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ABSTRACT

Theoretical issues concerning research and policy-making and three empirical studies of the higher education sector in Sweden are discussed. A major concern is the utilization of social science research and development efforts by public policy makers. Additionally, the characteristics of the public policy-making processes that influence the scope and character of utilization are considered. Topics of empirical study include: the quantitative planning of higher education, social recruitment, the geographic location of higher education, policy-making organization of higher education, and educational networks in higher education. Additional concerns for empirical analysis are the part that research and development can and should play in the reform system of higher education and a follow-up of higher education reform in relation to cognitive policy and the utilization of research and development.

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Internationally, however, a great deal has happened in this field during the past decade. Research into research utilization has assumed particularly impressive proportions in the United States, where many researchers have taken as their initial premise the existence of a utilization crisis. The enormous investments which began to be made in carefully selected social research in the United States during the 1960s have yielded a poor return. It is not as yet clear whether this is the manner intended. With this question in mind, a great deal of effort was devoted in the United States to explaining "where the fault lies", and also to developing the concept of research utilization.

One of the first steps taken in the development of the concept of research utilization was to examine the social and cultural characteristics of researchers and their work. The results of this review work have been published in a special issue of the *Journal of Applied Social Psychology*, "Social Personality and Culture in Research Utilization". Material appearing in this issue, however, is not intended to be taken as a final word on the subject. It is intended to be a part of an ongoing dialogue which will continue to be held in the future. The results of this dialogue will be published in the *Journal of Applied Social Psychology*. It is hoped that this dialogue will lead to a better understanding of the social and cultural characteristics of researchers and their work, and to a better understanding of the concept of research utilization.

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MAIN POINTS OF THE ISSUE

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2. The need for research utilization.
3. The social and cultural characteristics of researchers and their work.
4. The concept of research utilization.

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- (d) What characteristics of R&D results influence utilization?
- (e) What are the dominant ideas in Swedish research policy concerning research utilization, policy-making processes and R&D results?
- (f) What conclusions regarding (e) can be drawn from the analyses concerning the R&D process?

Our strategy is to problematize all three main concepts - research utilization, policy-making processes and R&D content. As should already have been made clear, we are confining ourselves to a case research in the wider sense of "single cases".

As has already been intimated, the research utilization concept has proved to be a slippery one. For example, in an earlier article entitled "The Man, The Myth and the Machine" (see *Journal of Management Studies*, 1994, 21(3)), Helmer has identified at least four major different models of research utilization. Helmer's model is a synthesis of four different models of research utilization. The first model is the "linear model", which is based on the idea that research leads to innovation, which then leads to economic growth. The second model is the "cyclical model", which is based on the idea that research leads to innovation, which then leads to economic growth, which then leads to research. The third model is the "cyclical model", which is based on the idea that research leads to innovation, which then leads to economic growth, which then leads to research. The fourth model is the "cyclical model", which is based on the idea that research leads to innovation, which then leads to economic growth, which then leads to research.

approach, whereby policy making proceeds in conformity with scientific ideals of consistency and completeness, while the other is represented by contentions to the effect that any "rationality" that may occur is sheer coincidence. Clearly, the approach sometimes termed "incremental" comes closer to this end of the scale than to the other end. Perhaps the most seminal researchers in this tradition are Charles Lindbloom and Aaron Wildavsky. This is not the time or the place to enlarge on their ideas or those of the "rational" approach, but we are convinced that the degree of rationality in policy making varies a great deal in time and between countries. We are therefore taking some pains to analyze central variations in research utilization, partly this is being done on the basis of a stimulating essay in which Robert Weiss identifies five main factors influencing the degree and nature of research utilization in a country.

Several researchers in recent years have put forward classifications of types of knowledge, of which the most notable is that of the philosopher Karl Popper. Popper's classification is based on the extent to which the knowledge is verifiable and on the extent to which it is subject to falsification. In his view, there are three types of knowledge: (1) empirical knowledge, which is based on observation and is subject to falsification; (2) practical knowledge, which is based on experience and is subject to falsification; and (3) rational knowledge, which is based on logic and is not subject to falsification. Popper's classification is useful in that it provides a framework for thinking about the nature of knowledge and the ways in which it is acquired. It also suggests that the degree of rationality in policy making may vary depending on the type of knowledge that is being used.

Another researcher, Robert Weiss, has identified five main factors that influence the degree and nature of research utilization in a country. These factors are: (1) the nature of the problem; (2) the availability of research; (3) the quality of the research; (4) the political context; and (5) the nature of the decision maker. Weiss's framework is useful in that it provides a way of thinking about the factors that influence research utilization and the ways in which these factors may vary across countries and over time.

Finally, it is worth noting that the degree of rationality in policy making may also vary depending on the nature of the decision maker. Some decision makers may be more rational than others, and this may influence the degree to which they utilize research in their decision making. For example, a decision maker who is more rational may be more likely to seek out and utilize research in their decision making, while a decision maker who is less rational may be less likely to do so.

a "synoptic" approach to the public policy-making process?

EMPIRICAL STUDIES OF THE HIGHER EDUCATION SECTOR

The intention is for the theoretical work to yield results of value to the current discussion of research policy. Our aim is to scrutinize critically some of the basic ideas underlying public research policy. In order to ensure that the theoretical discussion is rooted in reality, three empirically oriented sub-studies of the higher education sector are in progress within the project. These sub-studies are aimed at identifying the relevant public problems in this sector, and in this way to contribute to the policy-making process. The development which has taken place and is still in progress within the Group, "The Quality of Higher Education and Research Policy", Needless to say, the three studies are all based on the "synoptic" approach to the relationship between theory and empirical research, and are adapted to the present state of the art of the project. The results are given in many of the appendices.

1. The first sub-study is on higher education in Denmark

The first sub-study is on higher education in Denmark. It is a descriptive study of the higher education system in Denmark, and is based on a survey of the higher education system in Denmark. The study is based on a survey of the higher education system in Denmark, and is based on a survey of the higher education system in Denmark.

2. The second sub-study is on higher education in Norway

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3. The third sub-study is on higher education in Sweden

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4. The fourth sub-study is on higher education in Finland

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5. The fifth sub-study is on higher education in the Netherlands

social research, has occupied in policy development.

Nobody could deny that important reforms of higher education have been decided on in Sweden in the past few decades. By international standards these reforms have been quite radical, and yet in a long-term perspective one is struck by the continuity of the problems. Once the various dimensions have been defined as problematic, the problems have been attacked and redefined, rather than solved. The idea of a process comprising sequences of "national" steps as represented, for example, by the well-known definition - definition of problems - invention of means - evaluation of consequences - choice of means - choice of approach, is fruitful when the horizon of attention is considered in a long-term perspective. Means and ends cannot be meaningfully separated. Instead, in the long-term perspective, there is a continuous process of "re-examination" where the "means" and "ends" are constantly being redefined in the light of new and often unforeseen conditions. An example from the higher education sector would be a series of steps to make this clear. There is no reason for assuming that quantitative planning based on a few well-defined parameters is a "neutral" procedure. It is a procedure which is based on a set of values and assumptions which are not neutral. It is a procedure which is based on a set of values and assumptions which are not neutral. It is a procedure which is based on a set of values and assumptions which are not neutral.

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influence planning content. In this study, particular interest will focus on the analysis of variations between the different levels of the need and ability to utilize R&D results. What implications have the new decentralized and participatory organization had for the forms and content of R&D activities? What conflicts of interest are there between different actors and levels?

Here as in other parts of the project, the starting point is a "problematized" view of the organization. It is assumed that the organization has been "re-engineered" or "restructured" and that this has led to a new configuration of power and influence. The organization is seen as a system that has been "designed" and that this design has led to a new configuration of power and influence. The organization is seen as a system that has been "designed" and that this design has led to a new configuration of power and influence. The organization is seen as a system that has been "designed" and that this design has led to a new configuration of power and influence. The organization is seen as a system that has been "designed" and that this design has led to a new configuration of power and influence. The organization is seen as a system that has been "designed" and that this design has led to a new configuration of power and influence.

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3. The UHA programme for the follow-up of the reform of higher education

As part of the major reform of higher education since the mid-1970s, UHA has been conducting a special follow-up programme (described, for example, in UHA's *White Paper on Higher Education*). This is an ambitious and comprehensive programme for examining major transitional issues relating to the widening of participation and the development of higher education. It has been designed to provide a framework for the development of higher education policy in the light of the findings of the Commission's work. The programme is organized into three main areas: (i) widening of participation, (ii) development of higher education, and (iii) the role of higher education in the economy and society. The programme is being implemented through a series of studies, seminars, and conferences. The first study, 'Widening of Participation in Higher Education', was published in 1981. The second study, 'The Development of Higher Education', was published in 1982. The third study, 'The Role of Higher Education in the Economy and Society', was published in 1983. The programme is being implemented through a series of studies, seminars, and conferences. The first study, 'Widening of Participation in Higher Education', was published in 1981. The second study, 'The Development of Higher Education', was published in 1982. The third study, 'The Role of Higher Education in the Economy and Society', was published in 1983.

in the United States, and we have established contacts with several researchers there. But contacts are also being maintained with European researchers, partly within the framework of the Research Committee on Science and Politics set up by the International Political Science Association.

Particular importance attaches to cooperation with a partly parallel project in Great Britain which is being led by Professor Maurice Vioran at Brunel University. Direct efforts are being made to develop similar techniques of sampling and analysis, and there will be a responsibility of leading a comparative analysis.

TIMETABLE AND REPORTING

The project is being initiated in 1971 and will run for a period of 18 months and is planned to last for a total of three years. It is expected that the first results will be available in 1972 and that the final report will be completed in 1974.

Progress reports will be prepared at the end of each year and will be presented to the Steering Committee. The final report will be presented to the Steering Committee at the end of the project. The Steering Committee will be responsible for the overall management of the project and will meet regularly to discuss progress and to make decisions on any matters that arise.

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