



NEPC Fellows Honored by the American Educational Research Association



Two more [NEPC Fellows](#) have been named Fellows of the American Educational Research Association (AERA), the nation's largest organization of education researchers.

[Bruce Baker](#) of the University of Miami and [Christopher Lubienski](#) of Indiana University were both honored as “exemplary scholars” who have demonstrated “exceptional contributions to, and excellence in, education research,” [AERA announced](#) on February 15th.

Baker is Professor and Chair of the Department of Teaching and Learning at the University of Miami. His work focuses on school finance, teacher and administrator labor markets, and education law. The author of dozens of articles in peer-reviewed journals and law reviews, Baker is also well-known for his extensive public scholarship, and for his work serving as an expert witness in school funding cases and helping state legislatures design and reform their education finance systems.

Lubienski is a professor of education policy at Indiana University and Director of the Center for Evaluation and Education Policy. His books and articles in peer-reviewed journals examine the intersection of public and private interests in education and education policy, including school choice, charter schools, vouchers, and home schooling. He has been invited to testify before Congress and his work is regularly mentioned in the news media.

AERA Fellows, now totaling 762, are nominated by their peers based on the exceptional accomplishments to educational research they have made during their careers. Their areas of expertise spans areas such as curriculum, teaching, research methods, history and policy and they explore learning ranging from early childhood to higher education to adult learning. This year's 24 awardees will be inducted at the organization's annual meeting in Philadelphia in April.

NEPC Resources on Research Issues

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The National Education Policy Center (NEPC), a university research center housed at the University of Colorado Boulder School of Education, sponsors research, produces policy briefs, and publishes expert third-party reviews of think tank reports. NEPC publications are written in accessible language and are intended for a broad audience that includes academic experts, policymakers, the media, and the general public. Our mission is to provide high-quality information in support of democratic deliberation about education policy. We are guided by the belief that the democratic governance of public education is strengthened when policies are based on sound evidence and support a multiracial society that is inclusive, kind, and just. Visit us at: <http://nepc.colorado.edu>