

## UNJUST UNIVERSITIES critically examines the evolving landscape of **Diversity, Equity, and Inclusion (DEI)** policies within public research universities

UNJUST UNIVERSITIES compares DEI implementation (policies and programs) and threats in Germany, Luxemburg, and the US. Revealing logics of inclusion, recognition, and justice within DEI practices and formal frameworks in higher education, we highlight their (de)institutionalization within meritocratic, excellence-oriented systems.

### Principal Investigators



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### Key Research Questions

*What institutional and organizational conditions support or hinder the (de)institutionalization of DEI in the context of current societal and political transformations?*

A04 findings address a crucial research gap and respond to current attacks on long institutionalized concepts of social and educational justice in (higher) education. A04's key conceptual innovation lies in **connecting societal, political, institutional, and organizational levels.**

### Methodological Approach

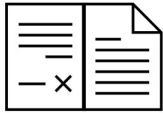
- **Neo-institutionalist theory and sociology of conventions**
- **Case-contrasting design:** four public research universities in Germany, Luxembourg, and US
- In-depth analysis of **degrees, areas** (people, teaching, research, third-mission), and **practices of (de)institutionalization of DEI** in universities
- **research-down/research-up strategy:** focusing on "active texts" and process knowledge to uncover organizational practices.

### Contributions to the CRC

- A04 contributes to the CRC's aims by addressing crises of **integration and legitimacy.**
- Our focus on values, "logics of action", and the interplay of **excellence & inclusion** provides insights into current societal transformations, especially regarding educational & social justice.
- **Collaboration** with other CRC projects mark a key factor for the successful execution of A04.

### Three Perspectives

- The **crisis of legitimacy** is processed differently by universities, depending on their context, and the degree and area of (de)institutionalization.
- Academic excellence and DEI reflect two **contrasting logics of action** in universities.
- The **dialectic of participation and belonging** becomes apparent in the types of involvement among stakeholders and actors.



Document analysis and expert interviews to reconstruct conceptual understandings of DEI as well as the history and context of institutionalization of DEI policies



RESEARCH-UP

„Following the actors" addressed by DEI measurements and „tracing the texts" involved in practices guided by DEI policies to reconstruct organizational logics of action



### Sampling Strategies

- Networks of the PIs within their universities guarantee in-depth field access.
- Relevant actors for ethnographic research will be identified and engaged via collaboration with student support services offices.

