

# Flóra Faragó

[www.florafarago.com](http://www.florafarago.com)

[faragof@sfasu.edu](mailto:faragof@sfasu.edu)

## CONTACT INFORMATION

Stephen F. Austin State University | James I. Perkins College of Education  
Department of Human Sciences  
Human Development and Family Studies Program  
P.O. Box 13014 | Nacogdoches, Texas 75962  
469.261.4051

## EDUCATION

2016	Ph.D.	Arizona State University Family & Human Development
2010	M.S.	University of Texas at Dallas Psychological Sciences
2007	B.A.	University of Texas at Dallas Psychology

## PROFESSIONAL POSITIONS

2020-present	<b>Associate Professor</b> Human Sciences Human Development and Family Studies Stephen F. Austin State University
2016-20	<b>Assistant Professor</b> Human Sciences Human Development and Family Studies Stephen F. Austin State University
2021-2024	<b>Research Consultant</b> (ad hoc) WestEd Mathematica
2020	<b>Research Consultant</b> EmbarceRace <a href="http://www.embracerace.org">www.embracerace.org</a>

2013-present

**Research Consultant** (ad hoc)  
 Indigo Cultural Center (Early Childhood Research  
 Institute)  
[www.indigoculturalcenter.org](http://www.indigoculturalcenter.org)

## PUBLICATIONS

*\*italics denote student co-authors*

### PEER-REVIEWED JOURNAL ARTICLES

17. Xiao, S. X., **Faragó, F.**, Clancy, E., Maheux, A. J., & Bermúdez, K. (accepted). The link between early adolescents' gender discrimination and gender attitudes about peers: Does gender similarity matter? *British Journal of Developmental Psychology*.
16. **Faragó, F.**, Savoy, S., Xu, T., & He, Y. (2023). Body weight representation in children's picturebooks. *Contemporary Issues in Early Childhood*. Advanced online publication: <https://doi.org/10.1177/14639491231215387>
15. Xu, T., He, Y., **Faragó, F.**, Savoy, S. (2023). Positive body image-related strategies in children's picturebooks. *Early Childhood Education Journal*. Advanced online publication: <https://doi.org/10.1007/s10643-023-01543-2>
14. **Faragó, F.** (2024). (Not) Discussing race, via books, in mainly White preschools. *Journal of Research in Childhood Education*, 38(2), 243-263. <https://doi.org/10.1080/02568543.2023.2235417>
13. **Faragó, F.** (2023). Challenges and opportunities: Book discussions of gender non-conformity in two preschool classrooms. *Early Child Development and Care*, 193(5), 725-741. <https://doi.org/10.1080/03004430.2022.2153838>
12. **Faragó, F.**, Martin, C., Granger, K., Santos, C., & Miller, C. F. (2022). Teachers' gender-role attitudes and gendered classroom practices, 87, 471-486, *Sex Roles*. <https://doi.org/10.1007/s11199-022-01331-z>
11. **Faragó, F.**, Savoy, S., Sanchez, E. A., Khaleghi, N., Evans, L., Adams, E. L., & Palomino, E. (2022). Gender typicality, pressure to conform to gender norms, and anti-fat and appearance stereotypes in girls. *Archives of Sexual Behavior*, 51, 2183-2198. <https://doi.org/10.1007/s10508-021-02252-w>
10. Shivers, E. M., **Faragó, F.**, & Gal-Szabo, D. (2022). The role of Infant and Early Childhood Mental Health Consultation in reducing racial and gender relational and discipline disparities between Black and white preschoolers. *Psychology in the Schools*, 59(10), 1965-1983. <https://doi.org/10.1002/pits.22573>

9. Savoy, S., **Faragó, F.**, Khaleghi, N., Sanchez, E., DeGuenther, A., Thompson, J. N. (2022). Gender typicality, pressure to conform to gender norms, and body esteem in 6-9 year-old girls. *Merrill-Palmer Quarterly*, 68(2), 125-146. <https://doi.org/10.1353/mpq.2022.0007>
8. **Faragó, F.**, Xu, J., Eggum-Wilkens, N. D., Zhang, L., An, D., Kim, E., & Adams, E. (2022). Ugandan adolescents' attitudes toward, and shared activities with, same- and other-gender peers and friends. *Youth & Society*, 54(5), 858-889. <https://doi.org/10.1177/0044118X21998717>
7. **Farago, F.**, Eggum-Wilkens, N. D., & Zhang, L. (2021). Ugandan adolescents' gender stereotype knowledge about jobs. *Vulnerable Children & Youth Studies*, 16(2), 113-122. <https://doi.org/10.1080/17450128.2020.1830213>
6. **Farago, F.**, Eggum-Wilkens, N. D., & Zhang, L. (2021). Ugandan adolescents' descriptive gender stereotypes about domestic and recreational activities, and attitudes about women. *Youth & Society*, 53(5), 723-744. <https://doi.org/10.1177/0044118X19887075>
5. Richter, J., **Faragó, F.**, Swadener, B. B., Roca-Servat, D., & Eversman, K. A. (2020). Tempered radicalism and intersectionality: Scholar-activism in the neoliberal university. *Journal of Social Issues*, 76(4), 1014-1035. <http://dx.doi.org/10.1111/josi.12401>
4. Heberle, A., Rapa, L. & **Farago, F.** (2020). Critical consciousness in children and adolescents: A systematic review, critical assessment, and recommendations for future research. *Psychological Bulletin*, 146(6), 525-551. <https://doi.org/10.1037/bul0000230>
3. **Farago, F.**, Swadener, B. B., Richter, J., Eversman, K. A., & Roca-Servat, D. (2018). Local to Global Justice: Roles of student activism in higher education, leadership development, and community engagement. *Alberta Journal of Educational Research*, 64(2), 154-172. <https://journalhosting.ucalgary.ca/index.php/ajer/article/view/56382>
2. **Farago, F.** (2017). Anti-bias or not: A case study of two early childhood educators. [Special issue]. *The International Critical Childhood Policy Studies Journal*, 6(1), 7-21. <https://journals.sfu.ca/iccps/index.php/childhoods/article/view/70>
1. Eggum-Wilkens, N. D., Zhang, L. & **Farago, F.** (2017). Karamojong adolescents in Tororo District, Uganda: Life events, adjustment problems, and protective factors. *Journal of Loss and Trauma*, 22(4), 283-296. <https://doi.org/10.1080/15325024.2017.1284508>

### **PEER-REVIEWED BOOK CHAPTERS**

10. Escayg, K.-A. & **Faragó, F.** (accepted). Anti-racism in early childhood. In Tesar, M. (Ed.), *The encyclopedia of social justice in early childhoods and childhood studies*. Bloomsbury.
9. Shivers, E. M., & **Faragó, F.** (2023). Resisting the margins: Advancing an imperative to

attend to race and culture in the social-emotional growth and learning of infants and toddlers. In P. L. Mangione & J. Marcella-Burdett (Eds.), *Infant/toddler caregiving: A guide to social-emotional growth and socialization (3<sup>rd</sup> ed.)*. Developed by WestED for the California Department of Social Services.

8. Escayg, K.-A., & **Fragó, F.** (2023). Proactive, not reactive: Creating anti-racist policies for child care centers and preschools. In M. K. Nagasawa, L. Peters, M. N. Bloch, & B. B. Swadener (Eds.), *Transforming early years policy in the U.S.: A call to action* (pp. 39-46). Teachers College Press. <https://www.tcpres.com/transforming-early-years-policy-in-the-u.s.-9780807768143>
7. Heberle, A., **Fragó, F.**, & Hoch, N. (2023). Critical consciousness in early to middle childhood. In L. Rapa & E. Godfrey (Eds.), *Critical consciousness: Expanding theory and measurement*. In B. Christens (Series Ed.), *Contemporary social issues* (pp. 88-119). Cambridge University Press. <https://doi.org/10.1017/9781009153751.005>
6. Davidson, K. L., **Frago, F.**, & Husband, T. (2021). Preparing early childhood teachers for the importance of seeing color in children: Bloom's taxonomy as a guide. In M. Riojas-Cortez (Ed.), *Keeping up with the times: Diversity and inclusion in early childhood teacher education programs* (pp. 131-145). Rowman & Littlefield. <https://rowman.com/ISBN/9781475853605/Keeping-up-with-the-Times-Diversity-and-Inclusion-in-Early-Childhood-Teacher-Education-Programs>
5. **Frago, F.**, Davidson, K. L., & Byrd, C. (2019). Ethnic-racial socialization in early childhood: The implications of color-consciousness and colorblindness for prejudice development. In H. E. Fitzgerald, D. J. Johnson, D. B. Quin, F. A. Villarruel, & J. Norder (Eds.), *Handbook of children and prejudice: Integrating research, practice, and policy* (pp. 131-145). Springer. [https://doi.org/chapter/10.1007/978-3-030-12228-7\\_7](https://doi.org/chapter/10.1007/978-3-030-12228-7_7)
4. Sanders, K., & **Frago, F.** (2018). Developmentally appropriate practice in the 21<sup>st</sup> century. In M. Flear & B. van Oers (Eds.), *International handbook of early childhood education* (pp. 1379-1400). Springer. [https://doi.org/10.1007/978-94-024-0927-7\\_71](https://doi.org/10.1007/978-94-024-0927-7_71)
3. **Frago, F.**, & Swadener, B. B. (2016). Race and gender in United States early childhood settings: Researcher reflections. In R.R. Scarlet (Ed.), *The Anti-Bias Approach in early childhood* (3rd ed.) (pp. 333-341). MultiVerse Publishing. <https://multiverse.com.au/product/the-anti-bias-approach-in-early-childhood/>
2. Shivers, E. M., & **Frago, F.** (2016). Where the children are: Exploring quality, community, and support for family, friend and neighbor child care. In K. Sanders & A. Wishard (Eds.), *The culture of child care: Attachment, peers, and child care in the 21st Century: Where we have been and where are we headed*. In C. Garcia Coll & P. Miller (Series Eds.), *Child development in cultural contexts* (pp. 64-85). Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780190218089.003.0004>
1. **Frago, F.**, Sanders, K., & Gaias, L. (2015). Addressing race and racism in early childhood:

Challenges and opportunities. In J. Sutterby (Ed.), *Discussions on sensitive issues*. In J. Sutterby (Series Ed.), *Advances in early education and day care*. (Vol. 19, pp. 29-66). Emerlad. <https://doi.org/10.1108/S0270-402120150000019004>

## **OTHER ACADEMIC PUBLICATIONS**

### ***Editorial Work: Special Issues***

7. Nagasawa, M. K., **Faragó, F.**, & Peters, L. (2022). Epilogue to the special issue on the scholarship of generosity: A Festschrift in honor of Beth Blue Swadener. [Special issue]. *The International Critical Childhood Policy Studies Journal*, 9 (1), 77-80. <https://journals.sfu.ca/iccps/index.php/childhoods/article/view/181/203>
6. Nagasawa, M. K., **Faragó, F.**, & Peters, L. (2022). Introduction to the special issue on the scholarship of generosity: A Festschrift in honor of Beth Blue Swadener. [Special issue]. *The International Critical Childhood Policy Studies Journal*, 9 (1), 1-9. <https://journals.sfu.ca/iccps/index.php/childhoods/article/view/165/185>
5. **Farago, F.**, Murray, C., & Swadener, B. B. (2017). Confronting and countering bias and oppression through early childhood policy and practice: An introduction. [Special issue]. *The International Critical Childhood Policy Studies Journal*, 6 (1), 1-6. <https://journals.sfu.ca/iccps/index.php/childhoods/article/view/81>

### ***Technical Reports***

4. Shivers, E. M., *Yang, C.*, & **Farago, F.** (2016). *The Arizona Kith and Kin Project Evaluation*, Brief #4: Increasing cultural and social capital by linking family, friend, and neighbor (FFN) providers to resources in the early childhood system. Indigo Cultural Center, for the Association for Supportive Child Care, with support from First Things First and Valley of the Sun United Way. <http://indigoculturalcenter.org/wp-content/uploads/2018/04/Indigo-ASCC-Brief-4-FFN-Resources-FINAL-Oct-2016.pdf>
3. Shivers, E. M., **Farago, F.**, & *Yang, C.* (2016). *The Arizona Kith and Kin Project Evaluation*, Brief #3: Professional development with family, friend, and neighbor (FFN) providers: Implications for dual language learners. Indigo Cultural Center, for the Association for Supportive Child Care, with support from First Things First and Valley of the Sun United Way. [http://indigoculturalcenter.org/wp-content/uploads/2016/08/KK-Brief-3\\_Final\\_8-30-16.pdf](http://indigoculturalcenter.org/wp-content/uploads/2016/08/KK-Brief-3_Final_8-30-16.pdf)
2. Shivers, E. M., *Yang, C.*, & **Farago, F.** (2016). *The Arizona Kith and Kin Project Evaluation*, Brief #2: Latina family, friend, and neighbor (FFN) provider characteristics and features of care they provide. Indigo Cultural Center, for the Association for Supportive Child Care, with support from First Things First. [http://indigoculturalcenter.org/wp-content/uploads/2016/08/KK-Brief-2\\_Final4\\_8-18-16.pdf](http://indigoculturalcenter.org/wp-content/uploads/2016/08/KK-Brief-2_Final4_8-18-16.pdf)

1. Shivers, E. M., **Farago, F.**, & Goubeaux, P. (2016). *The Arizona Kith and Kin Project Evaluation, Brief #1: Improving quality in family, friend and neighbor (FFN) child care settings*. Indigo Cultural Center, for the Association for Supportive Child Care, with support from First Things First. <http://indigoculturalcenter.org/wp-content/uploads/2016/02/Indigo-ASCC-Kith-and-Kin-Evaluation-FNL-2016.pdf>

### **POPULAR PRESS AND BLOGS**

2. **Farago, F.**, Richter, J., & Swadener, B. B. (2020, May 20). What is to be done? Scholar-activism in the era of COVID-19. [blog post published by the Praxis Center at the Kalamazoo College Arcus Center for Social Justice Leadership]. Retrieved from [http://www.kzoo.edu/praxis/scholar-activism/?fbclid=IwAR1\\_y3czqRmTJV3oUIpkwn\\_tYiChKuG6OliS5KIPk5L5707Y2mlicTfltE](http://www.kzoo.edu/praxis/scholar-activism/?fbclid=IwAR1_y3czqRmTJV3oUIpkwn_tYiChKuG6OliS5KIPk5L5707Y2mlicTfltE)
1. **Farago, F.** & Duggan, M. A. (2016). How to talk to your kids about race and racism. *Raising Arizona Kids*. <https://www.raisingarizonakids.com/2016/03/how-to-talk-to-kids-about-race-and-racism/>

### **PUBLICATIONS IN PROGRESS**

4. **Faragó, F.** (in preparation). Early childhood educators' gender socialization practices.
3. Escayg, K-A., **Faragó, F.**, & Husband, T. (in preparation). Challenging whiteness, asserting anti-racism: The importance of early years education. Edited volume; contract under consideration with Teachers College Press.
2. **Faragó, F.** (in preparation). Anti-racist parenting of young children.
1. **Faragó, F.** (resubmitted). Nurturing pride and resilience in young BIPOC children: Practices and dilemmas.

### **PRESENTATIONS**

#### **PEER-REVIEWED PAPERS**

*\*italics denote student co-authors*

29. Xiao, S. X., **Faragó, F.**, Clancy E., Maheux, A. J., & Bermúdez, K. (2024, June 16-20). The link between early adolescents' gender discrimination and gender attitudes about peers: Does gender similarity matter? In Endendijk, J. J. (Chair), *Perpetuating gender inequality: Socialization processes implicated in child and adolescent gender development*. Symposium conducted at the 27th International Society for the Study of Behavioural Development (ISSBD) biennial meeting, Lisbon, Portugal.

28. **Faragó, F.** (2024, May 15-17). *Anti-racist reviewing practices*. Participated in a roundtable discussion (with Banerjee M., A. Brenick, M. Caughy, and M. Larusso) conducted at the Society for Research in Child Development Anti-Racist Developmental Science Summit biennial meeting, Panama City, Panama.
27. **Faragó, F.** (2024, April 11-14). Early childhood educators addressing gender in their classrooms. Participated in a roundtable discussion at the American Educational Research Association annual meeting, Philadelphia, PA.
26. Escayg, K.-A., & **Faragó, F.** (2023, April 13-16). Proactive, not reactive: Creating anti-racist policies for child care centers and preschools. In L. Peters & M. N. Bloch (Chair), *Transforming early years policy in the U.S. centering equity and inclusion: Provocations and a call to action*. Symposium conducted at the American Educational Research Association annual meeting, Chicago, IL.
25. **Faragó, F.**, Sarah, S., Xu, T., & He, Y. (2023, October 4-6). Body weight representation in children's picturebooks. Paper presented at the Research to Action Summit (Child Well-being Research Network), Louisville, KY.
24. **Faragó, F.**, Martin, C., Granger, K., Santos, C., & Miller, C. F. (2023, March 23-25). Teachers' gender-role attitudes and gendered classroom practices. In F. Faragó (Chair), *Gender gaps in STEM: Teacher practices and biases, other-gender peer relationships, and children's stereotypes*. Symposium conducted at the Society for Research in Child Development biennial meeting, Salt Lake City, UT.
23. Xu, T., He, Y., **Faragó, F.**, & Savoy, S. (2023, Feb 27-March 1). Body image-related messages in children's picturebooks. Paper presented at the Critical Questions in Education annual meeting, San Diego, CA.
22. **Faragó, F.** (2022, December 1-3). Dress code policies in U.S. public schools: The politics of gender and race. Paper presented at a roundtable session held at the Research on Women and Education annual meeting, Houston, TX.
21. **Faragó, F.**, Davidson, K., & Husband, T. (2022, June 23-26). Preparing early childhood teachers for the importance of seeing color in children: Bloom's taxonomy as a guide. In M. Riojas-Cortez (Chair), *Keeping up with the times: Diversity and inclusion in early childhood teacher preparation programs*. Symposium conducted at the Reconceptualizing Early Childhood Education annual meeting, University of British Columbia, Vancouver, CA.
20. **Faragó, F.**, & Escayg, K.-A. (2022, April 21-26). Nurturing joy and resilience in young BIPOC children: Practices and Dilemmas. In B. B. Swadener (Chair), *Toward anti-racist practices and possibilities in early childhood contexts*. Symposium conducted at the American Educational Research Association annual meeting, San Diego, CA.

19. **Faragó, F.**, Eggum-Wilkens, N.D., & Zhang, L. (2021, October 6-7). Ugandan adolescents' gender stereotype knowledge about jobs. Paper presented at the 7<sup>th</sup> International Annual Conference on Education and Lifelong Learning, Kenyatta University, virtual.
18. Savoy, S., & **Faragó, F.** (2021, April 7-9). Gender identity, weight bias, and appearance stereotypes in young girls. In M. G. Nielson & C. S. Brown (Chairs), *Processes, correlates, and effects of gender-related stereotypes as they relate to aspects of gender identity*. Symposium conducted at the Society for Research in Child Development biennial meeting, virtual.
17. **Faragó, F.**, Xu, J., Eggum-Wilkens, N. D., Zhang, L., An, D., Kim, E., & Adams, E. (2021, April 7-9). Ugandan adolescents' attitudes toward, and shared activities with, same- and other-gender peers and friends. In S. X. Xiao (Chair), *Gender today: Advances in the gendered nature of children's and adolescents' peer relationships*. Symposium conducted at the Society for Research in Child Development biennial meeting, virtual.
16. **Farago, F.**, & Mize, L. (2019, October 31-November 5). *(Un)critical literacy in the classroom: Educators reading about race and gender*. Paper presented at the Reconceptualizing Early Childhood Education annual meeting, New Mexico State University, Las Cruces, NM.
15. **Farago, F.**, & Mize, L. (2019, April). *Gender and race in preschool book discussions*. Paper presented at the 18th Annual Region 5 Texas National Association for Multicultural Education (NAME) conference, Nacogdoches, TX.
14. **Farago, F.**, & Savoy, S. (2019, March). Gender typicality, stereotypes, and body image in 6- to 11- year old girls. In C. S. Brown & S. Holub (Chairs), *Gender norms, gender identity, and appearance concerns across development*. Symposium conducted at the Society for Research in Child Development biennial meeting, Baltimore, MD.
13. **Farago, F.** (Panelist) (2019, March). *Critical consciousness in pre-adolescent children: Building theory and identifying priorities for scholarship*. Participated (with A. Heberle, L. Rapa, & E. Hope) in a roundtable conversation conducted at the Society for Research in Child Development biennial meeting, Baltimore, MD.
12. **Farago, F.**, Swadener, B. B., Eversman, K. A., & Peters, L. (2018, April). Local to Global Justice: Learning from 16 years of student activism and community engagement. In M. Sapon-Shevin (Chair), *Student and scholar activism: Reciprocal mentoring for social justice*. Symposium conducted at the American Educational Research Association annual meeting, New York, NY.
11. **Farago, F.** (2017, October). *White early childhood educators discussing race and gender: What's there and what's missing?* Paper presented at the Reconceptualizing Early Childhood Education annual meeting, Ryerson University, Toronto, CA.



10. **Farago, F.**, Eggum-Wilkens, N. D., Zhang, L. (2017, June). Ugandan adolescents' gender stereotypes and attitudes about women's roles. In R. Grose (Chair), *Gender, power, and justice in the Global South*. Symposium conducted at the Society for the Psychological Study of Social Issues annual meeting, Albuquerque, NM.
9. **Farago, F.** (2017, May). How, when, and why early childhood educators talk about race with young children? In M. Sapon-Shevin (Chair), *"Yes, we do see color!": Actively combating racism in early childhood education*. Symposium conducted at the American Educational Research Association annual meeting, San Antonio, TX.
8. **Farago, F.** (2017, April). White preschool teachers discussing race and racism with children: What's missing? In D. Johnson (Chair), *The importance of ethnic-racial socialization in early childhood classrooms*. Symposium conducted at the Society for Research in Child Development biennial meeting, Austin, TX.
7. **Farago, F.** (2016, April). Anti-bias education in action in two preschool settings in the U.S. In B. B. Swadener (Chair), *Anti-bias and inclusive early education policy, practice, and perspectives in cross-national contexts*. Workshop conducted at the American Educational Research Association annual meeting, Washington DC.
6. **Farago, F.** (2016, April). Early childhood teachers' beliefs, attitudes, and classroom practices surrounding race and gender. In B. B. Swadener (Chair), *Confronting and countering racism, sexism, and discipline patterns in early childhood and elementary education contexts*. Symposium conducted at the American Educational Research Association annual meeting, Washington DC.
5. **Farago, F.** (2016, March). *Early childhood teachers' beliefs about race and gender*. Paper presented at the Critical Questions in Education annual meeting, San Antonio, TX.
4. Vittrup, B., & **Farago, F.** (2016, March). *Talking about race and racism in the classroom*. Paper presented at the Critical Questions in Education annual meeting, San Antonio, TX.
3. **Farago, F.** (2014, November). *Anti-bias curricula and prejudice interventions: Where do we go from here?* Paper presented at the Reconceptualizing Early Childhood Education annual meeting, Kent, OH.
2. Schlesinger, S. O., Shivers, E. M., **Farago, F.** (2014, August). *Findings from the Arizona Kith and Kin Project: 15 Years supporting home-based child care providers*. Paper presented at the First Things First Early Childhood Summit, Phoenix, AZ.
1. **Farago, F.** (2014, April). Bridging research traditions about stereotyping and prejudice in young children and anti-bias practices. In B. B. Swadener (Chair), *Race, culture, class, and gender in early childhood contexts: From research to policy and practice*. Roundtable session at the American Educational Research Association annual meeting, Philadelphia, PA.

**PEER-REVIEWED POSTERS**

18. Xu, T., He, Y., **Faragó, F.**, Savoy, S. (2024, April 11-14). An exploration of positive body image-related strategies in children's picturebooks. Poster presented at the American Educational Research Association annual meeting, Philadelphia, PA.
17. Davidson, K. L., & **Faragó, F.** (2023, March 23-25). *Teaching and learning about race in early childhood: Undergraduate students' learning of anti-racist pedagogy*. Poster presented at the Society for Research in Child Development biennial meeting, Salt Lake City, UT.
16. Davidson, K. L., **Farago, F.**, & *McLeod, K.* (2019, October 11-13). *Cultural (dis)continuity and ethnic-racial socialization in Head Start classrooms*. Poster presented at the Society for the Study of Human Development biennial meeting, Portland, OR.
15. **Farago, F.**, & Savoy, S. (2018, October). *Gender typicality, stereotypes, and body image in 6-11 year-old girls*. Poster presented at the 8<sup>th</sup> Gender Development Research Conference, San Francisco, CA.
14. *Khaleghi, N., Sanchez, E., Miranda, J., Jackson, M., Taylor, P., Cloudy, A., Brown, J., Farago, F., Savoy, S.* (2018, April). *Gender atypicality and appearance stereotypes in 6-10 year-old girls*. Poster presented at the Southwestern Psychological Association annual convention, Houston, TX.
13. *Khaleghi, N., Sanchez, E., Thompson, J., Miranda, J., Paz, H., Magana, Y., Dial, B., Farago, F., Savoy, S.* (2018, April). *Gender atypicality, felt pressure to conform, and body image in 6-10 year-old girls*. Poster presented at the Southwestern Psychological Association annual convention, Houston, TX.
12. *Khaleghi, N., Savoy, S., & Farago, F.\** (2018, March). *Self-perceived gender typicality and appearance-focused beliefs in 6- to 10-year-old girls*. Poster presented at the Society for Personality and Social Psychology annual convention pre-conference, Atlanta, GA.  
**\*non-presenting author**
11. **Farago, F.**, & *Propoggio, B.* (2016, October). *How, when, and why early childhood educators address gender with young children?* Poster presented at the 7<sup>th</sup> Gender Development Research Conference, San Francisco, CA.
10. Shivers, E. M., & **Farago, F.** (2015, March). *Improving quality with Mexican immigrant family, friend, and neighbor child care providers*. In H. A. Tonyan (Chair), *Home-based child care as a context for supporting children's development: Researching providers, programs, and interventions*. Poster symposium at the Society for Research in Child Development biennial meeting, Philadelphia, PA.

9. **Farago, F., & Granger, K.** (2015, March). *Teacher reinforcement of gender-stereotypic activities and gender-stereotypic display of activities in Head Start classrooms.* Poster presented at the Society for Research in Child Development biennial meeting, Philadelphia, PA.
8. **Farago, F.,** Eggum-Wilkens, N. D., & **Eckert, K.** (2014, October). *Ugandan adolescents' knowledge of gender stereotypes and attitudes about women's behaviors and roles.* Poster presented at the 6<sup>th</sup> Gender Development Research Conference, San Francisco, CA.
7. **Farago, F., & Pahlke, E.** (2013, April). *Teachers' attitudes and teaching strategies in single-sex and co-educational classes.* Poster presented at the Society for Research in Child Development biennial meeting, Seattle, WA.
6. **Farago, F., & Swadener, B.** (2013, April). *Culturally responsive child care: Parents' perspectives.* Poster presented at the Society for Research in Child Development biennial meeting, Seattle, WA.
5. **Farago, F., & Granger K. L.** (2012, April). *Teachers' attitudes about gender and reported use of gender in classrooms.* Poster presented at the 5<sup>th</sup> Gender Development Research Conference, San Francisco, CA.
4. **Granger, K. L., Hanish, L. & Farago, F.** (2012, April). *Teachers' use of gender grouping strategies in the classroom.* Poster presented at the 5<sup>th</sup> Gender Development Research Conference, San Francisco, CA.
3. **Farago, F., & Holub, S.C.** (2010, April). *Punishing and blaming overweight children: Does weight prejudice make a difference?* Poster presented at the Psychological Sciences graduate conference, University of Texas at Dallas, Richardson, TX.
2. **Dolan, E., Tan, C., Hinton, L., Farago, F., Trauterman, S., Schindler, K., Moiger, S., Reith, E., & Holub, S. C.** (2010, April). *Mothers' beliefs about their infants' body shapes: Accuracy and associations with feeding.* Poster presented at the Southwestern Psychological Association annual convention, Addison, TX.
1. **Tan, C., Farago, F., & Holub, S. C.** (2010, March). *Media exposure, appearance orientation and negative attitudes about weight.* Poster presented at the Society for Research on Adolescence biennial meeting, Philadelphia, PA.

#### ***OTHER ACADEMIC PRESENTATIONS***

17. **Farago, F., Savoy, S., & Xu, T.** (2024, March). *Body weight representation in children's books.* Presented at the 8<sup>th</sup> annual International Women's Day teach-in hosted at Stephen F. Austin State University, Nacogdoches, TX.

16. **Farago, F.**, & Ndimande, B. (2024, February). *Resilience & resistance amidst anti-DEI policies in academia*. In symposium entitled *Higher education and activism in Texas and Colombia*. Symposium conducted at the 23<sup>rd</sup> annual Local to Global Justice Forum and Festival at Arizona State University, Tempe, AZ.
15. **Farago, F.** (2023, February). *Scholar-activism inside and outside of higher education*. In N. Bekisizwe (Chair), *Energizing scholar-activism: An interdisciplinary dialogue*. Symposium conducted at the 22<sup>nd</sup> annual Local to Global Justice Forum and Festival at Arizona State University, Tempe, AZ.
14. **Farago, F.**, & Savoy, S. (2019, April). *Gender typicality, stereotypes, and body image in 6- to 11- year old girls*. Presented at Dr. Stephen Russell's Sexual Orientation and Gender Identity (SOGI) Lab at the University of Texas at Austin, Austin, TX.
13. **Farago, F.** (2019, March) (Panelist). *Diverse voices: Female experiences working in an academic environment*. Presented as part of a panel (with Y. Castillo, G. Causin, H. Kang, & S. Roy) at the 3<sup>rd</sup> annual Women's Empowerment Summit hosted by the Office of Multicultural Affairs at Stephen F. Austin State University, Nacogdoches, TX.
12. **Farago, F.**, & Shivers, E. M. (2019, February). *Cradle-to-prison pipeline: The role of early childhood educators*. Presented at the 18<sup>th</sup> annual Local to Global Justice Forum and Festival at Arizona State University, Tempe, AZ.
11. **Farago, F.**, Bekisizwe, N., & Swadener, B. (2018, September). *Children's rights are a Western White construct: What are implications for which children have a voice in research and who is silent and other issues?* Presented as part of a panel at the Children's Views and Voices Project International Network meeting at Arizona State University, Tempe, AZ.
10. **Farago, F.** (2017, October). *Gender and racial socialization in early childhood*. Presented at the Developmental Interest Group meeting at the University of Toronto, Toronto, CA.
9. Shivers, E., & **Farago, F.** (2017, September). *Racial equity in early childhood classrooms: Teaching racially conscious children*. Presented at the annual Multicultural Education conference at Mesa Community College, Mesa, AZ.
8. **Farago, F.**, & Propoggio, B. (2017, April). *How, when, and why early childhood educators address gender with young children?* Presented at the Symposium on Arts and Research (SOAR) event, Stephen F. Austin State University, Nacogdoches, TX.
7. **Farago, F.** (2017, March). *Parenting beyond pink (and blue): What developmental science tells us about raising kids free of gender stereotypes*. Presented at the 1<sup>st</sup> annual International Women's Day teach-in hosted at Stephen F. Austin State University, Nacogdoches, TX.

6. **Farago, F.** (2017, March) (Chair). *F (in) the glass ceiling: Ferocious females on leadership*. Chaired a panel (panelists: J. Paul-Ureña, S. Dickerson, & M. Badders) held at the 1<sup>st</sup> annual Women's Empowerment Summit hosted by the Office of Multicultural Affairs at Stephen F. Austin State University, Nacogdoches, TX.
5. **Farago, F.** (2017, February) (Moderator). *Local to Global Justice: A historical overview on student engagement and community activism*. Moderated a panel held at the 16<sup>th</sup> annual Local to Global Justice Forum and Festival at Arizona State University, Tempe, AZ.
4. **Farago, F., & Pahlke, E.** (2016, March). *Teachers' attitudes and teaching strategies in single-sex and co-educational classes*. Presented at the Institute for Social Science Research Graduate Student Poster competition, Arizona State University, Tempe, AZ.
3. **Farago, F.** (2016, February). *Anti-bias stories for young children*. Presented at the 15<sup>th</sup> annual Local to Global Justice Forum and Festival at Arizona State University, Tempe, AZ
2. **Farago, F.,** Eggum-Wilkens, N. D., & Eckert, K. (2015, December). *Ugandan adolescents' knowledge of gender stereotypes and attitudes about women's behaviors and roles*. Presented at the Institute for Social Science Research Graduate Student Poster competition, Arizona State University, Tempe, AZ.
1. Kornienko, O., **Farago, F.,** & Granger, K. (2012, October). *Project TEACH preliminary research findings*. Presented at the Maricopa County Head Start staff development workshop, Mesa, AZ.

### **COMMUNITY PRESENTATIONS**

18. **Faragó, F.** (2023, May 6). *Race, racial identity, and racism in early childhood*. Presented at The Center for the Healing of Racism, Houston, TX.
17. **Faragó, F.** (2023, January 16). *The legacy of Dr. Martin Luther King – reflections on racial justice*. Presented as part of an opening panel for MLK Service Day hosted by the Office of Multicultural Affairs at Stephen F. Austin State University, Nacogdoches, TX.
16. **Faragó, F.** (2021, November 6). *A brick thrown through a window: Community activism in East Texas*. Out of the Loop, Tyler, TX.
15. **Faragó, F.** (2021, August 22). *Raising race-conscious children: Busting the myth of colorblindness*. Presented at the Unitarian Universalist Fellowship of Lufkin, Lufkin, TX.
14. **Farago, F.** (2020, May 21). *Fostering racially and ethnically diverse children*. [Webinar]. Presented for foster parents affiliated with the School of Social Work Child Welfare Professional Development Project at Stephen F. Austin State University, Nacogdoches, TX.

13. **Farago, F.** (2020, Feb 16). *How can our roots set us free?* Presented at the Unitarian Universalist Fellowship of Tyler, Tyler, TX.
12. **Farago, F.** (2019, March). *Gender justice: No rest for the Girl Child Network in Kenya.* Presented at the 3<sup>rd</sup> annual SFA International Women's Day teach-in hosted at Stephen F. Austin State University, Nacogdoches, TX.
11. **Farago, F.** (2019, Feb). *Gender justice: No rest for the Girl Child Network in Kenya.* Presented at the 5<sup>th</sup> annual Diversity Conference hosted by the Office of Multicultural Affairs at Stephen F. Austin State University, Nacogdoches, TX.
10. **Farago, F.** (2018, November). *Gender equity: No rest for the Girl Child Network in Kenya.* Presented at the Timberland Unitarian Universalist Fellowship, Lufkin, TX.
9. **Farago, F.** (2018, October). *Gender equity: No rest for the Girl Child Network in Kenya.* Presented at the Unitarian Universalist Fellowship of Longview, Longview, TX.
8. **Farago, F.** (2018, July). *Gender equity: No rest for the Girl Child Network in Kenya.* Presented at the Unitarian Universalist Fellowship of Tyler, Tyler, TX.
7. **Farago, F.** (2018, July). *Gender equity: No rest for the Girl Child Network in Kenya.* Presented at the SFA Women's Teach-in Summer Lunch Series at the Bosslight Bookstore, Nacogdoches, TX.
6. **Farago, F.** (2018, March). *Free to be you and me: Freeing children of gender stereotypes.* Presented at the Unitarian Universalist Fellowship of Longview, Longview, TX.
5. **Farago, F.** (2018, February). *How we instill bias in children and what we can do about it?* Presented at the Texas Peace Summit at the University of Tyler, Tyler, TX.
4. **Farago, F.** (2018, February). *Raising race-conscious children: Busting the myth of colorblindness.* Presented at the Unitarian Universalist Fellowship of Tyler, Tyler, TX.
3. **Farago, F.,** Trice, M., & Steinwender, C. (2017, November). *From swastika to Jim Crow.* Co-organizer and workshop facilitator, Center for Healing Racism, Houston, TX.
2. **Farago, F.** (2017, October). *Free to be you and me: Freeing children of gender stereotypes.* Presented at the Unitarian Universalist Fellowship of Tyler, Tyler, TX.
1. **Farago, F.** (2013). *Gender in the classroom.* Presented at a teacher professional development workshop at Congregation Beth Israel, Phoenix, AZ.

**TEACHING*****Sam Houston State University (adjunct faculty)***

2021-22

Psychological Statistics  
 Psychological Research Methods

***Stephen F. Austin State University***

2016-24

Child Development & Parenting (Graduate course)  
 Applied Human Sciences (Graduate course)  
 Child Development  
 Child Development Practicum  
 Family, School, and Community Relations  
 Infant Growth and Development  
 Human Sexuality and the Family  
 Introduction to Early Childhood Education  
 Educating Young Children  
 Pre-Practicum  
 Practicum  
 Parenting  
 Professional Lecturer Series

***Whittier College***

2015

Racial & Gender Attitudes, Stereotypes, &  
 Prejudice in Young Children

***Arizona State University***

2013-16

Aging and the Life Course

2013

Personal Growth in Human Relationships

**MENTORING/ADVISING**

2016-24

**Graduate Students Mentored:**

Mary Paige Kanipes (MS in Human Sciences; Committee Member)  
 Kathryn Paige Vega (MS in Human Sciences; Committee Chair)  
 Vanessa Ramirez (MS in Human Sciences; Committee Chair)  
 Kristina Rivas (MS in Human Sciences; Committee Member)  
 Veronica Morris (MS in Human Sciences; Committee Chair)  
 Kassondra Perry-Weaver (MS in Human Sciences; Committee Chair)  
 Daniel Zevin Spears (MS in Human Sciences; Committee Member)  
 Rebekah Malott (MS in Psychology; Committee Member)  
 Anna Jefferson (MS in Human Sciences; Committee Member)  
 Yasmin Bonilla (MS in Human Sciences; Committee Member)

Caitlin Lawrence (MS in Human Sciences; Committee Member)  
 Danae Deberry (MS in Human Sciences; Committee Member)  
 Cristian Jackson (MS in Human Sciences; Primary Advisor)  
 Madeline Williams (MS in Human Sciences; Primary Advisor)  
 Christina Riley (MS in Human Sciences; Primary Advisor)  
 Christian Brimberry (MS in Human Sciences; Primary Advisor)  
 Daizya Adams (MS in Human Sciences; Committee Chair)  
 Morgan Philips (MS in Human Sciences; Committee Chair)  
 Candice Polite-Robinson (MS in Human Sciences; Committee Chair)  
 Desiree Johnson (MS in Human Sciences; Committee Chair)  
 Katrina Carter (MS in Human Sciences; Committee Chair)  
 Brianna Dawson (MS in Human Sciences; Committee Member)  
 Sarah Sargent (MS in Human Sciences; Committee Member)  
 Nhi Figueora (MS in Human Sciences; Committee Chair)  
 April Williams (MS in Human Sciences; Committee Member)  
 Susan Litteer (MS in Human Sciences; Primary Advisor)  
 Clarence Love (MS in Human Sciences; Primary Advisor)  
 Rachel Ellis (MS in Human Sciences; Primary Advisor)  
 Justifer Davis (MA in Clinical Mental Health Counseling; Research Supervisor)  
 Oscar Gagnon (PhD in School Psychology; Research Supervisor)  
 Jasmine Griffin (PhD in School Psychology; Research Supervisor)  
 Tailyn Gillette (PhD in School Psychology; Research Supervisor)  
 Carissa Martinez (PhD in School Psychology; Research Supervisor)  
 Jennifer Sturm (PhD in School Psychology; Research Supervisor)  
 Makayla Gill (MA in Clinical Mental Health Counseling; Research Supervisor)  
 Alexandria Wall (MA in Psychology Spring; Research Supervisor & Thesis Committee Member)  
 Edgar Palomino (MA in Clinical Mental Health Counseling; Research Supervisor)  
 Emily Adams (MA in Clinical Mental Health Counseling; Research Supervisor)  
 Nadia Firdausya (MA in Psychology Spring; Research Supervisor)  
 Emily Sanchez (MA in Psychology; Research Supervisor)  
 Liz Spies (MS in Human Sciences; Primary Advisor)

2016-24

**Undergraduate Honors Contracts:**

Emily Brooke Meyer (BS in Communication Sciences and Disorders)  
 Megan Campbell Kniffen (BS in Interdisciplinary Studies)  
 Adrienna Garcia (BS in Sociology)  
 Emily Miller-Rauscher (BS in Psychology)  
 Laura Elizabeth Ramos (BS in Interdisciplinary Studies)



Marla Makenzie Caudle (BS in Communication Sciences and Disorders)  
 Kaylah Renee Williamson (BS in Communication Sciences and Disorders)  
 Savannah Nicole King (BS in Nursing)  
 Sydney Elizabeth Cravens (BS in Nursing)  
 Geneva Parks (BS in Interdisciplinary Studies)  
 Brittany Tell (BS in Psychology)  
 Danielle Smith (BS in Nursing)  
 Scarleth Lopez (BA in Psychology)  
 Taylor Ann Grider (BS in Nursing)  
 Irene Fait (BS in Human Development and Family Studies)  
 Sarah George (BS in Communication Sciences and Disorders)  
 Amanda Mendel (BA in Psychology)  
 Anna Scheuring (BS in Nursing)  
 Devan Smith (BS in Communication Sciences and Disorders)  
 Mariah Richmond (BS in Nursing)  
 Olivia Rivera (BS in Communication Sciences and Disorders)  
 Jessica Cuitareo (BA in Psychology)  
 Rachel Allen (BS in Communication Sciences and Disorders)

2017-24

**Undergraduate Research Mentor to:**

Bre'Auna Pruitt (BA in Liberal Studies)  
 Madeline Smith (BS in Psychology)  
 Haley Paz (BS in Food, Nutrition, and Dietetics)  
 Yemy Magana (BS in Psychology)  
 Jasmine Thompson (BS in Psychology)  
 Abigail Cloudy (BS in Psychology)  
 Mariah Richmond (BS in Nursing)  
 Olivia Rivera (BS in Communication Sciences and Disorders)  
 Sara Ross (BS in Food, Nutrition, and Dietetics)

**SERVICE****Department**

2024	Human Sciences Tenure/Pre-Tenure Committee Chair
2022-23	Human Sciences Pre-Tenure & Pre-Promotion Committee
2020-22	Human Sciences Tenure & Promotion Policy Revision Committee
2019-21	Human Sciences Diversity Committee (co-chair)
2016-24	Human Sciences Graduate Faculty Committee
2016-20	Human Sciences Showcase Saturday Committee (Chair for two years)

**College**

2019-20	SFA PCOE Family Friendly Committee
2018-21	SFA PCOE College Council

2017-20 SFA PCOE Diversity Committee

### University

2022-2024 SFA Expert Gallery Library Advisory Committee  
 2023-24 SFA Research Advisory Council (RAC) Chair  
 2022-23 ORGS Research Advisory Council (RAC) Planning Team  
 2020-23 Campus Climate Steering Committee (sub-committee Chair)  
 2019-24 SFA Hillel (faculty advisor)  
 2019-20 SFA Hispanic Serving Institution Readiness Team  
 2017-24 SFA Women and Gender Studies Advisory Committee  
 2016-23 SFA Office of Multicultural Affairs Caucus  
 2018-19 SFA International Friendship Program  
 2017-18 SFA GenJacks Success Coach  
 2016-17 SFA Campus Climate Planning Committee  
 2015 ASU Inclusion & Education Conference organizing committee  
 2011-16 ASU Committee for Campus Inclusion (Office of the Provost)  
 2012-15 ASU Graduate & Professional Student Association grant reviewer  
 2012-15 ASU Local to Global Justice Student President  
 2011-12 ASU Teaching Excellence Award reviewer

### Profession

2024 Editorial board member (Social justice area):  
*Applied Developmental Science*

2022 Co-editor of a special issue of the International Critical Childhood  
 Policy Studies Journal: *The Scholarship of Generosity: A  
 Festschrift in Honor of Beth Blue Swadener*

2019-20 TxNAME Conference organizing committee member

2019-24 Ad hoc reviewer for the Office of Planning, Research, and  
 Evaluation, Administration for Children and Families, U.S.  
 Department of Health and Human Services  
*Early Care and Education Research Scholars: Head Start  
 Graduate Student Research Grants*  
*Head Start University Partnerships: Building the Evidence Base  
 for ECE Workforce Well-Being grant program*

2016-24 Ad hoc reviewer for the following peer-reviewed journals:  
*American Journal of Orthopsychiatry*  
*American Journal of Undergraduate Research*  
*Applied Developmental Science*  
*British Journal of Developmental Psychology*  
*Contemporary Issues in Early Childhood*  
*Critical Studies in Education*  
*Cultural Diversity and Ethnic Minority Psychology*  
*Discourse: Studies in the Cultural Politics of Education*  
*International Critical Childhood Policy Studies Journal*  
*Journal of Child and Family Studies*  
*Journal of Early Childhood Literacy*

- Journal of Early Childhood Research*  
*Journal of Research on Adolescence*  
*Perspectives on Early Childhood Psychology and Education*  
*PLOS One*  
*Review of General Psychology*  
*Sex Roles*  
*Teaching and Teacher Education*  
*Youth & Society*
- 2016-2024 Ad hoc reviewer for the following textbook publishers:  
*Bedford, Freeman & Worth*  
*Bloomsbury Publishing*  
*Macmillan*  
*Oxford University Press*  
*Pearson*  
*Routledge*  
*Rowman & Littlefield*  
*SAGE*  
*Teachers College Press*
- 2016-17 Co-editor of a special issue of the International Critical Childhood Policy Studies Journal: *Confronting and Countering Bias and Oppression through Early Childhood Policy and Practice*
- Community**
- 2017-24 Angelina College Child and Family Development Advisory Board  
 2017-20 Organization for Faith, Education, and Community member  
 2017-24 Jirani Project volunteer  
 2017-24 Center for Healing of Racism member & volunteer  
 2017-24 Friends of the Girl Child Network Board member  
 2016-24 NAACP Nacogdoches chapter member  
 2016-24 GETCAP Head Start Advisory Board member  
 2018-19 Healing from Racism Conference (Houston Community College initiative) organizing committee member  
 2016-17 Savannah Blue Arts & Outreach Advisory Board member  
 2015-16 East Valley Arizona NAACP member  
 2013-23 Showing Up for Racial Justice member  
 2012-15 City of Tempe Teen Diversity Dialogues facilitator  
 2011-12 Tempe YMCA's Building Futures program mentor

## **PROFESSIONAL MEMBERSHIPS**

- 2021-23 Texas Evaluation Network  
 2021-24 Child Well-Being Research Network (CWRN)  
 2021-24 American Psychological Association (APA)  
*Div 7: Developmental Psychology*  
*Div 15: Society for the Psychology of Women*
- 2020-24 Diversity Scholars Network  
 2019-21 Society for the Study of Human Development (SSHD)

2019-20	National Organization for Multicultural Education (NAME)
2012-24	Reconceptualizing Early Childhood Education (RECE)
2011-24	American Council for Co-Educational Schooling (ACCES)
2010-24	Society for Research in Child Development (SRCD) <i>Black Caucus</i> <i>Sexual Orientation and Gender Identity and Expression Caucus</i> <i>Antiracist Ally/White Working Group</i>
2016-19	SFA University Women's Club (UWC)
2017-18	SFA Chapter: American Association of University Women (AAUW)
2013-24	American Educational Research Association (AERA) <i>Div G: Social Context of Education</i> <i>Div E: Counseling and Human Development</i> <i>SIG: Critical Educators for Social Justice</i> <i>SIG: Critical Perspectives on Early Childhood Education</i> <i>SIG: Critical Examination of Race, Ethnicity, Class, and Gender in Education</i>
2013-17	Society for the Psychological Study of Social Issues (SPSSI)

## PROFESSIONAL TRAINING

2017-18	SFA Center for Teaching and Learning "Camp"
2017	Strategies for Sharing your Research AERA workshop
2016	SFA Online Instructor Certification
2016	SFA Foundations for Teaching and Learning
2016	SFA D2L Training
2015	Writing to Change the World Op-Ed Project writing seminar
2014	How to Get Published AERA workshop

## HONORS & AWARDS

2024	SFA James I. Perkins Professional Development Award (\$1500; spring)
2023	SFA School of Human Sciences Research Award Recipient
2023	SFA James I. Perkins Professional Development Award (\$500; fall)
2023	SFA James I. Perkins Professional Development Award (\$500; spring)
2023	SFA Faculty Excellence in Diversity, Equity, & Inclusion Award
2022	SFA James I. Perkins Professional Development Award (\$500; fall)
2022	Perkins College of Education Research and/or Creative Activities Excellence Award (\$500)
2022	SFA School of Human Sciences Research Award Recipient (\$200)
2022	SFA James I. Perkins Professional Development Award (\$500; summer)
2022	SFA James I. Perkins Professional Development Award (\$500; spring)
2020	SFA James I. Perkins Professional Development Award (\$500; spring)
2019	SFA James I. Perkins Professional Development Award (\$500; fall)
2019	SFA James I. Perkins Professional Development Award (\$500; spring)
2019	SRCD Early Career Travel Award (\$500)
2018	SFA James I. Perkins Professional Development Award (\$500; fall)

2018	SFA James I. Perkins Professional Development Award (\$183; spring)
2018	GETCAP Head Start Volunteer Award
2017	SFA James I. Perkins Professional Development Award (\$755; fall)
2017	GETCAP Head Start Volunteer Award
2016-17	SFA James I. Perkins Professional Development Award (\$500 X 2)
2016	City of Tempe MLK Diversity Award

## INTERNAL GRANTS

2024	SFA Office of Research & Graduate Studies Mini-grant (\$1000; spring)
2023	SFA Office of Research & Sponsored Projects Research Support Grant (\$1500)
2023	SFA Office of Research & Graduate Studies Mini-grant (\$750; fall)
2023	SFA Office of Research & Graduate Studies Mini-grant (\$750; spring)
2022	SFA Office of Research & Graduate Studies Mini-grant (\$750; fall)
2022	SFA Office of Research & Sponsored Projects Research Support Grant (\$1500; fall)
2022	SFA Office of Research & Sponsored Projects Mini-grant (\$1000; summer)
2022	SFA Office of Research & Sponsored Projects Mini-grant (\$1000; spring)
2022	SFA Research Grant Development Grant (\$5000; summer)
2021	SFA Office of Research & Sponsored Projects Research Support Grant (\$1500)
2021	SFA Office of Research & Sponsored Projects Research Pilot Study Grant (\$3000)
2021	SFA Office of Research & Sponsored Projects Research Support Grant (\$1500)
2021	SFA Office of Research & Graduate Studies Mini-grant (\$145)
2021	SFA Research and Creative Activities Grant (\$9991)
2020	SFA Office of Research & Sponsored Projects Research Support Grant (\$1500)
2020	SFA Research Grant Development Grant (\$5000)
2019	SFA Office of Research & Graduate Studies Research Support Grant (\$1500)
2019	SFA Office of Research & Graduate Studies Mini-grant (\$750 X 2; fall)
2019	SFA Office of Research & Sponsored Projects Mini-grant (\$750; spring)
2019	SFA Office of Research & Sponsored Projects Research Support Grant (\$1500)
2018	SFA Office of Research & Sponsored Projects Mini-grant (\$750)
2018	SFA Research Grant Development Grant (\$5000)
2017	SFA Office of Research & Sponsored Projects Mini-grant (\$750)
2017	SFA Office of Research & Sponsored Projects Research Support Grant (\$1500)
2017	SFA Office of Research & Sponsored Projects Research Pilot Study Grant (\$3000)
2017	SFA Service-learning Mini-grant: Head Start Multicultural Heritage Day (\$500)
2016-17	SFA Office of Research & Sponsored Projects Mini-grant (\$750 X 2)
2015-16	ASU Coor Building Great Communities Research Fellowship (\$3000)
2015	Op-Ed Project “Writing to Change the World” seminar scholarship (\$230)

## EXTERNAL GRANTS (UNFUNDED or UNDER REVIEW)

**Faragó, F.** (PI) (unfunded, 2023). Dress code policies in U.S. public high schools: The politics of gender and race. *Spencer Foundation*. \$59,976.00.

**Faragó, F.** (PI) (**top 10.5% finalist out of 419 applications**, 2022). Dress code policies in U.S. public schools: The politics of gender and race. *Spencer Foundation*. \$59,921.00.

**Faragó, F.** (PI) (unfunded, 2022). Dress code policies in U.S. public schools: The politics of

gender and race & the impact on BIPOC and LGBTQIA+ students. *Visionary Grant via the American Psychological Foundation*. \$20,000.

**Faragó, F.** (PI) (unfunded, 2022). Dress code policies in U.S. public schools: The politics of gender and race & the impact on BIPOC and LGBTQIA+ students. *Springfield Grant via the American Psychological Foundation*. \$19,897.

**Faragó, F.** (PI) (unfunded, 2021). Dress code policies in U.S. public schools: The politics of gender and race. *Williams Institute at UCLA*. \$7464.00.

**Faragó, F.** (PI) (unfunded, 2021). Dress code policies in U.S. public schools: The politics of gender and race. *National Academy of Education/Spencer Foundation*. \$70,000.00.

**Faragó, F.** (PI) (revised & unfunded, 2021). Dress code policies in U.S. public schools: The politics of gender and race. *Spencer Foundation*. \$59,420.00.

**Faragó, F.** (PI) (unfunded, 2020). Dress code policies in U.S. public schools: The politics of gender and race. *National Academy of Education/Spencer Foundation*. \$70,000.00.

**Faragó, F.** (PI) (unfunded, 2020). Dress code policies in U.S. public schools: The politics of gender and race. *Spencer Foundation*. \$58,345.00.

Heberle, A. (PI), **Farago, F.** (Co-PI), Rapa, L. (Co-PI), & Sackett, C. (Co-PI) (unfunded, 2019). The role of critical consciousness in reducing consequences of racial and class marginalization for parents and children. *W. T. Grant Foundation*. \$594,589.00.

Davidson, K. (PI) & **Farago, F.** (Co-PI) (unfunded, 2018). Ethnic-racial socialization in Head Start. *Russell Sage Foundation*. \$35,000.00.