

Postscript: What Future for the Collegiate University?

The University of Oxford has been in the throes of redefining its understanding of collegiality. There are a number of possible scenarios that could eventually emerge. In this short postscript we want to present four possible outcomes and offer our own prognosis. Undoubtedly, others will interpret the evidence differently and come up with contrasting scenarios. This postscript therefore presents a challenge to those who are interested in understanding the future trajectory of Oxford and its position within the evolving system of British higher education.

In contrast to Kenny and Kenny's *Can Oxford be improved?* (2007), we are too cautious to offer a reform agenda, although our caution also reflects the fact that we have written a different kind of 'Oxford' book. We have been more concerned to describe and understand the process of change within contemporary Oxford with particular reference to its collegial tradition. The future of reform within Oxford will be determined by the actions of its internal interests as they come to terms with the external pressures generated by state and society. At best our input into this process could only be marginal, at worst little more than pretentious.

Within a generation, say by 2035, will we have seen the death of the collegiate tradition in its Oxford heartland? While, as we have argued consistently throughout this book, collegiality is intrinsic to the process of higher education, what happens at Oxford is inevitably going to influence how we interpret the collegial tradition in the future. But there is a wider lesson to be learnt. Oxford is one of those universities priding itself on its ability to sustain high-quality undergraduate teaching whilst generating a broadly based research culture that has a worldwide reputation. Several scholars have argued that collegiality, and more particularly the federal principle it embodies, has been critical in enabling Oxford to achieve these exalted twin goals. Can any university in the future hope to pursue both purposes, and if so, will the federal principle continue to be the means of achieving their reconciliation?

Scenario 1 points to a University in which very little has changed, there may be reforms but these are essentially window-dressing that deceives no one. It is tempting to allude to the rearranging of the deck chairs on the Titanic: the reconfiguration of the labyrinth of university committees but no real change in organisational culture. It is possible that this will be the eventual outcome of the post-North Report reform process, but there are a number of indicators to suggest otherwise. The

Second Report of the Joint Working Party on Governance insisted that ‘... there is a very large degree of support for the general model it suggested. Virtually all of those consulted welcomed the report [its first report], and many regarded it as a significant improvement on the Report of the Commission of Inquiry’ (University of Oxford, 1999, March 24, p. 1). While this may be putting an optimistic gloss on the picture, it also suggested a strong momentum for change.

Thus there has emerged a new 7-year term of office for the vice-chancellor (an initial appointment for 5 years, which may be extended for a further 2 years), a co-ordinated administrative structure under the control of Council, the implementation of Divisional Boards (super-boards) for the organisation of the faculties and a Congregation that, although formally retaining its sovereignty, is more constrained in its ability to exercise it. How many tutors decide to retain the contracts that tie them into college teaching remains to be seen but the contractual relationship that links tutors, colleges and university is undoubtedly in the process of changing. And it is that contractual relationship that has coloured so markedly the character of Oxford’s federalism. And all this is taking place in a context in which, although there may be widespread suspicion of both centralised decision-making and the long-term of ambitions of the senior officials, the individual academics are rarely moved to exercise en masse their democratic rights. The scotching of John Hood’s plans (the then vice-chancellor) to secure majority lay representation on Council could prove to be but a small hiccup on the way to the promised land of centralised policy control and administrative dominance. The cumulative effects of long-term formal institutional change, coupled with the steady reformulation of the academic career structure, are pressures that are too potent not to have an impact but this is an essentially quiet and subtle process of development.

Scenario 2 points to the steady convergence of the Oxford and Cambridge models of collegiality, with the former moving towards the latter. The reforms of the North Commission, as reshaped by working parties, have led to this growing convergence. Both Universities operate a federal model of governance with relatively strong centres and, where the interests of the centre (the University) and periphery (the colleges) overlap, it is the former that has gained power. Nonetheless, the colleges will remain self-governing institutions, continue to control their endowment incomes, still organise some of the undergraduate teaching and operate their own admissions procedures (albeit henceforth more receptive to the interests of the University). However, while colleges would continue to elect their own fellows, many would be first and foremost University employees who have acquired a college base because it conveys both prestige and tangible rewards. There is no reason to suspect that college loyalty is weaker at Cambridge but it has a different basis. At Oxford being a college fellow is central to the identity of many of its dons. At Cambridge this is less true; its tutors are mainly university employees who negotiate a mutually convenient relationship to the colleges. And Oxford has moved, and will continue to move, towards Cambridge.

For many critics, Oxford’s move towards Cambridge’s collegiate model is not before time. In recent years Oxford, relative to Cambridge, has had a negative press. An edition of the *Times* (1999, August 16) illustrates the point perfectly and we

find highlighted: ‘Unwieldy Oxford regime blamed for setbacks’, ‘Cambridge acts faster’, ‘Employers give Oxford the blues’ and the front-page headline, ‘Thatcher takes revenge on Oxford’! And even the robust response, of Oxford’s then vice-chancellor, Colin Lucas, conveyed the impression of the University’s ‘management’ intervening decisively to counter negative media images – and in the depths of August no less! (*Times*, 1999, 19 August).

But it would be absurd to pose a static Cambridge pulling in its wake a reluctant Oxford. The essence is that higher education is increasingly perceived as an economic resource centred around the production of intellectual capital and the polishing of recruits for the labour market, both functions that are firmly directed by state intervention with much support from powerful interests embedded in society. So Cambridge is changing as Oxford is changing and both are pressurised by the same forces. Indeed, there are those bold enough to argue that the most desirable future for the British system of higher education is to follow ‘the American way’ by accepting differential tuition fees, encouraging a mixture of public and private funding, and recognising that functions and standards will vary (even sharply) from institution to institution (Ryan, 1999, pp. 24–28).

Within this context it is possible to envisage a third scenario, the University attempts to capitalise on two brand images: the prestigious liberal arts college running in parallel with the equally prestigious research university. This model presupposes separate teaching and research career lines for academics, a more sophisticated financial structure with a sharper divide between the two ‘businesses’ so that one does not unwittingly subsidise the other. Moreover, if the colleges were permitted to charge top-up fees (over and above the University’s fee) then – depending upon how the resources were employed – there is no reason why the financial rewards of a teaching career should be any less than those of a research career. The colleges would have the resources to ensure that their tutors were generously rewarded. Besides reducing the pressure upon individual academics to undertake both teaching and research, it would also end the squabbling over who subsidises whom or what subsidies what. Within this model individual roles can be negotiated and, as the North Commission proposed, contracts would be drawn up to suit personal circumstances. It is important for the individual tutor to perceive institutional demands as of critical importance for the development of his/her future career, rather than acting as a barrier that continuously constrains one’s potential.

The clearer separation of academic roles with different institutional settings would necessitate the provision of adequate support facilities within each environment. If parts of the University are going to move out of Oxford (perhaps segments of both Oxford and Cambridge will meet at Bedford!), which is entirely possible in this scenario, then they will need their own infrastructures to facilitate academic progress. Within this model collegiality could take different forms in different parts of the University, coming closest to its historical interpretation within the traditional college setting. What is important is the acceptance of the inevitability of change; to build into collegiality the idea that it needs to adjust in order to survive. So change becomes an integral ingredient of collegiality, as opposed to something that seemingly has to be resisted until forced upon a sceptical academic community. The set

piece 'confrontations' of commissions of inquiry or syndicates (to use Cambridge's term) should give way to a process of governance that can define what it is vital to preserve while accommodating new circumstances.

In the fourth scenario collegiality descends into a rapid decline. Whilst decision-making in the University becomes more centralised, guided by a bureaucratic imperative that in turn is driven by the demands of the state and the market, so the colleges steadily fall into disrepair. College fees are a declining resource and the University uses its financial control to pursue its own policy ends. Teaching is increasingly under-valued and academics centre their working lives upon the production of research, much of it confined within a narrow disciplinary horizon. Institutional loyalty is eroded undermining not only involvement in college governance but also in university governance, including departmental and faculty structures. Facilities in the poorer colleges are stretched, a few go bankrupt and there are college mergers. Some colleges become little more than halls of residence with the head of college acting as 'academic concierge' and the bursar as 'toilet-roll distributor'. Oxford slowly loses its niche market as prospective students gravitate towards the LSE, Imperial College, University College, Warwick or even the US Ivy League. In effect the combined pressures of incorporation in a mass system, state accountability pressures and parsimony triumph. And for some observers, it is already too late to save the day.

What scenario is likely to prevail? Gambling, let alone social prediction, is risky business. And the reader can make his or her own predictions, but what scenario do we think is most likely to prevail? We have claimed that change, varying in intensity over time, has been integral to Oxford and, therefore, we discount the essential reaffirmation of the status quo as portrayed in Scenario 1. Consequently, therefore, we believe there is only a slim possibility that we are witnessing a mere rearranging of the chairs on the Titanic. But should this occur, the decline of the collegiate university (Scenario 4) would be inevitable. In our fourth scenario, the pessimism of Stevens (1998) prevails. But, there is a huge volume of American evidence to demonstrate that mass systems of higher education can be internally differentiated (Tapper & Palfreyman, 2010). And, in spite of the prognosis of the pessimists, there is no reason to believe that within a differentiated model Oxford would not end up towards the top end of the totem pole. It may not be in the same league as Harvard, or even Cambridge, but it would still be one of the more prestigious British universities. However, we stress again that we do not believe this very negative scenario will prevail, although some (Oxford-insiders) would argue that if Oxford were not to be placed at least in the same league as Cambridge then this would indeed be a calamitous outcome!

By a process of elimination, therefore, there is a good chance that Oxbridge's collegiality will be defined increasingly in terms of Scenario 2 or Scenario 3. Of the two the Cambridge model seems the better bet in *the short run*. Already university governance is marked by broadly parallel structures and procedures: a five plus 2-year term for the vice-chancellors, centralised administrations, hierarchical structures of governance, a small number of faculty boards and more constraints on the ability of the dons to exercise their democratic rights. However, the core of the

academic faculty at Oxford continue to wear the two hats of college and university, but – as at Cambridge – there will be an increasing tendency for the University hat to assume greater significance. Within this framework the colleges retain their independence, perhaps becoming more fissiparous; prepared to operate within the confines of university-established parameters but are less respectful of intercollegiate constraints. This is a model of collegiality that has its obvious attractions and there is a possibility that dominant sentiment within Oxford may come to the conclusion that this is the way forward, that they need to go this far but no more.

However, in our estimate Scenario 3 is the most probable long-term route down which collegiality will travel with Oxford and Cambridge moving towards a *new* convergent model. This presupposes a world of differential fees, including differential college fees, an increasing fragmentation of the academic profession, an expanding demand for higher education with a steadily increasing role for the market in the funding of higher education coupled with the continuing accountability pressures of the state. There will be several Oxfords as there will be several Cambridges. Collegiality will survive but, in the form in which we have historically known it, it will be confined to its college heartland. The federal model will give way to confederalism as many segments of the two Universities assume a semi-autonomous existence. Thus university governance is both more centralised and more localised. Perhaps we are returning to the nineteenth century as the twenty-first century takes root?

Such a shift will have a profound impact upon the three levels of collegiality. First, there would be more formally structured *intellectual collegiality* as academics were brought together in stronger and more physically tangible departmental/faculty structures (thus the arts and social studies follow the lead of the sciences). But it would be a more fragmented, and possibly more hierarchical, collegiality reflecting broader developments within the academic profession (Tight, 2009, pp. 271–297).

Second, for *collegiality as academic demos*, the academic finds professional life operating within an increasingly managed and centralised hierarchy within which his or her rights may be eroded only marginally in a formal sense but in practice are considerably restricted. Third, for *collegiality as colleges*, the college itself will retain its autonomy and identity. The college fellowship will be larger, and admissions and tutorial teaching more managed by college officers, although not determined solely by them. College governance will move to the ‘Cambridge’ model of an elected executive Council with less frequent meetings of the Governing Body, which meet essentially to ratify its Council’s decisions. In this model there is more room for explicit leadership/management from key college officers. And then there is the question of how long the new model will prevail for, as history teaches us, universities are dynamic institutions which respond continuously to pressures for change from within and from without. There is no permanent model of the university, let alone of the idea of collegiality within the university.

Appendix: Interviewees

Anderson, E.
Baker, P.
Bowles, N.
Brock, M.
Brockliss, L.
Bullock, A.
Burn, P.
Campbell, B.
Ceadel, M.
Clarke, D.
Clarke, P.
Dopson, S.
Elliot, R.
Frazer, L.
Gibson, S.
Green, J.
Hague, D.
Halsey, A.
Hechter, M.
Innes, J.
Kirwan, C.
Lucas, J.
Millar, F.
Mirfield, P.
Nuttall, A.
Prestwich, J.
Rawson, J.
Reed, J.
Silby, M.
Smethhurst, R.
Snow, T.
Ware, A.
Williams, M.
Woods, N.

References

- Acharya, S., & Dimson, E. (2007). *Endowment asset management*. New York: Oxford University Press.
- Acherman, H. (1998, October). *Central strategic governance and decentralised accountable leadership: The case of the University of Amsterdam*, EAIR/IMHE Conference Paper, Amsterdam.
- Adkins, T. (1989, December). What should Colleges Do? *Cambridge Review*, 110(2307), 153–154.
- Ainley, P. (1994). *Degrees of difference: Higher education in the 1990s*. London: Lawrence and Wishart.
- Allison, W. (1998). Science teaching and the tutorial. *Oxford Magazine*, 156, 3–4.
- All Souls College. (2010, 25 February). <http://www.all-souls.ox.ac.uk/>
- Altbach, P. (1997). An international academic crisis? The American professoriate in comparative perspective. *Daedalus*, 126(4), 315–338.
- Annan, N. (1990). *Our age: Portrait of a generation*. London: Weidenfeld and Nicolson.
- Archer, M. S. (1979). *Social origins of educational systems*. London: Sage.
- Ashby, E. (1958). *Technology and the academics*. London: Macmillan.
- Ashby, E. (1966). *Universities: British, Indian, African*. London: Weidenfeld and Nicolson.
- Balderston, F. C. (1974). *Managing today's university*. San Francisco: Jossey-Bass.
- Bargh, C., Scott, P., & Smith, D. (Eds.). (1996). *Governing universities: Changing the culture*. Buckingham: Open University Press/SRHE.
- Barnett, C. (1986). *The audit of war*. London: Papermac.
- Barnett, R. (1990). *The idea of higher education*. Milton Keynes: Open University Press/SRHE.
- Baty, P. (1999, 22 January). Oxbridge rows over modernisation. *The Times Higher Education Supplement*, 60.
- Baty, P. (1999, January 29). Dons prepare for contracts battle. *The Times Higher Education Supplement*, 60.
- Baty, P. (1999, 5 March). Oxford agrees to subsidise college fee cut. *The Times Higher Education Supplement*, 60.
- Baty, P. (1999, 19 March). Cambridge hit by cut to fee incomes. *The Times Higher Education Supplement*, 3.
- Beadle, M. (1961). *These ruins are inhabited*. London: Robert Hale.
- Beerbohm, M. (1961). *Zuleika Daboon*. Harmondsworth: Penguin Classics.
- Beloff, M. (1968). *The plateglass universities*. London: Secker and Warburg.
- Berquist, W. H. (1992). *The four cultures of the academy*. San Francisco: Jossey-Bass.
- Berquist, W. H., & Pawlak, K. (2008). *Engaging the six cultures of the academy*. San Francisco: Jossey-Bass.
- Bess, J. L. (1988). *Collegiality and bureaucracy in the modern university*. New York: Teachers College Press.
- Bland, D. E. (1990). *Managing higher education*. London: Cassell.
- Blin-Stoyle, R. (1964). The school of physical sciences. In D. Daiches (Ed.), *The idea of a new university: An experiment in Sussex* (pp. 120–134). London: Andre Deutsch.

- Brock, M. (1994). The university since 1970. In B. Harrison (Ed.), *The history of the University of Oxford, Volume VIII: The twentieth century* (pp. 739–774). Oxford: Clarendon Press.
- Brooke, C. N. L. (1993). *A history of the University of Cambridge, Volume IV: 1870–1990*. Cambridge: Cambridge University Press.
- Brown, P., & Scase, R. (1994). *Higher education and corporate realities*. London: UCL Press.
- Browne, Lord, (2010). The Independent Review of Higher Education Funding & Student Finance. <http://www.independent.gov.uk/browne-report>.
- Buxton, J., & Williams, P. (1979). *New College: Oxford, 1379–1979*. Oxford: New College.
- Carter, I. (1990). *Ancient cultures of conceit: British university fiction in the post-war years*. London: Routledge.
- Cheng, K.-M., Wang, Y., & Pan, S.-Y. (2009). The legacy of planning: Higher education development in China. In D. Palfreyman & T. Tapper (Eds.), *Structuring mass higher education: The role of elite institutions* (pp. 153–168). New York: Routledge, Taylor and Francis.
- Chester, J., & Bekhradnia, B. (2009). *Oxford and Cambridge – How different are they?* Oxford: Higher Education Policy Institute.
- Clark, B. R. (1998). *Creating entrepreneurial universities: Organizational pathways of transformation*. Paris: IAU Press.
- Cobban, A. B. (1975). *The Medieval Universities Their development and organisation*. London: Methuen.
- Collier, P., & Mayer, C. (1985, August). University selection and the labour market. Unpublished paper.
- Committee of University Chairman. (1995, June). *Guide for members of governing bodies of universities and colleges in England and Wales*. London: CUC.
- Committee of Vice-Chancellors and Principals. (1985). *Report of the steering committee for efficiency studies in universities*, Jarratt Report. London: CVCP.
- Committee on Higher Education. (1963). *Report*, Robbins Report. London: HMSO.
- Conference of Colleges. (2007, May 9th). *Report of the working group on joint planning and decision-making*. Oxford: Conference of Colleges.
- Conference of Colleges. (2007). *Handbook, Part A: Constitution and standing orders*. Oxford: Conference of Colleges.
- Conference of Colleges. (2009a). *Handbook*. Oxford: Conference of Colleges.
- Conference of Colleges. (2009b). *Annual review 2008–9*. Oxford: Conference of Colleges.
- Conference of Colleges. (2010). *Report on the second survey of posts funded by colleges*. Oxford: Conference of Colleges.
- Cornford, F. M. (1908). *Microcosmographia academica: Being a guide for the young academic politician*. London: Bowes and Bowes.
- Cross, C. (1986). Oxford and the Tudor state from the accession of Henry VIII to the death of Mary. In J. McConica (Ed.), *The history of the University of Oxford: Volume III: The collegiate university* (pp. 117–149). Oxford: The Clarendon Press.
- Cunningham, V. (1994, December 9). Contract terminated. *The Times Higher Education Supplement*, 15.
- Curthoys, M. C. (1997a). The ‘unreformed’ colleges. In M. G. Brock & M. C. Curthoys (Eds.), *The history of the University of Oxford: Volume VI: Nineteenth-century Oxford, Part 1* (pp. 146–173). Oxford: Clarendon Press.
- Curthoys, M. C. (1997b). The careers of Oxford men. In M. G. Brock & M. C. Curthoys (Eds.), *The history of the University of Oxford, Volume VI: Nineteenth-century Oxford, Part 1* (pp. 477–510). Oxford: Clarendon Press.
- Curthoys, M. C., & Day, C. J. (1997). The Oxford of Mr Verdant Green. In M. G. Brock & M. C. Curthoys (Eds.), *The history of the University of Oxford, Volume VI: Nineteenth-century Oxford, Part 1* (pp. 268–286). Oxford: Clarendon Press.
- Curzon, L. (1909). *Principles and methods of university reform*. Oxford: Clarendon Press.
- Daiches, D. (Ed.). (1964). *The idea of a New University*. London: Andre Deutsch.
- Davis, J. (1999). Administering creativity. *Anthropology Today*, 15(2), 4–9.

- Dawkins, R. (1996, April). Tutorial driven. *New College News*, 9, 6–7.
- Day, C. J. (1997). The university and the city. In M. G. Brock & M. C. Curthoys (Eds.), *The history of the University of Oxford, Volume VI: Nineteenth-century Oxford, Part I* (pp. 441–476). Oxford: Clarendon Press.
- Dearlove, J. (1995). *Governance, leadership and change in universities*. Paris: UNESCO (IIEP).
- Dopson, S., & McNay, I. (1996). Organizational culture. In D. Warner & D. Palfreyman (Eds.), *Higher education management: The key elements* (pp. 16–32). Buckingham: Open University Press/SRHE.
- Dougill, J. (1998). *Oxford in English literature: The making and undoing of the “English Athens”*. Ann Arbor, MI: University of Michigan Press.
- Dover, K. (1994). *Marginal comment: A memoir*. London: Duckworth.
- Drucker, P. (1988, January/February). The coming of the new organization. *Harvard Business Review*, 45–53.
- Duke, A. (1996). *Importing Oxbridge: English residential colleges and American universities*. New Haven, CT: Yale University Press.
- Edgerton, D. (1996). *Science, industrial and British industrial decline, 1870–1970*. Cambridge: Cambridge University Press.
- Editorial. (1998, June 26). The pros and cons of intervention. *The Times Higher Education Supplement*, 13.
- Education Correspondent. (1981, January 30). Top college widens its entry scheme. *The Times*, 4.
- Edwards, C. M. et al. (1997). An open letter to the chairman of the North Commission. *Oxford Magazine*, 138, 2–6.
- Edwards, A. W. F. (1999). *Oxford Magazine*, 164, 8.
- Eggins, H. (Ed.). (1997). *Women as leaders and managers in higher education*. Buckingham: Open University Press/SRHE.
- Ehrenreich, R. (1994). *A garden of paper flowers: An American at Oxford*. London: Picador.
- Eliot, C. W. (1909). *University administration*. Cambridge, MA: Harvard University Press.
- Ellis, W. (1994). *The Oxford conspiracy*. London: Michael Joseph.
- Emberley, P. (1996). *Zero tolerance: Hot button politics in Canada’s universities*. London: Penguin.
- Engel, A. (1983). *From clergyman to don: The rise of the academic profession in nineteenth-century Oxford*. Oxford: Clarendon Press.
- Evans, C. (1993). *English universities: The experience of teaching and learning English in British universities*. Buckingham: Open University Press.
- Evans, G. R. (1999a). *Calling academia to account: Rights and responsibilities*. Buckingham: Open University Press/SRHE.
- Evans, G. R. (1999b). Sharing in decisions. *Oxford Magazine*, 162, 6–7.
- Evans, G. R. (2010). *The University of Oxford: A new history*. London: I.B. Tauris.
- Faber, G. (1957). *Jowett: A portrait with background*. London: Faber and Faber.
- Farrington, D., & Palfreyman, D. (2006). *The law of higher education*. New York: Oxford University Press.
- Fielden, J., & Lockwood, G. (1973). *Planning and management in universities*. London: Chatto and Windus.
- Flather, P. (1986, December 5). The defence of Oxford disunited. *The Times Higher Education Supplement*, 11.
- Flexner, A. (1930). *Universities*. Oxford: Oxford University Press.
- Giamatti, A. B. (1988). *A free and ordered space: The real world of the university*. New York: Norton.
- Golding, M. (1993), Lent Term. More eclectic than ever. *CAM (Cambridge University Alumni Magazine)*, 10.
- Gordon, G. (2010). Introduction. In G. Gordon & C. Whitchurch (Eds.), *Academic and professional identities in higher education: The challenges of a diversifying workforce* (pp. 71–75). New York: Routledge, Taylor and Francis.

- Greenstein, D. (1994). The junior members, 1900–1990: A profile. In B. Harrison (Ed.), *The history of the University of Oxford, Volume VIII: The twentieth century* (pp. 45–77). Oxford: The Clarendon Press.
- Green Templeton College. (2010, February 25). www.gtc.ox.ac.uk/
- Gregson, J. (1993), Michaelmas Term. *Ars Docendi Artium Liberalium. CAM (Cambridge University Alumni Magazine)*, 6–8.
- Halsey, A. H. (1995). *The decline of donnish dominion*. Oxford: Clarendon Press.
- Halsey, A. H. (2008). The idea of a college. Lecture delivered at Nuffield College, Oxford.
- Halsey, A. H., & McCrum, N. G. (1998). A fair target. *Oxford Magazine*, 152, 1–3.
- Halsey, A. H., & Trow, M. A. (1971). *The British academics*. Cambridge, MA: Harvard University Press.
- Hamilton, W. (1831a). On the state of the English universities, with more especial reference to Oxford. Reprinted in W. Hamilton (1852), *Discussions on philosophy and literature, education and university reform* (pp. 386–434). London: Longman.
- Hamilton, W. (1831b). On the state of the English universities, with more especial reference to Oxford (supplemental). Reprinted in W. Hamilton (1852), *Discussions on philosophy and literature, education and reform* (pp. 435–463). London: Longman.
- HM Treasury. (2003). *Lambert review of business-university collaboration*, Final Report. London: HM Treasury.
- Handy, C. B. (1983). The organizations of consent. In O. Boyd-Barrett et al. (Ed.), *Approaches to post-school management*. London: Harper and Row.
- Handy, C. B. (1994). *The empty raincoat*. London: Hutchinson.
- Hansard [Lords]. (1997, November 12). p. 583, Cols. 155–212.
- Hardy, C. (1996). *The politics of collegiality: Retrenchment strategies in Canadian universities*. Montreal: McGill-Queen's University Press.
- Harman, P. M. (1985). Introduction. In P. M. Harman (Ed.), *Wranglers and physicists: Studies on Cambridge physics in the nineteenth century* (pp. 1–11). Manchester: Manchester University Press.
- Harris, J. (1998). College contributions: The record so far. *Oxford Magazine*, 149, 9–14.
- Harrison, B. (1994). College life, 1918–1939. In B. Harrison (Ed.), *The history of the University of Oxford, Volume VIII: The twentieth century* (pp. 81–108). Oxford: The Clarendon Press.
- Harrison, B. (1994, December 23). The Kenneth Dover I. Knew. *Times Higher Education Supplement*, 16–17.
- Harvie, C. (1976). *The lights of liberalism*. London: Allen Lane.
- Heim, A. (1976). *Teaching learning in higher education*. Windsor: NFER Publishing Co.
- Heyck, T. W. (1982). *The transformation of intellectual life in Victorian England*. London: Croom Helm.
- Higher Education Funding Council for England. (2007, July 18th). *Evaluation of the university's risk, management, control and governance*, Final Report. Bristol: HEFCE
- Higher Education Statistics Agency (HESA). (2008–2009). *Students and qualifiers data*. Cheltenham: HESA.
- History of the University of Oxford in the 20th Century. (1986, 24 January). *Seminar series, Academic Breakthroughs*, Nuffield College, Oxford.
- History of the University of Oxford in the 20th Century. (1986, February 14). *Seminar series, Tutorials in Oxford since 1945*, Nuffield College, Oxford.
- History of the University of Oxford in the 20th Century. (1986, 11 March). *Seminar series, Women in Oxford since 1945*, Nuffield College, Oxford.
- Horder, T. (1999). How many super-boards? *Oxford Magazine*, 161, 7–9.
- Howarth, J. (1987). Science education in late-Victorian Oxford: A curious case of failure? *English Historical Review*, CII, 334–71.
- Hughes, Thomas (1861). *Tom Brown at Oxford*. Boston: Tidenor and Fields.
- Hyde, J. C. E. (1997) Eureka (Letters to the Editor). *Oxford Today*, 31 (complete).
- Jaspers, K. (1946). *The idea of the university*. London: Owen.
- Jenkins, H., & Caradog Jones, D. (1950). Social class of Cambridge University Alumni of the 18th and 19th centuries. *British Journal of Sociology*, 1, 93–116.

- Jones, D. (1988). *The origins of the civic universities*. London: Routledge and Kegan Paul.
- Judge, H. (1982). Admissions and access. *Oxford Review of Education*, 8(3), 231–242.
- Kehm, B., & Pasternack, P. (2009). The German “excellence initiative” and its role in restructuring the national higher education landscape. In D. Palfreyman & T. Tapper (Eds.), *Structuring mass higher education: The role of elite institutions* (pp. 113–127). New York: Routledge/Taylor and Francis.
- Keller, G. (1983). *Academic strategy: The management revolution in American higher education*. Baltimore: John Hopkins University Press.
- Kellogg College. (2010, February 25). www.kellogg.ox.ac.uk/
- Kennedy, D. (1997). *Academic duty*. Cambridge, MA: Harvard University Press.
- Kenny, A. (1997). *A life in Oxford*. London: John Murray.
- Kenny, A. (1997, May 16). Congregation says its prayers. *Times Higher Education Supplement*, 18.
- Kenny, A., & Kenny, R. (2007). *Can Oxford be improved?* Exeter: Imprint Academic.
- Kitagawa, F. (2009). (Post-) mass higher education and Japanese elite universities. In D. Palfreyman & T. Tapper (Eds.), *Structuring mass higher education: The role of elite institutions* (pp. 257–280). New York: Routledge/Taylor and Francis.
- Lamb, K. A. (1964, April). Seeking the essence of Oxford. *American Oxonian*, 1–5.
- Lee, D. (1972). *Entry and performance at Oxford and Cambridge, 1966–71*, Schools Council Research Series, London: Macmillan Education.
- Linacre College. (2010, February 25). www.linacre.ox.ac.uk/
- Livingstone, H. (1974). *The university: An organisational analysis*. London: Blackie.
- Lockwood, G., & Davies, J. (1985). *The universities: The management challenge*. Windsor: NFER-Nelson/SRHE.
- Lowe, J. (1998). *The warden: A portrait of John Sparrow*. London: Harper-Collins.
- Lucas, J. R. (1993). Rescheduling. *Oxford Magazine*, 98, 2–3.
- Lucas, J. R. (1996). In defence of teaching. *Oxford Magazine*, 131, 5.
- Lucas, C. (1998, June 26). Letter. *The Times Higher Education Supplement*, 15.
- Lucas, C. (2006). Thirteen years. *Oxford Magazine*, 256, 5–6.
- Macleod, R., & Moseley, R. (1980). The ‘naturals’ and Victorian Cambridge; reflections on the autonomy of an elite, 1851–1914. *Oxford Review of Education*, 6(2), 177–195.
- Mallet, C. (1927). *A history of the University of Oxford, Volume III: Modern Oxford*. London: Methuen.
- Marginson, S. (2006). Dynamics of national and global competition in higher education. *Higher Education*, 52, 1–39.
- Martínez, G. (2005). *The Oxford Murders*. London: Abacus.
- Matthew, C. (1999). All together now? *Oxford Magazine*, 165, 1–3.
- McConica, J. (1986). The Rise of the Undergraduate College. In J. McConica (Ed.), *The history of the University of Oxford, Volume III: The collegiate university*. Oxford: Clarendon Press, (pp. 1–68).
- McCrum, N. G. (1994). The academic gender deficit at Oxford and Cambridge. *Oxford Review of Education*, 20(1), 3–26.
- McCrum, N. G. (1997). The gender gap at Oxford. *Oxford Magazine*, 143, 6–10.
- McGowan, M. (1986). A challenge for the humanities. In R. Blin-Stoyle (Ed.), *The Sussex opportunity* (pp. 66–78). Brighton: The Harvester Press.
- Millar, F. (1999). Proposals on governance: Not yet good enough. *Oxford Magazine*, 165, 4–5.
- Moberley, W. H. (1949). *The crisis of the university*. London: SCM Press.
- Moodie, G., & Eustace, R. (1974). *Power and authority in British universities*. London: Unwin.
- Moore, W. G. (1968). *The tutorial system and its future*. Oxford: Pergamon Press.
- Morley, L., & Aynsley, S. (2007). Employers, quality and standards in higher education: Shared values and vocabularies or elitism and inequalities. *Higher Education Quarterly*, 61(3), 229–249.
- Morrell, J. (1997). *Science at Oxford, 1914–1939: Transforming an arts university*. Oxford: Clarendon Press.
- Morris, J. (1978). *Oxford*. Oxford: Oxford University Press.

- National Committee of Inquiry into Higher Education. (1997, July). *Higher education in the learning society: Summary report*, Dearing Report. London: HMSO.
- New College. (2010, March 11). <http://www.new.ox.ac.uk/>
- Newman, J. H. (1902). Abuses of the colleges. In J. H. Newman (Ed.), *University sketches* (pp. 221–231). London: Walter Scott.
- Newman, J. H. (1959). *The idea of a university*. Garden City, NY: Image Books.
- Niblett, W. R. (1962). *The expanding university*. London: Faber.
- Nuffield College. (2010, 25 February). <http://www.nuffield.ox.ac.uk/>
- Oakeshott, W. F. (1975). *Oxford stone restored*. Oxford: Oxford University Press.
- Oakley, F. (1992). *Community of learning*. Oxford: Oxford University Press.
- O’Leary, J. (1997, October 20). Cambridge boost for state pupils. *The Times*, 1.
- OxCHEPS/Ulanov Partnership. (2004). *Costing, funding and sustaining higher education: A case study of Oxford University, New College*. Oxford: OxCHEPS.
- Oxford Colleges Admissions Office. (1994, October 10). *Review of undergraduate admissions system*, Final Report of Sub-committee, Crouch Report. Oxford: Oxford Colleges Admissions Office.
- Oxford English Dictionary. (1989). Oxford: Oxford University Press.
- Palfreyman, D. (1996). Oxford fellows as charity trustees. *Charity Law and Practice Review*, 3(3), 187–202.
- Palfreyman, D. (1997). The Oxford colleges and the college contributions scheme. *Charity Law and Practice Review*, 4(1), 51–67.
- Palfreyman, D. (1998). Oxford colleges: Permanent endowment, charity trusteeship and personal liability. *Charity Law and Practice Review*, 5(2), 85–134.
- Palfreyman, D. (1999a). Unlimited personal liability for members of councils and boards of governors. *Education and the Law*, 10(4), 245–252.
- Palfreyman, D. (1999b). Is porterhouse really “a charity”? *Charity Law and Practice Review*, 6(2), 151–166.
- Palfreyman, D. (Ed.). (2008a). *The Oxford tutorial: ‘Thanks, you taught me how to think’*. Oxford: OxCheps/Blackwell.
- Palfreyman, D. (2008b). Higher education, liberal education, critical-thinking, academic discourse, and the Oxford tutorial as sacred cow or pedagogical gem. In D. Palfreyman (Ed.), *The Oxford tutorial: ‘Thanks, you taught me how to think’* (pp. 9–45). Oxford: OxCheps/Blackwell.
- Palfreyman, D. (2010). *London’s livery companies: History, law, customs*. London, Olney and Buckinghamshire: Oracle Publishing.
- Palfreyman, D., & Tapper, T. (2009). What is an ‘elite’ or ‘leading global’ university. In T. Tapper & D. Palfreyman (Eds.), *Structuring mass higher education: The role of elite institutions* (pp. 203–218). New York: Routledge, Taylor and Francis.
- Palfreyman, D., Thomas, H., & Warner, D. (1998). *How to manage a merger . . . or avoid one*. Leeds: Heist Publications.
- Palfreyman, D., & Warner, D. (1998). *Higher education and the law: A guide for managers*. Buckingham: Open University Press/SRHE.
- Pattison, M. (1868). *Suggestions on academical organisation with especial reference to Oxford*. Edinburgh: Edmontson and Douglas.
- Pelikan, J. (1992). *The idea of the university: A re-examination*. New Haven, CT: Yale University Press.
- Perkin, H. (1989). *The rise of professional society: England since 1880*. London: Routledge.
- Peters, T. (1991). *Beyond hierarchy*. London: Macmillan.
- Picarda, H. (1997). Oxford’s college contributions scheme. *Charity Law and Practice Review*, 4(2), 111–18.
- Pratt, J. (1997). *The polytechnic experiment, 1965–1992*. Buckingham: SRHE/Open University Press.
- Proctor, M. R. (1957). *The English university novel*. Berkeley, CA: University of California Press.
- Reed, S. (2005, December 5th). Shaking up Oxford. *Business Week*, 20–24.
- Rose, J., & Ziman, J. (1964). *Camford observed*. London: Victor Gollancz.
- Rosovsky, H. (1990). *The university: An owner’s manual*. New York: Norton.

- Ross, M. G. (1976). *The university: The anatomy of academe*. New York: McGraw Hill.
- Rothblatt, S. (1968). *The revolution of the dons*. London: Faber and Faber.
- Rothblatt, S. (1976). *Tradition and change in English liberal education*. London: Faber and Faber.
- Rothblatt, S. (1987). Historical and comparative remarks on the federal principle in higher education. *History of Education*, 16(3), 151–180.
- Rothblatt, S. (1997a). *The modern university and its discontents: The fate of Newman's legacies in Britain and America*. Cambridge: Cambridge University Press.
- Rothblatt, S. (1997b). An Oxonian “idea” of a university: J.H. Newman and “well-being”. In M. G. Brock & M. C. Curthoys (Eds.), *The history of the University of Oxford, Volume VI: The nineteenth century, Part I* (pp. 287–305). Oxford: The Clarendon Press.
- Royal Commission on Oxford and Cambridge Universities. (1922a). *Report*, Asquith Commission. London: HMSO.
- Royal Commission on Oxford and Cambridge Universities. (1922b). *Appendices to the report*, Asquith Commission. London: HMSO.
- Rudolph, F. (1990). *The American college and university: A history*. Athens: The University of Georgia Press.
- Ryan, A. (1997, 12 December). Yankee Oxforde. *Times Higher Education Supplement*, 27.
- Ryan, A. (1998). *Liberal anxieties and liberal education*. New York: Hill and Wang.
- Ryan, A. (1999, August/September). The American way. *Prospect*, 24–28.
- Ryan, A. (2005a). An extended footnote to Vines on fixing Oxford. *Oxford Magazine*, 240, 16–18.
- Ryan, A. (2005b). Alternatives on governance. *Oxford Magazine*, 238, 12–13.
- Ryder, A. (1996). Reform and UK higher education in the enterprise era. *Higher Education Quarterly*, 50(1), 54–70.
- Salter, B., & Tapper, T. (1994). *The state and higher education*. Ilford: The Woburn Press.
- Sampson, A. (1992). *Anatomy of Britain*. London: Faber.
- Sanderson, M. (1972). *The universities and British industry, 1850–1970*. London: Routledge and Kegan Paul.
- Scott, P. (1984). *The crisis of the university*. London: Croom Helm.
- Secretary of State for Education and Employment. (1998, March 17). Letter to the Vice-Chancellors, as reproduced in Cambridge University. *Reporter*, Special No. 14, 2–3.
- Sen, A. (1998, May 1). Excellence and equity. *The Times Higher Education Supplement*, 14.
- Sharpe, T. (1976). *Porterhouse Blue*. London: Arrow Books.
- Shattock, M. (1994). *The UGC and the management of British Universities*. Buckingham: Open University Press/SRHE.
- Sherwood, J., & Pevser, N. (1974). *The buildings of England: Oxfordshire*. London: Penguin.
- Shinn, C. (1986). *Paying the piper: The development of the University Grants Committee 1919–1946*. Barcombe: Falmer Press.
- Showalter, E. (2005). *Faculty towers: The academic novel and its discontents*. Oxford: Oxford University Press.
- Sinclair, J. G. (1931). *Portrait of Oxford*. Sturry, Kent: Veracity Press.
- Slaughter, S., & Leslie, L. L. (1997). *Academic capitalism*. Baltimore: The John Hopkins University Press.
- Sloman, A. E. (1964). *A university in the making*. London: BBC.
- Smith, A. (1998, 26 June). Letter. *The Times Higher Education Supplement*, 15.
- Snow, P. (1991). *Oxford observed*. London: John Murray.
- Snow, P. (1999). Manager, mentor and mascot. *Oxford Today*, 11(2), 4–5.
- Soares, J. (1999). *The decline of privilege: The modernization of Oxford University*. Stanford: Stanford University Press.
- Sparrow, J. (1967). *Mark Pattison and the idea of a university*. Cambridge: Cambridge University Press.
- St. Antony's College. (2010, 25 February). <http://www.sant.ox.ac.uk/>
- St. Cross College. (2010, 25 February). <http://www.stx.ox.ac.uk/>
- Stevens, R. (1998, 24 March). *Barbarians at the gate: A view from Oxford's city wall*. Washington, DC: The George Washington University.

- Stewart, W. A. C. (1968). The tutorial and the seminar. In W. A. L. Blyth (Ed.), *University teaching methods* (pp. 45–55). Liverpool: University of Liverpool Press.
- Stone, L. (1974). The size and composition of the Oxford student body, 1580–1910. In L. Stone (Ed.), *The university in society, Volume I: Oxford and Cambridge from the fourteenth to the early nineteenth century* (pp. 3–110). Princeton, NJ: Princeton University Press.
- Straw, J. et al. (1970). *Universities: Boundaries of change*. London: Panther Books.
- Tapper, T. (1997). *Fee-paying schools and educational change in Britain: Between the state and the marketplace*. Ilford: Woburn Press.
- Tapper, T. (2007). *The governance of British higher education: The struggle for policy control* (pp. 225–238). Dordrecht: Springer.
- Tapper, T., & Filippakou, O. (2009). The world-class league tables and the sustaining of international reputations in higher education. *Journal of Higher Education Policy and Management*, 31(1), 55–66.
- Tapper, T., & Palfreyman, D. (1998). Continuity and change in the collegial tradition. *Higher Education Quarterly*, 52(2), 142–161.
- Tapper, T., & Palfreyman, D. (2010). *The collegial tradition in the age of mass higher education*. Dordrecht: Springer.
- Tapper, T., & Salter, B. (1992). *Oxford, Cambridge and the changing idea of the university*. Buckingham: Open University Press/SRHE.
- Tapper, T., & Salter, B. (1995). The changing idea of university autonomy. *Studies in Higher Education*, 20(1), 59–71.
- Tapper, T., & Salter, B. (1998). The Dearing report and the maintenance of academic standards: Towards a new academic corporatism. *Higher Education Quarterly*, 52(1), 22–34.
- Targett, S. (1995, February 17). Oxford simply after the best. *The Times Higher Education Supplement*, 48.
- Thomas, K. (1994). College life, 1945–1970. In B. Harrison (Ed.), *The history of the University of Oxford, Volume VIII: The twentieth century* (pp. 189–215). Oxford: The Clarendon Press.
- Tight, M. (2009). *Higher education in the UK since 1945*. Buckingham: Open University Press/SRHE.
- Times Higher Education. (2006, October 6th). *World university rankings*.
- Times Higher Education. (2007, November 9th). *World university rankings*.
- Times Higher Education. (2009, October 8th). *World university rankings*.
- Topping, G. (1997). The cost of quality. *Oxford today*, 24–26.
- Tribe, K. (1989, August 4). Private road – no entry. *Times Higher Education Supplement*, 15.
- Truscot, B. (1945). *Redbrick and these vital days*. London: Faber.
- University Grants Committee. (1957). *Report of the sub-committee on halls of residence*, Niblett Report. London: HMSO.
- University Grants Committee. (1964). *Report of committee on university teaching methods*, Hale Committee. London: HMSO.
- University of Cambridge. (1962, March 13). *Reporter*, Bridges Syndicate.
- University of Cambridge. (1989, 19 May 19). *Reporter*, Wass Syndicate.
- University of Cambridge. (1997, December 5). *Reporter*, Special No. 8.
- University of Oxford. (1962). *Admissions to colleges*. Oxford: Oxford University Press.
- University of Oxford. (1965). *Commission of inquiry: Evidence*, Franks Commission. Oxford: Clarendon Press.
- University of Oxford. (1966a). *Commission of inquiry: Report*, Franks Commission. Oxford: Clarendon Press.
- University of Oxford. (1966b). *Commission of inquiry: Statistical appendix*, Franks Commission. Oxford: Clarendon Press.
- University of Oxford. (1996). *Commission of inquiry: Consultative paper on the university's objectives, structure, size and shape*, North Commission. Oxford: Oxford University Press.
- University of Oxford. (1997a). *Commission of inquiry: Report*, North Commission. Oxford: Oxford University Press.

- University of Oxford. (1997b). *Commission of inquiry: Supplementary volume*, North Commission. Oxford: Oxford University Press.
- University of Oxford. (1998). *Undergraduate prospectus for entry in 1999–2000*. Oxford: Oxford Colleges Admissions Office.
- University of Oxford. (1998, October 21). Report of the joint working party on governance. *Gazette*, 4487(Suppl. 1), 177–199.
- University of Oxford. (1999, March 24). Second report of the joint working party on governance. *Gazette*, 4506(Suppl. 1), 959–981.
- University of Oxford. (1999). *Oxford outline*. Oxford: External Relations Office.
- University of Oxford. (2006). White paper on university governance. *Gazette*, 136(Suppl. 5).
- University of Oxford. (2006, October 18th). Student numbers. *Gazette*, 4783(Suppl. 2).
- University of Oxford. (2006, November 2nd). In defence of democratic governance: Amendments for 14 November. *Gazette*, 4786.
- University of Oxford. (2006, November 9th). Congregation 14 November: Voting on new statute V1 (concerning council). *Gazette*, 4787(Suppl. 1).
- University of Oxford. (2006, November 22th). Congregation 28 November: Voting on amended statute V1 (concerning council). *Gazette*, 4788(Suppl. 2).
- University of Oxford (2007, July). *Review of the permanent private halls associated with the University of Oxford*. Oxford: Review Panel.
- University of Oxford. (2008, May 30th). *An endowment fund for college contributions: The future of the college contributions scheme*. Oxford: College Contributions Committee.
- University of Oxford. (2009, January). *Governance report to council*. Oxford: Audit and Scrutiny Committee.
- University of Oxford. (2009, February 11th). Duties of academics, and related issues: Consultation document from the task force on academic employment. *Gazette*, 4870(Suppl. 2).
- University of Oxford. (2009, March 18th). Student number 2009. *Gazette*, 4875(Suppl. 2).
- University of Oxford. (2009, October 7th). Address by the incoming Vice-Chancellor. *Gazette*, 4892(Suppl. 3).
- University of Oxford. (2010). *Governance report to council*. Oxford: College Contributions Committee. <http://www.ox.ac.uk/document.rm?id=849>. Accessed January 9th, 2010.
- University of Oxford. (2010). *Governance report*. Oxford: Council. <http://www.ox.ac.uk/governance/>. Accessed January 9th, 2010.
- Usher, A., & Savino, M. (2006). *A world of difference: A global survey of university league tables*. Toronto, ON: Educational Policy Institute.
- Vice-Chancellor of Oxford. (1988, October 17). Oration. *Gazette*.
- Vines, D. (2005). Why this university really needs John Hood's reforms. *Oxford Magazine*, 240, 11–16.
- Warner, D. & Palfreyman, D. [Eds.], (2001). *The state of higher education*. Buckingham: Open University Press/SRHE.
- Warren, R. C. (1994). The collegiate ideal and the organisation of the new universities. *Reflections on Higher Education*, 6, 34–55.
- Warren, R. C. (1997). Corporate temperance in higher education. *Perspectives: Policy and Practice in Higher Education*, 1(3), 82–87.
- Waugh, E. (1945). *Brideshead Revisited*. London: Chapman and Hall.
- Whitehead, A. N. (1932). *The aims of education*. London: Williams and Norgate.
- Wiener, M. J. (1985). *English culture and the decline of the industrial spirit, 1850–1980*. London: Pelican.
- Williams, J. R. P. (1996). Chemistry at Oxford: An isolated activity. *Oxford Magazine*, 130, 3–5.
- Windolf, P. (1988). Education as a screening device. In P. Windolf & S. Wood (Eds.). *Recruitment and selection in the labour market* (pp. 163–198). Aldershot: Avebury.
- Wolfson College. (2010, February 25). www.wolfson.ox.ac.uk/
- Zimdars, A., Sullivan, A., & Heath, A. (2009). Elite higher education admissions in the arts and sciences: Is cultural capital the key? *Sociology*, 43, 648–665.

Index

A

- Acharya, S., 146, 153, 155
Allison, W., 103, 107
Altbach, P., xiii
American Oxonian, 66
Ancient Cultures of Conceit: British University Fiction in the Post-War Years, 23
Annan, Noel, 117
Archer, M.S., 42, 56
Arnold, Matthew, 24, 65
Ashby, E., 46, 95
Aston, Trevor, 71, 124–125
Aynsley, S., 111

B

- Balderston, F., 34
Ball, C., 160
Bargh, C., 36
Barnett, C., 50
Barnett, R., 26
Baty, P., 122, 173
BBC World Service, 123
Beadle, M., 70, 157
Beerbohm, M., 19, 24
Bekhradnia, B., 2, 10–14, 163
Bentham, J., 24
Berlin, Isaiah, 123
Berquist, W., 37–38
Bess, J., 34
Blanche, Anthony, 83
Bland, D., 33
Bodleian Library, 23, 67, 120
Bowra, M., 84
Brideshead Revisited, 24
British Museum, 21
Brock, M., 174
Brooke, C.N.L., 43
Browne, Lord, 162
Brown, Gordon, 90

- Brown, P., 179
Bullock, Lord, 105
Business Expansion schemes, 154
Business Week, 132
Buxton, J., 21

C

- Cambridge Intercollegiate Applications Office (CIAO), 84
Cambridge Mathematical Tripos, 50
Camford Observed, 28
Can Oxford be Improved?, 185
Carter, C., 37
Carter, I., 23–26
Cavendish Laboratory, 50
Charity Commissioners, 23
Charity Statement of Recommended Practice (SORP), 152
Cheng, K., 16
Chester, J., 2, 10–14, 163
A City in the Foreground, 24
City of London Livery Company, 162
Clarke, F., 109
Clark, R.Burton, 41, 183–184
Coalition Government, 162
Cobban, A.B., 21–22, 95
College accountants, 154
Collegiality defined, 19–40
 change encompassing tradition, xiii–xiv, 54–60
 cross-national comparisons, vii–xii, 37–38
 as defined by the Oxford English Dictionary, 20
 in fiction, 23–25
 forms of, 33–40
 historical interpretations, 21–23
 interpretations by dons, 31–33
 interpretations by pundits, 28–30
 Newman's understanding, 26–28

- Collegiality defined (*cont.*)
 nineteenth century reforms, 42–47
 Oxford/Cambridge comparisons, 47–54
 possible demise, 29
*(The) Collegial Tradition in the Age of Mass
 Higher Education*, viii, xii, xiv, 181
- Commensality, 61–75
 architectural representation, 69–71
 definitions, 61
 forms, 62
 incorporation in English residential
 universities, 68–69
 pragmatic adjustment to, 74–75
 pressures upon, 71–74
 US lessons, 63–68
- Committee on Higher Education (Robbins
 Report), 126
- Committee of University Chairmen (CUC),
 126, 129
- Corbin, J., 65
- Cornford, F.M., 33, 36–37, 165
Creating Entrepreneurial Universities, 183
- Cross, C., 117
- Cunningham, V., 71, 124
- Curthoys, M., 43, 72, 98, 166
- Curzon, Lord, 43, 55–56, 81, 99
- D**
- Dante, 48
- Davies, J., 33
- Davis, John, 29
- Dawkins, Richard, 103, 108
- Day, C., 72, 144
- Dearlove, J., 33
- Death at the President's Lodging*, 23
- (The) Decline of Privilege: The Modernization
 of Oxford University*, 2
- Deech, Ruth, 88
- Department of Scientific and Industrial
 Research (DSIR), 51
- Dexter, Colin, 24–25
- Dimson, E., 146, 153, 155
- Domestic bursars, 154
- Dopson, S., 34–35
- Dougill, J., 23–26
- Dover, Kenneth, 71, 85, 111, 123–125
- Duke, A., 46, 64–67, 174–175
- E**
- Edgerton, D., 43
- Edwards, A., 161
- Edwards, C., 101–102
- Ehrenreich, R., 67
- Eliot, C.W., 33
- Ellis, W., 148
- Engel, A., xii, 45, 96, 104, 175
(The) English University Novel, 24
- Established Church, 166
- Eton College, 106
- Eustace, R., 33, 36–37
- Evans, C., 33
- Evans, G.R., 132, 139–140, 180, 184
- F**
- Faculty Towers*, 25
- Farrington, D., 22, 155
- Fielden, J., 33
- Filippakou, O., 3
- Fisher, H.A.L., 51
- Flather, P., 137
- Flexner, A., 26
- Flyte, Sebastian, 81, 84, 107
- Fulton, John, 78
- Further and Higher Education Act, 1992,
 xiii, 46
- G**
- Gazette*, 132–133, 140, 149
- General Certificate of Education (GCE) –
 A level, 84, 86, 88, 93
- Giamatti, A., 26
- Gladstone, W.E., 65
- Golding, M., 93
- Goldsmith's Company, 158
- Gordon, G., 122
- Greenstein, D., 144
- Gregson, J., 109
- Guardian*, 160
- H**
- Halsey, A.H., ix, xiv, 1, 30, 44–46, 61, 89, 95,
 106, 121, 127, 128, 137, 177
- Hamilton, Andrew, 39
- Hampton, Christopher, 69
- Handy, Charles, 35
- Hardy, C., 37
- Hardy, Thomas, 23, 26
- Harman, P., 50
- Harrison, B., 72–73, 123–125, 144
- Harvie, C., 107
- Headmasters' Conference, 83
- Heath, A., 79
- Heim, A., 102
- Higher Education Funding Council for
 England (HEFCE), 30, 127, 140–141,
 143–144, 149–150, 154, 157–158,
 160–161, 169, 173

Higher Education Policy Institute (HEPI), 2, 3, 11–12, 17–18, 113, 162
 Higher Education Statistics Agency (HESA), 12
 Hinschelwood, G., 48–49
 Hiram's Hospital, 159
(A) History of the University of Oxford, 95
(The) History of the University of Oxford, 72, 92, 102–103, 105, 111
 Hopkins, Gerald, 24
 House of Lords, 160
 Howarth, J., 47–48, 52
 Hughes, Thomas, 61
 Humboldtian model of the university, 63
 Huxley, T.H., 24
 Hyde, J.C.E., 102

I

(The) Idea of a University, 24, 26
Importing Oxbridge: English Residential Colleges and American Universities, 64, 174–175
 Innes, Michael, 25
Inspector Lewis, 24–25
Inspector Morse, 24–26, 69
 Isaac Newton Institute for Mathematical Sciences, 170
(The) Isis, 63
 Ivy League universities, 16, 66, 138, 188

J

James, 11, 117
 James, Lord, 77
 Jaspers, K., 26
 Jenkins, H., 82
(The) Jewel that was ours, 25
 Jones, D., 46
 Jones, D.Caradog, 82
 Jowett, Benjamin, 28, 99
Jude the Obscure, 23, 26
 Judge, H., 78

K

Kehm, B., 16
 Kennedy, D., 26
 Kenny, A., xiv, 122, 136, 154–155, 185
 Kenny, R., xiv, 154–155, 185
 Kerr, Clark, 66
 Keynes, John Maynard, 122
 Kitagawa, F., 16

L

Labour Party, 79, 159
 Lake District, 105

Lambert Review of Business-University Collaboration, 126

Lamb, Karl A., 66–67
 Laura Spence, xi, 89–90
 Leacock, Stephen, 95
 League tables, 14–16
 Lee, D., 82, 85
 Livingstone, H., 33
 Local Education Authorities (LEAs), 144, 157
 Lockwood, G., 33
 Lowe, John, 123
 Lucas, Colin, 119, 129, 137, 187
 Lucas, J.R., 103–104, 107

M

Macaulay, 65
 Macleod, R., 50–51
Macmillan's Magazine, 107
 Mallet, C., 95
 Manchester Grammar School, 77
 Marginson, S., 3
 Martínez, G., 25
 Marx/Marxism, 57
The Masters, 71, 123
 Matthew, Colin, 30
 McConica, J., 42, 95, 117
 McCrum, N., 89
 McNay, I., 34
Microcosmographia Academia, 33
 Midland Railway Company, 146
 Millar, Fergus, 39
 Ministry of Food, 146
 Moberley, W., 165
(The) Modern University and its Discontents, 47
 Moodie, G., 33, 36–37
 Moore, W., 100
 Morley, L., 113
 Morrell, J., 48–49, 95, 102, 110
 Morris, Jan, 29
 Moseley, R., 50–51

N

Napoleon, 141
 National Committee of Inquiry into Higher Education (Dearing Report), 126, 129, 143, 160, 181
 National Union of Students (NUS), 68
 Natural Science Tripos (NST), 50–51
New College Accounts, 155
 Newman, John Henry, 24, 26–28, 35, 38, 62, 65, 69, 73, 99
 Niblett, W., 68

O

- Oakeshott, W., 70
 Oakley, F., 26
 Office for Fair Access (OFFA), 114
 O'Leary, J., 88
Operation Pax, 23
 Organisation for Economic Cooperation and Development (OECD), 68
 Orwell, George, 106
 Oxbridge, unique character of, 10–14
Oxford and Cambridge: How different are they?, 2, 113
 Oxford Centre for Higher Education Policy Studies (OxCHEPS), 150
 Oxford Colleges Admissions Office (OCAO), 84, 88, 93
 Oxford, collegiate map, 3–10
 collegiate heartland, 7–9
 graduate colleges, 5–6
 permanent private halls, 5
Oxford and the Decline of the Collegiate Tradition, xi, 10–11
Oxford English Dictionary (OED), 20–21, 61
Oxford in English Literature: The Making and Undoing of 'the English Athens', 23
 Oxford, funding and finance, 143–163
 attack on assumed privileged position, 159–162
 battle over college fees, 160–162
 college endowment income, 153–155
 historical and contemporary reforms, 144–148
 inter-collegiate co-operation, 154–155
 New College accounts, 155–157
 profile of university income, 150–153
 Oxford, future of, 165–184
 attack on Oxford's exceptionalism, 165–167
 challenge to governance model, 171–173
 convergence with Cambridge, 168, 186–187
 demise, 188
 federal model as imbalanced, 177, 182–184
 financial threats, 173–174
 pressure to pool endowment income, 178
 radical restructuring, 187–188
 sustaining the teaching/research balance, 175–177
 token reform, 185–186
 Oxford, governance, 117–141
 contemporary reforms, 125–130
 continual pressures for change, 133–135, 140–141

- donnish dominion, 121–124
 extension of inter-collegiality, 133–137
 federalism, 120–121, 137–139
 leadership, 119
 managerial pressures, 119
 participatory democracy, 118
 search for consensus, 125
 self-governance, 117–118
Oxford Magazine, 30, 39, 133, 139–140
(The) Oxford Murders, 25
Oxford Observed, 29
 Oxford, undergraduate admissions, 77–94
 college responsibility for, 77–78
 college rivalry, 91–92
 equality of opportunity pressures, 84–91
 inter-collegiate organisation of, 78–79, 90
 interviews and exceptionalism, 93–94
 pre-1945 overview, 80–84
 rise of meritocratic ethos, 83–84
 university intrusion, 79–80, 90
 Oxford University Press, 154

P

- Palfreyman, D., vii, x, 1, 3, 9, 19, 22, 26, 28, 38, 59, 62, 64, 67–69, 95, 100, 103, 126, 140, 144, 146, 150, 155, 158–159, 166, 171, 178, 181, 188
 Pan, S.-Y., 16
 Participation of Local Areas (POLAR), 89
 Pasternack, P., 16
 Patten, Chris, 132
 Pattison, Mark, 28, 44
 Pawlak, K., 38
 Peirls, R.E., 49
 Pelikan, J., 26
 Pember, F.W., 123
 Pevsner, N., 69
The Philanthropist, 69
Porterhouse Blue, 19
 Powell, Anthony, 82
 Pratt, J., 46
 Privy Council, 46
 Proctor, M.R., 24

Q

- Quality Assurance Agency (QAA), 133

R

- Radcliffe Square, 23
 Reed, S., 132
 Research Assessment Exercises (RAEs), 133
 Rhodes Scholars, 65
 Rippon College Cuddesdon, 4
(The) Rise of the Undergraduate, 42

- River Thames (Isis), 63
 Rose, J., 28–29, 96, 99
 Rosovsky, H., 26
 Ross, M., 34
 Rothblatt, S., x, xii, 26, 35, 47, 52, 72, 98, 120
 Royal Commission on Oxford and Cambridge Universities, (Asquith Commission, 1922), 51–53, 80–81, 83, 117, 120, 124, 126, 128, 144–145, 148, 151
 Rudolph, F., 63
 Russell Group, 11, 12
R. v. University of Cambridge, ex parte Evans (1998), 180
 Ryan, A., 26, 132, 172, 174, 187
 Ryder, A., xiii, 36
- S**
 Salter, B., 12, 51, 86
 Sampson, A., 65
 Sanderson, M., 46
 Savino, M., 3
 Scase, R., 179
 Scott, P., 36, 165
Seeking the Essence of Oxford, 66
 Sen, Amartya, 88
 Sharpe, Tom, 19
 Shattock, M., 144
 Sheldonian Theatre, 132
 Sherwood, J., 69
 Shinn, C., 46, 58
 Showalter, Elaine, 25
 Sidgwick, N., 48–49
 Sinclair, J.G., 61
(The) Size and Composition of the Oxford Student Body, 1580–1910, 44
 Sroman, A., 68–69
 Smith, A., 123
 Smith, D., 36
 Snow, C.P., 71
 Snow, Peter, 29, 123
 Soares, J., xiv, 2, 9–12, 14
Social Origins of Educational Systems, 56
 Sparrow, J., 28, 44, 123
 Spencer, H., 24
 Spooner, Warden, 28
A Staircase in Surrey, 23
 St. Aldgate Coffee House, 67
 Stallwood, Veronica, 25
 Stevens, R., 162, 165, 178, 188
 Steward, W., 100
 Stewart, J.I.M., 25
 Stobbs, Susan, 88
 Stone, L., 44–45, 82
- Stretton, Hugh, 74
 Sullivan, A., 79
- T**
 Tanner, N., 91
 Tapper, T., vii, x, 1, 3, 9, 12, 19, 28, 38, 42, 51, 59, 62, 64, 67–69, 86, 95, 126, 129, 140, 171, 181, 188
 Targett, S., 88
 Teaching and Higher Education Act (1988), 161
 These Ruins are Inhabited, 70
 Thomas, K., 72–74
 Thwing, Charles, 65
 Tight, M., 189
Times, 159, 186–187
Times Higher Education (Supplement), 3, 15
Titanic, 188
 Topping, G., 109
 Treasury, 51
 Tribe, K., 51
 Trollope, Anthony, 159
 Trow, M., 44–46, 95
 Truscot, B., 69
 Tumin, Stephen, 123, 171
 Turnbull, Nigel, 140
 Tusa, John, 123
 Tutorial teaching, 95–115
 appeal as a pedagogical method, 99–104
 challenge posed by science, 108–111
 college control, 95–97
 critique of, 103–104
 evolution of, 114–115
 financial costs, 113–114
 nineteenth century reforms, 97–99
 pressures upon, 111–113
 as a social structure, 105–108
- U**
 Ulanov Partnership, 150
 Universities Central Council for Admissions (UCCA), 78, 85
 Universities/colleges
 Amherst, ix
 Birmingham, 152
 Bristol, 46, 147
 California, viii, ix, x
 California, Berkeley, vii, x, 15, 150
 California Institute of Technology, 15
 California, Santa, Cruz, viii, 66–67
 Chicago, vii, 15, 65
 Claremont Colleges, 66
 Columbia, 15
 Durham, 46, 147

- Universities/colleges (*cont.*)
- Ecole Polytechnique, 16
 - Essex, 68–69
 - Exeter, 46
 - George Washington, 162
 - Harvard, vii, 15, 65–66, 69, 149–150, 170
 - Imperial College, ix, 11, 15, 51, 188
 - Kent, 46, 66, 68–69
 - Lancaster, 37, 46, 66, 68–69
 - Liverpool, 66
 - London Metropolitan, 143, 163
 - London School of Economics, 11, 150, 188
 - Manchester, 147
 - Massachusetts Institute of Technology (MIT), 15
 - Nottingham, 170
 - Paris, 20
 - Princeton, ix, 15, 65, 149–150
 - Rochester, 63
 - Stanford, ix, 15
 - Sussex, 68, 170
 - Thames Valley, 143, 163
 - University College Cardiff, 144
 - University College London, 11, 15, 50, 150, 188
 - Virginia, vii
 - Warwick, 68, 152, 188
 - Western Reserve, 65
 - Williams, ix
 - Yale, 15, 65, 69, 149, 170
 - York, 46, 66, 68–69, 77
- Universities and Colleges Admissions Service (UCAS), 85
- Universities and Colleges Estates Act (1925), 23, 157
- University Administration*, 33
- University of Cambridge, Colleges
- King's, 21, 47, 69, 122, 177
 - Peterhouse, 93
 - Trinity, 50, 88, 170, 173, 176
- University of Cambridge, vii, x
- Admissions Forum, 88
 - Bridges Syndicate, 172
 - Distinctiveness of, 1–3
 - Joint Consultative Committee on Admissions (JCCA), 90
 - Regent House, 118, 121, 129, 139
 - Sixth Term Examination Papers (STEP), 86
 - Tutorial Representatives Committee, 86
 - Wass Report/Syndicate, 55, 130, 172
 - World ranking, 15
- University Grants Committee (UGC), 46, 51, 58, 80–81, 143, 175
- University of Oxford, vii, x
- Alternative Prospectus*, 75
 - Audit and Scrutiny Committee, 127, 129, 131, 140
 - Board of the Faculty of Natural Sciences, 53
 - Collegiate heartland, 7–10
 - Common University Fund (CUF) lecturers, 53, 109, 133, 175
 - Conference/Council of Colleges, 90, 113, 127–128, 130, 133–135, 138, 161
 - Congregation, 118, 121, 127, 129, 132–133, 138–139, 172
 - Council/Hebdomadal Council, 39, 120, 127, 129, 132, 137–139, 141, 186
 - Crouch Report, 93–94
 - Current structure of governance, 131
 - Department of Engineering Sciences, 109
 - Distinctiveness of, 1–3
 - Dover Committee, 92
 - Franks Report/ Commission, 8, 9, 30, 34, 55, 72, 77–78, 80, 84, 86, 90, 96–97, 101, 103, 107, 111, 119, 121–122, 127–128, 130–131, 137, 143–144, 146–148, 152, 172
 - General Board of the Faculties, 127, 129–130, 137, 154, 186
 - Graduate colleges, 5–7
 - Hood, John, proposed governance reform, 39, 119, 126, 130–131, 138, 140, 186
 - Joint Resources and Allocation Mechanism (JRAM), 134, 155, 158, 161
 - Joint University Admissions Committee (JUAC), 88, 90, 134, 140
 - Literae Humaniores, 58
 - Norrington Table, 91, 104
 - North Report/Commission, xiii, 8, 10, 54–55, 90, 99, 101, 103–104, 107, 112, 114, 126, 128–131, 134, 144, 148–149, 151, 161, 169, 171–173, 175, 185–7
 - Student numbers, 3–4
 - Vice-chancellor's office, 129, 186
 - World-class league tables, 3, 14–15
- University of Oxford, Colleges
- All Souls, 7, 9–10, 29, 123, 151, 153
 - Balliol, 7–9, 28, 73–74, 97, 107, 122, 136, 149, 153
 - Brasenose, 7, 153
 - Christ Church, 7, 9–10, 21, 84, 143, 151, 153, 170
 - Corpus Christi, 7, 10, 71, 74, 85, 111, 124, 146, 153

Exeter, 7, 153
 Green Templeton, 5–7, 153
 Harris Manchester, 7, 9, 149, 153
 Hertford, 7, 91, 153
 Jesus, 7, 10, 151, 153
 Keble, 7, 153, 160
 Kellogg, 5–7
 Lady Margaret Hall, 7–8, 153
 Linacre, 5–7, 153
 Lincoln, 7, 10, 28, 153, 160
 Magdalen, 8–10, 21–22, 69, 89, 117, 123, 143, 151, 153
 Mansfield, 7–9, 149, 153
 Merton, 7, 9, 10, 47, 122, 149, 151, 153
 New College, 7, 10, 20–22, 28, 46, 49, 51, 69, 97, 100, 108, 143, 151–153, 155–157
 Nuffield, 5–7, 9–10, 151, 153, 170
 Oriel, 7, 97–98, 153
 Pembroke, 7, 153, 162, 178
 Queen's, 7, 9–10, 151, 153
 Somerville, 7, 153
 St. Anne's, 7, 88, 153
 St. Anthony's, 5–7, 153
 St. Catherine's, 7, 9, 149, 153
 St. Cross, 5–7
 St. Edmund Hall, 7, 123, 153, 171
 St. Hilda's, 7–8, 153
 St. Hugh's, 7, 30, 153
 St. John's, 7, 9–10, 151, 153, 170
 St. Peter's, 7, 153
 Trinity, 7, 153
 University, 7, 151, 153
 Wadham, 7, 84, 153
 Wolfson, 5–6, 123, 149, 153
 Worcester, 7, 153

University of Oxford, Permanent Private Halls
 Blackfriars, 4
 Campion, 4
 Greyfriars, 4
 St. Benet's, 4
 St. Stephen's House, 4
 Wycliffe, 4
 Urmston, J.O., 103
 Usher, A., 3
 US Senate, 121

V

Victoria and Albert Museum, 21
 Vines, D., 132

W

Wang, Y., 16
 Warner, D., 144
 Warren, R., xiii, 36, 184
 Washington DC, 121
 Waugh, E., 24
 Weber/Weberian, 57
 Wellington, Duke of, 166
 Whitehead, A.N., 26
 Wiener, M., 50
 Williams, J.R.P., 103, 107
 Williams, P., 21
 William of Wykeham, 21–22
 Wilson, Woodrow, 65
 Windolf, P., 179
 Wyndham Theatre, 69

Z

Ziman, J., 28–29, 96, 99
 Zimdars, A., 79, 89
Zuleika Dobson, 19, 24