

Scott D. Farver, Ph.D.

Michigan State University—College of Education
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Education

Michigan State University

2014-2019

Ph.D. Curriculum, Instruction, & Teacher Education

- Certificate in Urban Education
- Specialization in Qualitative Research Methods

Dissertation: Beliefs. Barriers. Beckys: Using Critical Whiteness Studies to Examine Teaching and Teacher Education

Committee: Dr. Alyssa Hadley Dunn (Chair), Dr. Terry Flenbaugh, Dr. Niral Shah, Dr. Chezare Warren, Dr. Ricky Lee Allen (University of New Mexico)

Western New Mexico University

2008-2011

M.A. Interdisciplinary Studies

- Concentrations: Elementary Education, Reading, & Bi-lingual Education

Central Michigan University

1998-2004

B.S. Education

- Majors: German, History. Honors Program Graduate

Professional Experience & Academic Appointments

Michigan State University—East Lansing, Michigan

2019-Present

- Assistant Professor (Fixed-Term)
- Course Leader, TE 101: *Social Foundations of Justice and Equity in Education*

Western New Mexico University—Gallup, New Mexico

2012-2014

- Visiting Assistant Professor

Gallup McKinley County Schools—Gallup, New Mexico

2008-2012

- 4th and 5th grade teacher

United States Peace Corps—San Jose de Buena Vista, Philippines

2006-2008

- 1st-6th Grade teacher

The Quarry Lane School—Pleasanton, California

2004-2006

- K-5 After school & summer Coordinator

Gratiot-Isabella RESD

2002-2004

- 9th-12th grade German teacher (interactive TV)

University Teaching

Michigan State University

Contested Spaces: Learning to Change the World: UGS 102 *Summer 2022*
(Study Abroad)

First Seminar Abroad (FSA) for incoming MSU students taught on site in Costa Rica

Diverse Learners and Learning Subject Matter: TE 825 (Online) *Summer 2022*

Master's level course focusing and thinking about the term 'diversity' and how we can engage all students in our classrooms *Summer 2017*

Curriculum in its Social Context: TE 818 (Online) *Spring 2022*

Master's course focusing on the relationship between curriculum and the socio-political context of teaching *Summer 2021*

Pedagogy and Politics of Justice in Education: TE 102 *Spring 2022*

Undergraduate course focusing on the intersections between justice, equity, pedagogy, and politics.

Social Foundations of Justice and Equity in Education: TE 101 *Fall 2022*

Undergraduate course on understanding self, schools, and society; emphasizing racial justice, equity, and social identity markers *Fall 2021*

Global Educator Cohort Program (GECP)

Professional Development and Inquiry: TE 807 (Online) *Fall 2022*

Master's level online course for practicing teachers focusing on teacher-centered inquiry through reflections of self as learner; Application to practice *Fall 2021*
Fall 2018

Human Diversity, Power, and Opportunity in Social *Spring 2021 Virtual*

Institutions: TE 250 *Fall 2020 Virtual*

Undergraduate course examining key issues of identity & positionality, power and privilege, social, political, and historical contexts *Spring 2020*

Fall 2019

Spring 2017

Fall 2016

Spring 2016

Special Topic in Urban Education: TE 291A *Spring 2021*

Undergraduate capstone course for Urban Educator cohort students focused on creating and maintaining community partnerships outside of schools *Urban Educator Cohort Program (UECP)*

Internship in Teaching Diverse Learners: TE 501 & 502 *2016-17*

Year-long course for student teachers focused on a variety of issues encountered during their placement. *2015-16*

Immigration Language & Culture: TE 352

Undergraduate course where we explored and challenged dominant stories told of immigrant youth, families, and communities

Fall 2015
Fall 2014
Global Educator Cohort Program (GECP)

Western New Mexico University

Action Research: EDUC 503

Master’s capstone course for practicing beginning engaged in small-scale AR projects with transformative potential.

2013-14
2012-13

Elementary Methods and Curriculum: EDUC 570

Master’s course exploring a range of theories regarding planning and implementing curricula for a variety of subjects at the elementary level.

Spring 2014

Exploratory Field Experience: EDUC 505/507

Master’s course examining the essential question “*What is a good teacher?*” and “*How do I create my identity as a professional educator?*”

Fall 2013
Fall 2012

Classroom Management: EDUC 536

Master’s course exploring foundation and application models of building relationships with students

Fall 2013
Spring 2013

Elementary Methods and Curriculum II: EDUC 573

Master’s course exploring a range of theories regarding teaching math and science at the elementary level

Spring 2013

Elementary and Curriculum Part I: EDUC 572

Master’s course examining the essential questions of “*How can I be a more culturally active, socially just, and global educator?*” and “*How do I use Language Arts as a platform in which to integrate other subjects and disciplines?*”

Fall 2012

K-12 Teaching Supervision

Michigan State University

Field Instructor

I was responsible for supervising 7 elementary student teaching interns working with their mentor teachers in three schools across two years.

2016-17
2015-16

Western New Mexico University

Director of Field Experience

I was responsible for observing 19 alternative certification teachers in their classroom placements as part of their MAT program requirements.

2013-14
2012-13

Refereed Journal Articles

- Marciano, J. E., **Farver, S.D.**, Guenther, A., Jansen, K., Wexler, L., Stanulis, R. (2019). Reflections from the room where it happens: examining mentoring in the moment. *International Journal of Mentoring and Coaching in Education*.
- Stanulis, R.N., Wexler, L.J., Pylman, S., Guenther, A., **Farver, S.**, Croel-Perrien, A., White, K., & Ward, A. (2018). Mentoring as more than “cheerleading”: Looking at educative mentoring practices through mentors’ eyes. *Journal of Teacher Education*.
- Dunn, A. H., **Farver, S.D.**, Guenther, A., Wexler, L. (2017) Activism through attrition?: An exploration of viral resignation letters and the teachers who wrote them. *Teaching and Teacher Education*, 64, 280-290.
- Deroo, M., **Farver, S.D.**, & Dunn, A.H. (2017). “Like” if you support refugees: Preservice teachers’ sensemaking of contested issues in a digitally-mediated multicultural education course. *Multicultural Education Review*, 9(3), 159-174.

Refereed Chapters in Edited volumes

- Farver, S.D.** (in press). “bUt LoOk aT My sIgN!” she cried. And other types of white performance that will never dismantle the house. In P.A. Boda (Ed.), *Educational injustice among margins and centers: Theorizing critical futures*. New York: Peter Lang
- Farver, S.D.** (2020). When you cross a Becky: A monologue. In C.E. Matias (Ed.), *Surviving Becky(s): Pedagogies of whiteness and gender*. Lanham, MD: Lexington Books.
- Dao, V., **Farver, S.D.**, Jackson, D. (2018). Getting down to identities to trace a new career path: Understanding novice teacher educator identities in multicultural education teaching. In J. Sharkey & M. M. Percy (Eds.), *Self-Study of language and literacy teacher education practices across culturally and linguistically diverse contexts* (pp. 55-72). London: Emerald Publishing Group.
- Farver, S. D.** (2018). Learning not to drown. In D. Kemp (Ed.), *The dignity of the calling: Educators share the beginnings of their journeys*. Charlotte, NC: Information Age Publishing.
- Farver, S.** & Dunn, A.H. (2017). Swinging with a double-edged sword: Using counterstories to fight for social justice in the classroom. In D. D. Liston & R. Rahimi (Ed.), *Forwarding a social justice agenda through the scholarship of teaching and learning* (pp. 177-188). Bloomington, IN: Indiana University Press.

Honors & Awards

**Walter and Pauline Adams Academy for Instructional Excellence
and Innovation Fellowship**

2022-23

Michigan State University

A year-long competitive Fellowship focused on advancing topics in teaching

and learning, \$3000

Global Curriculum Fellowship *Spring, 2022*

Michigan State University

Competitive award to support curriculum work with global focus, \$3000

Dissertation Completion Fellowship *Spring, 2019*

Michigan State University

Competitive award to doctoral students awarded for dissertation writing, \$7,000.

Graduate School Travel Fellowship *Spring, 2018*

Michigan State University

Awarded for travel to present at AERA, \$350.

College of Education Dissertation Development Fellowship *Spring, 2018*

Michigan State University

Competitive award to doctoral students completing dissertation work, \$1,928.

Urban Education Retention Fellowship *Fall 2017*

Michigan State University

Awarded to doctoral students pursuing scholarship in Urban Education, \$1,600.

Inside Teaching Innovation Hub Fellowship *Spring & Fall 2017*

Michigan State University

Competitive year-long fellowship to engage in collaborative projects between academic departments across campus and the MSU-Innovation Hub, \$5,000.

Fellowship to Enhance Global Understanding *June 2016*

Michigan State University

International experience focusing on *Immigration and Education and Curriculum Development for Global Education*, in Maastricht, Netherlands, \$6,000.

Summer Research Fellowship *June-August 2016*

Michigan State University

Competitive award to focus on a study titled, *Being explicit about race: An Action Research project to improve my practice as a field instructor*, \$6,000

Book Reviews

Farver, S. D. (2016). Review of What's race got to do with it? How current school reform policy maintains racial and economic inequality (2015). *Education Review*, 23. Retrieved from [here](#)

Farver, S. D. (2015) Review of Fear and learning in America: Bad data, good teachers, and the attack on public education by Kuhn, J. (2014). *Education Review*. Retrieved from [here](#)

Farver, S. D. (2014) Review of living on the edge: Rethinking poverty, class and schooling by Smyth, J. & Wrigley, T. (2013). *Education Review*, 16. Can access paper [here](#)

Refereed Conference and Paper Presentations

- Robinson, C., **Farver, S.D.**, Chong, K., Brown, T. (2020). 'We all dropped everything to do it': Lessons from our #BlackLivesMatterAtSchool teach-in. Paper presented at the annual meeting of the National Association of Multicultural Education (virtual).
- Farver, S.D.** (2019). "That's such a harsh term!": Moving forward when the word "race" is considered a 4-letter word by school administrators. Paper presented at the annual meeting of the National Association of Multicultural Education, Tucson, AZ.
- Farver, S. D.**, Fuente, A., Bowers, D.M., Bergeon, C. (2018). A mirror and a lens: Reflections and insights from a Critical Whiteness Studies course at a PWI. Paper presented at the annual meeting of the National Association of Multicultural Education, Memphis, TN.
- Farver, S.D.** (2018). "May I come in?": Examining humanizing entry into research spaces. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Marciano, J.E., **Farver, S.D.**, Guenther, A.R., Wexler, L.J., Jansen, K. (2018). "My role is to help you see the good things.": Considering "Mentoring in the Moment." Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Farver, S.D.** (2017). The nuisance of neutrality: A critical look at student teachers in the field being "neutral" after the 2016 election. Paper presented at the annual meeting of the National Association of Multicultural Education, Salt Lake City, UT.
- Id-deen Braxton, E., **Farver, S.D.**, Ellis, R. (2017). Throwing out the syllabus: Responding to current events in a pre-service teacher critical multicultural education course. Paper presented at the annual meeting of the National Association of Multicultural Education, Salt Lake City, UT.
- Farver, S.D.** (2017). "I don't want to rock the boat": Using Critical Whiteness Studies to deconstruct White elementary student-teacher racial beliefs and practices. Paper presented at the annual meeting of the Critical Race Studies in Education, Indianapolis, IN.
- Dao, V., **Farver, S.D.**, Jackson, D. (2017). Getting down to the identities to trace a new career path: Understanding beginning teacher educator identities in multicultural education teaching. Paper accepted to the annual meeting of the American Educational Research Association, San Antonio, TX.
- Stanulis, R.N., Wexler, L., Pylman, S., Guenther, A., Croel-Perriem, A., **Farver, S.D.**, Ward, A., White, K. (2017). Defining Core Practices in Educative Mentoring. Paper accepted at the annual meeting of the American Association of Colleges for Teacher Education, Tampa, FL.

Farver, S.D., Brown, T. (2016). Confronting Michael Jackson: DOES it matter if we're Black or White in teaching a course on diversity? Paper presented at the annual meeting of the National Association of Multicultural Education, Cleveland, OH.

Deroo, M. & **Farver, S.D.** (2016). "Like" if you support refugees: Benefits and challenges of utilizing social media in a social justice oriented course. Paper presented at the annual meeting of the National Association of Multicultural Education, Cleveland, OH.

Farver, S.D. (2016). What's so "micro" about "microaggressions?" A reexamination of a critical term to better inform public scholarship. Paper accepted for presentation at the annual meeting of the American Educational Research Association, Washington, D.C.

Farver, S. D. (2015). Get off the stage!: White girls and the co-opting of hip hop culture. Paper presented at the annual meeting of the National Association of Multicultural Education, New Orleans, LA.

Dunn, A., Guenther, A., Wexler, L., **Farver, S.,** Deroo, M. (2015). Should I stay or should I go now?: Teachers' public letters as social action in a Neoliberal era. Paper presented at the annual meeting of the National Association of Multicultural Education, New Orleans, LA.

Farver, S. D. (2015). Student voice: What is it and how can we get more of it? Paper presented at the annual meeting of the Association of Teacher Educators, Phoenix, AZ.

Farver, S.D., Castillo, J.*, & Billy, K.* (2014). Elementary Navajo Students as Cultural Ambassadors: Voices from a Cross-Cultural Experience. Paper presented at the Stabilizing Indigenous Languages Symposium. Hilo, HI. (*Middle School Students)

Conference Proceedings

Tortorelli, L., Marciano, J., Castro, E., & **Farver, S.D.** (June 23, 2017). Preparing teacher candidates to incorporate current and future youth communication modes in teaching. *Re-Imagining Teacher Education in Michigan*. East Lansing, MI: Michigan State University College of Education, Retrieved from [here](#).

Service to the Profession

Departmental Committee Work

Michigan State University, Department of Teacher Education

Fall 2020-present

- Fixed Term Faculty and Academic Staff (FTFAS) review committee (co-chair) *2020-current*
- Teacher Preparation Committee (TPC) *2021-22*
- Fixed Term Promotion Committee (ad-hoc) *2021-22*
- Induction and Continuing Education Committee (ICEC) *2020-21*
- Secondary Program Redesign Committee *2021-22*

College Committee Work

Michigan State University, College of Education

- Faculty Equity and Inclusion Committee (FEIC) *2022-23*

Manuscript Reviewer

I review manuscripts as requested from the following journals:

*Urban Education; Multicultural Perspectives; Journal of Teacher Education;
Multicultural Education Review; The New Educator*

Conference Proposal Reviewer

- American Educational Research Association *2015-present*
- Critical Educators for Social Justice SIG-
- Division K Section 4: Multicultural, Inclusive, and Social Justice Frameworks for Teaching and Teacher Education in PK-16+ Settings

- National Association of Multicultural Education *2015-present*
- Association of Teacher Education *2017-present*

Doctoral Student Committees

- Ashley Fuente Practicum: *2018*
Anti-racist Teacher Preparation: From Practice to Theory
- Cait Bergeon Practicum: *2018*
Rendered (In)Visible, Asterisked by Data: The Microaggressional Experiences of Native American Students

Chair, Promotions Committee

- American Journal of Education Student Forum *2017-2018*

Committee Member

- Marble Elementary School Equity Team *2018-2019*
 - Member
- Michigan State University Graduate Employees Union *2017-2018*
 - Pedagogy Committee
- Critical Educators for Social Justice (CESJ) SIG of AERA *2015-2016*
 - Scholar-Activist Award Committee
- Association of Teacher Educators *2014-2017*
 - Public Relations & Communications Committee
- Western New Mexico University College of Education *2012-2014*
 - Assessment Committee
 - Institutional Review Board

Campus Liaison

- American Educational Research Association *2015-2017*
 - Division G (Social Context of Education)

Professional Memberships

- Critical Race Studies in Education Association *2016-present*
- National Association of Multicultural Education *2014-present*

American Educational Research Association

2013-present

Division G (Social Context of Education)

Division K (Teacher Education)

SIG: Critical Educators for Social Justice

SIG: Critical Examination of Race, Ethnicity, Class, and Gender in Education

SIG: Critical Issues in Curriculum and Cultural Studies

SIG: Multicultural/Multiethnic Education: Theory, Research, and Practice

SIG: Urban Learning, Teaching, and Research

Association of Teacher Educators

2013-present