

Integrating Knowledge Management and Organizational Memory Elements to Support Faculty Members' Knowledge Accumulation: A Theoretical and Analytical Study

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ABSTRACT

The study aimed to analyze the integration between knowledge management elements and organizational memory within university environments to enhance faculty members' knowledge accumulation. It reviewed and analyzed relevant literature to identify theoretical trends in studying knowledge management and organizational memory, as well as the challenges facing knowledge transfer and sustainability in academic institutions. The study also proposed practical mechanisms to strengthen this integration and preserve knowledge accumulation in Saudi universities. The research adopted deductive and descriptive-analytical methods to examine related concepts and theoretical models in the context of higher education. Findings revealed a theoretical and practical gap in integrating knowledge management with organizational memory, in addition to the limited activation of knowledge accumulation in university policies despite the availability of institutional components. Results highlighted the importance of linking knowledge management elements (content, human resources, procedures, technology) with the dimensions of organizational memory (procedural, cultural, technical, administrative) within an integrated framework that supports knowledge accumulation across teaching, research, and community service. The study also proposed theoretical mechanisms for developing a comprehensive knowledge framework within Saudi universities.

Keywords: Integration – Knowledge Management Elements – Organizational Memory – Knowledge Accumulation – Saudi Universities.

INTRODUCTION:

The world has experienced a major shift in the concept of wealth and institutional excellence, with knowledge emerging as the key resource, surpassing material and technological capital. Knowledge now drives sustainability and excellence, especially in higher education institutions, which play a central role in knowledge production. This transformation has led to the rise of new concepts in university management, most notably Knowledge Management (KM), which includes four main components: human resources, content, processes, and technology. These components form the infrastructure for universities to generate and maintain knowledge (Al-Hamiri, 2024; Dei & Van, 2020). The increasing loss of tacit knowledge due to staff turnover has highlighted the need for organizational memory to preserve and transfer experiences to new generations (Al-Qurashi, 2023). This study explores ways to integrate Knowledge Management and Organizational Memory.

Problem of the Study

The digital transformation of higher education institutions has strengthened the strategic role of Knowledge Management in maintaining a competitive advantage and fostering innovation. This shift has

underscored the importance of the human element as the primary source of tacit knowledge, requiring effective management to ensure the documentation and sustainability of knowledge (Al-Hamiri, 2024). However, there is a gap in integrating the elements of Knowledge Management (content, human resources, technology, and processes) with the dimensions of Organizational Memory (cultural, administrative, technological, and procedural). This gap hinders sustainable knowledge accumulation in Main Research Question:

The primary question of this study is: How can the integration of Knowledge Management elements and the construction of Organizational Memory in universities preserve the knowledge accumulation of faculty members?

Sub-questions:

- To what extent is there integration between content in Knowledge Management and cultural memory in Organizational Memory?
- To what extent is there integration between technology in Knowledge Management and technological memory in Organizational Memory?

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- To what extent is there integration between human resources in Knowledge Management and administrative memory in Organizational Memory?
- To what extent is there integration between processes in Knowledge Management and procedural memory in Organizational Memory?

What challenges exist regarding knowledge transfer and preservation in universities, and how do they impact Organizational Memory?

Study Objectives:
This study aims to integrate Knowledge Management elements with Organizational Memory in universities to preserve knowledge accumulation among faculty members.

RESEARCH METHODOLOGY:

The study employs two main methodologies:

Deductive Method: To derive concepts related to Knowledge Management, Organizational Memory, and knowledge accumulation in educational institutions.

Documentary Method: Analyzing published studies to explore connections between Knowledge Management elements, Organizational Memory, and knowledge preservation.

Significance of the Study:

This research is significant as it bridges the gap between the integration of Knowledge Management and Organizational Memory in universities, offering a conceptual framework. It examines the existing literature on these variables within universities and their role in preserving knowledge.

LITERATURE REVIEW:

Knowledge, an ancient yet evolving concept, has been discussed theoretically for centuries, while its practical management began in the 1990s. Today, it is a cornerstone of power, development, and a strategic resource for universities (Arbab et al., 2024).

Universities are responsible for knowledge production, aiming for academic excellence, making the integration of Knowledge Management (KM) with Organizational Memory crucial for enhancing knowledge accumulation among faculty members (Al-Agha & Abu Al-Khair, 2012).

Organizational Memory acts as a repository of experiences, ensuring the sustainability of thought and development. Its integration with Knowledge Management is key to improving institutional performance and utilizing human resources efficiently (Al-Qurashi, 2023).

First: Knowledge Management – Concept and Enabling Elements

Knowledge Management is a modern pillar for improving institutional performance, particularly in knowledge-intensive universities. The knowledge gap exists due to the lack of studies addressing KM's elements, revealing unexplored areas in academic research.

Table (1): Knowledge Management and its Elements in Universities (Content - Human Resources - Information Technology - Processes)

No.	Study and Topic	Variables	Dimensions
1.	Al-Hamiri (2024) The Impact of Information and Communication Technology on Knowledge Management	Independent: Information and Communication Technology Dependent: Knowledge Management	Knowledge Management Dimensions: Knowledge Diagnosis, Knowledge Generation, Human Element Information and Communication Technology Dimensions: Devices and Equipment, Software and Databases, Communication Networks, Knowledge Storage, Knowledge Sharing and Distribution, Knowledge Application
2.	Arbab et al. (2024) Knowledge Management in Saudi Universities and Ways to Utilize It for Financial Resource Development	Independent: Knowledge Management Dependent: Financial Resource Development	Knowledge Production and Generation, Knowledge Storage, Knowledge Dissemination, Knowledge Discovery, Knowledge Application
3.	Escorcía Guzmán (2023) Identifying the Elements Used to Measure Knowledge Management in Research Departments in Higher Education Institutions	Independent: Knowledge Management Elements Dependent: Knowledge Management Measurement	Human Capital (Knowledge, Skills, and Experience) Structural Capital (Knowledge Infrastructure) Relational Capital (Internal and External Relations Connecting the University to Stakeholders)

4.	Al-Aqili & Ali (2023) The Role of Knowledge Management Practices in the Development of Scientific Endowment Governance	Independent: Knowledge Management Practices Dependent: Scientific Endowment Governance	Knowledge Transfer and Sharing among Staff (Internal Communication Network, Internet), Knowledge Generation, Storage, Distribution, and Application
5.	Montaser (2021) The Role of Knowledge Management in Developing Research Performance	Independent: Knowledge Management Dependent: Faculty Members' Performance in Community Service	Knowledge Production, Storage, and Organization, Knowledge Exchange and Dissemination
6.	Al-Qahtani (2021) Barriers to the Application of Knowledge Management by University Leaders	Independent: Knowledge Management Barriers Dependent: Knowledge Management Application	Human, Technological, Administrative Barriers
7.	Al-Humidi (2019) The Role of Knowledge Management in Achieving Competitive Advantage in Saudi Universities	Independent: Knowledge Management Dependent: Competitive Advantage	Knowledge Storage, Knowledge Distribution, Knowledge Acquisition, Knowledge Generation, Knowledge Application, Quality Application, Innovation and Creativity, Customer Responsiveness
8.	Kamal El-Din & Abu Zaid (2019) The Reality of Knowledge Management Application and Its Impact on Institutional Performance Excellence in Saudi Universities	Independent: Knowledge Management Dependent: Institutional Performance	Knowledge Management Application to Achieve Employee Satisfaction, Knowledge Management Application to Organizational Learning and Growth, Knowledge Management Application to Internal Process Efficiency
9.	Gilavand & Mohsen (2019) Knowledge Management Components from the Perspective of Faculty Members	Independent: Knowledge Management Dependent: Organizational Performance	Knowledge Creation, Knowledge Preservation, Knowledge Transfer, Knowledge Application
10.	Al-Sheikhi (2018) A Proposed Vision for the Role of Knowledge Management in Enhancing Administrative Performance in Saudi Universities	Independent: Knowledge Management Requirements Dependent: Administrative Performance	Knowledge Distribution, Knowledge Application, Human Capital, Knowledge Needs, Knowledge Infrastructure, Technological Infrastructure, Knowledge Awareness, Knowledge Diagnosis, Knowledge Generation, Knowledge Storage

From Table (1), the following conclusions emerge:

Most studies focused on descriptive analysis, lacking integrated models for Knowledge Management elements. Studies addressed traditional dimensions without linking them to Organizational Memory or Knowledge Accumulation.

There is a gap in experimental studies.

- Most studies were limited to Arab environments, without global comparisons.
- There was no clear standard for measuring knowledge quality or the impact of technology.
- The connection between Knowledge Management and research performance or innovation was overlooked.
- The long-term effects of KM practices were not studied.
- The active role of human resources in knowledge transfer and measurement was neglected.

This study addresses these gaps by presenting an integrated model linking Knowledge Management elements with university performance indicators using modern data analysis, thereby enhancing institutional knowledge accumulation. Second: Organizational Memory – Concept and Dimensions

Organizational Memory is the institutional repository of experiences and knowledge, preserved and retrieved to support decision-making and organizational learning (Helder & Paulo, 2020). Table (2) illustrates the dimensions of Organizational Memory.

Table (2): Organizational Memory in Universities (Cultural, Administrative, Technological, Procedural Memo

Table (2): Organizational Memory in Universities (Cultural Memory - Administrative Memory - Technological Memory - Procedural Memory)

No.	Study and Topic	Variables	Dimensions
1.	Al-Banawi et al. (2024) The Relationship Between Organizational Memory and Learning	Independent: Dimensions of Organizational Memory Dependent: Levels of Organizational Learning	Dimensions of Organizational Memory: Personal Memory, Technological Memory, Procedural Memory, Archives Levels of Organizational Learning: Individual Learning, Group Learning, Organizational Learning
2.	Arıcıoğlu & Ateşalp (2024) The Impact of Organizational Memory on Building Organizational Trust	Independent: Organizational Memory Dependent: Organizational Trust	Personal Memory: Knowledge and Experience Technological Memory: Stored Information Procedural Memory: Knowledge Related to Processes and Procedures in the Organization Archives: Documents and Official Records
3.	Al-Qurashi (2023) Organizational Memory as an Approach to Achieving Institutional Excellence in Saudi Universities Based on U.S. Experience	Independent: Dimensions of Organizational Memory Dependent: Institutional Excellence	Dimensions of Organizational Memory: Level, Content, Forms, Orientation, Formation Institutional Excellence: Human Resources, Knowledge and Financial Resources, Leadership, Processes
4.	Najim et al. (2023) The Mediating Role of Knowledge Management in the Relationship Between Building Organizational Memory and Human Resource Management	Independent: Building Organizational Memory Mediating Variable: Knowledge Management (KM) Dependent: Human Resource Management (HRM)	Knowledge Collection, Knowledge Storage, Knowledge Acquisition, Knowledge Creation, Knowledge Sharing, Knowledge Application Human Resource Planning, Employee Development, Performance Evaluation, Motivation
5.	Sulartopo et al. (2022) Organizational Memory System Model for Ensuring Internal Quality Assurance in Higher Education	Independent: Organizational Memory Dependent: Internal Quality Assurance Processes	Cultural Memory: Organizational Values, Beliefs, and Norms Human Memory: Knowledge and Experience Accumulated by Individuals in the Institution Technological Memory: Databases, Information Systems, and Digital Platforms Documentary Memory: Official Documents, Policies, Procedures, and Reports
6.	Hussein et al. (2021) Employee Retention Strategy and Its Impact on Organizational Memory	Independent: Employee Retention Strategy Dependent: Organizational Memory	Dimensions of the Independent Variable: Employee Retention Strategy (Employee Participation, Compensation and Benefits, Management Support, Teamwork, Training and Development, Employee Freedom and Flexibility) Dimensions of the Dependent Variable: Social Knowledge, Functional Knowledge, Institutional Knowledge, Industrial Knowledge, Historical Knowledge, Political Knowledge, Cultural Knowledge
7.	Helder & Paulo (2020) Linking Knowledge Management, Organizational Learning, and Memory	Independent: Knowledge Management Dependent: Organizational Learning, Organizational Memory	Personal Memory: Accumulated Knowledge and Experiences Technological Memory: Information Systems, Databases, and Electronic Platforms Documentary Memory: Official Documents, Administrative Reports, Documenting Processes and Procedures

8.	Ben Amer Dahinin (2017) The Contribution of Knowledge Management to the Development of Organizational Memory	Independent: Knowledge Management Dependent: Development of Organizational Memory	Infrastructure and Flexible Organizational Structure Organizational Culture That Encourages Experience Sharing and Management's Assistance in Idea and Experience Rotation Effective Communication Systems for Acquiring Knowledge and Mechanisms/Technologies
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From Table (2), it is evident that the studies focused on the relationship between organizational memory and concepts such as learning, trust, and excellence, without The studies primarily focused on traditional models and did not build a unified framework linking organizational memory dimensions to institutional performance. Most research emphasized technological and procedural dimensions, with less attention to the cultural aspect, and failed to address mechanisms for updating memory content in line with digital transformation. Additionally, there was a lack of predictive tools to assess the development of memory and its interaction with human resources.

The current study aims to propose an integrated model connecting organizational memory, knowledge management, and knowledge accumulation to sustain knowledge in universities.

Organizational Memory consists of four interrelated categories:

- Technological: Digital systems and institutional archiving (Shirsavar, 2015).
- Cultural: Values and norms affecting innovation (Al-Qurashi, 2023).
- Administrative: Decisions and official practices. Weakness here leads to repeated mistakes (Najim et al., 2023; Al-Shahabi).
- Procedural: Task documentation. Its absence results in rework.

ANALYSIS AND DISCUSSION:

This section presents a deductive analysis of the literature on integrating Knowledge Management elements and developing Organizational Memory in universities to preserve faculty knowledge accumulation.

Question 1: What is the degree of integration between content in Knowledge Management and cultural memory in Organizational Memory?

Studies show that integrating knowledge content with cultural memory is vital for improving decision-making and sustaining performance in universities. Content represents stored knowledge, while cultural memory houses this knowledge within academic values and traditions.

The Role of Content in Knowledge Management:

- Arbab et al. (2024) highlighted its importance in developing financial resources.
- Al-Luhaibi and Al-Qarni (2023) emphasized its role in achieving competitive advantage.
- Al-Qahtani (2021) noted that a lack of incentives and training weakens content quality.
- Second: The Role of Cultural Memory in Organizational Structure:
- Al-Binwi et al. (2024) identified a positive relationship between organizational culture and learning.
- Aricioğlu & Ateşalp (2024) showed that organizational memory fosters trust and knowledge sharing.
- Sulartopo et al. (2022) emphasized the importance of institutional culture in preserving and ensuring content quality.
- Hussein et al. (2021) highlighted the role of employee retention in supporting culture and institutional memory.

Third: Aspects of Integration between Content and Cultural Memory:

- Knowledge Preservation: Content feeds cultural memory with institutional knowledge, while culture ensures its sustainability.
- (Mohammed, 2018)
- Supporting Organizational Learning: Rich content contributes to the development of training, while culture fosters a learning environment (Al-Binwi et al., 2024).
- Enhancing Intellectual Capital: Knowledge is directed toward innovation and community service (Muntasir, 2021).

Time Gap:

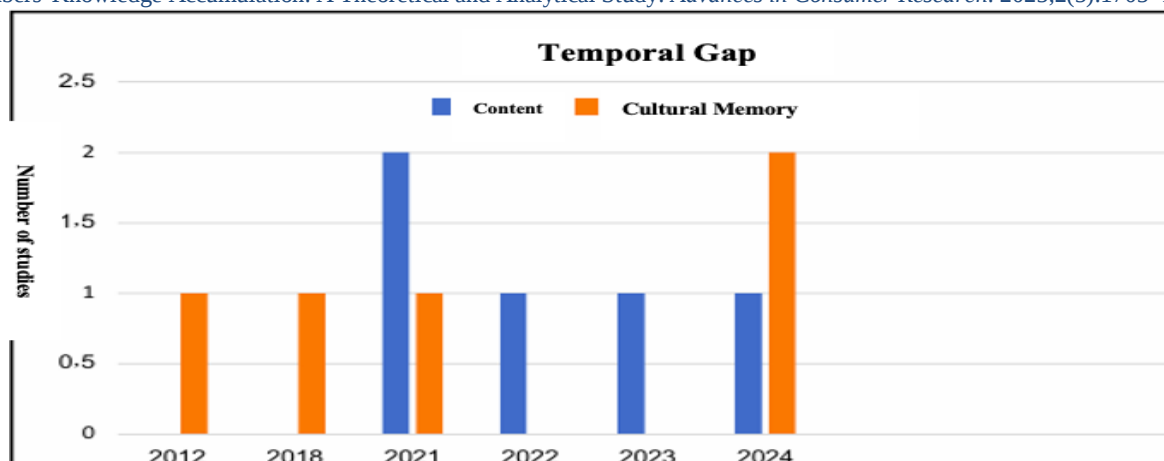
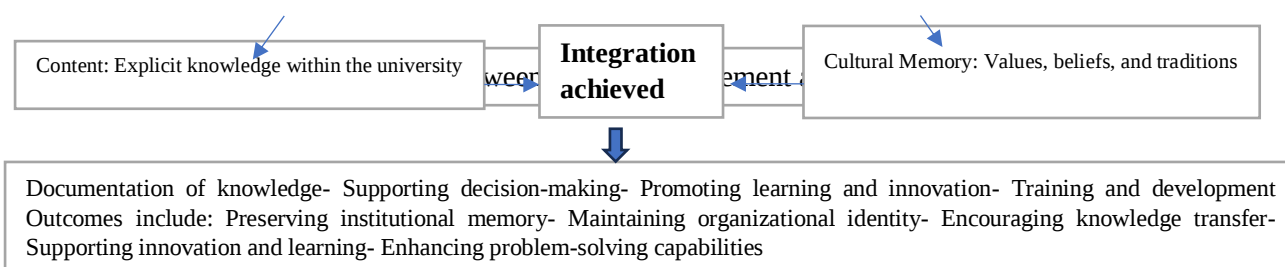
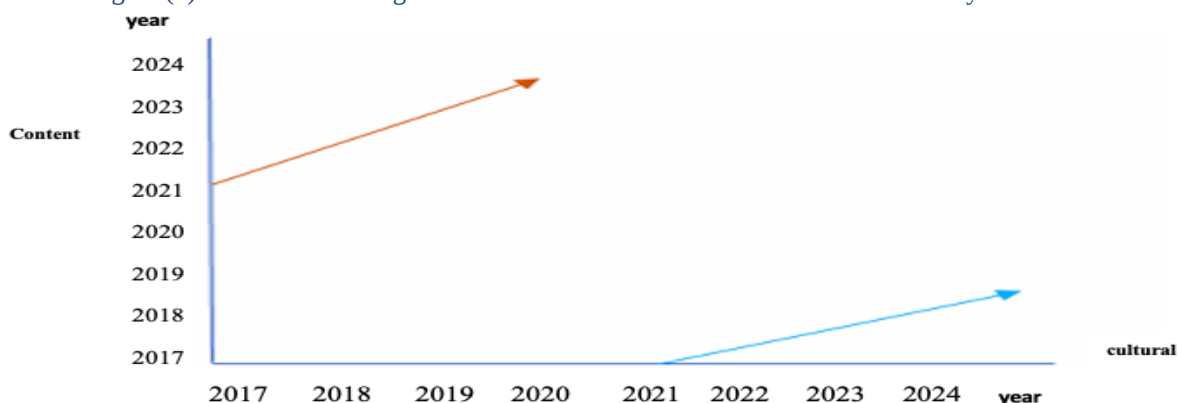


Figure (1) Model: The Time Gap Between Content Element and Cultural Memory

A relative decline in research output was observed between 2018 and 2020, as no clear studies addressed the direct relationship between content and cultural memory within Knowledge Management and Organizational Memory frameworks. After 2020, interest gradually increased, with studies focusing on the role of organizational culture in supporting institutional knowledge and ensuring performance sustainability in universities. This suggests a time gap that requires further research to enhance both the theoretical and practical understanding of how content interacts with cultural memory to improve organizational memory in university settings.



The model in figure (2) illustrates the integration between content elements and cultural memory.



The model in figure (3) analyzes the performance of the direction of the content element and cultural memory. Analysis and Discussion of Question Two:

To what extent is the integration between technology in Knowledge Management elements and technical memory in Organizational Memory?

The integration of technology and organizational memory is essential for enhancing knowledge accumulation in higher education institutions. Technology includes digital systems that support knowledge creation, storage, and application, while technical memory is the framework that stores and retrieves this knowledge to improve organizational performance.

1. Technology and Its Role in Enhancing Knowledge Management:

Al-Hamiri (2024) emphasized the role of information technology in facilitating knowledge creation, sharing, and utilization.

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- Khalafallah & Al-Hindawi (2023) argued that knowledge storage is central to digital transformation, connecting technological infrastructure with effective knowledge management.
- Mohamed (2022) affirmed that electronic management and digital transformation improve the efficiency and accessibility of knowledge.
- Ghraybah (2016) noted that business intelligence tools aid in strategic planning and data-driven decision-making.
- These insights highlight the crucial role of technology in enabling knowledge flow and retrieval within organizational systems, supporting both human and technical resources to improve performance and innovation.

2. Technical Memory and Its Role in Preserving Organizational Knowledge:

Sulartopo et al. (2022) confirmed that technological infrastructure preserves knowledge and ensures quality.

Isawi (2016) pointed out that electronic management at the University of Tabuk helps preserve institutional memory through data integration.

3. Aspects of Integration Between Technology and Technical Memory:

Digital Storage: Converting tacit knowledge into explicit knowledge through electronic archiving (Isawi, 2016).

Knowledge Sharing: Supporting electronic platforms for information integration across departments (Isawi, 2016).

Digital Transformation: Enhancing academic knowledge management through digital systems (Mohamed, 2022).

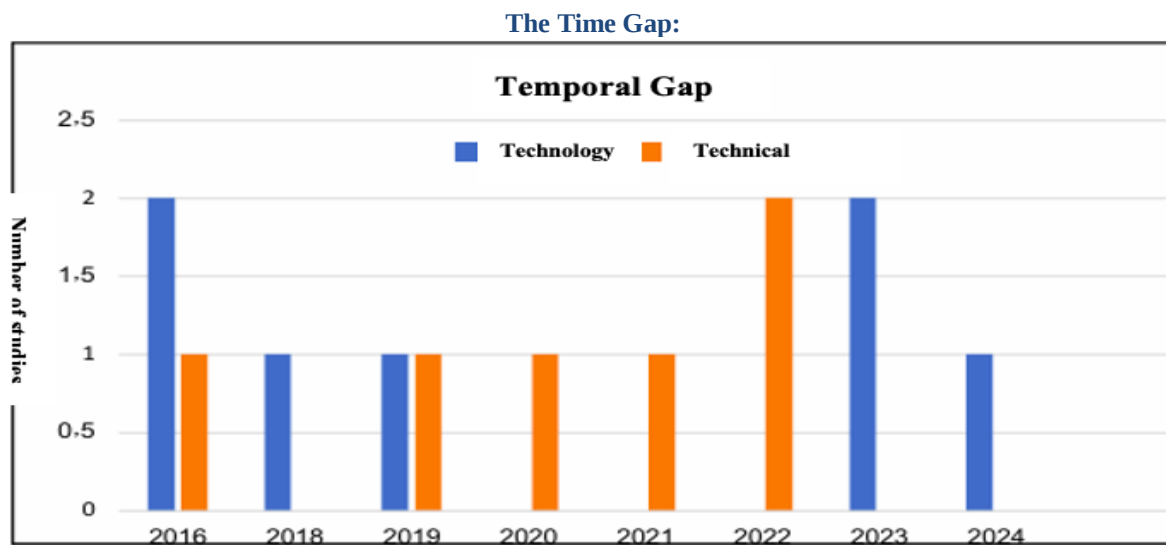
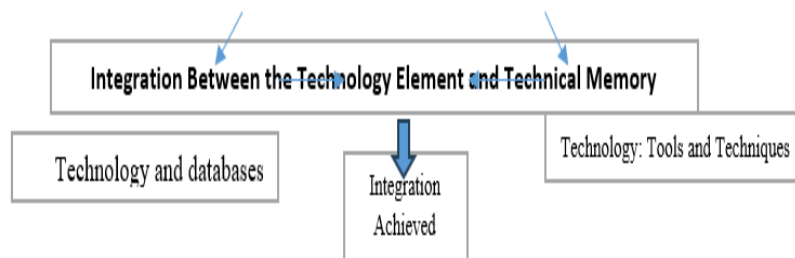


Figure (4): The Time Gap Between Technology and Technical Memory Elements.

The period from 2016 to 2018 shows a research gap in addressing the relationship between technology and technical memory, while interest increased after 2018, reaching its peak since 2021. Research has focused on digital transformation and the integration of systems.

Organizational Memory Information, which highlights the importance of expanding applied studies in this field.



The following graph illustrates this Time gap:

Utilization of tools and platforms that facilitate access to information and data analysis to improve decision-making processes.

Automation of operations, enabling easier collaboration and knowledge sharing.

Supporting innovation and enhancing institutional competitiveness.

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Databases that support decision-making, adapt to changes, and facilitate the transfer, sharing, and storage of knowledge, thereby improving member performance.

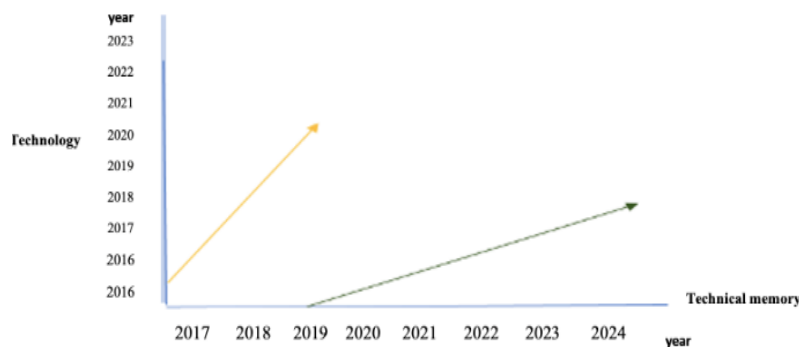


Figure (6): Analyzing the Performance Trend Between Technology and Technical Memory Elements.

Analysis and Discussion of Question Three:

To what extent is the integration between human resources in Knowledge Management elements and administrative memory in Organizational Memory?

Human resources are the driving force behind knowledge management, generating and sharing expertise within universities. Administrative memory preserves this knowledge, ensuring institutional continuity.

1. Human Resources and Their Role in Enhancing Knowledge:

Escorcia Guzmán (2023) emphasized training and collaboration within work teams using machine learning.

Dei & Van (2020) highlighted the lack of support for communities of practice, despite their importance in knowledge transfer.

Sharifzadeh & Safari (2019) noted that knowledge management practices improve academic staff performance.

Kamel Eldin & Abu Zaid (2019) confirmed that applying knowledge management increases employee satisfaction and efficiency.

2. Administrative Memory and Its Role in Enhancing Organizational Memory:

Najim et al. (2023) showed that knowledge management mediates between building organizational memory and managing human resources.

Sulartopo et al. (2022) emphasized the need for top management support for memory sustainability.

Helder & Paulo (2020) highlighted the importance of organizing knowledge for effective memory.

3. Aspects of Integration Between Human Resources and Administrative Memory:

- Human resources act as a source of knowledge stored in administrative memory for decision-making.
- Employee retention strategies preserve expertise and ensure knowledge continuity.
- Modern technologies, like artificial intelligence, enhance institutional integration.
- This integration ensures that human resources contribute to the continuous flow of knowledge, while administrative memory retains and applies this knowledge for strategic decisions and long-term growth.

The Time Gap:

Studies show a lack of direct research before 2019, with increased interest between 2019–2023 in using human resources to build institutional memory. This highlights the need for more studies to align with technological changes in knowledge management.

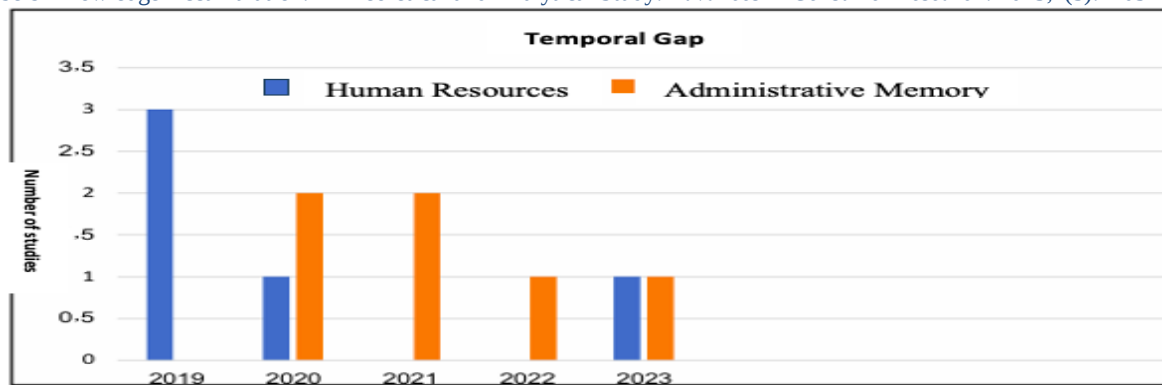


Figure (7): The Time Gap Between Human Resources and Administrative Memory Elements.

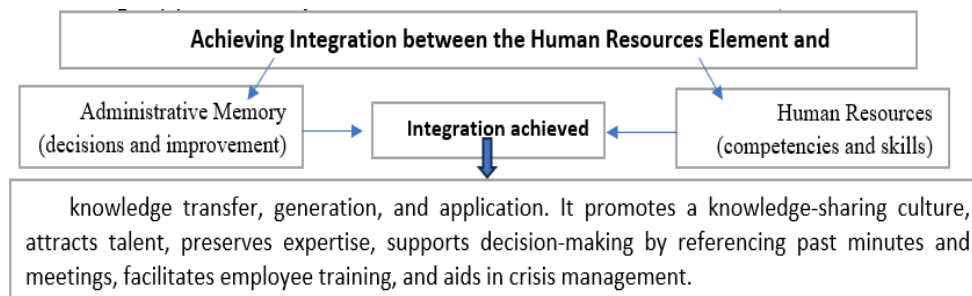


Figure (8): Achieving Integration Between Human Resources and Administrative Memory Elements.

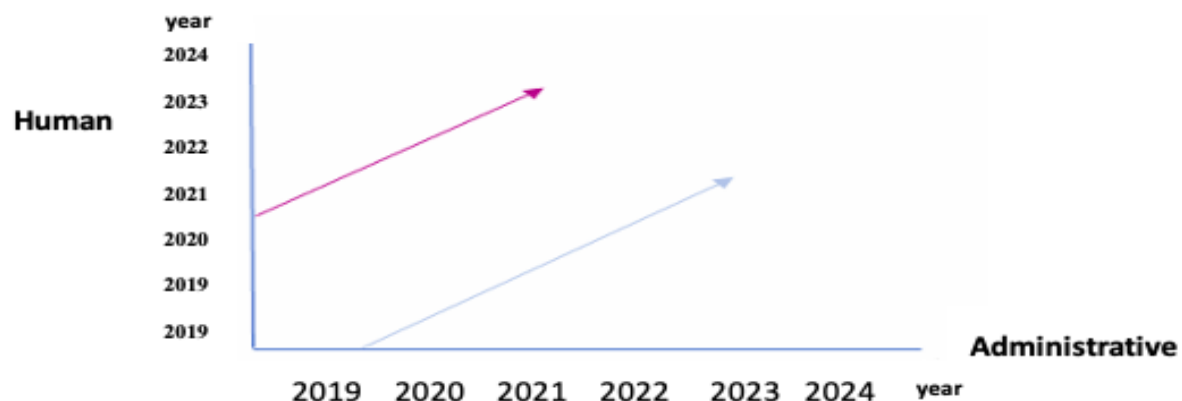


Figure (9): Analyzing the Performance Trend Between Human Resources and Administrative Memory Elements.

Analysis and Discussion of Question Four:

The integration between procedures in Knowledge Management (KM) and procedural memory in Organizational Memory (OM) is crucial for enhancing institutional performance and sustainable learning. Procedures convert knowledge into practical actions, while procedural memory preserves these actions for future use.

Procedures and Their Role in KM:

- Arbab et al. (2024) noted weak investment in this area in Saudi universities.
- Al-Luhaibi & Al-Qarni (2023) emphasized that procedures attract investment and improve services.
- Escorcía Guzmán (2023) highlighted collaboration and training.
- Muntasir (2021) stated knowledge and technology centers improve teaching and service.
- Procedural Memory and Its Role in OM:
- Al-Banawi et al. (2024) connected procedural memory with organizational learning.
- Aricioğlu & Ateşalp (2024) noted its role in enhancing organizational trust.
- Hussein et al. (2021) stressed the importance of employee retention.
- Ben Amer Dahinein (2017) argued flexible culture and infrastructure help organize knowledge.
- Aspects of Integration:
- Organized procedures transform knowledge into practices.
- Digital transformation improves efficiency in application and storage.
- Training and flexible culture turn procedures into knowledge.
- Procedural memory supports learning and excellence.

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Conclusion: There's a strong integration between procedures and procedural memory, supported by technology and training, which enhances organizational memory and performance.

Time Gap: Interest started with Ben Amer Dahinein (2017) but was sparse from 2018-2020. Interest increased from 2021-2024, with a focus on digital transformation, indicating a need for further research.

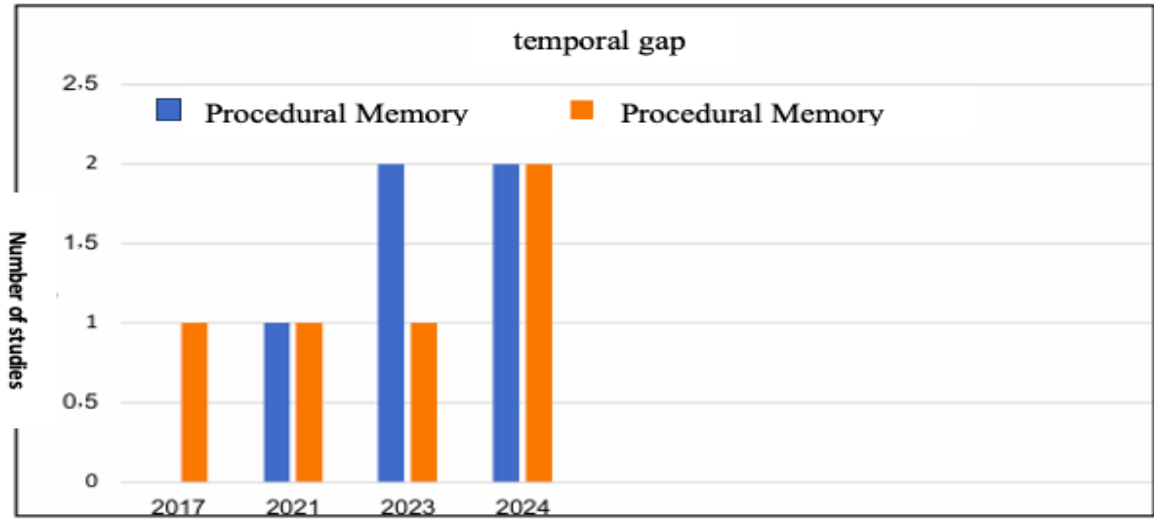


Figure (10): The Time Gap Between Procedures and Procedural Memory Elements.

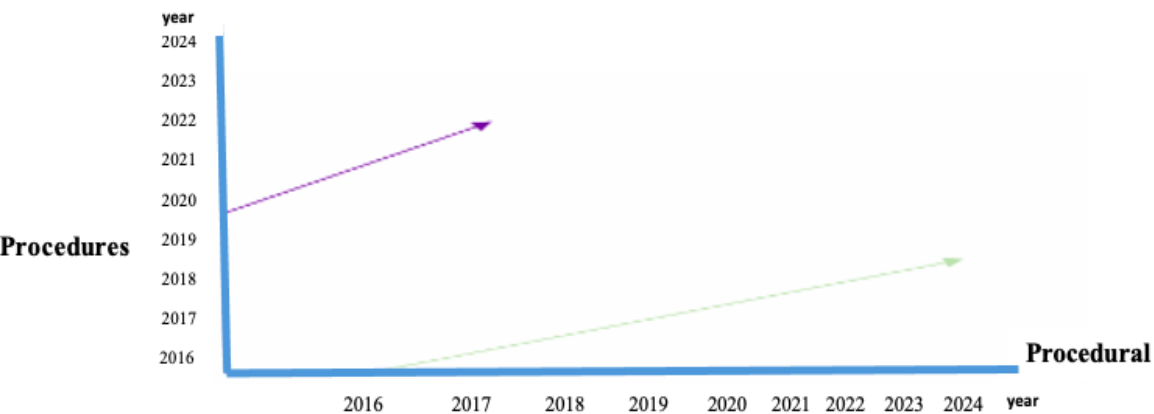
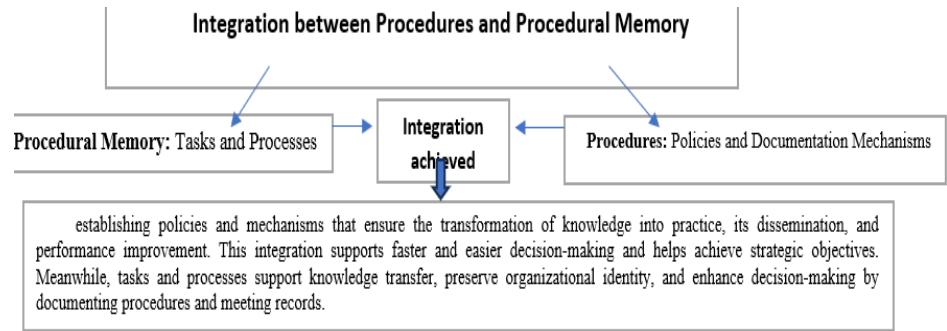


Figure (12): Analyzing the Performance Trend Between Procedures and Procedural Memory Elements.

The Time Gap Across All Elements:

It appears that the interest in the integration between knowledge management elements and organizational memory began to emerge after 2018, increasing significantly between 2021–2024 with the digital transformation in universities. Despite this, the years 2017, 2019, and 2020 experienced a clear stagnation, and studies before 2016 were limited and unstructured, highlighting the recent focus on this field. There is a clear need for more analytical research to deepen the understanding of the integration between knowledge and organizational memory, especially with the expansion of artificial intelligence and automation to support knowledge accumulation. The Time gap is further illustrated in the following graph:

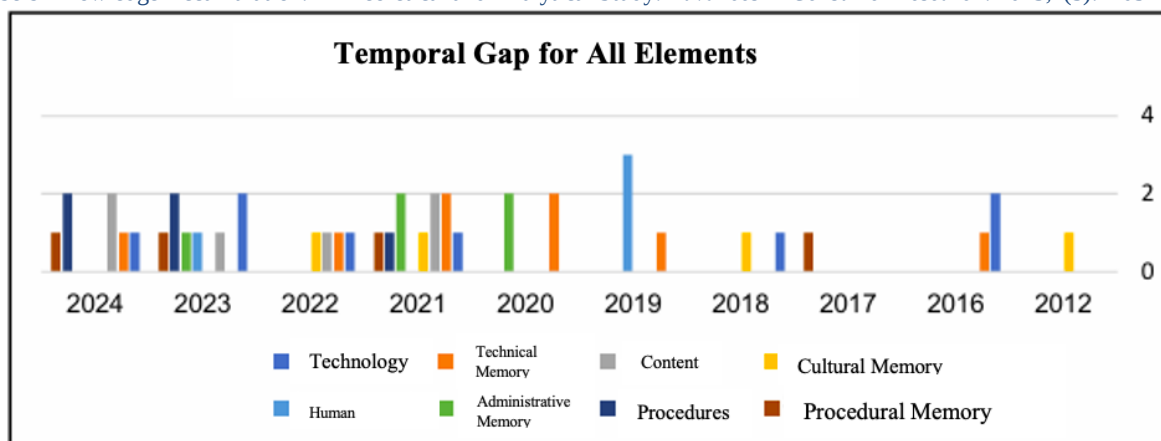


Figure (13): Analyzing the Time Gap Across All Elements.

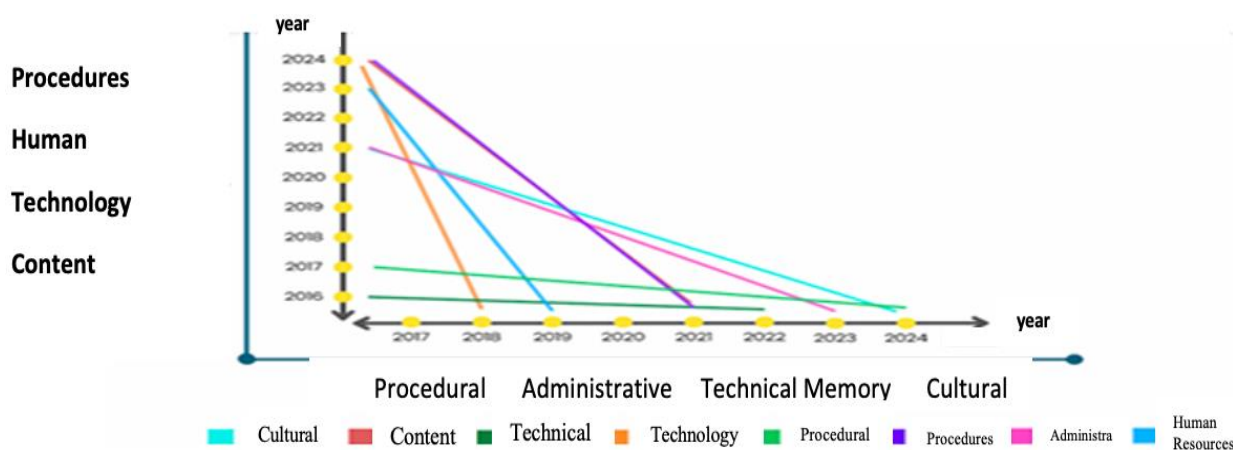


Figure (14): Analyzing the Time Performance Trend Across All Elements.

Analysis and Discussion of Question Five: What are the main challenges identified in the literature regarding knowledge transfer within universities and its preservation for building organizational memory?

Converting Tacit Knowledge into Explicit Knowledge: Weak documentation and the absence of effective institutional mechanisms (Shirsavar, 2015).

Inadequate Technological Infrastructure: Lack of electronic systems for knowledge storage and exchange (Isawi, 2016).
Absence of Institutional Policies: A lack of regulations and frameworks to organize knowledge documentation (Al-Qurashi, 2023).

Individualistic Academic Culture: Low levels of trust and collaboration in academic work environments (Aricioğlu & Ateşalp, 2024).

Knowledge Loss due to Retirement or Staff Transition: The absence of mechanisms for knowledge transfer results in the loss of accumulated knowledge (Ben Amer, 2017).

Proposed Mechanisms to Achieve Integration Between Knowledge Management and Organizational Memory in Academic Environments:

Based on studies by Al-Oqili (2021), Al-Qurashi (2023), and Al-Hamiri (2024), the following mechanisms are proposed:
In Knowledge Management: Activate participation and documentation policies, encourage communities of practice, and develop digital platforms for content exchange.

In Organizational Memory: Strengthen cultural values, update regulations and policies, and use archiving systems and e-learning platforms (LMS).

In Knowledge Accumulation: Use data analysis, leverage human expertise, and ensure continuous professional development.

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 These mechanisms confirm that the integration of knowledge management and organizational memory is essential for building sustainable knowledge accumulation, ensuring excellence in teaching, research, and community service.

Integration between Knowledge Management Elements and Organizational Memory to Preserve Knowledge Accumulation

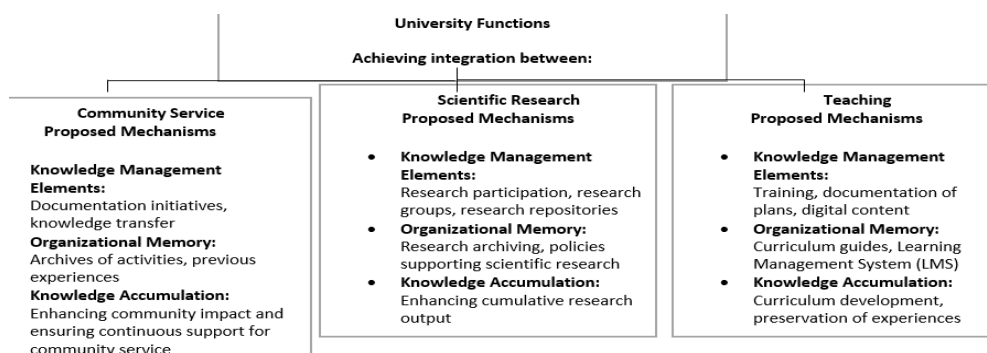


Figure (15): Model of Integration Between Knowledge Management Elements, Organizational Memory, and Knowledge Accumulation.

Integrated Mechanisms for Knowledge Management, Organizational Memory, and Knowledge Accumulation:
 Based on the literature, an integrated set of mechanisms is proposed for the three core functions of universities:

In University Teaching:

- Activate unified digital platforms like Blackboard and Moodle for course exchange and documentation, linked to the academic quality system.
- Archive teaching plans digitally.
- Use AI to analyze past experiences, enhance curricula, and utilize feedback from retirees and students.
- In Scientific Research:
- Create digital research repositories linked to Google Scholar and Scopus.
- Build and regularly update an institutional research memory.
- Use data analysis to identify research gaps and connect past projects to future plans.
- In Community Service:
- Launch an electronic system to document and archive community initiatives.
- Link new initiatives to previous ones for impact assessment.
- Analyze past reports to improve future programs.
- Prepare a knowledge guide for past initiatives to ensure sustainability.
- This model demonstrates how technology and knowledge management systems can support organizational memory and promote continuous knowledge accumulation, benefiting all aspects of university functions.
- Results and Conclusions:
- Limited Integration: Knowledge management, organizational memory, and knowledge accumulation remain poorly integrated, lacking a comprehensive model for practical application, which hampers their contribution to university performance.
- Challenges in Universities: Universities face obstacles in developing organizational memory and ensuring the sustainability of knowledge.
- Role of Academic Leadership: Effective leadership is crucial for developing human resources and preserving knowledge accumulation.
- Need for Further Research: More in-depth studies are required to theorize and test the integration of knowledge accumulation with knowledge management and organizational
- memory to foster innovation and sustainability in university performance.

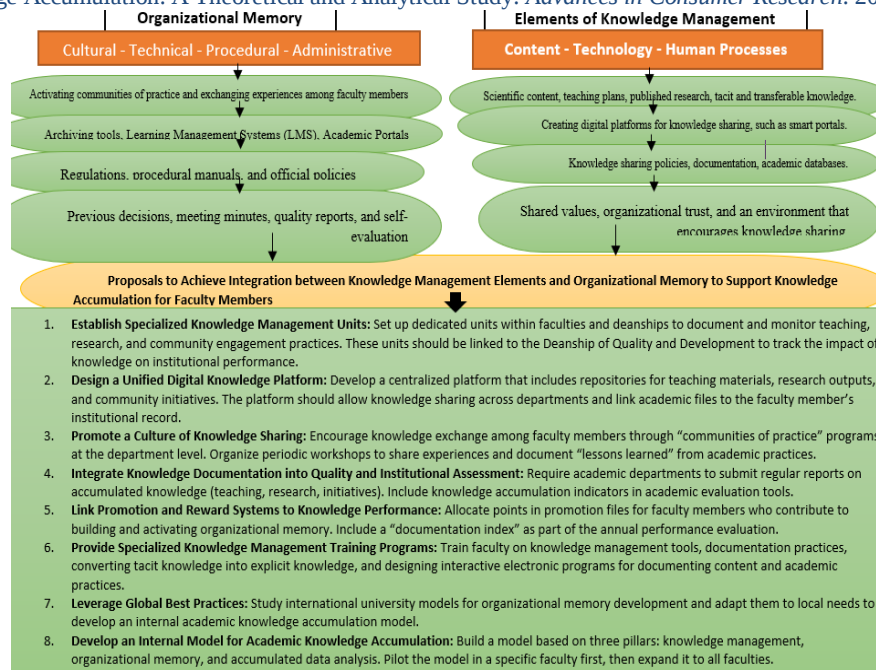


Figure (16): Researcher's Proposed Measures to Achieve Integration between Knowledge Management Elements and Organizational Memory

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