

27.5.2026

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Title

Understanding sensemaking/sensegiving in transformational change processes from the bottom up

Publication year

2013

Source/Footnote

In: Higher education. - 65 (2013) 6, S. 761 - 780

Inventory number

34637

Keywords

Wissenschaft : Interdisziplinarität ; Ausland : USA : einzelne Hochschulen

Abstract

Government agencies, foundations, business and industry, and other important higher education stakeholders continue to invest in important and deep changes they think are necessary for the vitality and health of higher education particularly interdisciplinary teaching and research. But we know little about how transformational changes happen, particularly bottom up approaches required for altering the teaching/learning environment. This article reports on one of the few studies of transformational change describing case study research of 28 institutions attempting to fundamentally shift toward interdisciplinary work. The results identify the key role of sensemaking and sensegiving and build on earlier research showing how these processes change from mobilization to the implementation of change.(HRK / Abstract übernommen) Kezar, Adrianna, E-Mail: kezar@usc.edu