

Mapping the field:

Use of research evidence in policy and practice

Elizabeth Farley-Ripple, University of Delaware

Annette Boaz, Kingston and St. George's University

Kathryn Oliver, London School of Hygiene and Tropical Medicine

Robert Borst, Erasmus University

Xiaoxue Zhang, University of Delaware

The use of research evidence (URE) in policy and practice is relevant to many academic disciplines; and indeed many policy and practice domains. Different methods and approaches to measuring, evaluating, promoting and describing the various ways in which evidence and policy/practice interact have sprung up, reflecting the broad and diverse areas where this is a concern. There has also been an explosion of research into how evidence is produced and used, with dedicated journals and increased funding for URE work emerging over last 15 years. Yet at the same time, those engaged in the scholarship and practice of URE face challenges advancing the field in terms of both accumulation of knowledge over time and across disciplines and intervention and improvement in evidence use. Our shared interest in advancing URE and its efforts, in collaboration with the William T. Grant Foundation, brought us together to “map the field”, with the objective of provoking a conversation about where we are and what we need to move forward.

A scholarly community can be defined as one whose members “identify themselves as such and who interact and are familiar with each other's work” (Cole, 1983, p. 130). This interaction might be around theory, methodology, or a common problem, such as we describe above. But what distinguishes a scholarly community from a field? A recognized field has a permanent (or long term research agenda), affiliated journals, conferences, and even recognition in terms of employment (e.g. institutions hiring specifically for the scholarly expertise of the community) (Hagstrom, 1965; Kuhn, 1970). Given the long history of related work and the significance of evidence use in policy and practice, we argue there is a need to better establish URE as a field.

URE has its roots in knowledge utilization, which Backer (1991) describes as, “research, scholarly, and programmatic intervention activities aimed at increasing the use of knowledge to solve human problems. The field embraces a number

of subtopics, each of which has its own body of work and professional tradition (p226).” Importantly, the core components of the field - “evidence” and “use” are broadly construed, incorporating a range of types of evidence, inclusive of research, and constituting varied forms and purposes as use, such as the categories of instrumental, conceptual, political/strategic, and symbolic commonly featured in evidence use scholarship. The study of evidence use, is, at its core, a field focused on understanding the formation of policy and practice and the role(s) evidence has in that process. Historically, field of knowledge utilization has come in and out of focus, peaking in the 1970s and early 1980s, a period during which many seminal works were produced and published in journals such as *Knowledge: Creation, Diffusion, and Utilization* as well as in flagship journals such as *Administrative Science Quarterly*. The last 10 years have also seen the re-emergence of evidence use as a field of

enquiry, including the re-establishment of venues for scholarship, such as *Evidence & Policy*, the U.K.s What Works Centres, the U.S. Institute for Education Sciences' investment in two knowledge utilization centers, and philanthropic support for the study of evidence use by the William T. Grant Foundation.

Challenges for the field

Scholars and practitioners from fields as diverse as computer science to clinical medicine; from conservation to art history have contributions to make to this field. This diversity is a huge strength, bringing in theoretical perspectives, methods, approaches which help us to find new perspectives on the complex problem of evidence use. Yet there are also challenges. We struggle to find each other as a community, as such an inherently inter- or trans-disciplinary field of study will rarely meet at conferences or virtually. We use different language to talk about what we do and how, and we promote our work in different spaces. We may replicate each other's work or solve the same problems over and over again, seldom realising that we are working in parallel.

Yet improving the use of evidence is one of the major policy and practice challenges of our age. We have more data available to us, and researchers are better equipped and more outward facing than ever before. Populations hold their governments to account, and researchers are under pressure to demonstrate the impact and public value of what they do. Ethically, morally, and practically, we should, as a community, learn better from each other, and take our lessons back to our home disciplines.

Thus, as a first step in this process, we devised a way to preliminarily map this interdisciplinary space, building from the William T. Grant Use of Research Evidence initiative. Using network analysis and surveys, we identified the major disciplines, roles, institutions involved in the study of use of research evidence. We identified

the main terms people used to describe this work, and the major scholarly works which have influenced the field. Although the scope of this work is limited, it is our hope to foster broader discussion and debate about the future of URE work.

Approach

As the authors of this report were linked through the WT Grant Foundation's [Using Research Evidence initiative](#), we began by approaching those invited to their annual gathering in 2016. We recognize that, as an invited event, limits the initial sample in many ways. It over-represents the United States as well as scholars funded by the foundation. Nonetheless, the event has grown from grantees to broader set of U.S. scholars as well as international scholars, policy leaders, and practitioners across policy areas. In order to grow from this initial set of participants, we used a snowball approach, asking respondents to identify five additional individuals they would consult, either in person or through their work, about use of research evidence. We then invited those respondents to participate, achieving a total of 80 respondents of the 219 ultimately invited. This approach helped us to better represent the URE landscape as well as understand networks within the larger scholarly community.

The rest of the survey attended to how respondents think about their work and role. We included items about role (e.g. researcher, policymaker, intermediary working to support URE), policy area (e.g. education, health), disciplinary traditions, funding sources, and key references. In the sections below, we share what we've learned from this slice of the URE community and highlight several important opportunities for growth and recognition as a field.



Key Findings

1. URE is a transdisciplinary field that spans boundaries of research, policy and practice. The question under which circumstances and how research evidence might be used seems inherent to practices of evidence production. Over the past decades, different disciplinary traditions have explored the use and usability of research evidence and their analyses seemed to have yielded diverging conclusions. In analysing the respondent data, we set out to explore which disciplines are represented in the emergent and interdisciplinary field of 'using research evidence' as well as their theoretical traditions.

Organisational embedding

The 'research use' actors we approached worked in different types of organisations. By far most of the respondents worked in an academic setting: nearly 70% of the respondents indicated to work at an academic department of university-based research centre. The actors indicating that they did not work in an academic setting were embedded in independent research centres, think tanks, government agencies, or philanthropic- and non-profit organisations.



Figure 1. Nearly 70% of the respondents were embedded in academic settings

Practice and role

We asked the respondents to indicate what best described their role in research use. They could choose multiple of the following options: 1) studying research use, 2) researcher seeking to have findings taken up, 3) policy activist working to improve research use, 4) knowledge broker or

other intermediary, and 5) other. As can be seen in figure 2, the first two roles were by far most common. Several respondents, however, described to be working in different roles or even to shift between roles. One respondent commented: *"I am a researcher whose work is being used in practice and I am involved in support that"*.

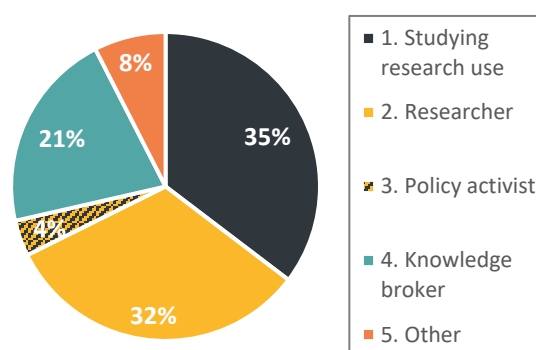


Figure 2. Pie chart showing the roles of the 'research use actors'

This shifting between and across boundaries seemed to be reflected in the respondents' field of practice as well. Most respondents focussed their work on education (36%) or health sciences (14%) as field of practice. But again, a significant proportion of the actors described to be working beyond one specific field alone. One scholar remarked: *"I work across issues, on topics identified by policymakers themselves. I would also describe myself as studying research utilization in policymaking, evidence-based policymaking, and research-based policymaking"*.



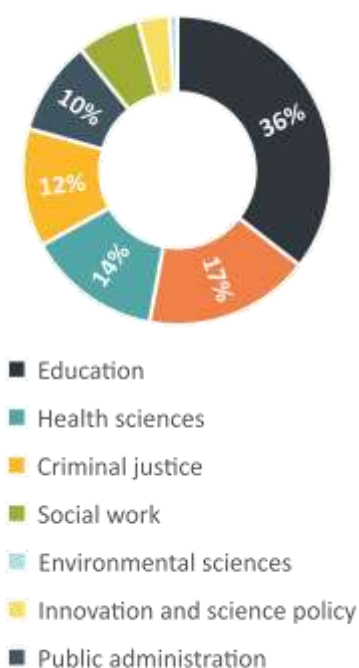


Figure 3. Ring chart with the fields of practice proportional to the number of responses

Disciplinary traditions and fields of work

Most of the actors identified their disciplinary tradition to be in sociology or other parts of the social sciences. Surprisingly, three disciplines with a relatively rich history of exploring research use (i.e. economics, science and technology studies (STS), and communications) are least commonly mentioned as the respondents' disciplinary traditions (see figure 4). URE is pertinent to wide range of social policy issues, each of which has its own communities of scholars and practitioners. And while members of the URE community are impacting those policy areas, the ones we heard from also see themselves as contributing to a rather consistent body of scholarship. We asked the respondents whether they used a specific field to legitimise or describe their scholarly work. Most would identify their work with the field of evidence-based policy, closely followed by policy studies and knowledge utilization (see figure 5). But again, the 'other' category yielded a wide spectrum of variations; including among others international relations, development studies, education policy, knowledge mobilisation,



Figure 4. Ring charts with disciplinary traditions proportional to the number of respondents

sociology of knowledge, and evaluation science. Only a third of respondents selected one body of scholarship, which suggests a degree of conceptual coherence among these bodies of work that can advance the idea of URE as a field.



Figure 5. Treemap with fields of scholarly work

2. URE efforts are funded across sectors and geographical boundaries.

In an effort to understand how this work is supported, we asked respondents to report: *What funding sources have supported your work, if any?* Respondents indicated funded by a range of sources, from private philanthropies to government agencies, demonstrating the scope and scale of commitment across the globe. We note the multiple dimensions of diversity in this list, including level of system (local, state/regional, national, and international), governance (public, private, and corporate), and the range of policy areas in which funding is available. The range is promising, revealing breadth of support across multiple sectors. However, the range may also pose challenges for

coordinating work across sectors and geographical boundaries, for scholars' ability to access financial support across a highly distributed set of institutions, and for moving beyond a diffuse set of small research projects to a set of sustained work for the field.

3. URE struggles with silos.

Members of this scholarly community in our sample use a wide range of terms – 263 different terms to be exact – to describe themselves and their work. This necessarily reflects the diverse policy areas, disciplinary traditions, and methodological approaches, but may also inhibit the ability to locate and access prior knowledge about URE work, which perpetuates silos and slows the advancement of the field.

Arts and Humanities Research Council	Institute of Museum and Library Services	Office of Juvenile Justice and Delinquency Prevention
American Educational Research Association	John Fell Fund	Open Society Foundation
Annie E. Casey Foundation	Learning and Skills Development Agency	Pew Charitable Trusts
Australian Research Council	Leverhulme Trust	Public Policy Institute (Wales)
Bill and Melinda Gates Foundation	Lumina Foundation	Rockefeller Family Foundation
Brico Fund	Lynde and Harry Bradley Foundation	Scottish Government
Binational Science Foundation	MacArthur Foundation	Social Care Institute for Excellence
Cancer Research UK	Mailman Foundation	Spencer Foundation
Centers for Disease Control (U.S.)	National Association of Electrical Distributors	State Government (California)
Children's Bureau	National Center for Clinical and Translational Science	The Samaritans
David & Lucile Packard Foundation	National Institute for Health Research (U.K.)	UCL Institute of Education
Democracy Fund	National Institute of Justice	UK government
U.S. Department of Education	National Institute of Mental Health	UK Health Foundation
U.S. Department of Justice	National Science Foundation (U.S.)	UK Medical Research Council
Doris Duke Foundation	Nationally Collegiate Athletic Association	University of Cambridge
Economic and Social Research Council (U.K.)	National Center for Education Statistics	University of Geneva
Engineering and Physical Sciences Research Council (EPSRC)	Nellie Mae Education Foundation	University of Wisconsin-Madison
European Union	New Jersey foundations.	Chancellors Office
European Commission	National Institute of Child Health and Human Development	U.S. Administrative Office of the U.S. Courts
EU's Horizon 2020 programme	NIE	U.S. Department of Agriculture
Fund for the Improvement of Postsecondary Education	National Institutes of Health (U.S.)	W. K. Kellogg Foundation
Ford Foundation	New Opportunities for Research Funding Agency Cooperation in Europe	Wallace Foundation
Gates Foundation	Nuffield Foundation	Wellcome Trust
GE Foundation	New York University	William Penn Foundation
Harry Frank Guggenheim Foundation	Office of Juvenile Justice and Delinquency Prevention	William T. Grant Foundation
Helen Bader Foundation	Ohio Department of Rehab and Corrections	
Hellman Family	Ohio Department of Youth Services	
Hewlett Foundation	Ohio Office of Criminal Justice Services	
Home Office		
Institute for Education Sciences (U.S.)		

Figure 6. Self-reported funding sources.



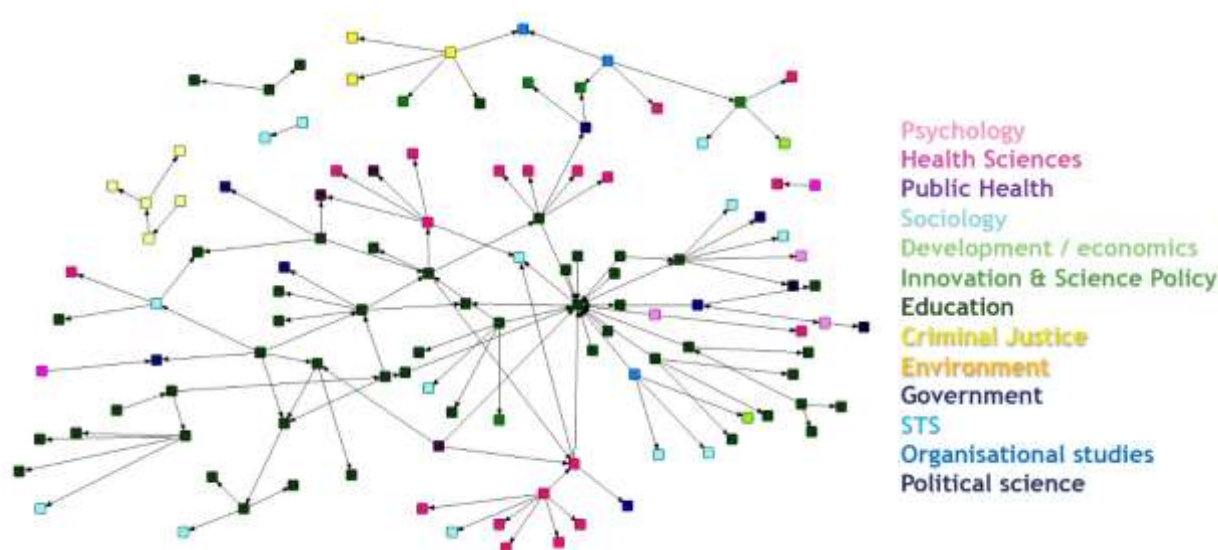


Figure 8. Social network of URE

The Path Ahead

The significance and relevance of URE across disciplines and policy and practice domains has long been recognized, and has enjoyed a resurgence in the last decade as described earlier. At the same time, URE community may not reflect more traditional conceptualizations of a “field” - journals, professional associations, conferences, and employment prospects (i.e. do universities hire scholars in URE?). This raises concerns about the ability of the community to grow in size and influence, as well as its ability to accumulate and advance knowledge about the use of research in policy and practice.

So what can we learn from this preliminary work about the promise of URE as a field? We began with an interest in mapping the URE field to understand the status and coherence of our scholarly community but also to point to what is needed to advance and more deeply establish the community as a recognized field. Our findings, although tentative, highlight the potential strengths of the URE scholarly community – its transdisciplinarity, boundary-spanning, the emerging conceptual coherence of

its scholarship, and its support from funders. At the same time, we observe persistent challenges that may constrain the accumulation of knowledge and formal recognition of the work as a field, namely the fragmented nature of URE networks, and both policy- and discipline-specific language and literatures. To advance, URE may need more sustained, coordinated efforts and support from funders, academic associations and conferences, journals, and more. We offer some ideas and questions to both members of the URE community and those sectors best positioned to support the field moving forward.

1. Should we (re)draw the boundaries of the field?

The use of research evidence transcends disciplines, policy areas, geographical boundaries, and roles in the system. This is recognized above as a strength, cultivating diverse perspectives and opportunities. Yet at the same time, these features may perpetuate fragmentation and siloing that hinder the accumulation of knowledge. As a scholarly community, we need to engage in dialogue

about the value of defining boundaries, including language, disciplines and other dimensions of our work, to improve the cohesiveness of the field.

2. How can increase connectedness of the field?

Relatedly, without wanting to over-interpret our findings, network analysis provides a strong indication that the field at present is somewhat fractured, and that more could be done to strengthen links between disciplinary silos. More traditional fields of study enjoy professional associations, conferences, and associated journals that foster sharing of ideas, opportunities for collaboration, and a shared space to iron out issues such as the boundaries of the field. The opportunities afforded by these structures make people and knowledge more accessible, which may help the field become more influential and recognizable.

3. How can we sustain the field in the long term?

URE and its related predecessors (e.g. knowledge utilization) have an extensive history in research, policy, and practice, yet they have

come in and out of focus over time. Our findings suggest URE has difficulty moving beyond projects that incrementally advance the knowledge base. While efforts to increase the connectedness of the field may facilitate communication and contribute to a more clearer body of knowledge on which to build, a more coordinated approach to supporting the work is needed. Noted above, one downside to a distributed set of funders is that there is no clear way of making sure the funding is more sustained and consistent so that we don't get pockets of excellence emerging only to disappear again with scope for that learning to be lost.

We leave these questions open for discussion, and call for further assessment and dialogue on the promise of URE as a field. The last 15 years have brought significant momentum in the scholarship and practice of URE, and with continued engagement among government agencies, foundations, research institutions, non-profits, and other, we can collectively advance, and transform, the use of research evidence.

This work is supported by the
William T. Grant Foundation



And was produced by the following
organizations...



Erasmus School of
Health Policy
& Management

Appendix: References

- Archbald, D. (2008). Research versus problems solving for the Educational Leadership Doctoral Thesis: Implications for form and function. *Educational Administration Quarterly*, 44(7), 704–739.
- Asen, R. (2013). Deliberation and trust. *Argumentation and Advocacy*, 50, 2–17.
- Asen, R. (2015). *Democracy, deliberation, and education*. University Park, PA: Penn State University Press.
- Beck, U. (1992). *Risk society: Towards a new modernity*. London, UK: SAGE Publications.
- Bédard, P., & Ouimet, M. (2012). Cognizance and consultation of randomized controlled trials among ministerial policy analysts. *Review of Policy Research*, 29(5), 625–644.
- Best, A., & Holmes, B. (2010). Systems thinking, knowledge and action: Towards better models and methods. *Evidence & Policy*, 6(2), 145–59.
- Birnbaum, R. (2000). Policy scholars are from Venus; Policy makers are from Mars. *Review of Higher Education*, 23(2), 119–132.
- Boaz, A., Baeza, J., & Fraser, A. (2011). Effective implementation of research into practice: An overview of systematic reviews of the health literature. *BMC research notes*, 4(212). doi: 10.1186/1756-0500-4-212.
- Bogensneider, K., & Corbett, T. J. (2010). *Evidence-based policymaking: Insights from policy-minded researchers and research-minded policymakers*. London, UK: Routledge.
- Bonta, J., & Andrews, D. A. (2017). *The psychology of criminal conduct* (6th ed.). New York, NY: Routledge.
- Boulton, J., Allen, P. M., & Bowman, C. (2015). *Embracing complexity*. Oxford: Oxford University Press.
- Bransford, J. D., Stipek, D. J., Vye, N. J., Gomez, L. M., & Lam, D. (Eds.). (2009). *The role of research in educational improvement*. Cambridge, MA: Harvard Education Press.
- Brewer, J. (2013). *The public value of the social sciences*. London: Bloomsbury.
- Bryk, A. S., Gomez, L. M., & Grunow, A. (2011). Getting ideas into action: Building networked improvement communities in education. In M. T. Hallinan (Ed.) *Frontiers in Sociology of Education* (pp. 127–162). Springer Netherlands.
- Cairney, P. (2016). *The politics of evidence-based policy making*. Basingstoke: Palgrave.
- Caplan, Nathan (1979). The two-communities theory and knowledge utilization. *American Behavioral Scientist*, 22(3), 459–470.

Checkland, K., Harrison, S., & Marshall, M. (2007). Is the metaphor of “barriers to change” useful in understanding implementation? Evidence from general medical practice. *Journal of Health Services Research & Policy*, 12(2), 95–100.
<http://doi.org/10.1258/135581907780279657>.

Chen, H.T. (2009). The bottom-up approach to integrative validity: A new perspective for program evaluation. *Evaluation and Program Planning*, 33(3), 205–214.

Coburn, C. E., & Penuel, W. R. (2016). Research-practice partnerships in education outcomes, dynamics, and open questions. *Educational Researcher*, 45(1), 48–54.

Coburn, C. E., & Talbert, J. E. (2006). Conceptions of evidence use in school districts: Mapping the terrain. *American Journal of Education*, 112(4), 469–495.

Coburn, C.E., Toure, J., & Yamashita, M. (2009). Evidence, interpretation, and persuasion: Instructional decision making at the district central office. *Teachers College Record*, 111(4), 1115–1161.

Collins, H. M., & Evans, R. (2007). *Rethinking expertise*. Chicago, IL: University of Chicago Press.

Cooley, W., & Bickel, W. (1985). Decision-oriented educational research. *Studies in Educational Evaluation*, 11(2), 183–203.

Cooper, A. (2014). The use of online strategies and social media for research dissemination in education. *Education Policy Analysis Archives*, 22(88).

Davies, H. T. O., & Nutley, S. M. (2008). *Learning more about how research-based knowledge gets used: Guidance in the development of new empirical research*. New York, NY: William T. Grant Foundation.

Davies, H. T. O., Nutley, S. M., & Smith, P. C. (Eds.). (2000). *What Works? Evidence based policy and practice in public services*. Bristol, UK: Policy Press.

Davies, P. (1999). What Is evidence-based education?. *British Journal of Educational Studies*, 47(2), 108–121

MacKenzie, D. L. (2006). *What works in corrections: reducing the criminal activities of offenders and delinquents*. Cambridge University Press.

Dreyfus, H. L., & Dreyfus, S. E. (2005). Peripheral vision: Expertise in real world contexts. *Organization Studies*, 26(5), 779–92.

Dunn, W.N. (1980). The two-communities metaphor and models of knowledge use. *Knowledge*, 1, 515–536.

Earl, L. M., & Timperley, H. (2009). Understanding how evidence and learning conversations work. In L. M. Earl & H. Timperley (Eds.), *Professional Learning Conversations* (1–12). Dordrecht: Springer.

Edwards, A., & Stamou, E. (2016). Relational approaches to knowledge exchange in the social sciences. In A. Edwards (Ed.), *Working relationally in and across practices: Cultural-historical*

approaches to collaboration (229–282). New York, NY: Cambridge University Press.

Eyal, G. (2013). For a sociology of expertise: The social origins of the Autism epidemic. *American Journal of Sociology*, 118(4), 863–907. <https://doi.org/10.1086/668448>

Farley-Ripple, E.N., & Cho, V. (2014). Depth of use: How district decision-makers did and did not engage with evidence. In Shoho, A. R., Barnett, B., & Bowers, A (Eds.), *Using Data in Schools to Inform Leadership and Decision Making*. Charlotte, NC: Information Age Publishing.

Feuer, M. J. (2016). *The rising price of objectivity: Philanthropy, government, and the future of education research*. Cambridge, MA: Harvard Education Press.

Finnigan, K. S., & Daly, A. J. (2014). *Using research evidence in education*. New York, NY: Springer International Publishing.

Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). *Implementation research: A synthesis of the literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network

Freeman, R., & Sturdy, S. (Eds.). (2014). *Knowledge in policy: Embodied, inscribed, enacted*. Bristol, UK: Policy Press. Gabbay, J., le May, A. (2004). Evidence-based guidelines or collectively constructed “mindlines?” Ethnographic study of knowledge management in primary care. *British Medical Journal*, 329(7473), 1013–17.

Gould, R.V., & Fernandez, R.M. (1989). A formal approach to brokerage in transaction networks. *Sociological Methodology*, 19, 89–126.

Granovetter, M. S., (1973). The strength of weak ties. *American Journal of Sociology*, 78(6), 1360–1380.

Greenhalgh, T., Glenn, R., Macfarlane, F., Bate, P., & Kyriakidou, O. (2004). Diffusion of innovations in service organizations: Systematic review and recommendations. *The Milbank Quarterly*, 82(4), 581–629.

Hacking, I. (1995). *Rewriting the soul: Multiple personality and the sciences of memory*. Princeton, NJ: Princeton University Press.

Haskins, R. & Margolis, G. (2014). *Show me the evidence: Obama's fight for rigor and results in social policy*. Washington, DC: Brookings Institution Press.

Hemsley-Brown, J., & Sharp, C. (2003). The use of research to improve professional practice: A systematic review of the literature. *Oxford Review of Education*, 29(4), 449–471.

Henig, J. R. (2008). *Spin cycle: How research gets used in policy debates – The case of charter schools*. New York, NY: Russell Sage Foundation.

Hess, F. (Ed.). (2008). *When research matters: How scholarship influences education policy*. Cambridge, MA: Harvard Education Press.

Honig, M.I. (2004). The new middle management: Intermediary organizations in education policy implementation. *Educational Evaluation and Policy Analysis*, 26(1), 65-87.

Honig, M. I., & Coburn, C. (2008). Evidence-based decision-making in school district central offices: Toward a policy research agenda. *Educational Policy*, 22, 578-608. doi: 10.1177/0895904807307067

Honig, M. I., Venkateswaran, N., McNeil, P., & Twitchell, J. M. (2014). Leaders' use of research for fundamental change in district central offices: Processes and challenges. In K. S. Finnigan & A. J. Daly (Eds.), *Using Research Evidence in Education* (33-52). New York: Springer International Publishing.

Ingram, D., Seashore-Louis, K., & Schroeder, R. G. (2004). Accountability policies and teacher decision making: Barriers to the use of data to improve practice. *Teachers College Record*, 106(6), 1258-1287.

Jarvis, P. (1999). *The practitioner-researcher: Developing theory from practice*. San Francisco, CA: Jossey-Bass.

Jensen, P.S., Hoagwood, K., & Trickett, E. J. (1999). Ivory towers or earthen trenches? Community collaborations to foster real-world research. *Applied Developmental Science*, 3(4), 206-212

Johnson, K., Greenesid, L. O., Toal, S. A., King, J. A., Lawrenz, F., & Volkov, B. (2009). Research on evaluation use: A review of empirical literature from 1986 to 2005. *American Journal of Evaluation*, 30(3), 377-410.

Kaestle, C. (1993). The awful reputation of education research. *Educational Researcher*, 22(1), 23+26-31.

Kennedy, M.M. (1982). Evidence and decision. In M. M. Kennedy (Ed.), *Working knowledge and other essays* (59-103). Cambridge, MA: The Huron Institute.

Kingdon, J. W. (2003). *Agendas, alternatives, and public policies* (2nd ed.). New York, NY: Longman.

Kochanek, J. R., Scholz, C., & Garcia, A. N. (2015). Mapping the collaborative research process. *Education Policy Analysis Archives*, 23(121).

Langer, L., Tripney, J., & Gough, D. (2016). *The Science of Using Science: Researching the use of research evidence in decision-making*. London, UK: EPPI-Centre, Social Science Research Unit, UCL Institute of Education, University College London.

Latour, B., & Woolgar, S. (1979). *Laboratory life: The construction of scientific facts*. Thousand Oaks, CA: Sage Publications.

Lavis, L. N., Røttingen, J. A., Bosch-Capblanch, X., Atun, R., El-Jardali, F., Gilson, L., ... Haines, A. (2012). Guidance for evidence-informed policies about health systems: Linking guidance

development to policy development. *PloS Medicine*, 9(3): e1001186. Doi:10.1371/journal.pmed.1001186

Levin, D., & Cross, R. (2004). The strength of weak ties you can trust: The mediating role of trust in effective knowledge transfer. *Management Science*, 50(11), 1477-1490.

Lindblom, C. E., (1992). *Inquiry & change: The troubled attempt to understand and shape society*. New Haven, CT: Yale University Press.

Lomas, J. (2000). Using linkage and exchange to move research into policy at a Canadian foundation. *Health Affairs*, 19, 236-40.

Louis, K. S., & Dentler, R. A. (1988). Knowledge use and school improvement. *Curriculum Inquiry*, 18(1), 33-62.

Martinson, R. (1974). What works? - Questions and answers about prison reform. *The Public Interest*, 35, 22-54.

Maybin, J. (2014). "We know who to talk to": Embodied knowledge in England's Department of Health. In R. Freeman & S. Sturdy (Eds.), *Knowledge in policy: Embodied, inscribed, enacted*. Bristol, UK: Policy Press.

McDonnell, L. M., & Weatherford, M. S. (2013). Evidence use and the common core standards movement. *American Journal of Education*, 120(1), 1-25.

McDonnell, L. M., & Weatherford, M. S. (2014). Research evidence and the common core standards. In K. S. Finnigan & A. J. Daly (Eds.), *Using Research Evidence in Education* (117-132). New York: Springer International Publishing.

Medvetz, T. (2012). *Think tanks in America*. Chicago, IL: University of Chicago Press.

Milgram, S. (1967). The small-world problem. *Psychology Today*, 1(1), 61-67.

Mowles, C. (2014). Complex, but not quite complex enough: The turn to the complexity sciences in evaluation scholarship. *Evaluation*, 20(2), 160-175. <http://doi.org/10.1177/1356389014527885>

Ness, E.C. (2010). The role of information in the policy process: Implications for the examination of research utilization in higher education policy. In J.C. Smart (Ed.), *Higher Education: Handbook of Theory and Research* (1-49). New York, NY: Springer.

Nilsson, M., Jordan, A., Turnpenny, J., Hertin, J., Nykvist, B. & Russel, D. (2008). The use and non-use of policy appraisal tools in public policy making: An analysis of three European countries and the European Union. *Policy Sciences*, 41(4), 335-355.

Nutley, S. M., Walter, I., & Davies, H.T. (2007). *Using evidence: How research can inform public services*. Chicago, IL: University of Chicago Press.

Oliver, K., Innvar, S., Lorenc, T., Woodman, J., & Thomas, J. (2014) A systematic review of barriers to and facilitators of the use of evidence by policymakers. *BMC health services research*, 14, 2.

Oliver, K., Lorenc, T., & Innvar, S. (2014). New directions in evidence-based policy research: a critical analysis of the literature. *Health Research Policy & Systems*, 12(34), 1-11.

Palinkas, L. A., Garcia, A. R., Aarons, G. A., Finno-Valasquez, M., Holloway, I. W., Mackie, T. I., ... Chamberlain, P. (2016). Measuring use of research evidence: The structured interview of evidence use. *Research on Social Work Practice*, 26, 550-564.

Palinkas, L. A., Holloway, I. W., Rice, E., Fuentes, D., Wu, Q., & Chamberlain, P. (2011). Social networks and implementation of evidence-based practices in public youth-serving systems: A mixed methods study. *Implementation Science*, 6(113). doi: 10.1186/1748-5908-6-113

Parkhurst, J. (2016). *The politics of evidence: From evidence-based policy to the good governance of evidence*. London, UK: Routledge.

Petersilia, J., & Turner, S. (1993). Intensive probation and parole. *Crime and justice*, 17, 281-335.

Plank, D. N., & Boyd, W. L. (1994). Antipolitics, education, and institutional choice: The flight from democracy. *American Educational Research Journal*, 31(2), 263-281.

Prewitt, K., Schwandt, T. A., & Straf, M. L. (2012). *Using science as evidence in public policy*. Washington DC: The National Academies Press.

Rein, M. (1976). *Social science and public policy*. Harmondsworth, UK: Penguin Education

Rein, M. (1980). Methodology for the study of the interplay between social science and social policy. *International Social Science Journal*, 32(2), 361-368.

Roderick, M., Easton, J. Q., & Sebring, P. B., (2012). *CCSR: A new model for the role of research in supporting urban school reform*. Chicago, IL: UChicago Consortium.

Roe, E. (1994). *Narrative policy analysis: Theory and practice*. Durham, NC: Duke University Press.

Rogers, E. (2003). *Diffusion of innovations*. New York: Simon & Schuster.

Rittel, H. W. J., & Webber, M. M. (1973). Dilemmas in a general theory of planning. *Policy Sciences*, 4(2), 155-169.

Sabatier, P., & Jenkins-Smith, H. (Eds.). (1993). *Policy change and learning: An advocacy coalition approach*. Boulder, CO: Westview Press.

Saldana, L. & Chamberlain, P. (2012). Supporting implementation: the role of community development teams to build infrastructure. *American Journal of Community Psychology*, 50(3), 334-346. doi: 10.1007/s10464-012-9503-0.

Sampson, R.J., Winship, C., & Knight, C. (2013). Translating causal claims: Principles and strategies for policy-relevant criminology. *Criminology and Public Policy*, 12(4), 587-616.

Schechter, C. (2008). Organizational learning mechanisms: The meaning, measure, and implications for school improvement. *Educational Administration Quarterly*, 155-186. doi:10.1177/0013161x07312189 44:

Schmidt, V. A. (2008). Discursive institutionalism: The explanatory power of ideas and discourse. *Annual Review of Political Science*, 11, 303-326.

Schulz, M. (2001). The uncertain relevance of newness: Organizational learning and knowledge flows. *Academy of Management Journal*, 44(4), 661-681.

Scott, J., & Jabbar, H. (2014). The hub and the spokes: Foundations, intermediary organizations, incentivist reforms, and the politics of research evidence. *Educational Policy*, 28(2), 233-257. DOI: 10.1177/0895904813515327

Simon, H. (1991). Bounded rationality and organizational learning. *Organization Science*, 2(1), 125-134.

Smith, K. (2013). Beyond evidence-based policy in public health: The Interplay of Ideas. *Social Policy & Administration*, 49(5), 672-674.

Stacey, R., & Mowles, C. (2015). *Strategic management and organizational dynamics*. London, England: Pearson Education.

Stovel, K., Golub, B., & Meyersson Milgrom, E. M. (2011). Stabilizing brokerage. *Proceedings of the National Academy of Sciences of the United States of America*, 108(4), 21326-21332.

Strach, P. (2007). *All in the family: The private roots of American public policy*. Stanford, CA: Stanford University Press.

Tseng, V. (2007). *Studying the use of research evidence in policy and practice*. New York, NY: WT Grant Foundation.

Tseng, V. (2012). The uses of research in policy and practice. *Social Policy Report*, 26(2), 1-16.

Turnhout, E., Stuiver, M., Klostermann, J., Harms, B., & Leeuwis, C. (2013). New roles of science in society: Different repertoires of knowledge brokering. *Science and Public Policy*, 40(3), 354-365.

Weaver-Hightower, M. (2008). An ecology metaphor for educational policy analysis: A call for complexity. *Educational Researcher*, 37(3), 153-167.

Weber, M. (1968). On charisma and institution building. S. N. Eisenstadt (Ed.). *On Charisma and Institution Building*. Chicago, IL: University of Chicago Press.

Weiss, C. H. (1977a). Research for policy's sake: The enlightenment function of social research. *Policy Analysis*, 3, 531-545.

Weiss, C. H. (1977b). *Using social research in public policymaking*. Lanham, Maryland: Lexington Books.

Weiss, C. H. (1979). The many meanings of research utilization. *Public Administration Review*, 39(5), 426-431.

Weiss, C. H. (1980). Knowledge creep and decision accretion. *Knowledge: Creation, Diffusion, Utilization*, 1(3), 381-404.

Weiss, C. H. (1982). Policy research in the context of diffuse decision making. *Journal of Higher Education*, 53(6), 619-639.

Weiss, C. H. (1999). Research-policy linkages: How much influence does social science research have? World Social Science report 1999 (pp. 194-205). Paris, France: UNESCO.

Weiss, C.H. (2000). The experimenting society in a public world. In L. Bickman (Ed.), *Validity and Social Experimentation* (283-302). Thousand Oaks, CA: Sage Publications.

Weiss, C. H., & Bucuvalas, M. J. (1980). *Social science research and decision-making*. New York, NY: Columbia University Press.

Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. New York, NY: Cambridge University Press.

Williamson, O. E. (1981). The economics of organization: The transaction cost approach. *American Journal of Sociology*, 87(3), 548-577.

Zambo, D. (2011). Action research as signature pedagogy in an education doctorate program: The reality and hope. *Innovative Higher Education*, 36(4), 261-271.

Zbaracki, M. J. (1998). The rhetoric and reality of total quality management. *Administrative Science Quarterly*, 43(3), 602-636.