

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 Nomination**, 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

- 2024 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 NAEed_Spencer Postdoctoral Fellowship.

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

- Xia, J.**, Ni, Y., Su, S., & Li, B., (under review). Unveiling leadership priorities: A comparative study of principal time allocation across high school types. *Journal of Educational Administration*.
- Ni, Y., Li, B., Su, S., & **Xia, J.** (accepted). Unveiling leadership priorities: A comparative study of principal time allocation across high school types. *Journal of Educational Administration*.
- Xia, J.**, & O'Shea, C. (in press). 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.
- 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>

- 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>
- 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.
- 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.
- 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 Program Planning*, 9. <https://doi.org/10.1016/j.evalprogplan.2021.102042>
- 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.
- 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.
- 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.
- 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.
- Xia, J., Gao, X., & Shen, J.** (2017). School autonomy: A comparison between US and China. *Chinese Education & Society*, 50(3), 284-305.
- 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.
- 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.
- 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.

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.*

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

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.*

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)

Engle, J., **Xia, J.**, & Butler, S. (to be submitted in Feb 2024). Exploring the Link between Rural School Teacher Leadership, Teacher Wellbeing, and Job Intention: Evidence from the 2020-21 NTPS Data.

O’Shea, C. & **Xia, J.** (to be submitted in March 2024). How School Leadership Impacts Innovation.

Xia, J., Butler, S., Pace, N., Johnson, D., & Sturgeon, S. (to be submitted in Apr 2024). How much do we know about rural school principal burnout?: A 14-year trend study.

Xia, J., Butler, S., Pace, N., Johnson, D., & Sturgeon, S. (to be submitted in May 2024). Resiliency of rural female principals: Intention to leave, burnout, and the inextricable link to school level.

Sun, J., **Xia, J.**, Cheng, H., Man, K, & Johnson, B. (to be submitted in May 2024). Psychometric Properties of the Survey Measuring Data-Informed Instruction.

Xia, J. (to be submitted in June 2024). 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: 5th issue of 2024 or 1st issue of 2025

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

Xia, J., & Butler, S. (Apr 2024). Exploring Teacher Leadership's Effect on Teacher Burnout: Does School Rurality Make a Difference? Research proposal accepted by 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., & Tuliao, 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.

BOOK CHAPTER UNDER REVIEW

Xia, J., & Shen, J. (under review). Power relationships in schools. In Stephan Huber (Eds.),

International Handbook for Governance, Leadership, Administration, and Management in Education. Springer.

INVITED TALKS AND TEACHING

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). • 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"> • UNL Graduate Fellowship Committee (2016-17).

PROFESSIONAL SERVICE

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

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

2021– present Associate Editor, *Educational Administration Quarterly*

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

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
- 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

- EDAD 988 Dissertation Proposal Development
 - Summer 2017, Summer 2018, Summer 2019, Summer 2020, Summer 2021, Summer 2022, Summer 2023
- EDAD 995 Doctoral Seminar: Using Secondary Data for Dissertation Research
 - Summer 2019, Summer 2020, Summer 2022
- 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):**
 - 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):**

- 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):**

- Amy Barry (PhD, oral exam scheduled on March 04 2024)
- Amanda Huebner (EdD, started in 2023)
- James Miller (EdD, started in 2023)
- Scott Siegel (EdD, proposal meeting on 01-29-2024)

- Sam Butler (PhD, started in 2022; POS filed 11-29-2023)
- Nicki Pechous (EdD, started in 2022; committee meeting 02-15-2023)
- Seth Ford (EdD, started in 2022)
- Jeremy Christiansen (EdD, next step: proposal defense)
- Bryce Hendricks (EdD, 2018, next step: comprehensive exam)
- Anastashia Teepe (EdD, 2020, next step: proposal defense)
- Brett Abbotts (EdD, 2021, next step: comprehensive exam)
- Tyler Hottovy (EdD, 2021, next step: comprehensive exam)
- **Committees Currently Serving On:**
 - Minette Herrick (NHS, advisor Weiwen Chai; Dissertation Defense scheduled on 05-21-2024)
 - Jodi Frager (chair Pace co-chair Shavonna Holman, proposal meeting 02-12-2024)
 - Deana Tsabak (former advisor Grady; proposal meeting 05-15-2023; current advisor Nick Pace)
 - 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)
 - Allison Stansberry (advisor Sarah Zuckerman; POS meeting 3/31/2022)
 - Mallory Celani (former advisor Marylyn Grady, not sure current advisor)
 - Douglas Tan (TLTE, advisor Guy Trainin)
 - Sarah Eaton (NHS, advisor Weiwen Chai)
 - Shelly Leyden (advisor Sarah Zuckerman)
 - Sunhyoung Lee (Dep of Edu Psych, first committee meeting in June 2021)
 - Maria Del Rosario (advisor Sarah Zuckerman, next step: proposal defense)
 - 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)