at the 2013 annual conference of the AERA, San Francisco, CA.

Horvitz, B. S., Beach, A. L., Anderson, M. L., & **Xia, J.** (2012, April). *Examining faculty motivators, demotivators and self-efficacy related to online teaching*. Paper presented in the 2012 annual conference of the AERA, Vancouver, British Columbia, Canada.

Xia, J., & Shen, J. (2012, April). *The relationship between teachers' and principals' decision-making power: Findings based on schools and staffing survey 2003–04*. Paper presented in the 2012 annual conference of the AERA, Vancouver, British Columbia, Canada.

Xia, J., & Shen, J. (2011, April). *How is teachers' and principals' power related: Findings from a national study*. Paper presented at the 2011 annual conference of the AERA, New Orleans, LA.

PUBLICATIONS (BOOK CHAPTERS)

Xia, J., Gao, X., & Shen, J. (2015a). Demographic and professional characteristics of urban school principals in the US: A 20-year trend study. In M. Khalifa, C. Grant, & N. W. Arnold (Eds.), *The handbook of urban educational leadership* (pp. 28–42). Lanham, MD: Rowman & Littlefield.

Xia, J., Gao, X., & Shen, J. (2015b). Principals' and teachers' decision-making power in small, medium, and large school districts. In K. L. Sanzo, I. Sutherland, & J. Scribner (Eds.), *Leading small and mid-sized urban school districts* (pp. 65–83). Bingley, UK: Emerald.

Gao, X., **Xia, J.**, Shen, J., & Ma, X. (2013). Participation in and reflection on Palm Beach County's Quality Improvement System: Perspectives from practitioners. In J. Shen & X. Ma (Eds.), *Quality rating and improvement system for early care and education: Development, implementation, evaluation and learning* (pp. 103–119). New York, NY: Peter Lang.

Xia, J., Shen, J., & Cooley, V. E. (2013). Coherent curriculum. In J. Shen & V. E. Cooley (Eds.), *A resource book for improving principals' learning-centered leadership* (pp. 123–142). New York, NY: Peter Lang.

INVITED TALKS AND TEACHING

Xia, J. (2024 June). An Introductory Quantitative Methods Course based on Estimation Thinking. A Summer Course at Guangxi Normal University, Guilin, China.

Xia, J. (2023 June). How to Apply Statistics? Lessons from Dr. Cohen's *Things I have Learned (So Far)*. An Invited Talk at Zhejiang University, Hangzhou, China.

Xia, J. (2023 June). How to Apply Statistics? Lessons from Dr. Cohen's *Things I have Learned (So Far)*. An Invited Talk at East China Normal University, Shanghai, China.

Xia, J. (2023 June). How to Apply Statistics? Lessons from Dr. Cohen's *Things I have Learned (So Far)*. An Invited Talk at Huazhong University of Science and Technology, Wuhan, China.

Xia, J. (2023 July). How to Apply Statistics? Lessons from Dr. Cohen's *Things I have Learned (So Far)*. An Invited Talk (Online) at Harbin Normal University.

Xia, J. (2019 May). *Using advanced statistical models for educational leadership research*. Hangzhou Normal University.

Xia, J. (2019 May). *Using advanced statistical models for educational leadership research*. East China Normal University.

Xia, J. (2018 Dec). *A two-week Research Seminar on Quantitative Methods for Educational Research*. East China Normal University.

Xia, J. (2017 May). *Using quantitative research methods to link educational leadership theory and school practice: Examples and Experience*. Zhejiang University.

Xia, J. (2017 May). *Using quantitative research methods to link educational leadership theory and school practice: Examples and Experience*. East China Normal University.

OTHER PUBLICATIONS

Izumi, M., Shen, J., & Xia, J. (2015). Determinants of the graduation rate of public alternative schools [Invited web log post]. Retrieved from <http://www.edpolicyinca.org/blog/determinants-graduation-rate-public-alternative-schools>

PERSONAL CONTINUOUS PROFESSIONAL DEVELOPMENT ACTIVITIES

- A 4-Day Seminar on Latent Class Analysis; taught by Dr. Stephanie T. Lanza (Arizona State University), and Dr. Bethany C. Bray (University of Illinois at Chicago), June 2021
- A 3-Day Seminar on Applied Bayesian Data Analysis; taught by Dr. Roy Levy, Arizona State University, Feb 2021
- A 4-Day Seminar on Data Visualization; taught by Dr. Kieran Healy, Duke University, August 2020
- A 2-Day Seminar on Analysis of Complex Survey Data; taught by Dr. Laura Stapleton, University of Maryland, Dec 2018
- A 2-Day Seminar on Scale Construction and Development; taught by Tenko Raykov, provided by Statistical Horizons, Temple University, Philadelphia, PA, May-June 2018

- A 1-Day Seminar on Item Response Theory and Item Response Modeling; taught by Tenko Raykov, provided by the 2018 Modern Modeling Methods conference at the University of Connecticut, May 2018
- A 6-Day Seminar on Advanced Structural Equation Modeling; taught by Robert J. Vandenberg, Detroit, MI, June 2017
- A 4-Day Seminar on Introduction to Structural Equation Modeling and Advanced Topics in Structural Equation Modeling; taught by Greg Hancock, College Park, MD, January 2017
- A 2-Day Seminar on Multilevel Structural Equation Modeling; taught by Kristopher Preacher, Philadelphia, PA, November 2016
- A 5-Day Seminar on Multilevel Structural Equation Modeling; taught by Kristopher Preacher, Philadelphia, PA, July 2016
- A One-Day Workshop on Modern Mediation Analysis; taught by David P. MacKinnon, Lincoln, NE, September 2016
- American Educational Research Association Workshop: Advanced Analysis using School-Based International Large Scale Assessment Databases (TIMSS, PIRLS and PISA); Washington, DC, 2016
- American Educational Research Association Workshop: Propensity Score Methods for Causal Inference in Education Research; Washington, DC, 2016
- A One-Day Workshop on Power Analysis for Moderator Effects in Cluster Randomized Trials; taught by Jessaca Spybrook, Lincoln, NE, December 2015
- A One-Day Workshop: Dealing with Missing Data; taught by Craig Enders, Lincoln, NE, October 2015
- American Educational Research Association Workshop: Institute of Education Sciences Grant Writing Workshop by Institute of Education Sciences/National Center for Education Research; Chicago, IL, 2015
- American Educational Research Association Workshop: HLM with Large-Scale International Databases Workshop; Chicago, IL, 2015
- National Science Foundation CAREER Grant Workshop by University of Nebraska–Lincoln; Lincoln, NE, 2015
- William L. Boyd National Educational Politics Workshop; Vancouver, Canada, 2012

INSTITUTIONAL SERVICE

Level	Institutional Services
Department	<ul style="list-style-type: none">• Ed.D. Program Coordinator (2022-present).• PhD Students Comprehensive Examination Review (2024: Calie Holden)• Nominating Dr. Taeyeon Kim for UCEA Jack A. Culbertson Award• Peer review committee (2022).• Department search committee chair for an assistant professor of practice (2021-22).• Department search committee co-chair for an associate professor of practice (2019-20).• Department search committee for an assistant professor (2019-20).• Department search committee for an associate professor of practice (2018-19).• Coordinated four East China Normal University professors' visit of our department (2018-19).• Coordinated the Department's visit of three universities in China (2018-19).• Presented my research to a Ukraine Open World Delegates (2014).• Joint-developed and revised the Comprehensive Exam Policy (2014-present).• Joint-developed graduate assistant students recruiting and evaluation policy (2016-present).• Department faculty panel for Sybout Student Research Seminars (2014-2018).
College	<ul style="list-style-type: none">• Dean's Faculty Advisory Committee (2020-present)• College search committee for three research positions at the CYFS/MAP (2018-19).• College search committee for a department chair position (2015-16).• Evaluation team for the project "Evaluate Education Improvement in Schools that Received SIG Funding", funded by Nebraska Department of Education (2015-16).
Campus	<ul style="list-style-type: none">• Internal representative for UNL Library's Academic Program Review (Feb 16-18 2025)• UNL Graduate Fellowship Committee (2016-17).

PROFESSIONAL SERVICE

2024	By working with Dr. Elaine Chan at TLTE, I mentored four high school students and submitted a proposal for the 2025 AERA READY program.
2024-Jan 2025	Nominated three scholars of educational leadership for 2025 AERA awards
Jan 2025–present	Associate Editor, <i>International Journal of Educational Management</i>

Nov 21-22,
2024 Invited Panelist, National Teacher and Principal Survey (NTPS) Technical Review Panel Meeting, organized by the U.S. Department of Education's National Center for Education Statistics (NCES), in collaboration with the American Institutes for Research (AIR)

2024-present Mentor of two doctoral students from University of Delaware and University of Southern California, Researcher Development Program (RDP) 2024-25 cohort, a joint program between UCEA Graduate Student Council (GSC) and AERA Leadership for School Improvement Special Interest Group (LSI SIG)

2024-present Mentor of one doctoral student from University of Maryland, AERA Research on the Education of Asian and Pacific Americans Special Interest Group (REAPA SIG)

2024-present Guest Editor, Special Issue of *Educational Administration Quarterly* Theme: A Paradigm Shift to Estimation Thinking in Quantitative Research within Educational Administration and Leadership

2021– present Associate Editor, *Educational Administration Quarterly*

July 2022-Nov
2023 Executive Committee Member, University Council for Educational Administration

2014 – 2022 Plenary session representative (PSR), and proposal reviewer, University Council for Educational Administration

2020– present Assessment & Accountability Advisory Committee, Nebraska Department of Education

2020 Reviewer, *Educational Management Administration & Leadership*

2020– present Reviewer, *Educational Studies*

2020 Reviewer, *Teacher Education and Special Education*

2019 – present Reviewer, *Leadership and Policy in Schools*

2017 – present Reviewer, *Educational Administration Quarterly*

2017 – present Reviewer, *International Journal of Educational Research*

2017 – present Reviewer, *International Journal of Educational Development*

2015 – present Reviewer, *International Journal of Leadership in Education*

2017 Reviewer, *Teaching and Teacher Education*

2016 Reviewer, *Parenting: Science and Practice*

2015 – 2018 Editorial service, *The Journal of Educational Research*
2016 – 2018 Member, Editorial Review Board
2015 – 2016 Reviewer

2016 Reviewer, *Educational Assessment, Evaluation and Accountability*

2015 Reviewer, *Journal of School Choice*

2015 Reviewer, *Urban Education*

2010 – present Proposal reviewer, American Educational Research Association

PROFESSIONAL MEMBERSHIPS

2025- AERA Research on the Education of Asian and Pacific Americans (REAPA) Special Interest Group

2024-	UCEA Asian American Pacific Islander (AAPI) Special Interest Group
2024-present	Chinese American Educational Research and Development Association
2014 – present	University Council for Educational Administration
2010– present	American Educational Research Association
2017 – 2018	British Educational Leadership, Management and Administration Society

GRADUATE COURSES

- EDAD 981 Intermediate Quantitative Research Methods for Educational Research
 - Fall 2015, Fall 2016, Fall 2017, Fall 2019, Spring 2020, Spring 2021, Spring 2022, Spring 2023, Spring 2024 (2 sections), Spring 2025 (2 sections)
- EDAD 982 Advanced Quantitative Research Methods for Educational Research
 - Spring 2017, Spring 2018, Spring 2019, Spring 2020, Spring 2021, Spring 2022, Fall 2022, Fall 2023, Fall 2024
- EDAD 988 Dissertation Proposal Development
 - Summer 2017, Summer 2018, Summer 2019, Summer 2020, Summer 2021, Summer 2022, Summer 2023, Summer 2024
- EDAD 995 Doctoral Research Seminar: Topics Vary by Year
 - Summer 2019, Summer 2020, Summer 2022, Summer 2024, Summer 2025
- EDAD 800 Foundations of Research and Methods of Inquiry in Educational Administration
 - Spring 2020
- EDAD 902 Data for Decision-making and School Improvement
 - Fall 2018, Fall 2019, Fall 2021
- EDAD 830 Administrative Theory for Educational Organizations
 - Fall 2014, Spring 2015, Fall 2015, Spring 2016, Fall 2016, Spring 2017, Summer 2017, Fall 2017, Fall 2018, Fall 2021
- EDAD 995 Contemporary Leadership Theories for Educational Organizations
 - Spring 2018
- EDAD 893 Foundational Quantitative Research Methods for Educational Research
 - Summer 2018, and Spring 2019

DOCTORAL STUDENTS ADVISING

- **Graduated Doctoral Student (As a chair or co-chair):**

- Amy Barry, PhD, May 2024
- Scott Siegel, EdD, May 2024
- Gene Russel, December 2023
- Jordan Engle, August 2023
- Erin Pearson, May 2023 (co-chair)
- Amanda Lukesh, May 2022
- Wendy Kemling-Horner, August 2021
- Beth Ericson, May 2021
- Jill Johnson, May 2021
- Bohdan Christian, August 2020
- Souhail Soujah, August 2020
- Cailen O'Shea, May 2020
- David Evertson, May 2020
- Laura Barrett, May 2020
- Teresa Perkins, December 2019
- Jennifer Louise Robinson, December 2019
- Marie Gardner, Dec. 2016 (co-chair)

- **Graduated Doctoral Student (served as a committee member):**

- Minette Herrick, NHS, advisor Weiwen Chai; August 2024, quantitative methodological support
- Charla Brant, December 2024, quantitative methodological support
- Jodi Frager, May 2024, quantitative methodological support
- Deana Tsabak, May 2024, reader
- Veronika Cummings, May 2023, quantitative methodological support
- Nicole Hardwick, May 2023, major methodological support
- Harnoor Singh, May 2023, quantitative methodological support
- Barb Embacher, May 2023
- Elizabeth Collins May 2023
- Barbara Shousha, December 2022
- Fitsum F. Abebe, Dep of TLTE, August 2021

- Matt Palmer, May 2021
 - Brenda Leggiadro, May 2021
 - Chelsea Feusner, December 2020
 - Rachel Gresk, December 2020
 - Celeste Spier, December 2020
 - Clayton Theisinger, May 2020
 - Julie Ludwig, August 2019
 - Sarah Salem, July 2019
 - Jennifer McAtee, Dep of Health and Nutrition, July 2019
 - Amanda Levos, June 2019
 - Kris Schneider, June 2019
 - Cole Pomeroy, 2018
 - James Baldwin, 2015
- **Current Ed.D./P.h.D. Advisees (Chairing in Committee):**
 - Sam Butler (PhD, started in 2022; comps exam organized and passed in Sept 2024)
 - Anastashia Teepe (EdD, 2020, proposal defense 10-11-2024)
 - Nicki Pechous (EdD, started in 2022; comps exam passed in Sept 2024)
 - Amanda Huebner (EdD, started in 2023)
 - James Miller (EdD, started in 2023)
 - Seth Ford (EdD, started in 2022)
 - Jeremy Christiansen (EdD, next step: proposal defense)
 - Bryce Hendricks (EdD, 2018, next step: comprehensive exam)
 - Brett Abbotts (EdD, 2021, next step: comprehensive exam)
 - Tyler Hottovy (EdD, 2021, next step: comprehensive exam)
- **Committees Currently Serving On:**
 - Marni Driessen (EdD, advisor Dr. Kim, proposal meeting scheduled in Feb 2025)
 - Allison Stansberry (EdD, advisor Sarah Zuckerman; comps exam reviewed in Oct 2024)
 - Shelly Leyden (EdD, advisor Sarah Zuckerman; comps exam reviewed in Oct 2024)
 - Maria Del Rosario (EdD, advisor Dr. Kim; comps exam reviewed in Nov 2024)
 - Jess Fries (EdD, advisor Dr. Holman, POS meeting 10/04/2024)
 - Therese Nelson (PhD, advisor Dr. Kim)

- Shen Qin (CYAF, advisor Yan Xia, reader)
- Fatima Shirley (advisor Sarah Zuckerman; POS meeting 3/31/2022)
- Michelle Burton (advisor Sarah Zuckerman; POS meeting 4/7/2022)
- Mallory Celani (former advisor Marylyn Grady, not sure current advisor)
- Douglas Tan (TLTE, advisor Guy Trainin)
- Sarah Eaton (NHS, advisor Weiwen Chai)
- Sunhyoung Lee (Dep of Edu Psych, first committee meeting in June 2021)
- John Roan (next step: proposal defense)

MASTER STUDENTS ADVISING

- Current M. Ed. Advisees
 - Alexander Bahe (expect to graduate in May 2023)
 - Gao Min Palmer (expect to graduate in May 2023)
- Graduated and Discontinued M. A. and M.ED. Students
 - Maggie King (Bach) (discontinued in 2023)
 - Brendan Connelly, May 2022
 - Amber McGregor, May 2022
 - McKenna Machal, May 2021
 - Jesse Neugebauer, May 2021
 - Zachary Weir, May 2021
 - Laura Book, December 2020
 - Joshua Karel, December 2020
 - Amber Smith, December 2020
 - Matthew Pakinas, December 2020
 - Lisa Roberson, December 2019
 - Jodi Alva, August 2020
 - Darrin Little
 - Robert Plas
 - Meghan Robeson
 - David Ashby
 - Jennifer Gokie (Tran)

- Frances Petersen (stopped taking courses since spring 2021)
- Timothy Amen (stopped taking courses since fall 2019)
- Molly Barnett (one course short from graduation, stopped taking courses since spring 2019, discontinued)
- Emily Moore (received principal certificate in Spring 2020, one course short from graduation)
- Stephena Gilmore (admitted but not started yet)