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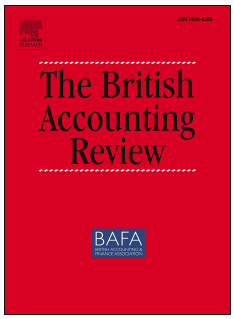

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Accounting and Finance in UK Universities: Academic Labour, Shortages and Strategies

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ABSTRACT

This paper contributes to the literature on change in the higher education sector arising from massification, increased political control, international mobility and competition. Drawing on various data sources and labour shortage models, it considers academic labour in UK accounting and finance academia over the period 2000 to 2012. A disequilibrium between supply and demand is evidenced through the identification of recruitment problems, unfilled vacancies, and retirements. The impact of research assessment on faculty backgrounds is shown to result in inadequate supply of faculty with the required skills. Strategic responses to labour shortages include: increased recruitment efforts, early promotions, enhanced remuneration and reducing restrictions on occupational entry. The consequences and future implications of shortages and strategies are considered. In particular, the decoupling of research and teaching in accounting is challenging the future existence of accounting as an academic discipline. The current generation of accounting academics are also under threat – if they neither excel at research nor are professionally-qualified they risk becoming undesirable.

Key Words: Academic labour, Labour shortages, Restucturing, UK, Accounting and finance

"I would not recommend to my children to become a university academic, because if you're going to be exploited left, right, and centre, and deal with duplicitous managements, you might just as well be in business. Business always specialised in that, but at least you got paid a bit better."

(comment by Professor, Pre-1992 institution, Beattie and Smith, 2012, p.53)

1. Introduction

Higher Education is increasingly viewed as a commodity purchased and sold in a global market place (Altbach, 2001), operating as a commercial business. Of the many challenges facing the modern global university, the most critical may prove to be the competition for intellectual labour (Altbach *et al*., 2012; Wildavsky, 2010; Olson, 2013, ch.5). In the UK, the demand, supply, and nature of academic labour has been influenced over time by factors such as massification, increased political control (Gibney, 2013) and international mobility and competition. As in many other countries, the academic profession is an ageing profession in the UK, with the proportion aged over 50 in England having risen from 34% to 41% in the last ten years (Locke and Bennion, 2013). Further, individuals replacing retiring faculty members must ideally demonstrate a wider array of talents and productivity than their predecessors (Austin, 2002). Consequently, academic labour shortages across many disciplines in UK higher education institutions (HEIs) are evident. Under recent Home Office visa proposals, PhD-level occupations with domestic shortages, including research and higher education teaching positions, were given priority (Jump, 2011). Institutions in the UK are becoming increasingly reliant on international recruitment (Wildavsky, 2010; Locke and Bennion, 2013).

This paper is concerned with academic labour shortages and regeneration in the accounting and finance disciplines across UK HEIs. Labour shortages arise from disequilibrium between supply and demand (Barnow *et al.,* 2013). According to the Arrow and Capron (1959) labour shortage model, a steady shift in demand over time will lead to such disequilibrium being characterised by unfilled vacancies. Shortages are acute when inflexible supply is characterised by restrictions on occupational entry and the price paid for labour. Lengthy recruitment periods further exacerbate market forces. Although the focus is on the accounting discipline, the two disciplines are considered jointly in this paper as they often co-exist in a single academic unit. Although a relatively recent academic discipline, accounting has grown rapidly since the 1960s when there were few teachers and researchers

in UK universities (Parker, 1997). Today, accounting and finance are key business school disciplines (Parker, 2012) making a substantial financial contribution across institutions, reflecting the 'cash cow' function typically associated with business / management schools (Parker and Guthrie, 2010).

Recruitment in the accounting and finance disciplines shows signs of crisis (UCEA, 2013). In a recent workforce survey covering 86 UK HEIs, it was found that recruitment and retention difficulties are concentrated in the business and administrative studies disciplines, which would include accounting and finance (UCEA, 2013). The retirement of prominent figures, combined with the pressures from the UK government's Research Excellence Framework (REF) (a system broadly replicated in many countries) to recruit academics with strong research profiles, exists within the disciplines. Further, casual observation indicates that the movement of academics with high quality REF research profiles between institutions intensified in the run-up to the REF census date of 31 October 2013. The movement of academics in sufficient numbers suggests responsiveness to market forces (Blank and Stigler, 1957). Both the US (Plumlee *et al.*, 2006; Fogarty and Holder, 2012; Brink *et al.*, 2012) and Australia (Heaney *et al.*, 2013; Irvine *et al.*, 2010) face similar problems with an ageing accounting and finance faculty and severe shortages. The long-term existence of a future generation of accounting and finance academics in the UK has indeed been called into question (Beattie and Smith, 2012). Despite concerns, the UK situation, in terms of the documentation of systematic empirical evidence, has not received significant research attention to date. Ehrenberg (2002) notes that research on academic labour markets and the economics of higher education in general is still in its infancy. According to Veneri (1999), an analysis of labour shortages should involve a detailed investigation into factors affecting both supply and demand, and conclusions about shortages should not be based entirely on anecdotal evidence.

Consequently, the aims of the present paper are to use a range of evidential sources to document the accounting and finance situation in the UK, and to offer a theoretically informed commentary on key aspects of this situation using a model of labour shortages. Evidence includes 97 detailed interviews with key constituent groups: academic staff (49); recently graduated PhD students (18); and current PhD students (30). The interviews were conducted in late 2011 (49 face-to-face and 48 via telephone). Individual interviewees cited have been consecutively numbered to demonstrate that the interview quotes used have been taken from a cross-section of participants (title and institution type provided in Appendix 1).

Other evidential sources include: analysis of the British Accounting Review Research Registers; analysis of job market vacancies; and analysis of various other published sources and websites. The period 2000 to 2012, which encompasses the run-up to the most recently completed research assessment exercise (Research Excellence Framework 2014) is considered. The paper uses this evidence, in the context of higher education changes affecting the academic labour market, to analyse and interpret different facets of the labour market situation. The evidence presented in this paper contributes to the ongoing debate on the future of the academy. It is policy-relevant to various parties with an interest in both a viable accounting and finance academic community and an accounting discipline.

The remainder of this paper is organised as follows: Section two considers the massification of higher education and the shift in demand for academic labour. Changes in accounting and finance academic labour and student numbers are used to demonstrate that supply has not increased with demand. The disequilibrium between supply and demand in terms of academic labour shortages is evidenced through the recruitment problems, unfilled vacancies, and retirements identified in section three. Section four investigates the impact of research assessment on faculty backgrounds and an inadequate supply from UK PhD programmes in terms of both volume and required skills. International mobility and competition in relation to academic labour recruited both from and to the UK is analysed in section 5. Strategic responses to academic labour shortages, including increased recruitment efforts, enhanced remuneration, and reducing restrictions on occupational entry are highlighted in section 6. Finally, the consequences of academic labour shortages and these emerging response strategies are discussed in section 7, including future implications.

2. Massification and the shift in demand for academic labour

The process of making higher education available to the mass market began with the publication of the Robbins report in 1963 which supported the immediate expansion of the UK higher education system (Gibney, 2013). By 1992, the number of UK HEIs with university status was dramatically increased, through the inclusion of former polytechnic institutions, to accommodate the government policy of the time, aimed at widening access and increasing the percentage of school leavers entering university from approximately 12% to 40% (Beattie & Goodacre, 2012). Student recruitment is also increasingly global. Expanding student numbers increases the demand for new academic labour. The expansion

of both academic labour and student numbers in UK accounting and finance is analysed below.

2.1 Expansion in UK accounting and finance academic labour

During the 1960s, there were few accounting academics in UK universities (Parker, 1997), and in the 1960s and 1970s, accounting experienced difficulties in achieving credibility as a university discipline (Parker, 2012). It expanded rapidly from the late 1980s throughout the 1990s. Maunders (1997) documents that the number of accounting and finance staff in the UK more than doubled from 699 in the British Accounting Review Research Register (BARRR) 1984 to 1480 in the 1996 edition. A dramatic increase in accounting and finance professors was also observed between 1982 and 2004 (Brown *et al*., 2007). Analysing overall demographics for the period 2000 to 2012[1], there is evidence to suggest expansion in both the number of accounting and finance subject groups and headcount in pre-1992 universities. In BARRR 2012, 54 institutions provided a total headcount of 992[2], compared to 49 institutions with a total headcount of 621 in BARRR 2000, indicating a 60% increase. Evidence of dramatic growth in the number employed in accounting and finance over time is indicative of a significant rise in demand (Veneri, 1999). In contrast, headcount in post-1992 institutions had slightly declined. The total headcount across 48 post-1992 amounted to 734[3] in BARRR 2012 compared to 788 in BARRR 2000, a decrease of approximately 7%. These figures are shown in row 1 of Table 1.

[Table 1 about here]

At the top rank, the number of professors has continued to increase over time from 158 in BARRR 2000 to 256 in BARRR 2012 in pre-1992 institutions. This increase of 62% (98 professors) is not uniform across both disciplines: professors classed as accounting-related increased by 23% (from 92 to 113) whereas those classed as finance increased by 117%

[1] The year 2000 was chosen to provide a significant time period over which to identify changes whilst minimising the overlap with previous analyses of the academic community (for example, Brown *et al*., 2007). The final BARRR was published in 2012, the period end point, which coincides with the evidence from interviews conducted late 2011.

[2] Excluding 35 listed as emeritus professors.

[3] Excluding 5 listed as emeritus professors.

(from 66 to 143). In post-1992 institutions an increase of 26% (10 professors) is observed from BARRR 2000 (39 professors) to BARRR 2012 (49 professors). This increase is in finance. At the lowest rank, the number of lecturers has also continued to increase over time: from 304 in BARRR 2000 to 466 in BARRR 2012 in pre-1992 institutions. This increase of 53% (162 lecturers) is also not uniform across both disciplines: lecturers classed as accounting increased by only 12% (from 201 to 238) whereas those classed as finance increased by 121% (from 103 to 228). In post-1992 institutions an increase of 33% (36 lecturers) is observed from BARRR 2000 (110 lecturers) to BARRR 2012 (146 lecturers)[4]. Accounting lecturers increased by 12% (from 86 to 96) compared to finance lecturers who increased by 108% (from 24 to 50). The disciplinary composition is thus shifting from accounting to finance.

2.2 Expansion in accounting and finance student numbers

Student numbers (undergraduate and postgraduate) across UK institutions, available from the Higher Education Statistics Agency (HESA), are shown in Table 2. Dramatic increases over time are evident[5]. In 2000/2001, there were 33,125 HE students enrolled in accounting and finance across UK institutions. This had almost doubled over a twelve-year period to 65,500 in 2011/2012, (an increase of 97.7%). If 2002/2003 is taken as a starting point (after finance coding changes), a substantial increase from 42,015 to 65,500 (55.9%) can still be observed. The rate of growth across the two disciplines is very different. Finance student numbers have escalated by 104% in this nine-year period, compared to the 29% increase in accounting student numbers. Whilst accounting can be observed to be the dominant discipline over time comprising 64% of total student numbers in 2002-2003, the dramatic growth in finance student numbers has seen this dominance eroding significantly, such that accounting students comprised only 53% of total student numbers by 2011/2012.

[4] Those with the title of principal lecturer were specifically excluded, being perceived as broadly equivalent to the role of senior lecturer in pre-1992 institutions.

[5] The data published does not permit precise comparisons over time given changes in data collection. A subject coding change from 2002/2003 onwards from financial management to finance appears to partially explain the 44.5% increase in finance student numbers on the previous academic year. Further, the population changed in 2008-2009 to exclude postgraduate research students writing-up or on sabbatical, potentially decreasing the student numbers reported.

[Table 2 about here]

2.3 Expansion in accounting and finance student numbers exceeds expansion in academic labour

The growth in student numbers outstrips growth in academic staff. A comparison of student numbers to headcount in 2000/2001 indicates a ratio of 1:24. This increases significantly to 1:38 by 2011/2012, a 58% increase over ten years. These ratios fail to account for differences in mode of study and, in reality, could be even higher as students studying for example, foundation degrees, Higher National Diploma and Certificates in accounting and finance are excluded. HESA appears to have only recently started to report these student numbers by subject level.

Ratios also fail to account for staff employed on a casual basis and not listed in the research registers. Ad hoc empirical evidence suggests that retired academics and part-time practitioners are increasingly being used to address teaching shortages. Over–dependence on casual labour is a known consequence of labour shortages (Whelan *et al*., 2013). Casualisation of labour is also a key feature of cheap, for-profit provision which appears to be an increasing feature as corporatisation engulfs academic institutions (McGettigan, 2013). The evidence suggests that permanent academic labour has not increased proportionately to increases in student numbers, supply has not increased with demand. As a consequence, the demands on existing academic labour have increased This was apparent during interviews with academics: *A huge swell in student numbers. The course that I teach jointly, when I started doing it eight, nine years ago, it had two hundred students, now, there's four hundred and eighty and it's the same two people. So, I think the productivity demands have gone up* [Interviewee 4]. *Academia has changed dramatically since 1998. In 1998 there were in our second year for instance about 60 students taking financial reporting. Last year there were 322, the majority of them were Chinese. It's a real challenge. In 1998, we could go and have lunch. Whereas now I haven't got time to do that. Many lunchtimes I don't have lunch I sit at my desk and continue working; the hours are long* [Interviewee 5].

3. **Disequilibrium between supply and demand: Evidence of academic labour shortages**

3.1 Recruitment problems and unfilled vacancies

Recruitment difficulties in accounting and finance were widespread according to the academics interviewed: *At the moment, the market is dire for faculty. At* [interviewee's institution] *we just can't recruit anybody. I was in a meeting last week where we were even thinking of cutting back on academic programmes in accounting because we can't recruit anyone of the research calibre we need* [Interviewee 2]. *We haven't* [recruited] *for whatever reason, we didn't recruit well for many years. It's never easy to recruit in accounting because of the labour market.* [Interviewee 5]. *I'm about to go into my third or fourth round of interviews. We keep trying to get more staff and we just can't get them. We keep, you know, going back to the market and trying again. Hopefully, we'll get a few people but it is desperately hard work. There's a scarcity of people at every level* [Interviewee 9].

According to Barnow *et al*. (2013), occupational labour shortage measurement requires the consideration of vacant positions. Consequently, job vacancies for a period of three months were monitored during the first quarter of 2013. Vacancies were identified by undertaking weekly searches on the 'Jobs.ac.uk' website, the leading international job board for academic careers, operated by the University of Warwick. Of the 54 pre-1992 institutions identified in BARRR 2012, 34 (63%) advertised vacancies in this period. Ten institutions were looking to fill one post whilst twenty-four institutions were looking to fill multiple posts (on average 2.83 posts across these twenty-four institutions), equating to a total of 78 vacancies. Of the 48 post-1992 institutions identified in BARRR 2012, 23 (48%) advertised 66 vacancies with 7 institutions looking to fill one post and 16 institutions looking to fill multiple posts (on average 3.69 posts across these sixteen institutions. The total number of vacancies (144) was just over 8% of the existing headcount of accounting and finance academics recorded in BARRR 2012 (1726 academics). It is not, therefore, unreasonable to conclude that such a significant number of vacancies widely dispersed across institutions is indicative of academic labour shortages[6]. The vacancies identified were further analysed by

[6] The specific time period is potentially significant. Allowing for differing notice periods across institutions and academic ranks, vacancies advertised during early 2013 had the potential to secure new staff in post by 31 October 2013, the census date for academic staff eligible for selection for submission to REF 2014. The first quarter of 2013 could, therefore, have potentially been the tail end of aggressive recruitment in the run up to

subject and academic rank/position. A breakdown is provided in panels A and B of Table 3. Advertisements for finance academics exceeded accounting across pre-1992 institutions whereas accounting predominated across post-1992 institutions. In total, 21 vacancies appeared to require potential candidates to be able to contribute to *both* disciplines, and 19 vacancies would consider candidates from *either* discipline. Approximately one third of vacancies were not restricted to a particular point of entry, with lecturer/senior lecturer being the most frequently advertised. The flexibility observed in these advertised vacancies serves to further illustrate shortages across the spectrum of rank / position.

[Table 3 about here]

3.2 Retirements and the supply of academic labour

The number retiring has increased markedly in recent years. No emeritus professors were listed in BARRR 2004, compared to thirty-nine in BARRR 2012. The vast majority (34) were from pre-1992 institutions and were accounting/accounting-related (28). Twenty professors became emeritus between 2010 and 2012 alone, 14 of whom were accounting/accounting-related and a further nine retired. Based on the composition of professors between 2010 and 2012, an estimated 9.5% retirement rate over a two-year period is almost double the expected retirement rate[7].

Institutions appear to be motivated to retain the services of retired members. Indeed, there were three incidences documented where professors listed as emeritus in one institution were subsequently listed as current professors in others. Replacement of those currently at, or near to, retirement age seems to be an issue of serious concern throughout the UK academic community: *Basically it [*the UK academic community*] isn't being regenerated. This probably sounds like an old man's comment, but I don't think there's an awful lot behind my generation. There are obviously some good people, I don't want to disparage*

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the latest REF. An independent review of the UK REF system by Lord Stern, commissioned by the Minister of Universities and Science and published in July 2016, specifically highlights the problem of hiring staff to enhance institutional REF returns shortly before the census date.

[7] Assuming an average of 40 years-service, an annual rate of 2.5% equating to a two-year rate of 5%.

everybody, but I think it's nowhere as strong as it was [Interviewee 2]. *I have serious concerns…about the lack of people coming through and I think that's going to be increasingly problematic because the subject area expanded quite rapidly in the 70s to 80s, which meant that people like me came in, and there's going to be a lot of us retiring. It's not just a matter of managing expansion, it's a matter now of replacement* [Interviewee 1].

4. Research Assessment: Impact on faculty backgrounds and supply

Accounting and finance, compared with other social sciences, are relatively young disciplines within UK academia. The start of serious efforts to stimulate accounting research coincided with the launch of the Association of University Teachers of Accounting in 1947 (Zeff, 1997). In earlier decades, a substantial proportion of professionally qualified individuals made a career move to academia. Since 1986, UK government funding has been allocated to universities based on the outcomes of a peer-review based Research Assessment Exercise (RAE), subsequently replaced by the Research Excellence Framework (REF) in 2014. In addition to funding allocation, research assessment is believed to significantly influence both institutional reputation and student fee income (especially from international students), which highly incentivises institutions in relation to research (Beattie & Goodacre, 2012). The REF had a significant influence on faculty backgrounds. An increase in the proportion of staff holding a PhD was observed over the period 1982 to 2004 (Brown *et al*., 2007). The importance of a PhD as a pre-requisite to a research-based academic career was starting to emerge. Over time, the increased pressure on academics to achieve high-quality publications has been well documented (see Beattie and Goodacre, 2012), and formal quality lists such as the Chartered Association of Business Schools academic journal guide 2015 appear to be heavily employed by UK institutional managers. It has been said that 'the guide has become too powerful in decisions on recruitment, promotion and salary review' (Hevergal, 2015).

Recruitment difficulties were partially attributed to the REF and the PhD entry route by those interviewed: *If I was to apply for a lectureship now, I wouldn't get it because at the time I didn't have a PhD, I hadn't published anything* [Interviewee 11]. *Times were different then… in the seventies….it wasn't the be all and end all to have a PhD.* [Interviewee 2]. *My first lecturing job was '77. Very few people were in my position, having done a three-year PhD programme. People came mainly from the profession, and then maybe they did a staff*

PhD. So, this move over to a more Americanised, do your PhD, get your job and go through a programme, has been developing over a long period of time [Interviewee 3].

The sharp contrast between the 2012 climate and the situation which faced the majority of existing senior faculty when they started in academia was further highlighted: *You had time to do it [research]. There wasn't the pressure to publish and you had time to read.* [Now] *if they haven't got two or three papers for the next REF exercise, within a few years, they're dead meat* [Interviewee 2]. *What we can't do* [now] *is allow people time, particularly at this time as the REF comes* [Interviewee 12]. *New lecturers are expected much more to hit the ground running, which I wasn't expected to do* [Interviewee 13]. *I think that the expectations are kind of inhuman on one level, you know, there's no career cycle, you sprint, you've got to set off sprinting* [Interviewee 7].

Unrealistic publication expectations for REF purposes were also driving recruitment difficulties in terms of recruiting/promoting within existing faculty members: *We end up not recruiting people who are very good, essentially there's emphasis on three or four star…which is just ridiculous because people develop, and it all depends on the mentoring and the support as to what level people research at. It's virtually impossible to publish in them* [four-star journals in accounting and finance] [Interviewee 12]. *When it comes to appointments, for promotion purposes, for staff appraisal, for professorial zoning, it's all on publications and how many four-star* [Interviewee 14].

4.1 Inadequate supply from UK PhD programmes

No official records are kept of the population of accounting and finance PhD students across UK institutions. Beattie and Smith (2012) identified 1,008 current PhD students across both pre- and post-1992 institutions in 2011[8]. Assuming an average PhD duration of 4.45 years[9], an estimated 219 PhD students graduate on an annual basis. From an analysis of lecturers listed in BARRR 2010 and BARRR 2012, 200 lecturers joined the UK academia population during this period (Table 4). Approximately 74 (37%) were recruited from UK PhD

[8] Not fully representative of the population as information was unobtainable from several institutions.

[9] Potentially conservative estimate based on survey responses from 71 recently graduated PhD students and an annual drop out of six students per year (based on 96 dropouts identified over the working life of 264 academics with an average of 16.22 years of service).

programmes, an average of 37 per year. Therefore, despite the volume of PhD students, the vast majority on UK PhD programmes are not destined for UK academia. This fact was strongly echoed at interview: *We don't have enough people coming out of PhD programmes to meet the demand we have in business schools in accounting and finance disciplines* [Interviewee 12].

[Table 4 about here]

UK PhD programmes appear to serve other purposes beyond, and to the potential detriment of, the creation of academic labour. A significant proportion of PhD students have no intention of taking an academic position anywhere in the world but are valued for their fee income. Interviewees commented that the primary purpose of the PhD was no longer viewed as the route to academia in some overseas countries such as China: *The applicants we get now* [to PhD programmes] *are less interested in academic jobs than we would like them to be. In China, the MSc degree is not sufficient now, it is much better for your job to have a PhD degree, so having a PhD degree for the industry job market is the new requirement in China.* [Interviewee 17]. *I suspect in due time it* [PhD market] *will become a bit like the Master's market* [Interviewee 13]. The extensive use of performance indicators in UK academia (Bogt and Scapens, 2012), including PhD student numbers, is viewed as having caused quality to be compromised for quantity, with the creation of unsuitable candidates for the academic labour market: *It's not clear to me that the obsession in this country* [UK], *and by university managements, with seeing post-graduate research students as being a performance indicator, with the implication the more the better. I think that has meant we take too many overall. And I think it's actually cruel to be perfectly honest. I think it's selling something that doesn't have the benefits that people think it does* [Interviewee 3]. *In the UK, we aim for having a lot of PhD students, we don't really care whether the quality is that great, and we do have a fair amount of really poor students, that's at least my impression* [Interviewee 15]. *Two* [PhD students] *would have done* [pursued an academic career in the UK] *but couldn't get jobs because they weren't good enough* [Interviewee 16].

A major concern is the failure to attract UK students to accounting and finance PhD programmes. *The market for home PhD students has been almost negligible* [Interviewee 2]. Of the 74 new lecturers identified as appointed between 2010 and 2012 from UK PhD programmes, only 11 (15%) were of UK nationality. Explanations were offered at interview in terms of lack of funding. *There would be some good candidates at the honours level who*

would make good PhD candidates but at the moment there is no funding available [Interviewee 11]. *We can only get one first class student a year to come on to do a PhD. We could get five or six students from undergraduate, and we're talking about students who can walk in to big four jobs so we have a really strong student base but we're restricted by scholarship* [Interviewee 19]. *I now have peers that are doctors, actuaries, accountants so their salaries range anything from £35,000 right up to £60,000 and they are all just 24 and 25 so being on a scholarship you are aware of the differences* [Interviewee 20]. However, the lack of interest to pursue an academic career was also evident: *Students on our undergraduate accounting programmes…they come on the programme because they want a career that brings them in money….so they regard very often, their degree and their time at university is just a means to an end…the idea of carrying on and studying and researching in accounting is an alien concept to them* [Interviewee 21]. *I find it difficult to retain good, strong undergraduate students. A lot of them have been given job offers from big 4 firms and they don't seem to view an academic career as something they want to go into* [Interviewee 22].

4.2 Inadequate skills via the PhD entry route

The PhD is essentially research-based training for entrance to academia. However, research is only one of the activities of academic faculty. As one interviewee put it: *A PhD is not a complete training for a rounded academic. Like don't they have to teach occasionally and aren't they supposed to do some administration, perhaps not immediately, so it's not a complete staff training programme which I think some people almost treat it as* [Interviewee 6]. In accounting, PhD programmes are not creating academics able to teach technical accounting courses: *They* [those coming from PhD programmes] *can't teach accounting first year and second year….so we have to solve our technical accounting by a different route but that's because accounting is technical…there's very few disciplines where the things you research are so far away from the things you teach* [Interviewee 18]. The inability of some institutions to recruit appropriately skilled academics has led to the loss of course accreditations by the accountancy professional bodies, in particular in the areas of audit and tax (Beattie and Smith, 2012). The proportion of professionally qualified research-active academics has been diminishing over time (Beattie and Goodacre, 2012; Brown *et al*., 2007). The majority of 'well rounded academics' are now moving towards or have reached the oldest end of the existing generation's age profile. Of the 113 accounting/ accounting-related professors in pre-1992 institutions in 2012, 67 held a professional accounting

qualification (approximately 60%), 79 held a PhD, and 40 held both. Of the 28 in post-1992 institutions, 20 (approximately 72 %) held a professional accounting qualification, 17 held a PhD, and 11 held both. In contrast, Beattie and Smith (2012) found only 23% and 38% of current PhD students in pre- and post- 1992 institutions to be members of a professional accounting body. These figures are also somewhat inflated by professionally qualified academics from overseas institutions coming to the UK to obtain their PhD. The professionally qualified research-active accounting academic in UK institutions is clearly disappearing, as summed up by one interviewee: *It is pretty small now* [number of professionally qualified members of research active academic staff] *and most of them are over sixty. We've only got about two or three qualified accountants at the middle levels of staff and at the junior levels of staff, virtually none* [Interviewee 6].

There is cause for concern, give the heightened focus on the employability of accounting and finance graduates, particularly in response to the substantial university fee increases. McGettigan (2013) highlights that funding reforms "lead universities to focus far more intensively than ever before on the quality of the teaching experience because they will be competing for students who bring their funding with them" (p.4). These sentiments were echoed by the academics interviewed: *Students will be expecting us to know an awful lot more about the profession and how to get into it. The fee increases are focusing our minds about the sustainability of revenue streams. What we want is professional experience…people who know the people downtown, and maybe can help our students get internships….jobs. We want people who know about the recruitment processes the big firms are following and know people. Our ability to sell to the next generation of students will be dependent upon this set of students getting jobs with the sorts of companies that the new coming students, new applicants want* [Interviewee 3]. *Most of our undergraduate students become professional accountants, of one sort or another. We do need to have, on the staff, a fair proportion of people who have actually done that* [Interviewee 6].

5. International mobility and competition

In today's climate, academic labour across all disciplines is recruited on a global scale, offering both threats and opportunities in terms of leavers and joiners to the UK academic labour market.

5.1 Academic labour leaving the UK

There is evidence to suggest that talented researchers are being systematically funnelled into a small number of countries (Ali *et al*., 2007). English speaking countries such as Australia, Canada, New Zealand and the US have typically attracted UK academics across disciplines. According to Stevens (2004), the US is by far the most popular destination in general. In the US, institutions are less constrained by pay scales and are better able to financially reward academic high-flyers. At both the top and entry level, salaries are, on average, lower in the UK than in Australia, Canada and the US (Rumbley *et al*., 2008). In the two years between 2010 and 2012, eight accounting and finance professors were lost to academic positions outside the UK (3 to Australia, 2 to USA, 1 to UAE and 2 to Europe). There is little evidence to suggest a significant movement of academic labour from the UK to the US as yet. HEI's in Europe were raised as an increasing threat by those interviewed: *Increasingly you're talking of an international market. I don't think the States is much of a problem but you regularly get head hunters enquiring about Australia, New Zealand, Canada and also now European business schools are increasingly teaching in English and would be more than happy to attract international academics. So, it's a very, very tough international market* [Interviewee 2].

Of the overseas students studying on UK accounting and finance PhD programmes and destined for academia, the majority leave the UK. They are either required to (due to funding stipulations) or chose to return to their home countries (Beattie and Smith, 2012). Interviewees identified UK PhD programmes as very much producing the next generation of overseas academics, with little benefit in terms of regeneration for the UK: *I think it's a feature of other countries pushing their academic staff out to do PhDs. Many of them have gone back to their own universities and most of them are from overseas universities* [Interviewee 1]. *Most of the students I've taken in the past have been lecturers…Lecturers in universities in developing countries who want to enhance their reputation and their university wants to support them and they will go back* [Interviewee 18]. *I don't think we are producing enough PhD's with characteristics that make it likely they will stay in the UK. I don't mind being an export industry but if we're trying to sustain the UK, I don't think it is good enough to say well we've got 100 PhDs in the school if ninety are going to go back to their home countries, it's not doing the UK any good* [Interviewee 6].

Further concerns were raised at interview in terms of the financial allure of PhD programmes in countries outside the UK: *Some European countries pay their PhD students, they do some teaching and they're a member of faculty, and so they're getting quite a good position* [Interviewee 15].

5.2 Academic labour recruited from outside the UK

In hiring academic labour from non-EU countries, UK employers are required to demonstrate that no suitable candidates are available in the EU. The recent stricter immigration policies introduced in the UK will further contribute to the challenge of securing academic labour (Altbach *et al*., 2012). The impact of future immigration policies on the academic labour market, in light of the UK decision taken in June 2016 to leave the EU, remains to be seen. Although overseas recruitment appears to have become a prominent feature in UK academia in general for quite some time, with net immigration being observed from the mid-1990s onwards (Bekhradnia and Sastry, 2005), it is not without problems. Non-UK academics are more than three times as likely to move to institutions in other countries compared to UK nationals (Stevens, 2004). Further, it has been observed that European researchers are beginning to treat the UK as UK researchers regard the US, coming here to begin their careers and establish their reputations, and then returning home to continue their careers (Bekhradnia and Sastry, 2005).

In the two years between 2010 and 2012, seven professors joined the accounting and finance community from academic positions outside the UK (3 from USA, 3 from Europe, and 1 from Australia). Twenty-four new lecturers were recruited from PhD programmes overseas and a further 22 from academic positions overseas. An analysis of the nationality of new lecturers identified as appointed between 2010 and 2012 from UK PhD programmes is shown in Table 5. Of the 74 identified, 63 (85%) were of non-UK nationality. This reliance on overseas recruitment was acknowledged at interview: *It's* [next generation of UK academia] *only been kept going by recruiting people from overseas* [Interviewee 2]. The nationalities of the non-UK new lecturers were widely dispersed across a range of countries, with the largest number coming from China (approximately 13.5%). The UK is not managing to attract a sufficient supply of candidates from any one particular overseas nation. At interview, concerns were also raised about the retention of overseas recruits: *We appoint quite a number of new staff from continental Europe, and their average stay is*

about half that of a British person. It's nice to have foreign experience but they don't stay as long [Interviewee 6].

[Table 5 about here]

6. Strategic responses to academic labour shortages

According to the conceptual model of Barnow *et al.* (2013), in times of labour shortages employers can be expected to adopt various responses strategies including: increased recruitment efforts; improving salaries / fringe benefits; and reducing restrictions on occupational entry through restructuring employment roles. Each of these responses will now be considered with reference to the accounting and finance disciplines.

6.1 Increased recruitment efforts

Between 2010 and 2012 in pre-1992 institutions, eighteen academic staff were promoted internally and nine were promoted externally to the rank of professor. A further seventeen professors moved within the rank, two coming from post-1992 institutions. In the duration between BARRR 2012 and January 2013, an additional fourteen promotions to professor (10 internal and 4 external) and twenty-five movements between institutions (4 from post-1992 institutions) were observed. In post-1992 institutions, more modest promotions and movements were evident. The trend in promotions and movements at professorial level suggests a degree of aggressive recruitment across pre-1992 institutions as they compete for a limited pool of academics. The evidence also points to academics being promoted early - the proportion of accounting and finance professors in pre-1992 institutions (25.8% in BARRR 2012) is significantly higher in comparison to other disciplines in general (15% in English pre-1992 institutions in 2010/2011, HEFCE, 2012).

6.2 Improving salaries/benefits

UK academic staff below the rank of full professor are placed on a national pay spine and academic salaries are far from comparable to, for example, professional accountants across both the public and private sector (Walker *et al.*, 2010). The largest disparity in remuneration occurs during the initial and middle stages of an academic career (Stevens, 2004). Although the national pay agreement restricts the price paid for academic labour, it does contain the option of 'attraction and retention premia', where institutions may supplement pay rates for each grade where labour market conditions dictate. As a

consequence of academic labour shortages, market supplements are increasingly being used to attract and retain academics at lower ranks. For example: when advertising for lecturer / senior lecturer in accounting, the University of Manchester noted that "the salary attracts a market supplement which is set according to relevant experience and qualifications"; at the University of Glasgow, a market supplement of £10,000 was introduced to the rank of senior lecturer. These are but a few named examples.

Despite the introduction of professorial banding systems in some institutions, professorial salary remains a largely free market, dependent on the negotiating abilities of newly appointed professors (Schafer, 2011). According to the 2012 CPAF (Conference of Professors of Accounting and Finance) Professorial Salary Survey, there have been large increases in the salary of a small number of UK accounting and finance professors. Sometimes this results from moving institution, sometimes by threatening to leave, and in the process securing hefty retention payments (Schafer, 2011). The recent review of the UK REF system specifically acknowledges that aggressive recruitment for REF purposes is "an unhelpful driver of asymmetric salary inflation, as institutions compete to attract and retain key individuals" (Stern, 2016, p.12). Publication ranking is highly correlated with financial compensation (Almer *et al*., 2013). A small number of academics have become so successful that they can set their own terms and take their brand and reputation to the highest bidder as is the case with top sportsmen (Barber *et al.*, 2013).

6.3 Reducing restrictions on occupational entry

The strategy of reducing restrictions on occupational entry has manifested itself in various forms. New academic rank positions are appearing, modest labour increases are observed from recruiting from other disciplines, and teaching-only academic labour is being acquired from industry / business.

<u>New academic rank positions</u>

In response to the REF-driven requirement of fast post-PhD publications for new academics, new academic rank positions started to feature. Some institutions are taking on the risk and responsibility of developing a future generation and combat labour shortages. For example, Lancaster University has advertised developmental lectureships, which are "permanent early career posts carrying a significant proportion of research time, to enable new scholars who have recently completed a PhD to establish a strong research portfolio as a stepping-stone

towards the rank of lecturer". Other institutions, for example the University of Stirling, have taken on the responsibility whilst limiting the risk, by advertising for Early Career Fellows on a three-year fixed contract. Such positions carry the possibility of transition to a lecturer position on the achievement of satisfactory progress.

Recruiting from other disciplines

Modest expansion of the population of accounting and finance academic labour can be observed through the procurement of academics previously associated with other disciplines. Of the new lecturers joining accounting and finance academia between BARRR 2010 and BARRR 2012, six appear to have been previously classed as economics. Two professors at pre-1992 were also previously classed as economics This influx from economics at both the top and bottom of academic levels was also noted in the interviews: *I believe a lot of applicants for finance positions are financial econometricians, so there is a kind of arbitrage going on out of economics* [Interviewee 3]. A number of new lecturers identified between BARRR 2010 and BARRR 2012 also appear to have been present in academia associated with such subjects as law, management, financial econometrics, and maths.

Recruiting from Industry / Business

There is evidence to suggest a significant increase in teaching-focused academic roles across pre-1992 institutions: *"There are so many places now with teaching fellows. They're coming in part-time, full-time and doing a good job…that's the pattern the UK is developing very fast"* [Interviewee 18]. In the analysis of job vacancies during the first quarter of 2013, 14 teaching-only vacancies were advertised across pre-1992 institutions (7 accounting, 4 finance, and 3 accounting and/or finance).

Further, 52 teaching fellows were listed across 20 pre-1992 institutions in BARRR 2012 compared to only 13 across the same institutions in BARRR 2006, an increase of 300%. In reality, the number is likely to be higher given the retitling, in the absence of any obvious

research activity, of teaching fellows to lecturers in certain institutions[10]. Of the new lecturers joining accounting and finance academia between BARRR 2010 and BARRR 2012, 21% (42 lecturers) were recruited from industry / business. The majority (31 lecturers) were in accounting, their backgrounds including *inter alia*: IFRS Foundation, ICAS, HMRC, private practice, and private accounting training providers. There is the possibility that new recruits employed solely for teaching are given the title of lecturer. For example, Cardiff University appears to have recruited 'lecturers (teaching and scholarship)' from private practice and have adopted this title for existing staff previously termed 'professional tutors'. Retitling strategies could avoid any potential stigmatisation of teaching-only staff, and be employed to understate the proportion of staff on teaching-only contracts and to avoid appearing less research-orientated.

7. Consequences of both academic labour shortages and the emerging response strategies for the accounting and finance academy

Labour shortages in accounting and finance, arising from a disequilibrium between demand and supply (Arrow and Capron, 1959), are evident. The demands on, and responsibilities of, existing academic labour in response to higher education massification, REF and operating in a global market place, have increased (Mears and Harrison, 2013). As a consequence, the loss of appeal of a faculty position is a fundamental problem (Huisman *et al*., 2002). Academic careers appear to be increasingly associated with high levels of stress. New faculty, in particular, can expect to experience stress, pressure and uncertainty (Austin, 2002). The pressure of unrealistic publication expectations and the lack of time in which to achieve it, particularly for new lecturers, has been described as inhuman by those interviewed. Emerging strategies to introduce permanent early career posts carrying additional research time would appear to be a positive step. Introducing such posts on fixed-term contracts could be viewed as exacerbating the pressure on new lecturers. Given the

[10] Exeter University retitled several teaching fellows as lecturers, and on two occasions fellows have become lecturers at LSE and tutors have become lecturers at Swansea. Further, institutions such as Bristol, Dundee, Durham, Edinburgh and Nottingham all had teaching fellows in 2010 who became lecturers in 2012.

unfavourable prospects awaiting new academics, it is hardly surprising that accounting and finance PhD programmes are failing to attract UK students. The emerging strategy of improving financial compensation through market supplements may not be enough. However, there is mileage in the old adage 'ignorance is bliss' (Gray, 1742). From the perspective of new academics, the current climate is all they know.

Stress is not just a problem for new entrants. According to a recent UCU survey, academics across the generations are suffering from growing stress levels which are far higher than employees in other professions. Heavy workloads and a long-hours culture are cited among the root causes (Grove, 2012; Grove, 2013). Meeting the demands of students as 'customers' in response to significant tuition fees, is an increasing stress factor. In today's climate of increased political control, 'individual academics now find themselves subject to scrutiny via a proliferating range of quantifiable key performance indicators' (Parker, 2012, p.115). Those at mid-career / approaching retirement are only too aware of the dramatic extent to which accounting and finance academia has changed. Many existing faculty doubt they would make the same career choice in today's academic environment due to decreased freedom and flexibility, reduced prestige and lack of career prospects (Beattie and Smith, 2012). Those in a position to retire could well be motivated to do so. However, with the comfort of retirement as an option, comes additional opportunities to continue. As one of the interviewees put it: *I'm past retirement but I'm still working and get lots of opportunities. In most other jobs when you get to this stage you're on the scrap heap because you're too old* [Interviewee 1]. For those at mid-career, there is little imminent escape, given the loss of opportunity to change career direction having travelled so far down the academic route: *Don't tie up your human capital in ways that are not saleable anywhere else. If you stay in academic life too long, you're trapped, there's nothing else for you to do. And furthermore, the vice chancellors and presidents and provosts and rectors of this world know that and exploit it ruthlessly* [Interviewee 3].

The trend in early promotions and movements at professorial level suggest increased opportunities for individuals with high quality publications to accelerate through the ranks. As a consequence, young less experienced academics could find themselves promoted to the management roles traditionally occupied by those more experienced. Whilst early professors may well have the ability and energy to deal with change, a breadth of knowledge and experience developed over time is lacking (Brooke and Taylor, 2005). Managing age

relations and tension is a potential problem if middle ranks become resentful over such narrowly defined promotion criteria.

With the increased focus on REF and the importance attached to publications, the research experience of new lecturers is different from the generation interviewed who acknowledged the existence of time to read and the freedom to engage in their research interests and identify and develop important research questions, in the absence of acute publication pressures. Academics are becoming increasingly risk-averse in research, resulting in marginal contributions to knowledge (Bogt and Scapens, 2012). In accounting, the generation of academics that had meaningfully engaged in accounting practice is disappearing, and a different brand of academics is said to now exist: '[a] generation trained to be researchers for whom the problems of practice are largely theoretical' (Fogarty and Black, 2014, p.234). However, the REF not only drives the delivery of research publications, the REF places great importance on research with practical impact (Parker *et al.*, 2011). There is a widely acknowledged gap between accounting academic research and practice (for example: Parker *et al.*, 2011; Tucker and Lowe, 2014). This gap has been significantly attributed to a lack of interest in practice and a lack of incentive to communicate research outwith journal publications whose principal audience is other academics (Tucker and Parker, 2014). The gap seems likely to expand further as those with the technical ability to engage in practice, having actually experienced it, retire. Without the link between research and practice in accounting, the legitimacy of accounting academia is threatened (Tucker and Parker, 2014).

The REF has privileged research over teaching across disciplines in general (Underwood, 2014). The emerging strategy observed in this paper to recruit teaching-only staff, and the consequent decoupling of research and teaching, challenges both the traditional model of higher education and academic identity (Schapper and Mayson, 2010). Ironically, this decoupling was far from the vision held as the UK embarked on its massification route: 'There is no borderline between teaching and research, they are complementary and overlapping activities' (Robbins, 1963, p.182). Academic life revolves around learning which involves both research and teaching, and students should be part of a culture of enquiry not merely passive recipients of instruction (Calhoun, 2014). In accounting, it is clear to see why UK institutions have embarked on the strategy to recruit from professional practice to teaching-only posts. Accounting faculty who don't possess technical competence lack the ability to make students technically competent and cannot provide practical

experience to enhance student learning (Fogarty and Black, 2014). The ability to link subject matter to the practical accounting environment has been identified as a positive driver to teaching effectiveness (Wygal *et al*., 2014). The UK is not alone - increasing the use of professional accountants with no involvement in research activity is a strategy which has also been observed in the US as a 'means of both enhancing the practice relevance of accounting education and as a means for addressing the growing shortages of doctorly qualified accounting faculty' (Boyle *et al*., 2015, p.3). The evidence presented in the present paper suggests that, despite adopting such a strategy, the potential dangers of doing so are recognised given position re-designation strategies are also being employed to de-emphasise the proportion of staff on teaching-only contracts and avoid appearing less research orientated. Segregating the tasks of research and teaching undermines the ethos of anti-specialism associated with higher education. 'The aim should be not to produce mere specialists but rather cultivated men and women' (Robbins, 1963, p6.). In the context of accounting and finance, this requires technical competence embedded in a broader research-based higher education. If that is truly lost, the contribution of higher education to society and the future of the academy is questionable: 'An institution remains capable of functioning only as long as it embodies in living form the idea inherent in it. As soon as the spirit leaves it, an institution rigidifies into something purely mechanical, as an organism without a soul decomposes into dead matter' (Habermas, 1989, p.101). For finance, the situation may be less pessimistic given that research appears more closely related to teaching and to commercial practice.

The rules for the next REF assessment in 2021 are set to change (Stern, 2016). All staff with "significant responsibility" for research must be submitted and the choice to not include research-active academics will be removed. The link between four outputs and individuals is broken, with outputs collated by academic units as a function of staff numbers. An average of 2.5 outputs per submitted full-time member of staff, with flexibility for some faculty members to submit more and others less (a maximum of five and a minimum of one). Removing the requirement of four publications per academic has the potential to reduce the pressure on early-career academics and those coming from PhD programmes. It may also facilitate the recruitment of individuals with research potential from industry / profession. More flexible doctoral programmes would also appear essential to support the introduction of practitioners accompanied with training and related guidance in teaching (Boyle *et al*., 2015). Achieving comparable remuneration may also be necessary to attract practitioners in

the first instance. Awarding full credit to both the institution employing the academic on the census date and the institution where the output was demonstrably generated might reduce early promotions in the run-up to the REF. However, given the shortage of academic labour, promotions may well continue as both a retention and aggressive recruitment strategy. Unless a significant proportion of research-active staff have a sufficient number and quality of publications to compensate for those who do not, institutions are incentivised to further reduce the number of staff classed as research-active in favour of teaching-only contracts and so avoid returning them.

The increasing dis-connect between research, teaching and practice in accounting is not only damaging to the future landscape, it poses a real threat to the current generation of research-active accounting academics in the UK who are presently contributing on all fronts. The human cost for those who find themselves in the middle of a process of academic labour restructuring could be profound. If they neither excel at research nor are professionally-qualified, they risk becoming undesirable, at the extreme ostracised on both the research and teaching fronts, facilitated by the invocation of institutional capability procedures. Such incidences of capability dismissals / redundancies in other disciplines have already been documented (for example: Jump, 2014). Future research is required to systematically examine such issues in the accounting and finance disciplines.

The aim of the present paper was to offer a theoretically informed commentary on UK accounting and finance academic labour using a model of labour shortages. The detailed investigation into factors affecting both supply and demand presented here was necessary to establish the existence of labour shortages (Veneri, 1999). This investigation was possible due to data gathered from two main sources. First, through the biennial publication of the BARRR by the British Accounting Review. This comprehensive record of the population of UK accounting and finance academics over time has enabled changes in the population to be identified. Second, the valuable insights into academic labour shortages provided by the interview participation of a significant proportion of this population. Their concern for the future existence of the accounting discipline and the human cost of increasing stress levels was evident. The present paper has explored the consequences and future implications of shortages and strategies. In particular, the decoupling of research and teaching in accounting is challenging the future existence of accounting as an academic discipline. Raising awareness of these consequences would appear essential. In the context of the governance of

accounting academia: ‘only by knowing more, can we provide more adequate solutions for better governance’ (Khalifa & Quattrone, 2008, p.76).

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Table 1. UK academic staff numbers: UK accounting and Finance - 2012 compared to 2000.

	Pre-1992		Post-1992	
	2012 (n=54)	**2000 (n=47)**	**2012 (n=48)**	**2000 (n=49)**
Total headcount	992	621	734	788
No. of professors	256	158	49	39
Professors as %	*26%*	*25%*	*7%*	*5%*
No. of accounting-related professors	113	92	28	29
Accounting-related professors as %	*44%*	*58%*	*57%*	*74%*

Notes to table:

1. The number of HEIs can increase due to the government awarding degree-awarding status to existing colleges; it can decrease if an academic unit is fully closed within an institution or the unit does not submit a return to BARRR.
2. Figures exclude Emeritus Professors.

Table 2. Student numbers: UK accounting and finance student numbers: 2000-01 to 2011-12.

	Accounting		Finance		
Year	**No.**	***Annual increase %***	**No.**	***Annual increase %***	**Combined**
2011-2012	34,890	*11.8*	30,610	*16.9*	65,000
2010-2011	31,205	*7.0*	26,175	*6.4*	57,380
2009-2010	29,155	*-11.7*	24,500	*2.5*	53,655
2008-2009	33,025	*4.2*	23,910	*10.8*	56,935
2007-2008[1]	31,690	*1.2*	21,580	*4.3*	53,270
2006-2007	31,310	*0.8*	20,390	*16.0*	52,000
2005-2006	31,050	*0.6*	17,835	*9.2*	48,885
2004-2005	30,855	*4.5*	16,335	*3.2*	47,170
2003-2004	29,525	*9.3*	15,830	*5.6*	45,355
2002-2003[2]	27,020	*11.4*	14,995	*44.5*	42,015
2001-2002	23,935	*3.5*	10,375	*3.7*	34,310
2000-2001	23,120	-	10,005	-	33,125
2011-2012 *c.f.* 2002-2003	**7870**	***29.1***	**15615**	***104.1***	**23485 (*55.9%*)**

Notes to table:

1. Population definition changed in 2008-2009 to exclude students writing up or on sabbatical.
2. 'Finance' classification used from 2002-2003 onwards; previously 'Financial Management'.

Source: Data extracted from figures available from Higher Education Statistics Agency (www.hesa.ac.uk).

Table 3. Academic job vacancies: Analysis of UK accounting and finance 21st January – 19th April 2013.

Panel A: Pre-1992 institutions (n=54)

Position[2]	Accounting	Accounting and/or finance	Finance	Total
Lecturer	8	1	10	19
Lecturer/Early Career Fellow		1		1
Senior Lecturer	3	3	4	10
Lecturer/Senior Lecturer	4	2	7	13
Lecturer/Senior Lecturer/Reader	1		1	2
Lecturer/Senior Lecturer/Reader/Professor	1			1
Senior Lecturer/Reader		2		2
Reader			1	1
Reader/Professor		1	3	4
Professor	3	1	7	11
Sub-total (T&R)	*20*	*11*	*33*	*64*
Teaching Fellow	4	2	2	8
Teaching Fellow/Senior Teaching Fellow	2		1	3
Professorial Teaching Fellow	1		1	2
Graduate Teaching Assistant/tutor		1		1
Sub-total (T only)	*7*	*3*	*4*	*14*
Total	**27**	**14**	**37**	**78**

Panel B: Post-1992 institutions (n=48)

Position[2]	Accounting	Accounting and/or finance	Finance	Total
Research Fellow		1	1	2
Lecturer	9	1	2	12
Senior Lecturer	5	6	5	16
Lecturer/Senior Lecturer	4	8	5	17
Principal Lecturer	1	2		3
Senior Lecturer/Reader		1		1
Reader/Professor	1	1	1	3
Professor	2	1	2	5
Sub-total (T&R or R only)	*22*	*21*	*16*	*59*
Teaching Fellow	1	1		2
Graduate Teaching Assistant/tutor		2		2
Tutor	1			1
Department Head		2		2
Sub-total (T or S only)	*2*	*5*	*0*	*7*
Total	**24**	**26**	**16**	**66**

Notes to table:

1. The UK faculty ranking system for individuals on teaching and research contracts (T&R) has three main levels: lecturer, senior lecturer and professor, which equates to the US designations of assistant professor, associate professor and full professor. 'Reader' is a research-focussed interim step to professor. In the post-1992 institutions, there are three 'Lecturer' levels rather than two.

2. Contracts can involve a mix of teaching, research and service. The norm is a teaching and research contract (T&R), which includes an expectation of a service element. Increasingly, contracts are single role – T only, R only or S only.

Source: Data extracted from www.jobs.ac.uk.

Table 4. Analysis of academic staff joiners: UK accounting and finance academic staff in two-year period 2010 to 2012.

Panel A: Pre-1992 institutions (n=54)

	Total		Finance		Accounting	
Source	**N**	***%***	**N**	***%***	**N**	***%***
Other pre-1992 PhD programme	44	*33.3*	25	*32.1*	19	*35.2*
Own PhD programme	9	*6.8*	4	*5.1*	5	*9.3*
Post-1992 PhD programme	2	*1.5*	1	*1.3*	1	*1.9*
Total from UK PhD programmes	**55**	***41.6***	**30**	***38.5***	**25**	***46.4***
Overseas PhD programme	**21**	***15.9***	**15**	***19.2***	**6**	***11.1***
Overseas academic position	**18**	***13.6***	**12**	***15.4***	**6**	***11.1***
Industry/business	**19**	***14.4***	**9**	***11.5***	**10**	***18.5***
Not recorded in BARRR 2010	**19**	***14.4***	**12**	***15.4***	**7**	***12.9***
Total	**132**	***100.0***	**78**	***100.0***	**54**	***100.0***

Panel B: Post-1992 institutions (n=48)

	Total		Finance		Accounting	
Source	**N**	***%***	**N**	***%***	**N**	***%***
Pre-1992 PhD programme	12	*17.6*	9	*36.0*	3	*7.0*
Own PhD programme	4	*5.9*	0	*0.0*	4	*9.3*
Other Post-1992 PhD programme	3	*4.4*	0	*0.0*	3	*7.0*
Total from UK PhD programmes	**19**	***27.9***	**9**	***36.0***	**10**	***23.3***
Overseas PhD programme	**3**	***4.4***	**2**	***8.0***	**1**	***2.3***
Overseas academic position	**4**	***5.9***	**4**	***16.0***	**0**	***0.0***
Industry/business	**23**	***33.9***	**2**	***8.0***	**21**	***48.8***
Not recorded in BARRR 2010	**19**	***27.9***	**8**	***32.0***	**11**	***25.6***
Total	**68**	***100.0***	**25**	***100.0***	**43**	***100.0***

Table 5. Nationality analysis of academic staff joiners: UK accounting and finance academic staff in two-year period 2010 to 2012 from UK PhD programmes.

	Pre-1992		Post-1992		Combined	
Nationality	**No.**	***%***	**No.**	***%***	**No.**	***%***
British	8	*14.5*	3	*15.8*	11	*14.9*
Chinese	6	*10.9*	4	*21.0*	10	*13.5*
Nigerian	3	*5.5*	3	*15.8*	6	*8.1*
Egyptian	3	*5.5*	1	*5.2*	4	*5.4*
Italian	4	*7.3*			4	*5.4*
Greek	3	*5.5*			3	*4.1*
Iranian	3	*5.5*			3	*4.1*
Brazilian	2	*3.6*			2	*2.7*
Lebanese			2	*10.5*	2	*2.7*
Malaysian	2	*3.6*			2	*2.7*
Turkish	2	*3.6*			2	*2.7*
Austrian	1	*1.8*			1	*1.4*
French			1	*5.2*	1	*1.4*
German	1	*1.8*			1	*1.4*
Indian			1	*5.2*	1	*1.4*
Japanese	1	*1.8*			1	*1.4*
Macedonian	1	*1.8*			1	*1.4*
Nepalese	1	*1.8*			1	*1.4*
Portuguese	1	*1.8*			1	*1.4*
Romanian	1	*1.8*			1	*1.4*
Russian	1	*1.8*			1	*1.4*
Swedish	1	*1.8*			1	*1.4*
Syrian	1	*1.8*			1	*1.4*
Tanzanian	1	*1.8*			1	*1.4*
Taiwanese	1	*1.8*			1	*1.4*
Uzbekistanian	1	*1.8*			1	*1.4*
Unknown	*5*	*9.1*	*4*	*21.0*	*9*	*12.2*
Total [see Table 2]	**55**	***100.0***	**19**	***100.0***	**74**	***100.0***

Note to table: May not sum to 100.0% due to rounding.

Appendix 1: Title, Institution Type and Location of Interviewees cited

Interviewee Number	Title and Institution Type
1	Professor, Pre-1992, England
2	Professor, Pre-1992, England
3	Professor, Pre-1992, England
4	Professor, Pre-1992, England
5	Professor, Pre-1992, England
6	Professor, Pre-1992, England
7	Professor, Post-1992, England
8	Professor, Pre-1992, Scotland
9	Professor, Pre-1992, England
10	Professor, Pre-1992, England
11	Professor, Pre-1992, Scotland
12	Professor, Pre-1992, England
13	Professor, Pre-1992, England
14	Professor, Pre-1992, Scotland
15	Professor, Pre-1992, Scotland
16	Professor, Pre-1992, Scotland
17	Senior Lecturer, Pre-1992, Scotland
18	Professor, Pre-1992, Scotland
19	Professor, Pre-1992, Scotland
20	Current PhD Student, Pre-1992, Scotland
21	Professor, Post-1992, England
22	Senior Lecturer, Pre-1992, Scotland