What style of leadership is best suited to direct organizational change to fuel institutional diversity in higher education?

Ryan P. Adlerias, LaVar J. Charleston and Jerlando F. L. Jackson
Wisconsin’s Equity and Inclusion Laboratory. University of Wisconsin-Madison, Madison, WI, USA

Abstract
Implementing diversity agendas within decentralized, loosely coupled, and change-resistant institutions such as colleges and universities is a global challenge. A shift in the organizational climate and culture is imperative to produce the change needed in order for a diversity agenda to thrive. Higher education scholars have consistently identified leadership styles as being among the chief contributing factors to successful institutional change, especially as it relates to diversity agenda efforts. This chapter first reviews the literature on forms of diversity agenda, paradigms of change and leadership style and then synthesizes results from 10 cases on proven strategies and offers implications on how different leadership styles can be applied to fuel institutional diversity efforts.

Introduction
As institutions embedded within broader society, colleges and universities are neither immune to the persistent challenges, nor to the rewards of promoting the values of social diversity, equity, and inclusion. In American higher education, the promotion of these values has not come without resistance, and institutions will continue to face significant internal and external challenges to the project of incorporating diversity into their organizational structures and cultures (Agatrite and Martinez, 2008; Williams, 2013). In response, scholars and practitioners alike have coalesced around the idea that higher education must undergo transformational change in order to reflect shifting demographic trends.