

# Knowledge Management and Governance in Higher Education

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# Why does this matter?

- What is the role of a University
- What is the role of a University Council
- Does the issue of knowledge and what it is actually make a difference to University outcomes?
- Are current conceptions of knowledge recognised as important to the organisation?

# Current perspectives on knowledge

- Knowledge is complex
- Knowledge is situated
- Emerges from interaction and is contextual
- This processual view impacts upon the ability to 'transfer and move knowledge around

# Methodology

- Qualitative
- Instrumental and Exploratory case
- Multiple data sources :
  - documentary records,
  - observation of University Council and Academic Board,
  - semi-structured interviews with some members of the committees.

# Analytical Frames Used (1)

- Davenport and Prusak
  - Comparison: how does information about this situation compare to other situations we have known?
  - Consequences: what implications does the information have for the decisions?
  - Connections: how does this piece of information relate to others?
  - Conversations: what do other people think about this information?

# Analytical Frames Used (2)

- Cook and Brown

	<b>Individual</b>	<b>Group</b>
<b>Explicit</b>	Concepts	Stories
<b>Tacit</b>	Skills	Genres

Four Forms of Knowledge

Cook and Brown, 1999

# Analysis against the frameworks

- Almost nothing in the observation data!!
- According to the interviews some of the 4 C's happened in committee but was not transferred effectively from there.
- The managed movement from one type of knowledge to another does not occur

# Themes that emerged

- where and if knowledge is being created within the University governance structures;
- whether knowledge is being effectively distributed throughout the University;
- the role of knowledge within University Council and Academic Board.

# Findings (1)

- Tension between contemporary theory on knowledge and University structures
  - Do not see themselves as knowledge creators – in fact actively prevent it
  - Consider this the role of the sub-committees
  - Processing and transferring of commodified knowledge only
  - Impossible to track reasons for decisions
  - Knowledge stays with the individuals

# Implications

- Need to reconceptualise knowledge within the organisation – actually need to discuss the idea of knowledge itself
- Need to reconsider the role of the committees – if they are to be strategic what will they need?
- Need to change the way that knowledge in committees is recorded and moved



Any Questions?