

# Facilitating Educational Justice

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## Equality



The assumption is that **everyone benefits from the same supports**. This is equal treatment.

## Equity



**Everyone gets the supports they need** (this is the concept of "affirmative action"), thus producing equity.

## Justice



All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.

# Educational Justice

- the ability of all people to have equal opportunity in education, regardless of their social class, sex, gender identity or expression, ethnic background, nationality, religion, or lack of religion, physical and mental disability, geographic location, or parent/family educational level.
- focuses on expanding opportunities
- often seeks to correct inequities in current and recent historical education systems
- goals often center on expanding the pipeline of qualified and interested students aspiring to pursue postsecondary education

# Benefits of Education

- Higher tax revenues for federal, state, and local governments
- More likely to vote
- College educated workers more likely to be offered health insurance and pension plans by their employers
- Higher levels of education correlated with better health
- Lower unemployment rates
- Children of parents with higher educational levels are better prepared for school
- Higher levels of earnings for individuals
- Contributes to the 'public good'

# Educational Access THEN

- Was an elite opportunity
- Excluded individuals based on gender, religion, race, ethnicity, ability, and social class

# Toward Educational Justice

- Morrill Land Grant Acts, 1862 and 1890
- Servicemen's Readjustment Act, 1944
- Truman Commission on Higher Education, 1946
- Brown v. Board of Education, 1954 (that overturned Plessy v. Ferguson, 1896)
- The Higher Education Act of 1965 (reauthorized in 1968, 1972, 1976, 1980, 1986, 1992, 1998, and 2008)
- Title IX of the Educational Amendments, 1972
- Individuals with Disabilities Education Act, 1990

# Educational Access NOW

- Majority of undergraduates are women.
- One-third of undergraduates are racial or ethnic minorities.
- More than 40% of undergraduates are age 25+.
- Eighty percent of students work during school year.
- 60% of bachelor's degree recipients attend more than one institution
- About 20% of students come from families with incomes at or below the federal poverty level.

# Effective K-12 outreach in pursuit of educational justice

- Helpful to emphasize culture
- Family engagement is critical
- Peer groups are helpful
- Structured activities throughout the year
- Knowledgeable, available counselors are key
- College preparation curriculum is most critical
- Co-curricular activities can be useful
- Mentoring is helpful
- Financial investment: positive relationship between cost of program delivery and achieving college readiness



# What can I do to advance educational equity and justice?

- **Learn about my biases and take steps to minimize/erase them. Why?**
  - Implicit bias can lead to shortcomings to academics through teacher expectations, teacher traits, curricular bias, and student access; inequitable discipline through the determination of misbehaviors, reactions to behaviors, and behavioral outcomes; and to long-term deficits as evidenced by the school-to-prison pipeline (Beachum & Gallo, 2019).
- **Work to increase empathy and empathic communication**
  - Learn about the lives of students and families and show that you care.
  - Try to take the perspective of another person—as opposed to trying to be “objective”—as this may increase your ability to reject stereotypical views of others.
- **Increase the compositional diversity of staff.**
- **Develop cross-group friendships.**
  - Cross-group friendships have been shown in several studies to decrease stress in intergroup situations, to decrease prejudice toward outgroup members, and to decrease one’s preference for social hierarchy or domination over lower-status groups.
- **Ensure that students see themselves visually and positively in schools:** books, curriculum artwork, posters, photos, etc.

# Learn about your biases and take steps to minimize/erase them.

- Consider “gut” reactions to individuals or groups as *potential* indicators of bias.
- Consider the situation from the other person’s perspective. And how you’d like to be treated. And what if this were your loved one?
- Seek opportunities engage in positive interactions with the “different” group.
- Check out the Implicit Association Tests (IAT). The IATs measure attitudes and beliefs that people may be unwilling or unable to report. Tests are available at <https://implicit.harvard.edu/implicit/education.html>.

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