

Jiameng Gao

Assistant Teaching Professor in Multilingual Education
 College of Education, University of Washington
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EDUCATION

- **Doctor of Philosophy, University of Florida, USA, 2023**
 Curriculum and Instruction (specialization: ESOL/Bilingual Education)
Dissertation: *Portrait as a bilingual: An arts-based approach to language experiences of bilingual mainstream teacher candidates in the United States*
<https://www.proquest.com/openview/2fiede4c39c1714778f4612172b84097/1?pq-origsite=gscholar&cbl=18750&diss=y>
- **Master of Science in Education, University of Pennsylvania, USA, 2016**
 Teaching English to the Speakers of Other Languages (TESOL)
Thesis: *A critical analysis on the implementation of informal classroom-based reading and writing assessment in a communicative ESL adult literacy class*
 DOI: [10.13140/RG.2.2.31531.86568](https://doi.org/10.13140/RG.2.2.31531.86568)
- **Bachelor of Arts, Beijing International Studies University, China, 2014**
 Teaching Chinese as Foreign Language
Thesis: *A study of the usage of Chinese kin appellation to address non-family members of the elder generation among the young people in Beijing*
 DOI: [10.13140/RG.2.2.34887.30887](https://doi.org/10.13140/RG.2.2.34887.30887)

PROFESSIONAL EXPERIENCES

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| 2025-current | Assistant Teaching Professor in Multilingual Education
College of Education, University of Washington |
| 2023-2025 | Visiting Lecturer III in TESOL
Department of Language, Literacy, and Sociocultural Studies, College of Education and Human Sciences, University of New Mexico |

FELLOWSHIPS, SCHOLARSHIPS, AND GRANTS

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| 2024 | University of New Mexico Educational Equity Mini-Fellowship (\$500) |
| 2023 | University of Florida LGBTQ+ Affiliate Association Scholarship (\$500) |
| 2018-2022 | University of Florida Provost's Initiative (\$200,000) |
| 2021 | University of Florida Dr. Clemens Lester Hallman Fellowship (\$1,000) |
| 2020 | AACTE (American Association of Colleges for Teacher Education) Holmes Scholar Travel Grant (\$750) |
| 2018-2019 | University of Florida Grinter Fellowship (\$6,000) |

2019 TESOL International Association Travel Grant (\$600)

PUBLICATIONS

Articles:

Gao, J., & Pacheco, M. (2024). Language portraits of four transnational educators from China: Experiences, ideologies, and teaching practices. *International Journal of Learning, Teaching and Educational Research*, 23(6), 441-473.
<https://doi.org/10.26803/ijlter.23.6.20>

Gao, J. (2023). I teach the way I am: A mainstream teacher candidate's professional identity and multilingual stance. *SSTESOL Journal Fall 16*(1), 26-36.
[https://sunshinestatetesol.wildapricot.org/resources/Documents/SSTESOL%20JOURNAL%2016%20\(1\)%20Fall%202023-1.pdf](https://sunshinestatetesol.wildapricot.org/resources/Documents/SSTESOL%20JOURNAL%2016%20(1)%20Fall%202023-1.pdf)

de Jong, E., & **Gao, J.** (2023). Preparing teacher candidates for bilingual practices: Toward a multilingual stance in mainstream teacher education. *International Journal of Bilingual Education and Bilingualism*, 26(4), 472-482.
<https://www.tandfonline.com/doi/pdf/10.1080/13670050.2022.2119072>

de Jong, E., & **Gao, J.** (2019). Taking a multilingual stance: A continuum of practices. *MinneTESOL Journal*, 35(1). http://minnetesoljournal.org/wp-content/uploads/2019/05/de-Jong-Gao-Taking-a-Multilingual-Stance_-A-Continuum-of-Practices.pdf

Under Review:

Li, J., & **Gao, J.**, Bloemke, N. (2025). A duoethnography of two Chinese queer language teacher educators' intersected identities in the US higher institution. *Intersections: Critical Issues in Education*.

In Progress:

Gao, J. (anticipated submission in December 2025). A life in jail: Being a lesbian international student in the United States.

Gao, J., & Li, J. (anticipated submission in January 2026). How three Latina teacher candidates identified their cultural capitals in teaching and learning.

In Preparation:

Gao, J., & Abugasea Heidt, M. An arts-based approach to transforming teacher professional development.

Gao, J., & Li, J. Integrating artificial intelligence for emergent bilinguals' classroom learning: Promises and pitfalls.

Gao, J., & Ren, J. Integrating bilingual curriculum into early childhood education in the metropolitan US: From a clinical perspective.

RESEARCH PROJECTS

- 2022-2025 “Portrait as a Bilingual: An Arts-Based Approach to Language Experiences of Bilingual Mainstream Teacher Candidates in the United States”. **PI: Jiameng Gao**; Co-PI: Mark Pacheco. University of Florida. (IRB202201130)
- 2019-2020 “Elementary Initial Teacher Preparation Program Improvement”. PI: Mary Galligane; **Co-PI: Jiameng Gao**, Alyson Adams, Zachary Stepp, Ester de Jong, Timothy Vetere, Hyunyi Jung, Lindsey Chapman, Amanda Taylor, Brittney Castanheira, Sangyeon Park, Catherine Paolucci, Michelle Joyce, Julie Brown. University of Florida. (IRB201901268)
- 2018-2021 “Taking a Multilingual Stance: Preservice Teachers Preparing to Work in Multilingual Settings”. PI: Ester de Jong; **Co-PI: Jiameng Gao**. University of Florida. (IRB201802854)
- 2018-2019 “Teaching Values and Practices of Highly Regarded University Instructors”. PI: Sevan Terzian; **Co-PI: Jiameng Gao**, Fernando Rodriguez, Ayse Tezel, Heather Lauritano, Mengfei Liu, Harrel Morgan, Matthew Cowley, Yasmine Alabbasi, Buyi Wang, Afsheen Sadaf, Amanda Lacy, Xuezi Zhang, Joseph Watts, Charlotte Bolch, Amber Cacciatore, Kimberly Ying, Sage Wright, Safiya Bakarman, Huameng Chen, Brittany Eichler, Ryan Braun, Samaneh Moayedi, Jiayi Xu, Huseyin Uysal, Muhammad Shahroze Rehman. University of Florida. (IRB201800035)

CONFERENCE PRESENTATIONS

- Li, J., & **Gao, J.** (2025, accepted). Navigating cross-cultural professional identities: A study of Chinese mainstream teacher candidates in U.S. practica. Chinese American Educational Research and Development Association (CAERDA) Annual Conference, Denver, USA.
- Gao, J.**, & Li, J. (2025, accepted). Portraits as a multilingual: An arts-based approach to U.S. multilingual mainstream teacher candidates’ language experiences. American Educational Research Association (AERA) Conference, Denver, USA.
- Li, J., & **Gao, J.** (2025). Navigating cross-cultural professional identities: Case study of Chinese mainstream teacher candidates in U.S. practica. American Association for Applied Linguistics (AAAL) Conference, Denver, USA.
- Gao, J.**, & Li, J. (2025, accepted). Visualizing bilingual teacher candidates’ language ideologies Through arts-based methods in U.S. teacher education programs. National Association for Bilingual Education (NABE) Conference, Atlanta, USA.
- Gao, J.**, & Li, J. (2025, accepted). Empowering ESOL teachers: Integrating AI technology for emergent bilinguals. National Association for Bilingual Education (NABE) Conference, Atlanta, USA.
- Gao, J.**, & Li, J. (2024). Visualizing multilingual teachers’ language experiences and professional development through language portraits. National Association for Multicultural Education (NAME) Conference, Anaheim, USA.

- Li, J., & **Gao, J.** (2024). Navigating cross-cultural professional identities: A study of Chinese mainstream teacher candidates in U.S. practica. National Association for Multicultural Education (NAME) Conference, Anaheim, USA.
- Gao, J.** (2024). Portrait as a bilingual: An arts-based approach to language experiences of bilingual mainstream teacher candidates in the United States. ABR Global Consortium Seminar Series.
- Gao, J.**, & Li, J. (2024). A Duoethnography of two Chinese queer language teacher educators' intersected identities in US higher institutions. American Educational Research Association (AERA) Conference, Philadelphia, USA.
- Li, J., & **Gao, J.** (2024). Empowering K-6 ESOL teachers: Integrating technology for emergent bilinguals' English proficiency. NM TESOL Spring 2024 Workshop: Refresh, Renew, Reconnect, Albuquerque, USA.
- Gao, J.**, & Pacheco, M. (2023). Language portraits of four Chinese multilingual educators: Experiences, ideologies, and teaching practices. American Association for Applied Linguistics (AAAL) Conference, Portland, USA.
- Li, J., & **Gao, J.** (2019). You learn from what you know: Translanguaging pedagogies with multimodality to facilitate bilingual practices and learning autonomy. The 4th Annual COE Research Symposium: Constructing Our Future, University of Florida, Gainesville, USA.

CONFERENCES ATTENDANCE

2025	American Association for Applied Linguistics (AAAL) Conference, Denver, USA
2024	National Association for Multicultural Education (NAME) Conference, Anaheim, USA
2024	The 4 th Annual Indigenous Education Curriculum Fair, Albuquerque, USA
2024	Yazzie/Martinez Panel Discussion, Albuquerque, USA
2024	8 th Annual IAIE Summit, Institute for American Indian Education, Santa Ana Pueblo, USA
2024	Indigenous Education Research Conference: Defending Indigenous Educational Sovereignty: Putting Education Back in the Hands of Community People, Albuquerque, USA
2024	ABR Global Consortium Seminar Series
2024	American Educational Research Association (AERA) Conference, Philadelphia, USA
2024	NM TESOL Spring 2024 Workshop: Refresh, Renew, Reconnect, Albuquerque, USA

- 2024 The 3rd Annual Indigenous Education Curriculum Fair, Albuquerque, USA
- 2023 American Association for Applied Linguistics (AAAL) Conference, Portland, USA
- 2020 AACTE (American Association of Colleges for Teacher Education) 72nd Annual Meeting, Atlanta, USA
- 2019 Southeast Regional TESOL Conference 2019, Orlando, USA
- 2019 Inquiries and Investigators 2019: Teacher Research Symposium, PK Yonge, University of Florida, Gainesville, USA
- 2019 The 4th Annual COE Research Symposium: Constructing Our Future, University of Florida, Gainesville, USA
- 2019 TESOL International Convention & English Language Expo, Atlanta, USA
- 2018 Inquiries and Investigators 2018: Teacher Research Symposium, PK Yonge, University of Florida, Gainesville, USA
- 2018 TESOL International Association China Assembly, Shanghai, China
- 2016 37th Annual Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, USA
- 2012 2012 Beijing-Southeast Asia Forum on Teaching of Chinese as an International Language, Beijing, China

INVITED TALKS

- Gao, J.** (February-April 2024). *Workshop series: Cross-cultural communications in traditional Chinese festival celebrations*. Invited talk by East Asian Studies Program, College of Arts and Sciences, University of New Mexico
- Gao, J.** (April 2023). *How I collaborate with my research participants to navigate my artistic inquiry*. Invited talk by Research and Evaluation Methodology Program, School of Human Development and Organizational Studies in Education, College of Education, University of Florida
- Gao, J.** (March 2022). *Teaching math to the emergent bilinguals*. Invited talk by Bachelor of Arts in Elementary Education Program, School of Teaching and Learning, College of Education, University of Florida
- Gao, J.** (January 2020). *Language map and second language learning*. Invited talk by Unified Early Childhood Education ProTeach program, School of Special Education, School Psychology, and Early Childhood Studies, College of Education, University of Florida
- Gao, J.** (October 2018). *It's not an opportunity; It's a passion*. Invited talk by China 4+1 Program, School of Teaching and Learning, College of Education, University of Florida

COURSES DEVELOPED AND TAUGHT

Graduate Courses:**College of Education, University of Washington, 2025**

- EDC&I 545 Multilingual Socialization and Development (Fall; n=)
- EDTEP 544 Differentiated Instruction (Fall; n=)

Department of Language, Literacy, and Sociocultural Studies, College of Education and Human Sciences, University of New Mexico, 2025

- LLSS 559 Second Language Literacy (Spring; n=4)
- LLSS 569 ESL Across the Content Areas (Spring; n=3)
- LLSS 580 Seminar in the Education of Bilingual Student (Spring; n=4)
- LLSS 581 Teaching English as a Second Language (Spring; n=3)
- LLSS 581 Teaching English as a Second Language (Summer; Online; n=1)

Department of Language, Literacy, and Sociocultural Studies, College of Education and Human Sciences, University of New Mexico, 2024

- LLSS 559 Second Language Literacy (Fall; n=2)
- LLSS 559 Second Language Literacy (Spring; n=4)
- LLSS 569 ESL Across the Content Areas (Fall; n=1)
- LLSS 569 ESL Across the Content Areas (Spring; n=3)
- LLSS 580 Seminar in the Education of Bilingual Student (Fall; n=4)
- LLSS 580 Seminar in the Education of Bilingual Student (Spring; n=5)
- LLSS 581 Teaching English as a Second Language (Summer; Online; n=11)
- LLSS 582 Curriculum Development for Multicultural Education (Spring; n=5)

Department of Language, Literacy, and Sociocultural Studies, College of Education and Human Sciences, University of New Mexico, 2023

- LLSS 559 Second Language Literacy (Fall; n=2)
- LLSS 580 Seminar in the Education of Bilingual Student (Fall; n=4)
- LLSS 581 Teaching English as a Second Language (Fall; n=2)

School of Teaching and Learning, College of Education, University of Florida, 2021

- TSL 5142 ESOL Curriculum, Methods & Assessment: Early Childhood (Spring; n=10)
- TSL 6700 Issues in ESOL for School Counselors, Psychologists, and School Administrators (Summer; Online; n=21)

School of Teaching and Learning, College of Education, University of Florida, 2020

- FLE 6165 Bicultural and Bilingual Education (Fall; n=21)
- TSL 6700 Issues in ESOL for School Counselors, Psychologists, and School Administrators (Summer; Online; n=15)

School of Teaching and Learning, College of Education, University of Florida, 2019

- EDG 6931 Special Topic: ESOL Foundations (Fall; n=14)
- TSL 5142 ESOL Curriculum, Methods & Assessment: Early Childhood (Spring; n=7)
- TSL 6700 Issues in ESOL for School Counselors, Psychologists, and School Administrators (Summer; Online; n=23)

Undergraduate Courses:**College of Education, University of Washington, 2025**

- EDUC 225 Introduction to Language, Education and Society (Fall; Online; n=75)

Department of Language, Literacy, and Sociocultural Studies, College of Education and Human Sciences, University of New Mexico, 2025

- LLSS 453 Theoretical and Cultural Foundations of Bilingual Education (Spring; n=18)
- LLSS 459 Second Language Literacy (Spring; n=7)
- LLSS 469 ESL Across the Content Areas (Spring; n=20)
- LLSS 469 ESL Across the Content Areas (Spring; n=22)
- LLSS 469 ESL Across the Content Areas (Summer; Online; n=)
- LLSS 482 Teaching English as a Second Language (Spring; n=11)
- LLSS 482 Teaching English as a Second Language (Summer; Online; n=7)

Department of Language, Literacy, and Sociocultural Studies, College of Education and Human Sciences, University of New Mexico, 2024

- LLSS 315 Educating Linguistically and Culturally Diverse Students (Fall; n=9)
- LLSS 453 Theoretical and Cultural Foundations of Bilingual Education (Fall; n=22)
- LLSS 453 Theoretical and Cultural Foundations of Bilingual Education (Spring; n=19)
- LLSS 459 Second Language Literacy (Fall; n=5)
- LLSS 459 Second Language Literacy (Spring; n=9)
- LLSS 469 ESL Across the Content Areas (Fall; n=19)
- LLSS 469 ESL Across the Content Areas (Spring; n=22)
- LLSS 482 Teaching English as a Second Language (Summer; Online; n=22)

Department of Language, Literacy, and Sociocultural Studies, College of Education and Human Sciences, University of New Mexico, 2023

- LLSS 315 Educating Linguistically and Culturally Diverse Students (Fall; n=14)
- LLSS 453 Theoretical and Cultural Foundations of Bilingual Education (Fall; n=20)
- LLSS 459 Second Language Literacy (Fall; n=8)
- LLSS 482 Teaching English as a Second Language (Fall; n=9)

School of Teaching and Learning, College of Education, University of Florida, 2023

- TSL 4100 ESOL Curriculum, Methods & Assessment (Spring; Hybrid; n=54)

School of Teaching and Learning, College of Education, University of Florida, 2022

- TSL 3520 ESOL Foundations: Language and Culture in Elementary Classrooms (Fall; n=20)
- TSL 4100 ESOL Curriculum, Methods & Assessment (Spring; n=26)

School of Teaching and Learning, College of Education, University of Florida, 2021

- TSL 3520 ESOL Foundations: Language and Culture in Elementary Classrooms (Fall; n=21)
- TSL 4100 ESOL Curriculum, Methods & Assessment (Spring; Hybrid; n=23)

School of Teaching and Learning, College of Education, University of Florida, 2020

- TSL 4100 ESOL Curriculum, Methods & Assessment (Spring; Hybrid; n=19)

School of Teaching and Learning, College of Education, University of Florida, 2019

- TSL 4100 ESOL Curriculum, Methods & Assessment (Spring; n=1)
- TSL 5142 ESOL Curriculum, Methods & Assessment (Early Childhood) (Spring; n=8)

School of Teaching and Learning, College of Education, University of Florida, 2018

- TSL 3520 ESOL Foundations: Language and Culture in Elementary Classrooms (Fall; n=25)
- TSL 4100 ESOL Curriculum, Methods & Assessment (Fall; n=22)

OTHER TEACHING POSITIONS

K-12:**ESOL Achievers, Gainesville, USA, 2018-2020**

- ESL teacher at Gainesville High School

St. Thomas Aquinas Catholic School, Philadelphia, USA, 2017

- ESL teacher
- Chinese language teacher

Mother Teresa Regional Catholic School, King of Prussia, USA, 2016-2017

- Chinese language teacher

First Philadelphia Chinese School, Philadelphia, USA, 2015-2017

- Chinese language teacher

Bishan Park Secondary School, Singapore, 2013

- Chinese language teacher

Yang Fan Academy, Pleasanton, USA, 2012

- Chinese language teacher
- Teacher assistant in content areas (math and ELA)

Qicai Primary School, Beijing, China, 2010-2012

- EFL teacher

Early Childhood:**Green Tree Childcare & Learning Center, Philadelphia, USA, 2015-2017**

- Bilingual teacher (Chinese/English)

Adult Education:**ReadWest Adult Literacy Center, Albuquerque, USA, 2023-2025**

- ESL teacher
- Mathematics tutor

Foreign Language Teaching and Research Press, Beijing, China, 2018

- Online course developer in language teacher professional development

IHM Center for Literacy, Philadelphia, USA, 2016

- ESL teacher

Philadelphia Senior Center Coffee Cup Branch, Philadelphia, USA, 2016

- ESL teacher

TC Penn Club, University of Pennsylvania, Philadelphia, USA, 2015

- Chinese language teacher

SERVICES

Reviewer for Books and Journals:

- Rowman & Littlefield Publishing (2025-present)
- Cambridge University Press & Assessment (2025-present)
- Education Sciences (2024-present)
- NABE Journal of Research and Practice (2023-present)
- Teacher and Teacher Education (2021-present)
- TESL-EJ (2021-present)
- Journal of Language, Identity & Education (2020-present)

- Journal of Second Language Writing (2021)

Facilitator for Conferences:

- Inquiries and Investigators 2019: Teacher Research Symposium, PK Yonge, University of Florida, Gainesville, USA, 2019
- Inquiries and Investigators 2018: Teacher Research Symposium, PK Yonge, University of Florida, Gainesville, USA, 2018
- 37th Annual Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, USA, 2016
- 2012 Beijing-Southeast Asia Forum on Teaching of Chinese as an International Language, Beijing, China, 2012

Contributor to Academic Program Review:

- Faculty member contributing to the completion of the Academic Program Review of Department of Language, Literacy, and Sociocultural Studies, College of Education & Human Sciences, University of New Mexico, 2024
- Course instructor recommended to be observed for Teacher Preparation Inspection (TPI) and Florida Department of Education (FLDOE) Continued Program Approval, College of Education, University of Florida, 2021

Affiliations:

- National Association for Multicultural Education (NAME), Member, 2024-present
- New Mexico TESOL (NMTESOL), Member, 2024-present
- American Educational Research Association (AERA), Member, 2023-present
- National Association for Bilingual Education (NABE), Member, 2023-present
- American Association for Applied Linguistics (AAAL), Member, 2022-present
- American Association of Colleges for Teacher Education (AACTE), Holmes Scholar, 2019-present
- TESOL International Association, Member, 2018-present

PROFESSIONAL DEVELOPMENT ACTIVITIES

Webinars:

2024	Teaching Controversial Topics: Proven ACUE Practices for Your Faculty, Association of College and University Educators (ACUE)
2024	AI in Applied Linguistics: Research & Assessment Strategies, AAAL Webinar
2024	Critical Book Club, College of Education and Human Sciences, University of New Mexico
2023	Something Special Right Away: What Makes a Winning Proposal, Advance at University of New Mexico
2023	Pardon My Jargon: Writing to an Intelligent Lay Audience & Using Effective Visuals, Advance at University of New Mexico

- 2023 Responding to Your Reappointment Review: Developing a Roadmap to Tenure, Advance at University of New Mexico
- 2023 Not as Bad as You Think: Solicitation Analysis & Useful Writing Techniques, Advance at University of New Mexico
- 2021 Revisiting and (Re)imagining Castañeda v. Pickard (1981): Past, Present and Future, University of California, Merced
- 2021 Reconceptualizing the Role of Critical Dialogue in American Classrooms: Promoting Equity through Dialogic Education, Michigan State University
- 2021 How to Adopt a Translanguaging Approach: Exploring Student-Teachers' Metalinguistic Beliefs Through Creative Metaphors and Practices, Georgia State University
- 2020 Culturally & Linguistically Sustaining Instruction Through My Name, My Identity, Santa Clara County, Office of Education
- 2020 Effective Education for Multilingual Students: The Central Roles of Translanguaging, Literacy Engagement, and Identity Negotiation, Caslon & Company
- 2020 Equity, Evidence, and Advocacy in the Development of Bilingualism, Biliteracy, and Cross-Cultural Competence, Caslon & Company
- 2020 Critical Consciousness at the Core: Ensuring Equity for Transnational Emerging Bilinguals in US Language Education Programs, Georgia State University
- 2019 Exploring and Addressing Contextualized Privilege-Marginalization in English Learning and Teaching, the "Non-Native" English Speaking Teaching (NNEST) Interest Section of TESOL, Multistate Association for Bilingual Education, Northeast
- 2019 How Teaching ES(O)L can Promote Social Justice for Refugees, American University of Sharjah, United Arab Emirates

Workshops:

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- 2025 AI in Applied Linguistics: Using ChatGPT in the Language Classroom, AAAL Workshop
- 2023 Cultivating Long-Lasting Learning through Authentic Assessment, Center for Teaching and Learning, University of New Mexico
- 2023 Workshop: Introduction to Transparent Assignment Design, Center for Teaching and Learning, University of New Mexico
- 2023 Submitting Your Thesis/Dissertation for Review by the Graduate School Editorial Office, University of Florida

- 2022 Becoming a Promising Peer Reviewer with JTE, Journal of Teacher Education
- 2021 Achieving a Done Dissertation: The Systems and Strategies You need to Write Your Dissertation in 7 Months Instead of 7 Years, American Association of Colleges for Teacher Education (AACTE)
- 2020 Learn to Use Ally, a Digital Accessibility Tool in CANVAS, University of Florida

Online Courses:

- 2025 Regular and Substantive Interaction Training (RASI Training), University of New Mexico
- 2024 SANS Security Awareness Training 2024: Securing the Human, University of New Mexico
- 2024 Active Shooter on Campus: Run, Hide, Fight, University of New Mexico
- 2024 Basic Annual Safety Training, University of New Mexico
- 2024 Preventing Harassment and Discrimination: Gateway, University of New Mexico
- 2023 Active Shooter on Campus: Run, Hide, Fight, University of New Mexico
- 2023 UNM Mandatory Training for New Employees, University of New Mexico
- 2023 Basic Annual Safety Training, University of New Mexico
- 2023 Prevention of Sexual Harassment and Discrimination for New Employees, University of New Mexico
- 2023 Youth Protection Training, University of Florida
- 2023 Family Educational Rights and Privacy Act (FERPA) Basics, University of Florida
- 2023 Campus Security Authority Training, University of Florida
- 2022 At-Risk for Faculty & Staff Kognito Training, University of Florida
- 2022 Compliance & Ethics: Doing Your Part for the Gator Good, University of Florida
- 2022 Protecting UF: Information Security Training, University of Florida
- 2022 Maintaining a Safe and Respectful Campus, University of Florida
- 2021 IRB (Institutional Review Board) Training (1.0), University of Florida
- 2020 At-Risk for Faculty & Staff Kognito Training, University of Florida
- 2018 IRB Mandatory Local Training, University of Florida

LANGUAGE SKILLS

- Chinese Mandarin – Native fluency (reading, writing, speaking, listening)
- English – Professional fluency (reading, writing, speaking, listening)
- Arabic – Intermediate fluency (reading)
- Spanish – Intermediate fluency (reading, writing, listening)
- French – Elementary fluency (reading)

TEACHING CERTIFICATE

- Teaching Certificate of Chinese as a Foreign Language in Elementary and Secondary Education, Beijing International Center for Chinese Language, 2013

Updated on August 1, 2025