

Scott Assumes AERA Presidency With Theme of Repair and Renewal



NEPC Fellow [Janelle Scott](#) is the 2024-25 president of the American Educational Research Association (AERA), and she's asking the research community to think about repair and renewal.

Scott is a Professor and the Robert C. and Mary Catherine Birgeneau Distinguished Chair in Educational Disparities at the University of California at Berkeley in the Graduate School of Education, and in the African American Studies Department. She is an expert in market-based educational reforms, examining their use and misuse of research evidence, impact on equity, and intersection with politics, race, and racial politics. A former elementary school teacher, Scott is a member of the National Academy of Education, an AERA Fellow, and a trustee of the Carnegie Foundation for the Advancement of Teaching.

With [25,000 members](#), AERA is the nation's largest organization of education researchers. Presidents are elected by association members. A major responsibility of the position includes overseeing the organization's annual conferences, which typically attract around 15,000 attendees. [Research, Remedy, and Repair: Toward Just Education Renewal](#) will be the theme of the next meeting, which will be held April 23rd-27th 2025 in Denver.

Scott and the program chairs, [Catherine DiMartino](#), [Huriya Jabbar](#), and [Lorena Llosa](#), describe "repair" as implying "the responsibility to right what is wrong." The theme asks researchers to think about the possibility of "acknowledging the full scope of harms, [and] to understand how educational inequalities are interconnected with social, health, and politi-

cal injustice.” It asks us to imagine “multisector and multifaceted approaches to the education of young people, college students, and graduate students and to the professional preparation of teachers, school leaders, mental health providers, medical providers, and lawyers.”

Issues that fall into this category include “the role of public, private, and alternative education—early childhood, K-12, and higher education—in a democratic, multiracial, and yet unequal society,” research that identifies “historical harms and intergenerational injustice,” and examinations of the data, measures, and evaluations needed “to answer pressing questions, and what existing federal and state data sources require expansion or revision.”

The deadline for proposals to present at the conference hasn’t yet been published, but the window usually extends through the end of July.

Scott is the 12th NEPC Fellow to serve as AERA President, the [others](#) being:

- 2022-2023: [H. Richard Milner IV](#), Vanderbilt University
- 2020-2021: [Shaun Harper](#), University of Southern California
- 2018-2019: [Amy Stuart Wells](#), Bank Street College of Education
- 2015-2016: [Jeannie Oakes](#), University of California, Los Angeles
- 2010-2011: [Kris D. Gutiérrez](#), University of California, Berkeley
- 2007-2008: [William F. Tate](#), Louisiana State University
- 2005-2006: [Gloria Ladson-Billings](#), University of Wisconsin-Madison
- 2004-2005: [Marilyn Cochran-Smith](#), Boston College
- 1999-2000: [Lorrie A. Shepard](#), University of Colorado-Boulder
- 1985-1986: [David C. Berliner](#), Arizona State University
- 1975-1976: [Gene V. Glass](#), Arizona State University

NEPC Resources on Research Issues

This newsletter is made possible in part by support provided by the Great Lakes Center for Education Research and Practice: <http://www.greatlakescenter.org>

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>