

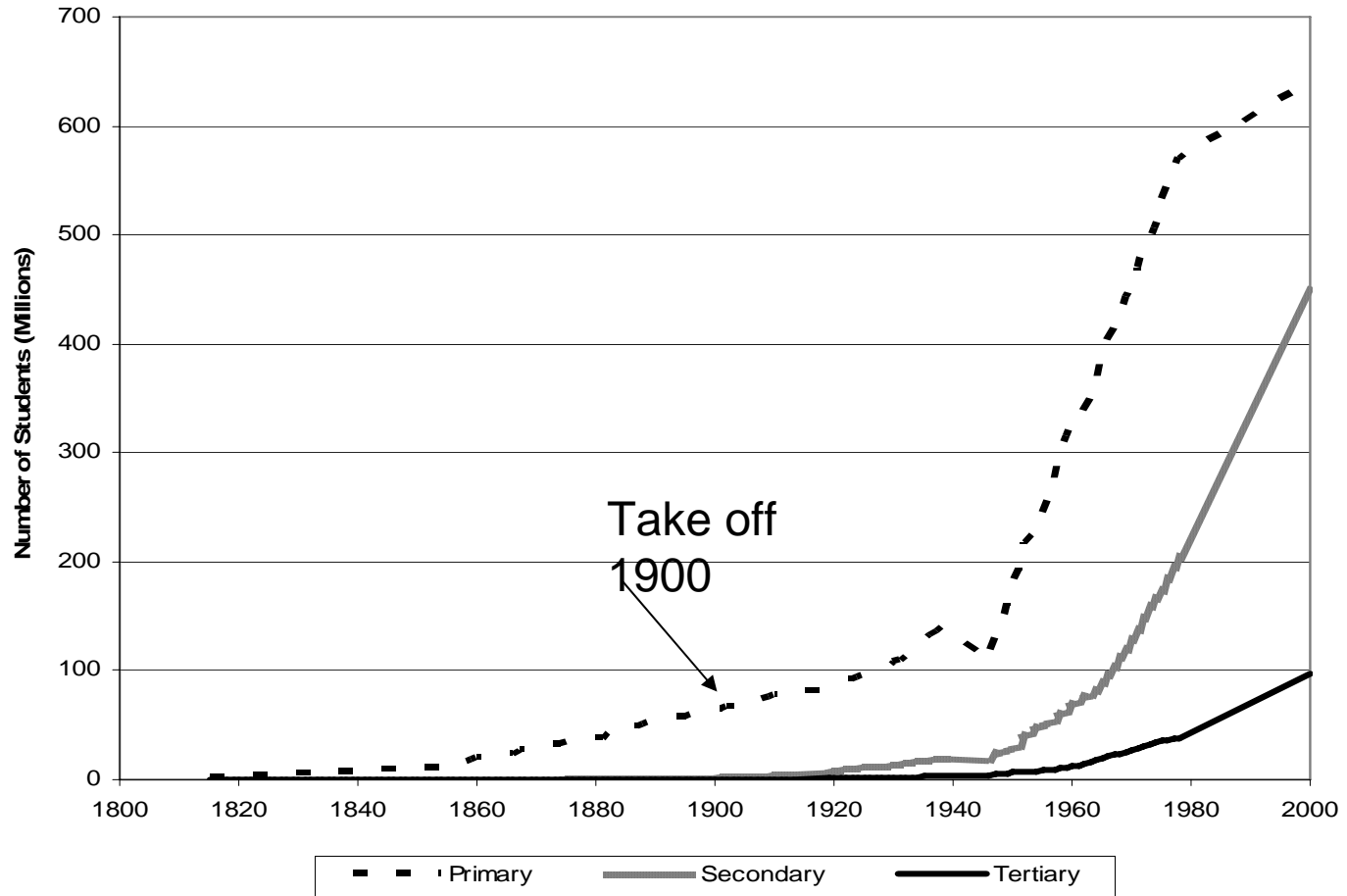
# The Super Research University and the Schooled Society:

David P. Baker  
Eberly Professor of Education and  
Sociology  
Pennsylvania State University

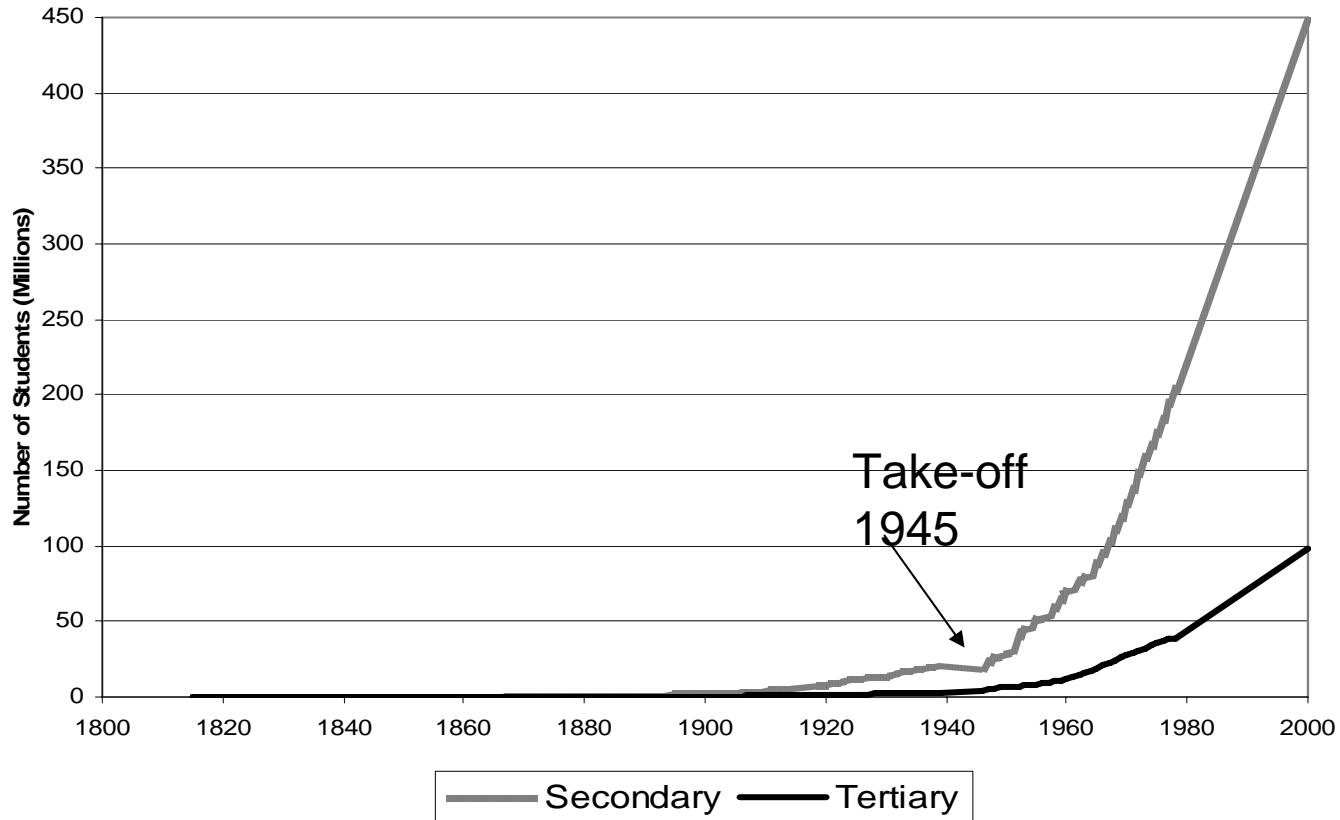
- 200,000 years of human existence
- 5,000 (?) years of large human collectives- civilizations, 2.5%
- 150 years of **Mass Education** as a known model (circa 1850), 0.5%
- 60 years of **Worldwide Education Revolution** (circa 1945), 0.2%

# Dimensions of the Worldwide Education Revolution

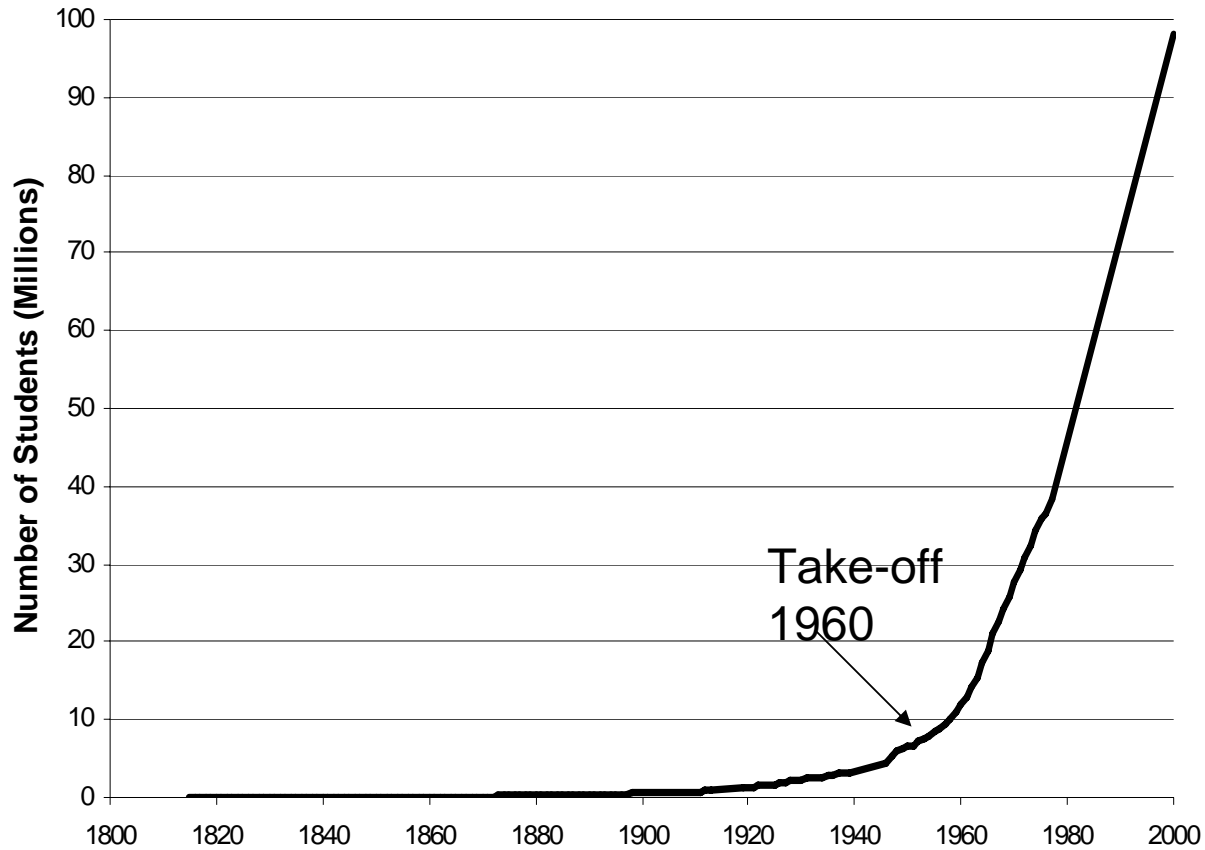
# World Primary, Secondary, and Tertiary Students, 1815-2000.



# World Secondary and Tertiary Students, 1815-2000.

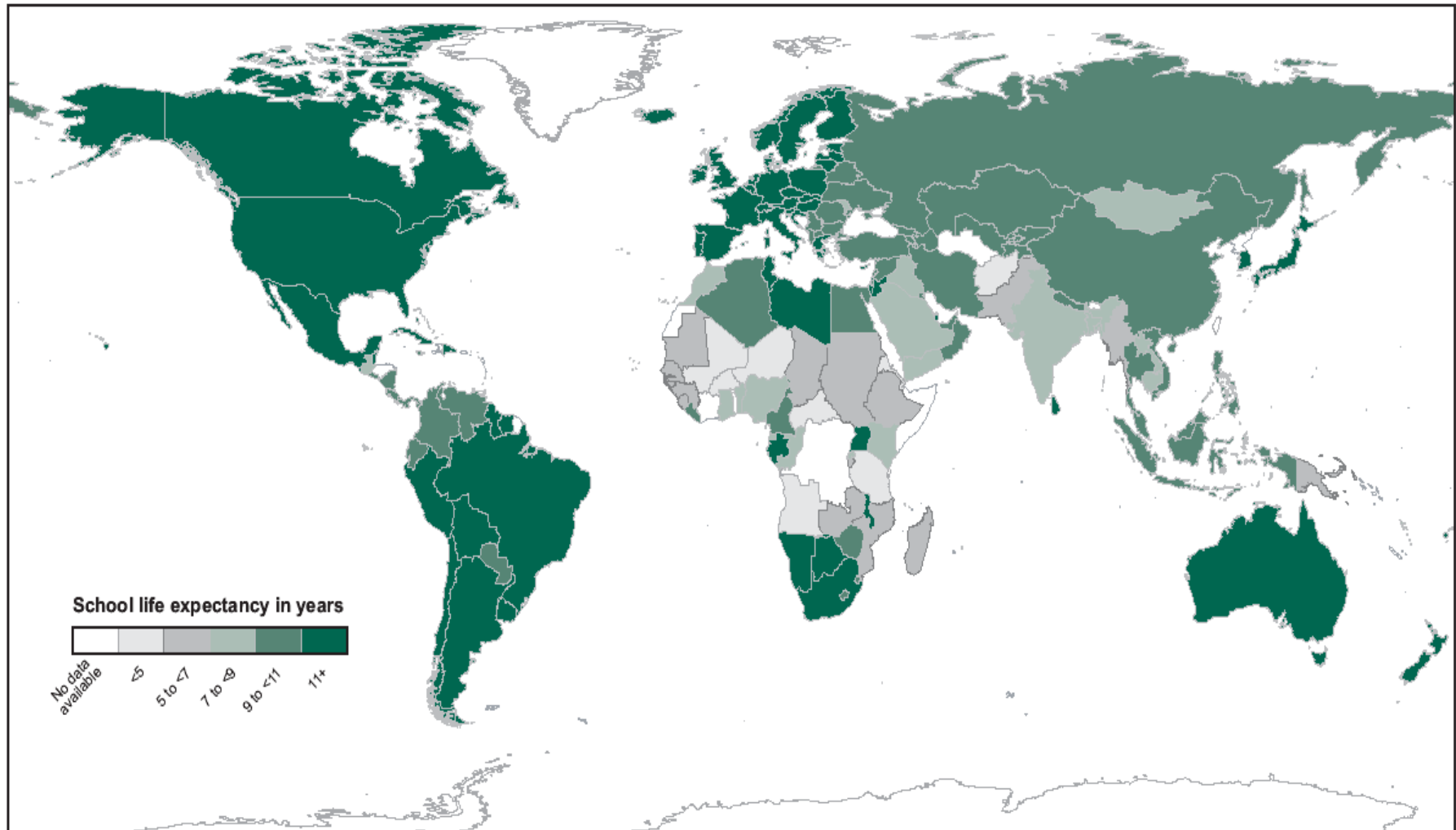


# World Tertiary Students, 1815-2000.



### Figure 3. How long can children expect to stay in school?

Average school life expectancy in years for primary to secondary education by country, 2001



Source: UNESCO Institute for Statistics, Table 4.

Notes: Data refer to 2001 for 133 countries, 2000 for 38 countries, and 1999 for 7 countries. For details see Table 4. For Central African Republic, Guinea, Madagascar, Mali, Morocco, Nigeria, Uganda and Yemen, UIS estimates were imputed with a margin of error sufficiently small for the presentation in this map, but too large for inclusion in Table 4.

# Effects of Education Rev.

- Not only individual change and credentialism- social mobility and vocational training

# But new ways to imagine society:

- New theory of the people- to be developed
- New theory of social collective-universalism
- New theory of knowledge-  
“objective and scientific”

# Emerging Global Model of the Research University

8 Characteristics

1. Transcending mission:

The frontiers of knowledge  
worldwide.

## 2. Research-intensive:

“Scientification” of as many disciplines possible.

### 3. New Knowledge for Human Progress:

Applied more than theoretical, social problems

4. Decline of the traditional professoriate:

Cross-disciplinary teams,  
international partnerships etc.

## 5. Recruitment strategies for students, faculty, and administrators:

Certainly nation and now international

## 6. Greater internal complexity:

Interdisciplinary centers,  
integration of research elements  
in student training programs etc.

## 7. Denser networks of institutions and steep competition:

External funding sources, non-university research partners, other universities.

8. The research enterprise is extremely costly:

Public \$ decline; private \$ increase.

# Super Research University

1) Intensification of older components

2) Model comes out of American Higher education experience

# Selected TOP "Knowledge Producers"

Citations/Size

■ Cal. Tech (US)	100
■ Harvard (US)	55
■ Stanford (US)	55
■ MIT (US)	54
■ Erasmus (Netherlands)	38
■ Ecole Normal Superieure (FR)	37

# Average of World Top Ten

51

## European Institutions:

•	Cambridge (UK)	17
■	Heidelberg (Germany)	11
■	Catholic (Belgium FR)	11
■	Munich (Germany)	9
■	Trinity College (Ireland)	9
■	U. of Barcelona	4
■	Lomonosov Moscow State (Russia)	3
■	U. of Paris-Sorbonne (France)	0

# ■ Average of World TOP Ten

51

## Asian Institutions:

- Tokyo U. (Japan) 27
- Seoul National (Korea) 4
- Beijing (China) 2
- India Institute of Management (India) 2