

## TANJA CARMEL SARGENT

Rutgers, The State University of New Jersey  
Graduate School of Education  
Educational Theory Policy and Administration  
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### **Rutgers, The State University of New Jersey, Graduate School of Education**

EdD Program Director

Associate Professor, Education, Culture and Society

Affiliate faculty member at Rutgers Center for Chinese Studies

Concentration Coordinator Ed.D program Education, Culture and Society concentration

Program Coordinator EdM program in Education, Culture and Society

Course coordinator Introduction to Education

Courses taught: Introduction to Education; Education and Society; Comparative Education; Society and Education in Contemporary China; and Critical Global Citizenship for Educators: A Virtual Exchange Course.

### **Shanxi Normal University, Linfen, Shanxi, China**

Shanxi Normal University Shanxi Center for Partnerships Promoting Quality and Innovation in Basic Education Research, Distinguished Fellow (2016-2020).

## EDUCATION

### **University of Pennsylvania, Graduate School of Education and Sociology Department**

PhD, Joint degree in Education and Sociology (2006)

Dissertation: "Institutionalizing Educational Ideologies: Curriculum Reform and the Transformation of Teaching Practices in Rural Northwest China"

### **University of Pennsylvania, Chinese Language and Area Studies**

American Council on the Teaching of Foreign Languages Certificate of Oral Mandarin Proficiency—Superior, 2005.

David L. Boren Graduate Fellowship for dissertation research in Gansu, China, 2004 (\$10,000)  
Foreign Language Area Studies Fellowship for the study of Mandarin Chinese, 2002-2004 (\$28,000)

## PROFESSIONAL ACTIVITY

Co-Editor, Chinese Education & Society (2023- )

Associate Editor Chinese Education & Society (2019-2022)

## FELLOWSHIPS AND AWARDS

Faculty Innovation in Teaching, Virtual Exchange Course Grant 2022-2023

Stevens Initiative Virtual Exchange Academy Participant 2022  
Longview Foundation, Global Teacher Education Fellow 2020-2021  
Shanxi Province “Hundred Talents Program” Fellow 2016-2018

### PUBLICATIONS

- Sargent, T., Wang, F. & Hao, S. (forthcoming). Gaokao Competition and Disparity of Access to Elite Higher Education in China. In Kupś, H., Szatkowski, M. & Dahl, M. (Eds) *China under Xi Jinping: an Interdisciplinary Assessment*.
- Sargent, T. (2022). Critical Global Citizenship for Teachers. *Pathways to Research*. EBSCO.
- Smith, D. & Sargent, T. (2022) Postcolonial Perspectives of International Educational Development Intervention in Countries of the Global South. *Annual Review of Comparative and International Education*.
- Sargent, T. & Chen, L. [Eds.] (2021). The Chinese Teaching Research System: A Model for the Institutionalization of Professional Learning Communities around the World, *Chinese Education and Society*. 53(5).
- Chen, L & Sargent, T. (2021). Is the teaching research system a model for the institutionalization of professional learning communities around the world? The Chinese perspective. *Chinese Education and Society*, 53(5).
- Sargent, T., Hao Shudan, Yang Xiao & Li Lin. (2020). Universalization of Preschool Education in Rural Shanxi. In Kong, P. A., Hannum, E., & Postiglione, G. A. (Eds.). *Rural Education in China's Social Transition*. Routledge.
- Zhang, D. & Sargent, T. (2020) Education for Migrant Children in China. In Weist, M, Bela Sood & Caroline Clauss-Ehlers (Eds.) *Social Justice for Children and Young People: International Perspectives*, Cambridge University Press
- Sargent, T. and Yang X. [Eds]. (2018). "Teaching Reform in Chinese Undergraduate Education", *Chinese Education and Society*. 51(4)
- Sargent, T. and Yang X. (2018). "Introduction: Teaching Reform in Chinese Undergraduate Education", *Chinese Education and Society*. 51(4)
- Sargent, T. (2015). Professional learning communities and the diffusion of pedagogical innovation in the Chinese education system. *Comparative Education Review*. 59(1), 102-132.
- Sargent, T., Kong, P., & Zhang, Y. (2014). Home environment and educational transitions on the path to college in rural northwest China. *International Journal of Educational Development*, 34, 98-109.
- Sargent, Tanja. (2012). Belief as the prerequisite to action: Curriculum reform and the transformation of teaching conceptions in rural China. In H. Yin & J. C.-K. Lee

(Eds.), *Curriculum reform in China: Current issues and challenges*, 203-223. New York: Nova Science.

Sargent, Tanja. (2011). New Curriculum reform implementation and the transformation of educational beliefs, practices, and structures in Gansu province. *Chinese Education and Society*, 44(6), 49-74.

Yang Xiao and Tanja Sargent. (2011). Humanistic content in the Chinese language arts curriculum for nine year compulsory education. *Frontiers of Education in China*, 6(2), 293-309.

Sargent, Tanja, Mingyu Chen, Shelley Wu, and Chentong Chen. (2011). Wearing new shoes to walk the old road: Negotiating opposing imperatives in high school New Curriculum classes in China. In T. Huang & A. Wiseman (Eds.), *The impact and transformation of education policy in China*, 79-98. Bingley, UK: Emerald Publishing.

Sargent, Tanja and Yang Xiao. (2010). State-sponsored knowledge for the global age: Global and traditional values in the Chinese language arts curriculum. In B. Fuller & E. Hannum (Eds.), *Research in the Sociology of Education: Globalization, Changing Demographics, and Educational Challenges in East Asia*, 17, 99-121. Bingley, UK: Emerald Publishing.

Sargent, Tanja. (2009). Revolutionizing Ritual Interaction in the Classroom: Constructing the Chinese Renaissance of the 21<sup>st</sup> Century. *Modern China*, 35(6), 632-661.

Sargent, Tanja and Emily Hannum. (2009). Doing more with less: Teacher professional learning communities in resource-constrained primary schools in rural China. *Journal of Teacher Education*, 60(3), 258-276.

Hannum, Emily, Tanja Sargent & Shengchao Yu. (2009). Poverty, parental ill health and children's access to schooling in rural Gansu, China. *Provincial China*, 1(2), 24-60.

An Xuehui, Emily Hannum & Tanja Sargent. (2007). Teaching quality and student outcomes: Academic achievement and educational engagement in rural northwest China. *China: An International Journal*, 5(2).

Sargent, Tanja. (2007) Review of Hayhoe, Ruth. *Portraits of Influential Chinese Educators*. Comparative Education Research Center, University of Hong Kong. Springer. In *China Review International*, 14(2).

Sargent, Tanja, & Emily Hannum (2005). Keeping Teachers Happy: Job Satisfaction among Primary School Teachers in Rural Northwest China. *Comparative Education Review*, 50(2).

Hannum, Emily, Tanja Sargent & Shengchao Yu. (2005) *Poverty, Family Health Problems and Children's Access to Schooling: Case Studies from China, Indonesia and India*. Montreal: UNESCO Institute for Statistics.

Sargent, Tanja. (2005). *Status of implementation progress of 'Ethnic Minorities Education Strategy'*. Washington DC: World Bank Basic Education in Western Areas Project, China.

### CONFERENCE ORGANIZING

*Teaching the World: How Remote Learning Facilitates Global Perspective*, Rutgers GSE Excellence and Equity Remote Learning Series (co-organizer), (virtual) New Brunswick, NJ, March 3, 2021

*Teacher Professionalism: Ethics, Morality, and Responsibility*, (co-organizer) Shanxi Normal University, Linfen, Shanxi, China, May 2019

*Improving the Core Competencies of Teacher Education Students* (co-organizer) Shanxi Normal University, Linfen, Shanxi, China, June 2018

*Teaching Quality in Higher Education Conference in China and the US*, Rutgers Graduate School of Education, July 2017, Funded by the Confucius Institute of Rutgers University

*China Education Workshop*, Rutgers Graduate School of Education, November 2016, Funded by the Confucius Institute of Rutgers University

### INVITED TALKS

Shanxi Normal University, Linfen, China. International Conference on Raising the Core Competencies of Teacher Education Students, June 16, 2018. *Comparing pedagogies in China and the US*.

Rutgers University, Confucius Institute, China Lunch Hour Talks, April 6, 2018. *Student Centered Teaching with Chinese Characteristics*.

Shanxi Normal University, Linfen, China. Chinese National Society for Teacher Education: Annual Meeting of the Primary School Teacher Education Committee *Is authentic student participation realistic in the Chinese classroom?* October 16, 2016 (Keynote Lecture)

Rutgers University, Confucius Institute, International Conference on Various Aspects of Chinese Studies in the Global Age, June 21, 2013. *Inequality and the Chinese college entrance examination in the global age*. (with Chentong Chen)

Rutgers University Graduate School of Education Departmental Brown Bag Presentation, October 5, 2012, *Home environment and educational transitions on the path to college in rural northwest China*.

University of Hong Kong, Wah Ching Center for Research on Education in China Symposium: China's Education: Facing the Future, June 25, 2012 (virtual presentation) *Alienating student subjects: Teacher appropriation of the discourse of classroom participation in Chinese secondary schools and its implications for adolescent development*

Rutgers University, Confucius Institute, Summer Institute for K-12 Educators, July 8, 2011  
*Chinese education.*

University of Pennsylvania, Sociology Department, China Education Workshop, June 24, 2011  
*Home environment and the taking of the college-entrance examination in rural Northwest China.*

Kang Jie Middle School, Yuncheng, Shanxi Province, P.R. China, May 19, 2011.  
*Modes of active student participation.*

Shanxi Teachers University, Linfen, Shanxi Province, P. R. China, May 13, 2011.  
*Education in the US from a Sociological Perspective.*

Dickinson College, Carlisle, PA, October 14, 2010, invited speaker in Dr. Michael Penn's course in "Cross-Cultural Psychology." *Glimpses of education in contemporary China.*

University of Hong Kong, Wah Ching Center for Research on Education in China  
Symposium: Curriculum Reform in China: Theories, Implementation and Critiques, June 11, 2010, *New Curriculum reform implementation and the transformation of educational beliefs, practices and structures: A case study of Gansu province.*

Beijing University, Beijing, P. R. China, Center for Educational Finance Reform, October 26, 2009, *Doing more with less: Teacher Professional Learning Communities in resource-constrained primary schools in rural China.*

University of Oxford, UK, Conference on Poverty, Education and Health in Rural China, December 15-16, 2008, *Doing more with less: Teacher Professional Learning Communities in resource-constrained primary schools in rural China.*

University of Wisconsin, Madison, Wisconsin for Dr. Peggy Kong's course "Contemporary Issues in Chinese Education," November 18, 2008, (virtual presentation) *Teacher Professional Learning Communities in Rural China: An Analysis of the Jiaoyan Huodong System in Resource-constrained Primary Schools.*

University of Delaware School of Education, Newark, Delaware, November 2007, *Revolutionizing Ritual Interaction in the Classroom: Constructing the Chinese Renaissance of the 21<sup>st</sup> Century.*

Northwest Normal University, Lanzhou, Gansu, P.R. China, May 2007, *Belief as a prerequisite to action: The relationship between teacher epistemologies and teaching practices in rural northwest China.*

Rural China Education Foundation, New York City, March 2007, *Implementation of the New Curriculum Reforms in Rural China.*

China Institute for Public Affairs Annual Meeting, New York University, New York City, November 2006, *Institutionalizing Educational Ideologies: Curriculum Reform and the Transformation of Teaching Practices*.

### CONFERENCE PRESENTATIONS

Smith, Daniel & Sargent, Tanja. *Global Intervention and Local Innovation in Teacher Training in Liberia*. Paper presented at the Comparative and International Education Society annual meeting (Washington, DC). (February, 2023).

Smith, Daniel & Sargent, Tanja. *Postcolonial Perspectives of International Interventions in Educational Development in Countries of the Global South*. Paper presented at the Comparative and International Education Society annual meeting (Minneapolis, MN). (April, 2022).

Sargent, Tanja. (Panel Organizer) *Southern Perspectives on International Educational Development*. Panel to be presented at the Comparative and International Education Society annual meeting (Minneapolis, MN). (April, 2022).

Pan Pan & Sargent, Tanja. *What is good teaching? A comparison of exemplary elementary language arts teaching practice in the US and China*. Paper presented at the Comparative and International Education Society annual meeting (virtual) (April, 2021).

Smith, Daniel & Sargent, Tanja. *Postcolonial perspectives on the involvement of international agencies in the promotion of “good teaching” in Liberia*. Paper presented at the Comparative and International Education Society annual meeting (virtual) (April, 2021).

Sargent, Tanja. (Panel Organizer). *Challenging common sense ideas about “good teaching” across global contexts*. Panel presented at the Comparative and International Education Society annual meeting (virtual) (April, 2021).

Sargent, Tanja; Hao Shudan. *Universalization of Preschool Education in Rural Shanxi*. Paper presented at Mid-Atlantic Region Association for Asian Studies Conference, Dickinson College Carlisle, PA (October, 2019).

Smith, Daniel; Sargent, Tanja. *Caught in the Web: Global and Local Political Forces and the Role of the Liberian Ministry of Education in Promoting and Monitoring Teacher and Teaching Quality*. Paper presented at Comparative and International Education Society annual meeting, San Francisco, CA (March, 2019).

Sargent, Tanja. *Networked for Quality: The Chinese teaching research system and the formative evaluation of teaching in China*. Paper presented at Comparative and International Education Society annual meeting, San Francisco, CA (March, 2019).

- Sargent, Tanja. *The Ruhi Institute Courses as Decentered Global Citizenship Education*. Paper presented at the Association for Baha'i Studies Annual Meeting, Atlanta, GA. (August, 2018)
- Sargent, Tanja; Guo Yuyu & Jin Luyan. *Formative Evaluation and the Chinese Teaching Research System*. Paper presented at Mid-Atlantic Region Association for Asian Studies Conference, Philadelphia, PA (October, 2017).
- Sargent, Tanja & Dong Xiaoming. *Student Centered Instruction with Chinese Characteristics: Student voice and the Dulangkou method in Chinese high schools* Paper presented at Comparative and International Education Society annual meeting, Atlanta, GA (March, 2017).
- Sargent, Tanja. *Professional Learning Communities and the Diffusion of Pedagogical Innovation in the Chinese Education System* Paper presented at Comparative and International Education Society annual meeting, Vancouver, Canada (March, 2016).
- Sargent, Tanja. *Educational reform and inter-provincial inequality in gaokao competition in contemporary China*. Paper presented at Comparative and International Education Society annual meeting, Washington, DC (March, 2015).
- Sargent, Tanja. *Teacher kindness and student happiness in the Chinese elementary school classroom*. Paper presented at Comparative and International Education Society annual meeting, Montreal, Canada (March, 2014).
- Sargent, Tanja [Panel Discussant]. *New Perspectives on Human Capital: Sources, Barriers and Returns*. At the North American Chinese Sociologists Association annual meeting, New York, NY (August 2013).
- Sargent, Tanja and Chentong Chen. *Inequality and the gaokao*. Presented at the North American Chinese Sociologists Association annual meeting, New York, NY (August 2013).
- Sargent, Tanja and Chentong Chen. *Getting ahead and getting behind: Inequality and the gaokao in contemporary China*. Presented at the Association for Asian Studies meeting, San Diego, CA (March 2013).
- Sargent, Tanja. *Institutionalized norms of teacher interaction and the diffusion of innovation in the Chinese education system*. Presented at the Comparative and International Education Society annual meeting, New Orleans, LA (March 2013).
- Sargent, Tanja, Peggy Kong and Yuping Zhang. *Home environment and educational transitions on the path to college in rural northwest China*. Roundtable presentation at American Sociological Association annual meeting in Denver, Colorado (August, 2012).
- Sargent, Tanja. [Panel Organizer] *Implications of the Chinese examination system for schools, teachers, students and families in the context of curriculum reform*. Panel

held at the Comparative and International Education Society annual meeting in San Juan, Puerto Rico (April, 2012).

Sargent, Tanja. *Examination pressure and student classroom participation in Chinese secondary schools*. Paper presented at the Comparative and International Education Society annual meeting in San Juan, Puerto Rico (April, 2012).

Sargent, Tanja, Peggy Kong and Yuping Zhang. *Sociocultural predictors of college entrance examination taking and success in rural northwest China*. Paper presented at Comparative and International Education Society annual meeting in Montreal, Canada (May, 2011)

Sargent, Tanja, Peggy Kong and Yuping Zhang. *Sociocultural predictors of college entrance examination taking and success in rural northwest China*. Paper presented at Comparative and International Education Society annual meeting in Montreal, Canada (May, 2011)

Adams, Jennifer and Tanja Sargent. *Curriculum Transformation in China: Trends in Student Perceptions of Classroom Practice and Engagement*. Paper presented at Asian Studies Association annual meeting Chicago, (March 2009).

Sargent, Tanja. [Panel Organizer] *Educational equality in China in the era of the Harmonious Society*. Panel held at the Comparative and International Education Society annual meeting in Charleston, South Carolina (March, 2009)

Sargent, Tanja, Mingyu Chen and Shelley Wu. *Wearing new shoes to walk the old road: Negotiating opposing imperatives in high school New Curriculum classes in China*. Paper presented at the Comparative and International Education Society annual meeting in Charleston, South Carolina (March, 2009)

Hannum, Emily, Tanja Sargent and Shengchao Yu. *Poverty, parental ill health and children's access to schooling in rural Gansu, China*. Paper presented at Provincial China Workshop, Tianjin, China (October, 2008).

Sargent, Tanja. *The making of the high quality citizen: Changing visions in Chinese education policy, 1985-2005*. Paper presented at the Association for Asian Studies Annual Meeting, Atlanta, GA (April 2008).

Sargent, Tanja and Yang Xiao. *State-Sponsored Knowledge for the Global Age: Shifting Values in the Language Arts Curriculum in China at the Turn of the 21st Century*. Paper presented at the American Educational Research Association, New York, NY (March 2008).

Sargent, Tanja and Emily Hannum. *Teacher Professional Learning Communities in Rural China: An Analysis of the Jiaoyan Huodong System in Resource-constrained Primary Schools*. Paper presented at the Comparative and International Education Society annual meeting, New York, NY (March 2008).



- Yang Xiao and Tanja Sargent. *Humanistic content in the Chinese language arts curriculum for nine year compulsory education*. Paper presented at the Comparative and International Education Society annual meeting, New York, NY (March 2008).
- Sargent, Tanja. *Institutionalizing Educational Ideologies: Organizational Control of Classroom Instruction in China*. Paper presented at the American Educational Research Association, Chicago, IL (April 2007).
- Sargent, Tanja. *Chinese education policy for the global knowledge economy: Reform rhetoric and reality during the first decade of the new millennium*. Paper presented at the Association for Asian Studies Annual Meeting, Boston, MA (March 2007).
- Sargent, Tanja. *Belief as a prerequisite to action: The relationship between teacher epistemologies and teaching practices in rural northwest China*. Paper presented at the Comparative and International Education Society Annual Meeting, Baltimore, MD (February 2007).
- Sargent, Tanja. *Revolutionizing Ritual Interaction in the Classroom—Constructing the Chinese Renaissance of the 21st Century*. Paper presented at the Eastern Sociological Society annual meeting in Boston, MA (February 2006).
- Sargent, Tanja. *Institutionalizing Educational Ideologies: Organizational Control of Classroom Instruction in China*. Paper presented at the Comparative and International Education Society annual meeting in Honolulu, HI (March 2006).
- Sargent, Tanja. *Ideologies of Educational Purpose for the 21st Century: New Curriculum Reform Policy for Basic Education in China*. Paper presented at the American Educational Research Association annual meeting in San Francisco, CA (April 2006).
- Sargent, Tanja. “*Education for the Examination*” vs. “*Education for Holistic Development*”—*The Transformation of Teacher Beliefs and Practices in Rural Northwest China*. Paper presented at the Comparative and International Education Society Annual Meeting, Stanford University, CA. (March 2005).
- An Xuehui, Emily Hannum & Tanja Sargent. *The Mediating Effect of Educational Engagement on Student Academic Achievement in Rural Northwest China*. Paper presented at the Comparative and International Education Society Annual Meeting, Stanford University, CA. (March 2005).
- Sargent, Tanja. *The Quality Education Movement in China*. Paper presented at the International Society for Quality-of-Life Studies Conference, Philadelphia, PA. (November 2004).
- Sargent, Tanja, & Emily Hannum. *Keeping Teachers Happy: Job Satisfaction among Primary School Teachers in Rural China*. Paper presented at the Comparative and International Education Society Annual Meeting, Salt Lake City, UT (March 2004).

Sargent, Tanja. *Are Principles of Quality Teaching and Learning Universal?* Roundtable discussion paper at the Comparative and International Education Society Annual Meeting, Salt Lake City, UT. (March 2004).

Sargent, Tanja. *Gender Equity and Schooling in Contemporary China*. Paper presented at the 25th Annual Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia. (February 2004).

Sargent, Tanja, & Emily Hannum. *Keeping Teachers Happy: Job Satisfaction among Primary School Teachers in Rural China*. Paper presented at the International Sociology Association Research Committee 28 on Social Stratification and Mobility, New York University, New York. (August 2003).

Sargent, Tanja. *Social Capital Online for Educational Development: Virtual Communities for Principals in Rural China*. Paper presented at the Ninth International Learning Conference, Beijing, P. R. China. (July 2002).

### GRANTS AND RESEARCH

Public Affairs Monrovia Grant Program Project Proposal, Fostering Local Teaching Innovation in the Liberian Educational System, Daniel Smith & Tanja Sargent (co-PIs), June 2020 (Grant submission, not funded).

Confucius Institute of Rutgers University, Awarded 2000 USD to host the Teaching Quality in Higher Education conference, July 2017.

Confucius Institute of Rutgers University, Awarded 2000 USD to host the China Education Workshop, November 2016.

Shanxi Center for Partnerships Promoting Quality and Innovation in Basic Education Research. Advisory Panel for deliberation on the proposed work of the newly established center, December 2015.

University of Hong Kong Small Projects Grant (Awarded 5,000 USD): Achievement vs. All-roundedness: High stakes examinations and educational quality in Chinese senior high schools, co-investigator, May 2011 (with Peggy Kong-principal investigator, Zhao Mingren, Yang Xiao, Lu Chunping).

Spencer Grant submission: Achievement vs. All-roundedness: High stakes examinations and educational quality in Chinese senior high schools, (\$285,198 USD requested), principal investigator, March 2010 (with Peggy Kong, Zhao Mingren, Yang Xiao, Lu Chunping co-investigators) (not funded).

Basic Education in Western Areas Project, Yunnan and Guangxi, China, World Bank and UK Department for International Development, consultant on ethnic minority education strategy, October 2005

Poverty, Parental Health and Children's Schooling in Indonesia, India and China, UNESCO, consultant, January 2005- June 2006

Project team member, Gansu Survey of Children and Families, funded by the World Bank, the U.S. National Institute of Health, June 2002-2010

University of Pennsylvania, Graduate School of Education, Math PLUS project, research assistant, September 2001-May 2002

Evaluation of America's Choice, funded by National Center on Education and the Economy, Consortium for Policy Research in Education, University of Pennsylvania, research assistant, October 2000-August 2001.

## SERVICE

### *Service to Profession*

- Journal Article Reviewer for Anthropology and Education Quarterly, Comparative Education Review, Teaching and Teacher Education, Frontiers of Education in China, Hong Kong Research Grants Council, China: An International Journal, Prospects, Asia Pacific Journal of Education, Modern China, Sociology of Education.
- Reviewer for Longview Foundation Global Teacher Education Fellowship applicants

### *Service to Rutgers Graduate School of Education*

- Leader of faculty summer trip to Shanxi Normal University, Linfen, Shanxi, China (2017, 2018, 2019)
- Education, culture and society Ed.D. concentration coordinator and academic adviser to all concentration students (2012- )
- Education, culture and society, Ed.M, program coordinator (2018- )
- Introduction to Education course coordinator , (2017- )
- Rutgers GSE Global Working Group, (2018-2019)
- Social and philosophical foundations of education Ed.M. program coordinator (2014- 2018)
- Ed.D. curriculum committee (2012- )
- Rutgers Graduate School of Education Courses of Study Committee (2008-2009, 2012-2013, 2014-2015, chair, 2015-2017)
- Rutgers Graduate School of Education Commencement Committee (2006-2008, 2010-2011)
- Co-organizer for the visit by a delegation from East China Normal University in Shanghai, China (2007)

### *University-wide Service*

- Co-organizer of the Rutgers China Lunch Hour--a monthly seminar series sponsored by the Confucius Institute (2016-2019 )
- Fulbright Faculty Advisor (2008- )
- International Advisory Council Institutional Support for International Research Subcommittee (2015)
- Aresty Undergraduate Research Fellows adviser (2007--2009, 2011-2012)
- Faculty adviser to Rutgers University Bahá'í Campus Association (2006-2012)