

**CENTER FOR URBAN RESEARCH AND LEARNING  
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# **JUSTICE AND EVALUATION**

*Leanne Kallemeyn, Loyola University Chicago,  
lkallemeyn@luc.edu*

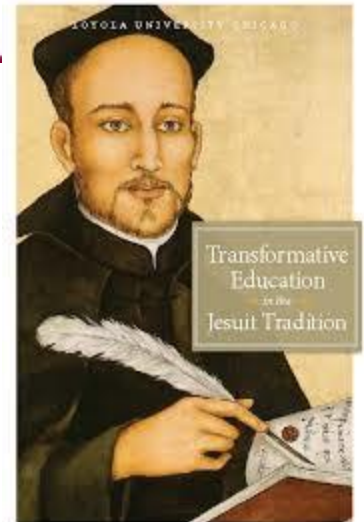




ILLINOIS



CALVIN COLLEGE



AMERICAN EVALUATION ASSOCIATION



LOYOLA UNIVERSITY CHICAGO

# OVERVIEW

- What is e-valuation?
- What is justice in evaluation theory and practice?
- Example from practice

# E-VALU-ATION

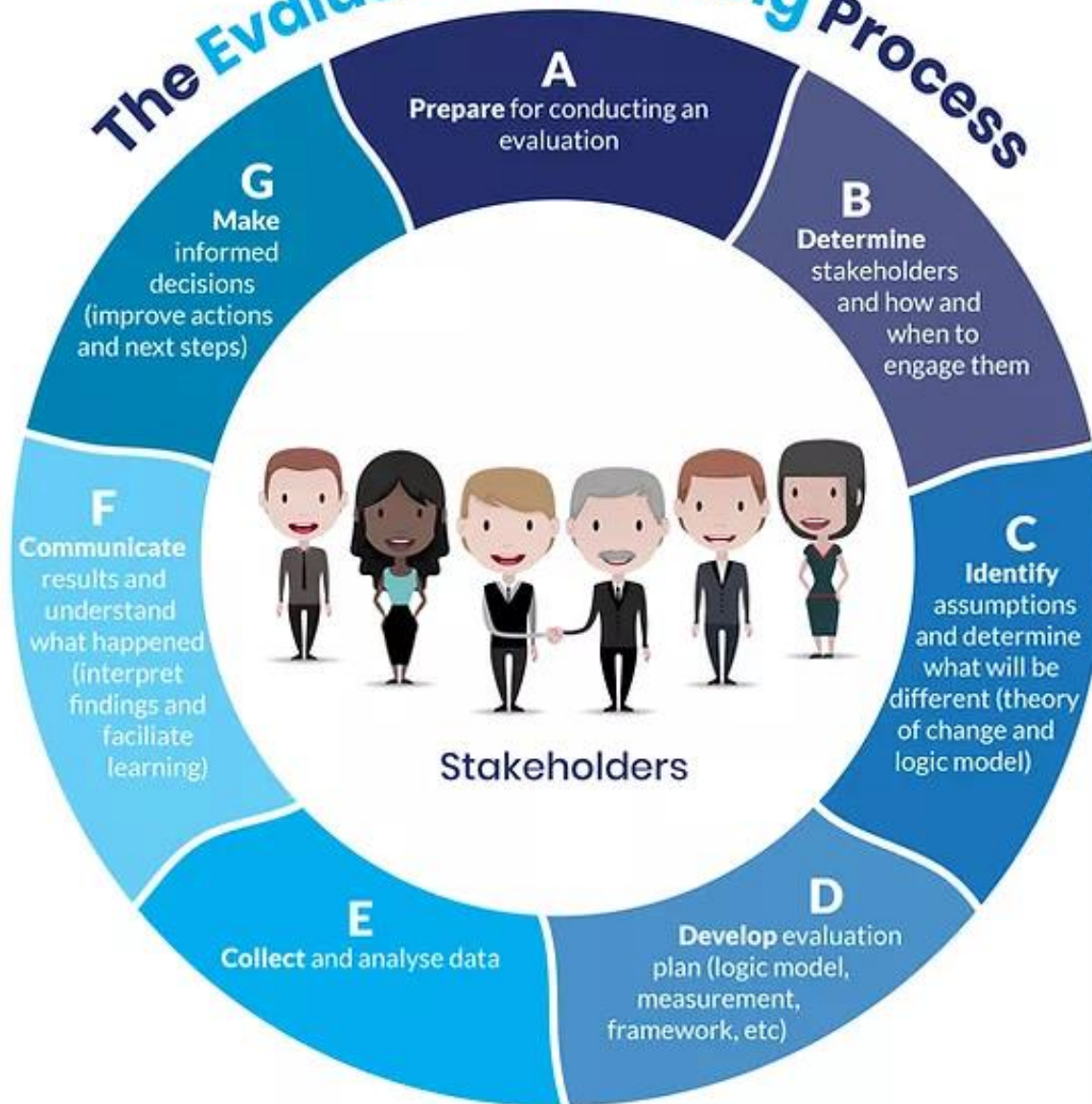


Uh oh, it looks like  
our evaluator is  
coming to chat about  
our project performance.



fresh spectrum

# The Evaluative Thinking Process



I can't tell you  
how valuable  
your program is



Researcher

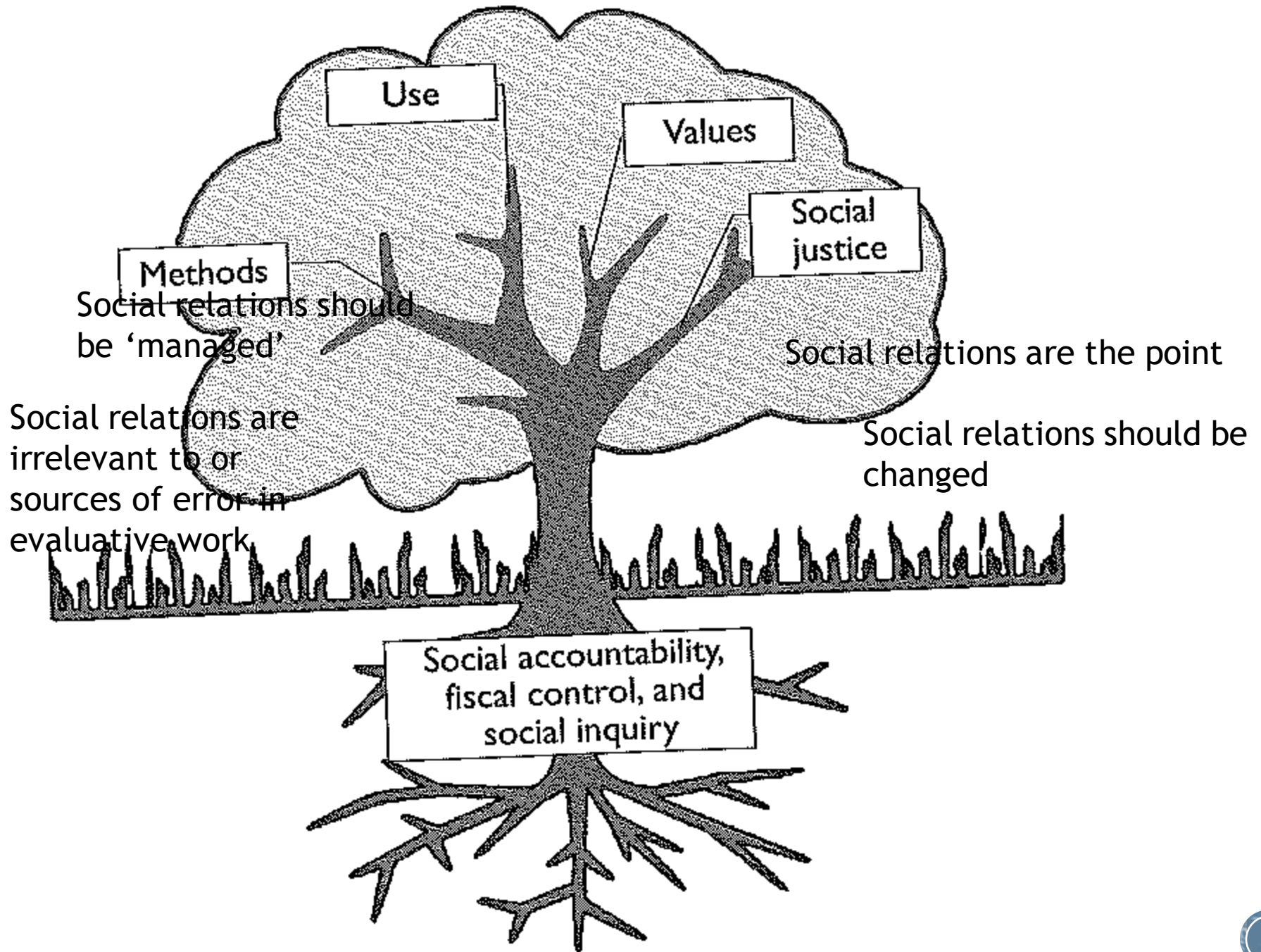
I can



Evaluator

# EVALUATION THEORY TREE







"Objective"  
Approach to  
Valuing

"Subjective"  
Approach to  
Valuing



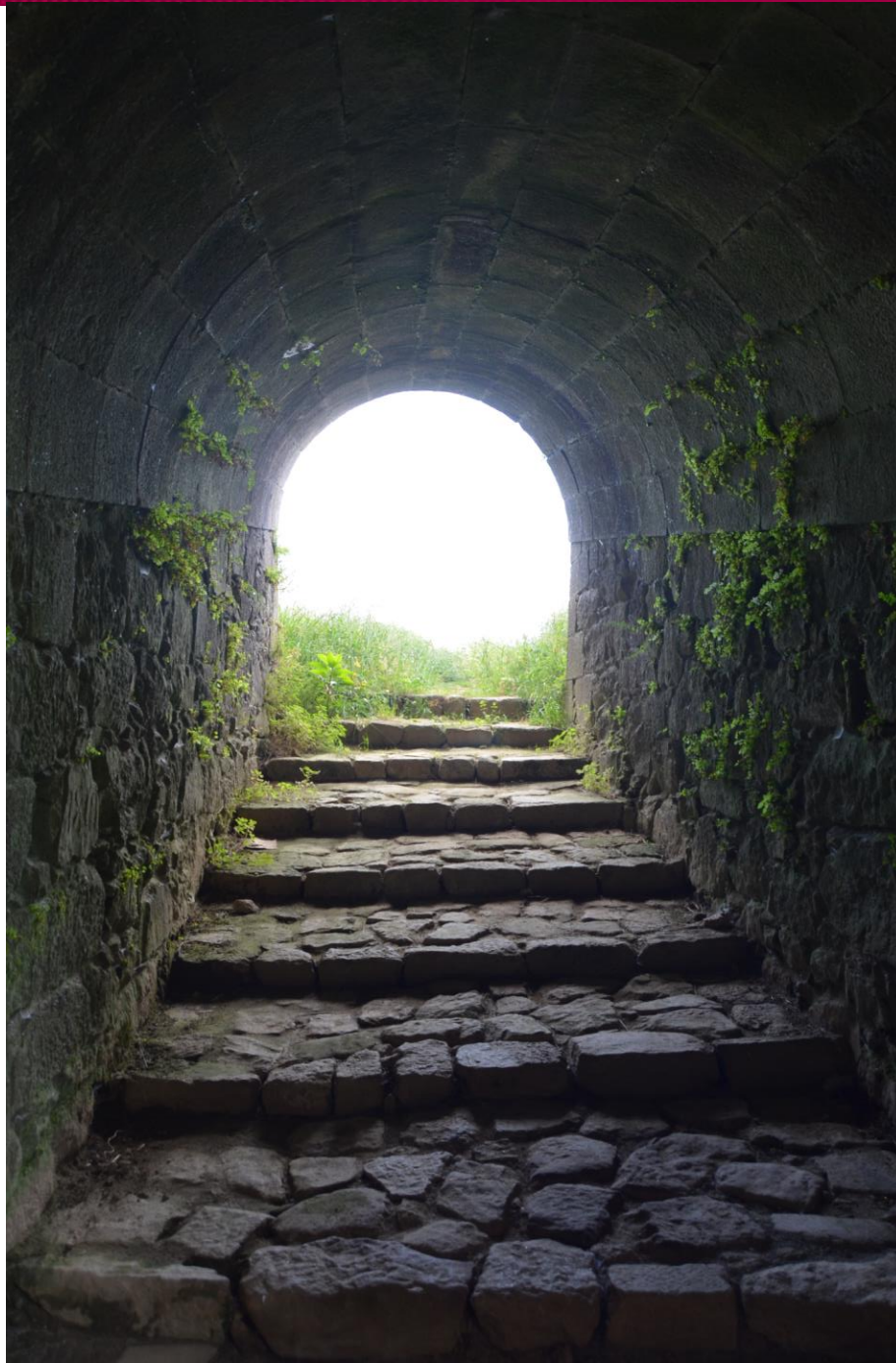
# EXAMPLES OF CRITERIA FOR VALUE JUDGMENTS (SCHWANTD, 2015)

- Program objectives/needs assessment
- Effectiveness
- Efficiency
- Relevance
- Sustainability
- Cultural relevance/responsiveness
- Established requirements (e.g., legislation)
- Expert opinion
- **Justice**

## WHY JUSTICE?

- “Evaluation is as good or bad as the value framework that constrains it...” (House, 1999, p. 137)

**JUSTICE**



“...to what purpose or in whose interest should evaluation practice be conducted” (Schwandt, 2002, p. 144)?

# SOCIAL JUSTICE

The goal of social justice is *full and equal participation of all groups in a society* that is **mutually shaped to meet their needs**. Social justice includes a vision of society in which *the distribution of resources is equitable* and **all members are physically and psychologically safe and secure**. We envision a society in which individuals are both **self-determining (able to develop their full capacities)** and *interdependent (capable of interacting democratically with others)*. Social justice involves social actors who have a **sense of their own agency** as well as a *sense of social responsibility toward and with others, their society, and the broader world in which we live*. (Bell, 2007, p. 1)

# CONCEPTIONS OF JUSTICE

## *Nicholas Woltersdorff*

- Justice as “**right order**” in society (e.g., distribution of resources)
- Justice as “**natural rights**” for all human beings

## *Nancy Fraser Tanner*

- Justice as “**redistribution**”
- Justice as “**recognition**”



- Macro-positioning of evaluation in society
- Micro-positioning of evaluation in relationships

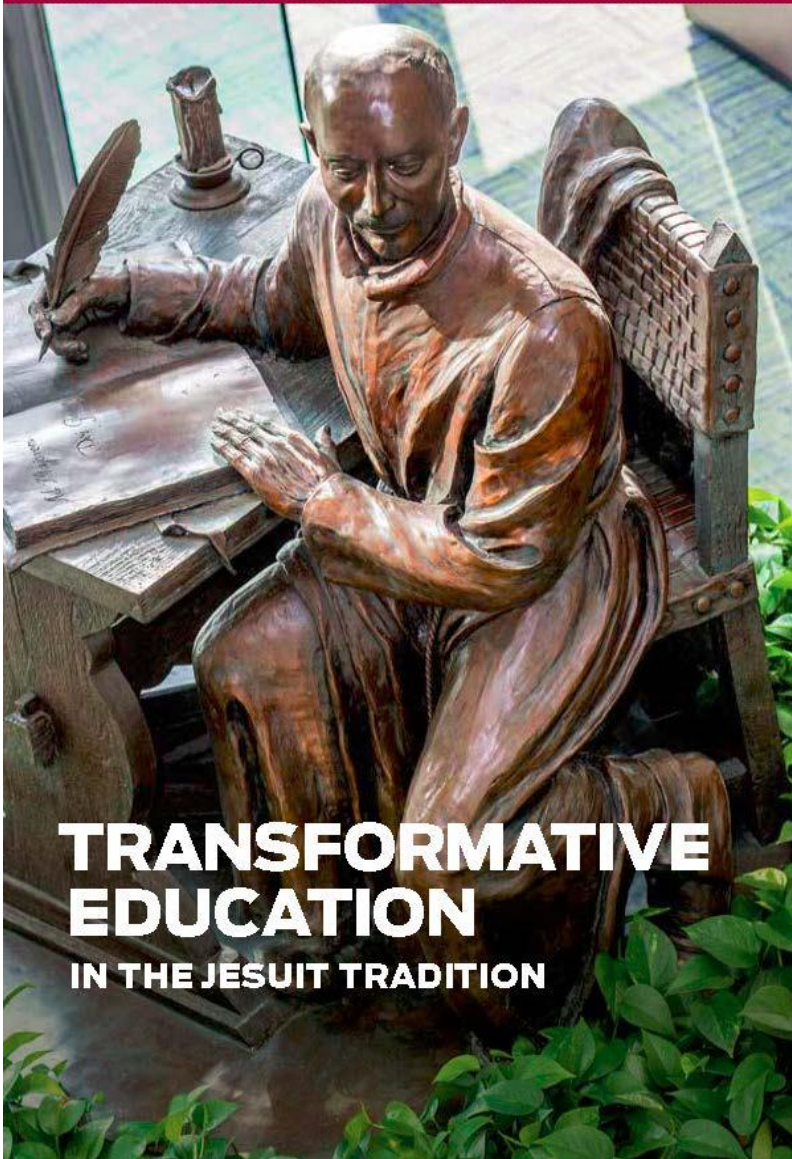
## **DEMOCRATIC EVALUATION**

- Ernest House, Jennifer Greene, and others
- Justice as distribution?

## **CULTURALLY RESPONSIVE EVALUATION**

- Stafford Hood, Karen Kirkhart, and others
- Justice as recognition?

**SOCIAL JUSTICE IN EVALUATION  
PRACTICE: CASE OF ARRUIPE COLLEGE**



**TRANSFORMATIVE  
EDUCATION**  
IN THE JESUIT TRADITION

A tension exists between institutional mission and who has access to a Loyola education due to the cost of tuition.



**LOYOLA**  
UNIVERSITY CHICAGO

*Preparing people to lead extraordinary lives*



**ARRUPE COLLEGE**  
OF LOYOLA UNIVERSITY CHICAGO

Is Arrupe College a just program?

**DO EVALUATION APPROACHES HAVE  
MULTIPLE CONCEPTIONS OF JUSTICE?**

# REFERENCE

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lkallemeyn@luc.edu**



*Preparing people to lead extraordinary lives*





# JUSTICE AS HEALING

- Rooted in the work of McCaslin (2005)
- Involves reconciling colonial harm on indigenous communities
  - Allow indigenous people to live in a world as indigenous people who feel connected with their unique, shared culture
  - Rooted in equitable processes or ceremonies to resolve conflicts