

## **OECD and the shaping of the research-university**

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Shortly after OECD was created it started its work on “Science” and in particular how to reform universities in US and Europe to become science driven. Linked to this overall goal the debate (due to the influence of Ben – David in particular) ideas about the entrepreneurial university (already used by Ben –David in the late twenties), cross-disciplinary science (from the early 1970ties), the university of innovation and knowledge economy, etc.; emerged as important categories debated at conferences within the OECD and generally highly supported by governments. Most of these ideas preceded the so-called mode 2 discourse (1990ties), and can be seen as the basic discourse transforming the relation between science – knowledge – education – professions. The main effect of this is how science transformed universities to actors for the economy within the OECD-established growth paradigm.

The paper will discuss the role of OECD from 1966 up till the Mode 2 discourse and ask the question why it was so successful in transforming the science – university nexus in line with economic ideas as they were developed within OECD’s “ economic growth paradigm”, taken to be the overall goal for all OECD activities (See: Smelzer, M. (2016) *The hegemony of Growth*. Cambridge). In particular we will discuss how this has changed the idea of science and the kind of knowledge science contributes with. The long term question is if these ideas of science have ruined the university, thus also perhaps undermining science not legitimated by the growth paradigm , rather by democracy, scholarship or eternal values.