The Importance of Knowledge Management in Higher Education Organizations

أهمية ادارة المعرفة في منظمات التعليم العالي

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Abstract

This paper presents a framework for highlighting knowledge management importance in higher education. The framework has a descriptive nature and aims to be useful to characterize knowledge management implementations, facilitating the identification and selection of appropriate tools in higher education organizations according to their needs. Knowledge is recognized as one of the most important assets of higher education organizations. Managing knowledge has grown to be vital for an organization's success.

Keywords: Knowledge; Knowledge Management; Higher Education Organizations.

Jel classification codes : J24 ; A 20

ملخص:

يعتبر هذا البحث كإطار لتسليط الضوء على الأهمية البالغة لإدارة المعرفة في منظمات التعليم العالي . حيث يعتمد على المنهج الوصفي في التركيز على أهمية المعرفة بمثابتها أحد أهم الأصول غير الملموسة في منظمات التعليم العالي. ويسعى إلى توضيح مختلف تطبيقات إدارة المعرفة لما لها من أهمية حيوية في نجاح المنظمات ويهدف إلى تسهيل عمليات اختيار أفضل الأدوات والأساليب لتطبيقها في منظمات التعليم العالي مقارنة بالاحتياجات الخاصة بهم.

كلمات مفتاحية: المعرفة؛ إدارة المعرفة؛ منظمات التعليم العالي.

تصنيف JEL : أ 20 ؛ ج 24

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Introduction :

Shifting from the industrial economy to a knowledge-based era, knowledge management has become a sole asset. Many organizations cannot behave as knowledge-based organizations, because of the luck of the different elements of adopting its applications. Although, we are in the knowledge society, the knowledge economy have arrived, and knowledge is a key business resource, organizations are still in the early stages of understanding of how to apply knowledge management.

Knowledge can defined as the remembering of previously learned materials. That is, it may include the recall of a wide range of materials, from specific facts to complete theories. It starts as data, raw facts and numbers. Information is data put into context. It can be found in documents or in databases. However, before acting on information, we need to bear in mind that only when information is combined with experience, it become knowledge. Knowledge is information associated with rules. It includes the insight of employees that they share through emailed best practices messages or notes.

According to researchers, there are generally two main kinds of knowledge, tacit and explicit. Tacit knowledge is know-how and learning embedded within the minds of the employees in an organization. It is subjective, context-specific, difficult to formalize, difficult to communicate, and more difficult to transfer. It includes perceptions, insights, and experiences. Explicit knowledge is documented information that can facilitate actions. It can be expressed or shared in formal language such as formulas, equations, rules, and best practices. It is packaged, easily codified, communicable, and transferable. Most organization actions require the guidance of both explicit and tacit knowledge.

Knowledge management is the systematic process of finding, selecting, organizing, distilling and presenting information in a way that improves an employee's comprehension in a specific area of interest.

Knowledge management is the process of transforming information and intellectual resources into value. It connects employees with the knowledge that they need to take action, when they need it. It is the continuous renewal of the organizational knowledge base of the organization. This means, for instance, the creation of supportive organizational structures, facilitation of organizational members, putting information technology into place. It consists of activities focused on gaining knowledge from the experience of the organization and from the experience of others, and on the right application of that knowledge to fulfil the mission of the organization.

Knowledge Management helps all organizations in how to adapt to the changing conditions in order to continue existing. The unsuccessful organizations disappear or other successful ones swallow them up. Knowledge Management is related to the

exploitation and raising the knowledge assets of the organization and achieving the organization's objectives.

Higher education organizations are in the best position of applying knowledge management. They have significant opportunities to adopt knowledge management practices to complete their functions. The environment of higher education organizations is suitable in making the best use of knowledge management. There is an important feature of higher education organizations that develop initiatives to share knowledge to achieve their objectives. Although, knowledge management is known throughout the different organizations of the world, there is a lack of knowledge management exploitation in higher education. These statements entail reference to this relevant concern: What is the importance of adopting knowledge management in higher education organizations? , i.e. what is the interest of applying knowledge management in higher education organizations?

To have an answer for this concern, this research paper sheds light on the following elements:

- What is Knowledge?

- What is Knowledge Management?

- Why is Knowledge Management so important in higher education?

1. Knowledge:

Nowadays, the term "knowledge" has a wide usage, and there are numerous meanings with varied backgrounds, and everyone has dissimilar understandings in the ground of knowledge management. However, these diverse meanings of the term knowledge led to different perspectives on organizational knowledge concepts and a great deal in literature of management and debates about knowledge.

Definition:

The word "knowledge" is defined in the Oxford Dictionary and Thesaurus as "awareness or familiarity gained by experience (of a person, fact, or thing)", "people's range of information", "specific information; facts or intelligence about something", or "a theoretical or practical understanding of a subject". [1]

- Knowledge is Information in context. [2]
- Knowledge is understanding based on experience". [3]
- Knowledge is social acts. [4]
- Knowledge is experience or information that can be communicated or shared.[5]

- Knowledge, while made up of data and information, can be thought of as much greater understanding of a situation, relationships, causal phenomena, and the theories and rules (both explicit and implicit) that underlie a given domain or problem. [6]
- The most essential definition of knowledge is that it is composed of and grounded solely in potential acts and in those signs that refer to them. [7]
- knowledge is considered to be justified true belief. [8]
- Knowledge is a fluid mix of framed experience, values, contextual information, and expert insight that provides a framework for evaluating and incorporating new experiences and information. It originates and is applied in the minds of knowers. In organizations, it often becomes embedded not only in documents or repositories but also in organizational routines, processes, practices, and norms. [9]
- Knowledge is the capacity for effective action. it is the definition favoured by the learning community. [10]

The Hierarchical View of Data, Information, and Knowledge:

Many researchers address the point of defining knowledge by distinguishing between knowledge, information, and data. A common point is that, data is raw numbers and facts, information is processed data, and knowledge is authenticated information. What is basic to well distinguishing between information and knowledge is not found in the content, structure, accuracy, or utility of the supposed information or knowledge.

Considerably, knowledge is information possessed in the mind of individuals. It is personalized information that might or might not be new, unique, useful, or accurate, related to facts, procedures, concepts, interpretations, ideas, observations, and judgments. [11]

Figure (1)

Knowledge Hierarchy
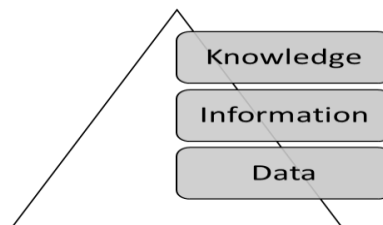
Source: Fahey, L., & Prusak, L. (1998) «the Eleven Deadliest Sins of Knowledge Management», *California Management Review***, Vol.40, No.3, pp. 265-276.**

Types of knowledge:

There are many classifications of knowledge as it is shown in the following table.

Table (1): Types of Knowledge.

Knowledge Types	Definitions	Examples
Tacit	Knowledge is rooted in actions, experience, and involvement in specific context.	Best means of dealing with specific customer
Cognitive tacit	Mental models	Individual's belief on cause effect relation
Technical tacit	Know-how, applicable to specific work.	Surgery skills
Explicit	Articulated, generalized knowledge	Knowledge of major customers in a region
Individual	Created by and inherent in the individual	Insights gained from completed project.
Social	Created by and inherent in collective actions of a group	Norms for inter-group communication
Declarative	Know-about	What drug is appropriate for an illness
Procedural	Know-how	How to administer a particular drug
Causal	Know-why	Understanding why the drug works
Conditional	Know-when	Understanding when to prescribe the drug
Relational	Know-with	Understanding how the drug interacts with other
Pragmatic	Useful knowledge for organization	practices, business frameworks, project experiences, engineering drawings, market reports

Source: Maryam A. & Dorothy E., (2001) «Knowledge Management and Knowledge Management Systems: Conceptual Foundations and Research Issues», *MIS Quarterly*, Vol. 25, No. 1, pp. 107-136.

Characteristics of Knowledge:

The following taxonomy of knowledge has been expressed in the Knowledge Management literature:

- Knowledge cannot easily be stored. Knowledge is something that resides in people's minds rather than in computers. Unlike raw material, knowledge usually is not coded, audited, inventoried, and stacked in a warehouse for employees to use as needed. It is scattered, messy, and easy to lose.

- To use the flow of data/information we must develop effective ways to make the input of and access to information easy and to sort the useful from the useless. We must develop systems where people are able to "navigate" effectively. This can be

made by storing the information in different databases and make it possible for people to cross-reference and link documents speedily and easily.

- Information has little value and will not become knowledge until it is processed by the human mind. Knowledge involves the processing, creation, or use of information in the mind of the individual. Although information is not knowledge, it is an important aspect of knowledge. The process begins with facts and data, which are organised and structured to produce general information. The next stage involves organizing and filtering this information to meet the requirements of a specific community of users, producing contextual information. Next, individuals assimilate the contextual information and transform it into knowledge. This transformation process is affected by individuals' experiences, attitudes, and the context in which they work. The final stage of the continuum is behavior; unless information and knowledge lead to an informed decision or action, the whole process becomes invalidated.

- Knowledge should be studied in context. Knowledge is information combined with experience, context, interpretation, reflection, and perspective that adds a new level of insight. Knowledge becomes meaningful when it is seen in the larger context of our culture, which evolves out of our beliefs and philosophy.

The final characteristic is that knowledge is ineffectual if it is not used. Knowledge is a high-value form of information that is ready to be applied to decisions and actions. It is defined as the capacity to act on information and thereby make it valuable.[12]

2. Knowledge Management:

Knowledge Management has been described by many definitions, by different authors and researchers.

Definition:

There are various definitions of Knowledge Management:

- Knowledge Management is a systematic process for capturing and communicating knowledge people can use. [13]

- Knowledge Management understands what your knowledge assets are and how to profit from them. [14]

- Knowledge Management is concerned with the exploitation and development of the knowledge assets of an organization with a view to furthering the organization's objectives.[15]

- Knowledge Management is defined as any practice of creating, acquiring, capturing, sharing and using knowledge to increase organization's performance.[16]

- Knowledge Management process consists of four sets. These are creation or generation, storage or retrieval, transfer or sharing, application. [17]

- Knowledge Management as the attempt by management to actively create, communicate and exploit knowledge as a resource for the organization.[18]

- Knowledge Management is the explicit and systematic management of vital knowledge and its associated processes of creation, organization, diffusion, use and exploitation - in pursuit of business objectives.

- Knowledge Management is ensuring that workers can carry out their tasks effectively, by providing the right knowledge at the right place at the right time. [19]

- Knowledge Management refers to managing knowledge processes that facilitate the development and application of organizational knowledge. The main purpose of Knowledge Management is to maximize knowledge-related effectiveness processes with the aim to create value for the organization.[20]

- Knowledge Management is defined it as a group of clearly defined process or methods used to search important knowledge among different knowledge management operations.[21]

Knowledge Cycles:

Knowledge is created through conversion between tacit and explicit knowledge. Knowledge conversion from one form to another occurs frequently and leads to the creation of new knowledge. According to Nonaka, tacit knowledge can be useful to organizations only if it is converted to its explicit form, which can be used.[22]

The Figure (2) shows Nonaka's model where a knowledge spiral results in the theory of organizational-based knowledge creation by the interaction of four activities: combination, internalization, socialization and externalization. This dynamic process of knowledge conversion is based on knowledge flows across individuals, groups and organizations.

Figure (2): The Nonaka's knowledge creation model.
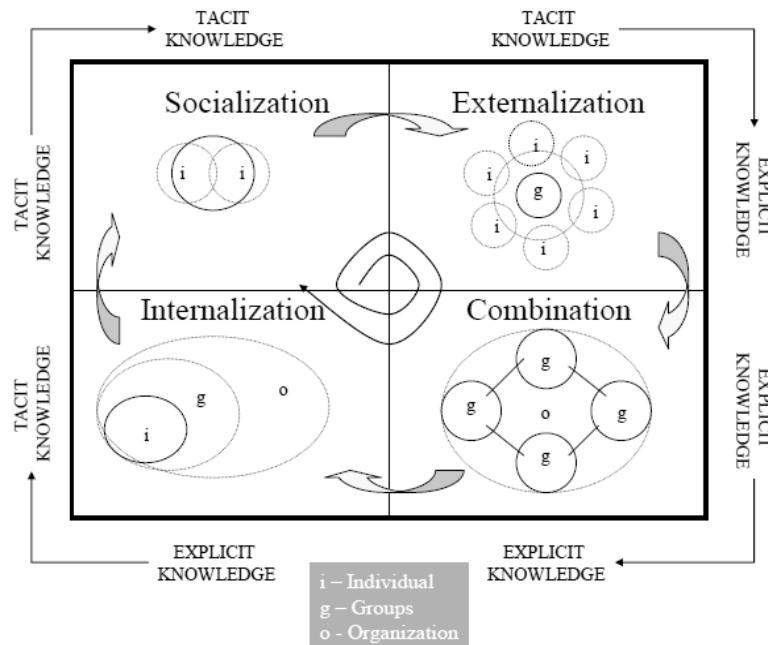
- **Combination (Explicit to explicit):**
  It is the reconfiguration of existing knowledge like sorting, adding, combining and categorizing documents or manuals.

- **Internalization (Explicit to tacit):**
  It involves knowledge assimilation; it is the human act of assimilating the explicit knowledge, for example by reading and learning.

- **Externalization (Tacit to explicit):**
  It is the process of transforming personal knowledge into codified and documented knowledge, which can be stored, like writing a best practices report or a procedure manual.

- **Socialization (Tacit to tacit):**
  It results from the interactions and exchange of ideas between people. It occurs by sharing experiences and by direct exchange of knowledge, through conversation, electronic meetings, instant messaging or communities of practice.

Knowledge Management Processes:

Depending on the notion that the purpose of Knowledge Management is to keep and to enhance knowledge processes, it is so important to identify the different processes of Knowledge Management. There is a greater importance of processes related with knowledge creation, knowledge storage and retrieval, knowledge transfer and knowledge application or usage.[23]

- **Knowledge creation:**

It involves the generation and discovery of new knowledge. It includes activities such as acquisition, synthesis and adaptation of existing knowledge.

- **Knowledge storage and retrieval:**

It consists in the codification, organization and representation of knowledge such that it can be accessed. It includes activities that preserve, maintain and index knowledge for easy browsing and searching.

- **Knowledge transfer:**

It refers to the activities of knowledge dissemination and distribution within a community, through a specific channel. It can occur at various levels: individuals, groups, organizations or inter-organizations.

- **Knowledge application:**

It is the fundamental scope for Knowledge Management. Competitive advantage resides in the application of knowledge, rather than in the knowledge itself. It includes activities and events related with the application of knowledge to business processes.

However, many researchers talked about knowledge management processes, but they differ in describing knowledge management life cycle as shown in the following table:

Table (2): Knowledge Management Processes

Framework	Descriptions
Nonaka 1996,2012	1.Socialization 2.Internalization 3.combination 4.Externalization
Alavi 1997	1.Acquisation (Knowledge creation development) 2.Indexing 3.Filtering 4.Linking 5.Distribution 6.Application
Van der spek and Spijkervet 1997	1.Develop 2.Distribute 3.Combine 4.Hold
CEN 2004	1.Identify knowledge 2.create knowledge 3.store knowledge 5.share knowledge 6.use knowledge
Maier 2007	1. Identify knowledge 2.create knowledge 3.storing 4.sharing 5.Application (use of knowledge)
Global Knowledge framework 2012	1. Knowledge identification 2.Knowledge acquisition 3.Knowledge development 4. Knowledge distribution/sharing 5. Knowledge preservation 6. Knowledge use
SnehlataBhat, Dr.Abdulwahid 2012	1.create 2.formalize 3.organize 4.distribute 5.apply 6.evolve
Waikoloa et al. 2014	1. Creation 2. Conversion 3. sharing

Source: Nahla.B & Sally.E, (2015), «A Proposed Clustered knowledge Management Development Framework (CKMD*) », International Journal of Scientific & Engineering Research*, Vol.6, Issue 4, pp. 1595-1600.

Knowledge Management Systems:

Knowledge Management Systems are automated tools that support Knowledge Management processes within organizations. In order to understand their contribution to Knowledge Management, we need to review Knowledge Management Systems classifications. The main drive of the review is to classify Knowledge Management Systems regarding their addressed issues, capabilities and functionalities. [24]

Depending on the variety of classifications proposed by authors, Table (3) summarizes Knowledge Management Systems categories.

Table (3): Knowledge Management Systems Classification

Categories	functionalities
Document management systems	Document management; edition collaboration; control version; share documents; support all content types (text, audio, video, graphs, xml, web, etc.); search and retrieval advanced mechanisms.
Knowledge maps	Categorization and indexing knowledge in taxonomies; create knowledge maps; appoint to organizational knowledge; insert tags and labels in documents; alert to relevant information; knowledge auditing.
Collaboration systems (groupware)	Synchronous or asynchronous communication; process and people collaboration; virtual meetings; instant messenger, videoconference; realtime conversation; group calendar and scheduling, etc.
Workflow systems	Business processes automation; support automated flows of activities, tasks and information; support documental flows.
Business intelligence	Statistical, OLAP analysis; reveal patterns and hidden relationships between data; generate new knowledge from existing data and knowledge bases; support to decision-making; query and reporting tools; data mining and data warehousing tools.
Expert systems	Expert identification; connect users with experts to solve certain problems; ask questions, provide recommendations and explain logical processes; capture and store new questions and rules in a knowledge base.
Competence management	Employees profiles; experts, customers, vendors or others profiles in some systems; competence maps; individual competence analysis; training programs recommendation based on employees skills; recruitment and selection candidates support.
E-learning systems	Environment personalization; evaluation and progress tracking: exercises quiz and tests; collaboration tools; reusable learning and object libraries; support different types of contents: text, audio, video, etc.; classes' workgroups; authoring, scheduling and reporting tools; searching and matching tutorials.
Customer relationship management	Self-desk and help-desk functionalities; FAQs access and maintenance; on-line customer support; expert help; customer profiles; customers queries
Corporative portals	Environment personalization; filtering relevant information; search and retrieval advanced mechanisms; news, activities, tasks and calendar management; unified access environment to other tools: documents management, workflow, knowledge maps, groupware, etc.; integration with other applications: ERPs, CRMs, etc.

Source: Mario. P & Filomena. L, (2008), «A Framework for Characterizing Knowledge Management Systems», *Journal of Knowledge Management,* Vol. 9, no 3, pp. 46-60.

3. Knowledge Management in Higher Education Organizations:

Higher education organizations are the key centers for creating and leveraging knowledge. By using Knowledge Management, higher education organizations will be able to perform more effectively by spreading knowledge among cultures, and enlarging the process of learning and teaching.

- **Reasons for applying Knowledge management principles in higher education organizations:**

    The main reasons for Knowledge management in higher education organizations are:

- All higher education organizations possess a state of the art modern information infrastructure.

- Sharing knowledge among faculty, staff, students, course, programs, placements and administration is usually done in all higher education organizations.

- The academic environment in general is considered trustful in the sense that no one is hesitating nor being afraid of publishing knowledge.

- Any higher education organization will look forward for its abreast position in their continuous ratings by newspapers and magazines.

- Each higher education organization wants its internal documentation management and the level of information and knowledge sharing to improve.

- There is an increased demand for new strategies that help higher education organizations meet external and internal demands.[25]

Factors of Knowledge Management success in a higher education organizations:

Due to the appearance of new knowledge producers in the education sector, more and more higher education organizations are looking into the possibility of applying Knowledge Management. In this case, there are some factors which affect the success of Knowledge Management in a higher education organization: leadership, the nature of academic other staff, evidence of the benefits, the taxonomy for the application of Knowledge Management within the higher education organization, management structure, and the history of the higher education organization.[26]

Opportunities for Knowledge Management in Education:

Higher education organizations demonstrate a great need for improved knowledge-based systems. It is known that there are many formal and informal administrative

processes, information-sharing patterns, work incentives, information silos, and other work practices that have flourished over time, yet these can also critically impede organizational and systematic information flow and knowledge exchange. Knowledge Management strategies and practices can begin to integrate these disjointed systems. For example, the use of information maps and audits can initially be used to obtain a bird's-eye view of the current processes and practices, and their corresponding strengths and weaknesses. This type of initial diagnosis proves to be important for implementing Knowledge Management in order to identify the most appropriate entry point for change. The cyclical quality of Knowledge Management encourages organizations to take an honest and reflexive stance on what is already going on in their organization. Knowledge Management requires that educational institutions candidly address their current patterns and processes, and only from this position begin to capitalize on the opportunities that Knowledge Management strategies and practices can offer. This process of organizational re-evaluation and reflexivity proves to be the most difficult challenge for educational institutions. At the same time, the process offers the ideal opportunity for these institutions to integrate Knowledge Management to promote sustainable learning within their organizations in order to meet these external demands as well as improve organization-wide effectiveness.

Higher education organizations can begin to translate these strategies into action by identifying their information shortages and needs, including finding out where people are already requesting more data and information. These institutions can also start by identifying groups of people who already maintain synergistic relationships of collaboration and sharing within the institution. In fact, educational settings already demonstrate many information-sharing activities in effect, such as existing formal or informal communities of practice. However, to sustain ongoing inquiry and continuous learning, educational institutions need to strategize as to how they will systemically embed these activities and practices within the very fabric of the organization. Taken individually, information-sharing activities can be used toward incremental improvement; however, when Knowledge Management is adopted and executed as an organization-wide strategy, improved methods of data and information sharing can be used to continually promote the development of Knowledge Management-based practices. This can help educational institutions become more informed in their decision-making as a whole. All of this helps to lay the foundation for a robust culture of inquiry and reflexivity, thus establishing the mechanisms for sustainable, long-term organizational learning.

Perhaps more importantly, student access and success are the likely benefactors of these Knowledge Management practices. Knowledge Management practices can promote organizational reflexivity in such a way that educational institutions better understand their own weaknesses and strengths, and can then allocate their resources to where they are most needed. As demands for accountability rise, educational

institutions need to become much more adept at assessing students' needs along with their own institutional capabilities. KM practices can help bring these two together, that is, aligning institutional capabilities and resources to better address students' needs and thus student success. Subsequently, educational institutions that engage in Knowledge Management practices for continuous learning at the organizational level also engage in promoting continuous learning for their students.[27]

Benefits of Knowledge Management in higher education organizations:

The following table summarizes the benefits of Knowledge management in higher education organizations:

Table (4): Benefits of Knowledge Management in higher education

	Benefits of Knowledge management
the Research Process	• Increased competitiveness and responsiveness for research grants, contracts, and commercial opportunities. • Reduced turnaround time for research. • Minimized devotion of research resources to administrative tasks. • Facilitation of interdisciplinary research. • Leveraging of previous research and proposal efforts. • Improved internal and external services and effectiveness. • Reduced administrative costs.
the Curriculum Development Process	• Enhanced quality of curriculum and programs by identifying and leveraging best practices and monitoring outcomes. • Improved speed of curriculum revision and updating. • Enhanced faculty development efforts, especially for new faculty. • Improved administrative services related to teaching and learning with technology. • Improved responsiveness by monitoring and incorporating lessons learned from the experiences of colleagues, student evaluations, and corporate or other constituent input. • Interdisciplinary curriculum design and development facilitated by navigating across departmental boundaries.
Student and Alumni Services	• Improved services for students. • Improved service capability of faculty and staff. • Improved services for alumni and other external constituents. • Improved effectiveness and efficiency of advising efforts (to integrate fragmented efforts currently undertaken by faculty, academic support staff, student services staff, and student affairs staff.
Administrative Service	• Improved effectiveness and efficiency of administrative services. • Enhanced ability to identify improvement efforts. • Improved ability to support the trend toward decentralization (for example, local business centres) by providing guidelines for consistency.

	• Improved compliance with administrative policies such as procurement, preferred vendors, procurement card policies, budgeting procedures, affirmative action guidelines, and so forth. • Improved responsiveness and communication capabilities.
Strategic Planning	• Improved ability to support the trend toward decentralized strategic planning and decision-making (for example, block budgeting, responsibility centre management). Better information leads to better decisions! • Improved sharing of internal and external information to minimize redundant efforts and lessen the reporting burden plaguing many institutions today. • Enhanced ability to develop up-to-date and market-focused strategic plans. • Shared knowledge from a variety of constituents to begin to create a "learning organization" which is responsive to market trends.

Source: Jillinda J. & Sandra L. (2000), «Applying corporate Knowledge Management in higher education», *educause quarterly*, No.4, pp. 28-33.

4. Knowledge Management in the Faculty of Economics at OED University :

This section represents the importance of applying Knowledge Management in the Faculty of Economics at Larbi Ben Mhidi University, Oum El-Bouaghi from the viewpoint of teachers.

• **The Research Process (RP):**

	X	£	Level
Research Process	3.53	0.88	High

It is clear from the table above that the level of research process in the Faculty of Economics at OEB University is high, which is confirmed by the mean of 3.53 with a standard deviation of 0.88. Accordingly, the Faculty must be a university more interested in scientific research process and knowledge management, especially in terms of providing sources of information and facilitating research.

• **Student and Alumni Services (SAS):**

	X	£	Level
Student and Alumni Services	2.96	0.94	Medium

The results of the table above show that the level of student services is medium in the faculty of Economics, which is expressed by the Mean 2.96 that is below the required level, with a standard deviation of 0.94. This indicates that it is better for the faculty

under consideration to be more interested in knowledge management and students and graduates' services.

- **Administrative Service (AS):**

	X	£	Level
Administrative Services	3.34	0.96	High

From the results in the above table, it is noted that the level of administrative services in faculty is considered high, which is represented by the mean of 3.34, with a standard deviation 0.96. However, the faculty should strive to improve the efficiency and effectiveness of the administrative services.

- **Curriculum Development Process (CDP):**

	X	£	Level
Curriculum Development Process	**2.97**	**0.94**	**Medium**

The results of the table show that the value of the mean of curricula and programs reached 2.97, with a standard deviation 0.94, which means that the level of curricula and programs development is medium. The faculty must strive more for developing and updating curricula and educational programs, and supporting and encouraging faculty members.

Despite the lack of knowledge management as an adopted discipline, there is a considered level of the importance of knowledge management in the faculty. It should therefore pay more attention to knowledge management processes and requirements, especially the distribution and application of knowledge to get the wanted results of knowledge management.

5. Conclusion:

Higher education organizations generate knowledge during their academic and administrative practices. Knowledge is formed as tacit knowledge in the form of skills, experiences, decisions, opinions and insights that exist in individuals as well as explicit knowledge in the form of papers, documents, processes, and outcomes

Applying knowledge management techniques and processes is so important in higher education organizations. If it is done successfully, it can lead to reduced product improvement cycle time (for instance, curriculum progress and research), a better decision-making, improved academic and administrative services, and reduced costs. Taking into consideration the number of university members who possess institutional knowledge. For example, a departmental secretary who knows how to navigate the

complex proposal development or procurement processes, or an assistant to the president who has generated reports that department chairs could use to improve their strategic plans.

Higher education organizations have significant opportunities to use knowledge management to support every part of their tasks such as education, public service, and research. Implementing knowledge management practices sagely is a message that the best educational organizations are learning all over again.

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