

Is there a need for entrepreneurship faculty in higher education?

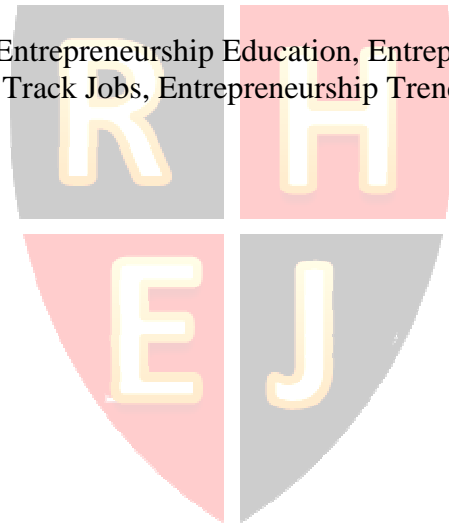
Todd A. Finkle
Gonzaga University

ABSTRACT

This article evaluates the career opportunities within the field of entrepreneurship in higher education from 1989 to 2019. The article examines job advertisements and the respective candidates that are applying for these positions. Jobs and candidates are broken down into the following categories: international, rank, tenure and non-tenure track, and areas of expertise.

In 2018/19 there were 509 advertisements for entrepreneurship positions. The number of candidates who advertised for entrepreneurship positions was 182 for a ratio of 2.8 jobs per candidate. The total number of tenure track positions was 261 or 51% of the total number of jobs. The ratio of the total number of tenure track positions (261) per tenure track candidate (181) was 1.44. This article examines these trends and how existing and potential faculty and administrators can take advantage of them.

Keywords: Higher Education, Entrepreneurship Education, Entrepreneurship Faculty, Entrepreneurship Jobs, Tenure Track Jobs, Entrepreneurship Trends, Job Opportunities



Copyright statement: Authors retain the copyright to the manuscripts published in AABRI journals. Please see the AABRI Copyright Policy at <http://www.aabri.com/copyright.html>

INTRODUCTION

This study originated from the author's experiences in his doctoral program. During that time frame, entrepreneurship positions were rare, and competition was fierce. Training for students at the doctoral level was sparse. More often than not, if you wanted to study entrepreneurship, it was on the side to another more established field (e.g., Business Policy, Organizational Behavior, etc.). Furthermore, the field has progressed from its early pioneers but was not legitimate in academic circles and its research was often criticized. Faculty had to fight for their legitimacy to survive.

Towards the beginning of this study, there were only 23 tenure track faculty positions in entrepreneurship for 40 tenure track entrepreneurship candidates (excluding applications from faculty at existing schools) in 1993. Of the 23 tenure track positions, only 18 schools were seeking candidates with a primary interest in the field of entrepreneurship. The ratio of tenure track candidates per primary tenure track job was 2.2. This lack of opportunity led the author to study positions and candidates inside and out to assist faculty to obtain a position at a university.

Research Questions

Utilizing institutional theory (Meyer and Rowan, 1977) and institutional entrepreneurship (Maguire, Hardy, and Lawrence, 2004), this study examines the annual trends in the number and type of jobs and candidates over a 30-year period from 1989 to 2019. This study examines whether the field of entrepreneurship is institutionalized at Schools of Business Administration.

The study is essential to the field of entrepreneurship because it will allow administrators, existing faculty, and doctoral students the ability to evaluate the current trends within the marketplace and make decisions as to their future employment. The study is also essential to the field of entrepreneurship so it can maintain its equilibrium. In other words, is the field keeping up with the demand for entrepreneurship educators on a global basis? And if so, is it training them in the right areas?

THEORY

According to Maguire, Hardy, and Lawrence (2004: 657), institutional entrepreneurship refers to the activities of actors who have an interest in particular arrangements and who leverage resources to create new institutions or to transform existing ones. Institutional theory (Meyer and Rowan, 1977) posits that organizations which adopt appropriate structures, increase their legitimacy and can use this legitimacy to increase support and ensure survival (Dowling and Pfeffer, 1975; Meyer and Rowan, 1977).

Scott (2008) stated that institutional theory is "a widely accepted theoretical posture that emphasizes rational myths, isomorphism (DiMaggio & Powell, 1983), and legitimacy institutionalized environments demonstrate that they are acting in a legitimate manner adopting the structures and activities that are perceived to be legitimate by their critical external resource providers (Finkle and Deeds, 2001).

Institutional theorists assert that the institutional environment can strongly influence the development of formal structures in an organization, often more profoundly than market pressures. Innovative structures that improve technical efficiency in early-adopting organizations are legitimized in the environment. Ultimately these innovations reach a level of

legitimization where failure to adopt them is seen as "irrational and negligent" (or they become legal mandates). At this point new and existing organizations will adopt the structural form even if the form does not improve efficiency (Finkle, 2018).

Meyer and Rowan (1977) argue that often these "institutional myths" are merely accepted ceremoniously for the organization to gain or maintain legitimacy in the institutional environment. Organizations adopt the "vocabularies of structure" prevalent in their environment such as specific job titles, procedures, and organizational roles. The adoption and prominent display of these institutionally-acceptable "trappings of legitimacy" help preserve an aura of organizational action based on "good faith". Legitimacy in the institutional environment helps ensure organizational survival.

DiMaggio and Powell (1983) conclude that the net effect of institutional pressures is to increase the homogeneity of organizational structures in an institutional environment. Firms will adopt similar structures because of three types of pressures. Coercive pressures come from legal mandates or influence from organizations they are dependent upon. Mimetic pressures to copy successful forms arise during high uncertainty. Finally, normative pressures to homogeneity come from the similar attitudes and approaches of professional groups and associations brought into the firm through hiring practices.

The theoretical framework of the study leads to the following research questions:

- (1) What are the current market trends for entrepreneurship faculty and jobs in higher education?
- (2) What are the current market trends for entrepreneurship faculty and jobs in higher education for tenure track positions (including tenure track AACSB positions and candidates)?

The findings of this study will allow us to determine the institutionalization of the field. The paper concludes with a discussion of the implications to the field of entrepreneurship education.

PREVIOUS FINDINGS

Finkle and Deeds (2001; 2002) performed the first study in this area and concluded that the field of entrepreneurship was becoming increasingly institutionalized but was still lacking in many areas. They found that most entrepreneurship positions were not tenure track, and there was no universal mandate for entrepreneurship at Schools of Business Administration. Entrepreneurship education was an afterthought or electives, departments were extremely rare, and Colleges non-existent. A few studies have built upon their initial findings (see Finkle, 2007; 2010; 2012; 2013; 2015; 2018).

Finkle (2007) extended the initial study by focusing on AACSB positions as indicator of legitimacy. He answered the question: Were schools devoting resources to hire faculty? And if so, would this indicate institutionalization?

AACSB International (AACSB), is a global nonprofit association, that connects educators, students, and businesses to achieve a common goal: to create the next generation of great leaders. Synonymous with the highest standards of excellence since 1916, AACSB provides quality assurance, business education intelligence, and learning and development services to over 1,700 member organizations and more than 800 accredited business schools in over 100 countries and territories worldwide. AACSB connects, shares, and inspires innovation and quality throughout the member network, as well as the business community (AACSB, 2019).

According to the AACSB (2015), AACSB accreditation depicts the highest measure of achievement for schools of business worldwide. AACSB schools have to pass a voluntary, non-

governmental review of educational institutions and programs. Schools that earn AACSB accreditation are committed to quality and continuous improvement. Finkle's (2007) study found that during 2004/05 there were 122 tenure track AACSB positions and 102 tenure track candidates or 1.2 tenure track AACSB positions per tenure track candidate. Overall, he found that the field was making significant progress towards becoming more institutionalized on several fronts: There were increases in primary positions, strong recruitment of senior faculty, and several candidates for the Top 50 schools.

Finkle (2013) evaluated the trends from 2011/12 and found a total of 319 available entrepreneurship positions and 245 candidates. He found a significant increase in the number of schools that were seeking candidates with a primary interest in teaching/research. Out of the 319 job advertisements, 63 percent were for primary candidates. At the time of the study, this was the highest number of primary advertisements.

Another interesting finding was the advertisement of 203 tenure track positions. Prior to this, there were only two years with that many tenure track positions; 2007/08 (288) and 2005/06 (292). Another interesting finding was the significant increase in the number of tenure track candidates, 231. This was the second highest number of tenure track candidates in the history of the study from 1989 through today. Both of these findings contributed to the increasing institutionalization of the field of entrepreneurship.

Finkle (2015) examined the trends in the market for entrepreneurship faculty from 1989/90 to 2013/14. He found that in 2013/14 there were only 147 candidates (138 tenure track). This was 84% lower from its peak at 270 in 2008/09, which was probably due to the financial crisis.

In 2008/09, during the middle of the Great Recession, there were almost 100 more tenure track candidates than tenure track positions (260 versus 165). This was an approximate ratio of 1.6 tenure track candidates per tenure track job. During 2013/14, there were 150 tenure track positions and 138 tenure track candidates. The findings show that the number of tenure track candidates in 2013/14 dropped to the second lowest level since 2005/06. Of the tenure track positions that were being advertised, 52% were for senior faculty (Associate or above). Finkle (2015) concluded that the field of entrepreneurship was continuing to be institutionalized.

METHODOLOGY

Numerous sources were used to collect data for this study. Back in the 1980's and 1990's, the *Academy of Management Placement* sent out newspapers and pamphlets semi-annually to schools and candidates. In addition to these, the author went to the library to look at positions listed on the microfiche of very old editions of the *Chronicle of Higher Education*.

During the early days of the Internet, advertisements started appearing on the *Academy of Management Placement* site. Over the past decade, several other sites have also listed job opportunities for entrepreneurship faculty (See Exhibit 1). Job data was also collected through e-mails on a variety of networks and directly from universities themselves.

Exhibit 1: List of Web Sites Used to Collect Data on Schools

Academic 360 (<http://www.academic360.com/general/UK.cfm>)

Academic Careers Online (<http://www.academiccareers.com/>)

Academic Jobs EU (<http://www.academicjobseu.com/>)

Academic Keys for Business Education (http://business.academickeys.com/seeker_job.php)
 AcademicJobsOnline.org (<https://academicjobsonline.org/>)
 Academic Positions (<https://academicpositions.com/jobs>)
 Academy of Management Placement Services (<http://aom.org/placement/>)
 Akadeus.com (<https://www.akadeus.com/>)
 Chronicle of Higher Education (<http://www.chronicle.com/>)
 Glassdoor.com (<https://www.glassdoor.com/>)
 HigherEdJobs.com (<http://www.higheredjobs.com/>)
 JobLeads (<https://www.jobleads.com/search/>)
 Jobs.ac.uk (<http://www.jobs.ac.uk>)
 LinkedIn (<https://www.linkedin.com/>)
 MidAtlantic Higher Ed (<https://mid-atlantic.hercjobs.org/>)
 Neuvoo (<https://Neuvoo.com/jobs>)
 Simply Hired (<http://www.simplyhired.com/>)
 United States Association for Small Business and Entrepreneurship (USASBE) (<http://usasbe.org/>)

To collect and analyze the data, a data base was created. The data was collected daily over a year from the end of the *Academy of Management Meeting* until the end of the following year's meeting. All duplicates were dropped.

RESULTS AND DISCUSSION

Three tables and seven figures were created to answer the research questions (See Appendices A-L). The tables and figures show the changes of numbers from 1989 through August 2019. This gives readers the ability to evaluate the trends in the field of entrepreneurship over a short and long periods of time.

Table 1 and Figures 1-4 examine the total number of advertised jobs and candidates. Separate categories were formed for international jobs and candidates. These were then broken down into subtopics of interest. These subtopics were Primary, Secondary, or Tertiary areas of interest, which indicated the level of interest that a school or candidate has in teaching/research in the field of entrepreneurship.

Table 2 and Figure 5 focus on tenure track positions and candidates. They were broken down into the ranks that schools and candidates were seeking. The ranks were Assistant, Associate, Full, Endowed, or Open. Open indicated that a school would accept applications for any position. The table also calculated the percentage of jobs and candidates from Table 1 were tenure track.

Table 3 and Figures 6-7 examine the areas of expertise that the schools and candidates advertised. For example, if the University of Arizona was seeking a candidate with a primary area in Entrepreneurship, a secondary interest in Organizational Behavior, and a tertiary interest in International Business, Table 3 would categorize these areas into the table and turn them into percentages. This gives both schools and candidates an idea on which areas are hot.

Table 1: Entrepreneurship Positions and Candidates, 1989-2019

Table 1 shows that the total number of advertised jobs (tenure track and non-tenure track) over the past 30 years. Over the past year, the total number of jobs was 509 or approximately

9% lower than 2017/18. There were 182 advertised candidates in 2018/19, which was the highest number since 2012/13 when there were 219.

On a ratio basis, there were 2.8 jobs per candidate. This is an extremely positive ratio for candidates, however it is way below last year's ratio of 5.7. Candidates appear to be seizing the day in their applications for jobs after the record breaking year for job opportunities last year. It must be noted that these job advertisements were for adjuncts, visiting, and instructor positions as well as tenure track positions. Tenure track positions will be evaluated in Table 2.

International

Table 1 also examined international positions and candidates. During 2018/19, there were 152 international positions, which was the lowest number since 2015/16. The number of international candidates during 2018/19 was 57. These numbers were extremely positive for candidates seeking international positions as the number of international jobs per international candidate was about 2.7.

Interest Level

Finally, Table 1 examined the jobs and candidates in terms of interest in the field; broken down by primary, secondary and tertiary interest. During 2018/19 there were 358 (70%) advertised primary positions, 92 (18%) secondary positions, and 59 (12%) tertiary positions.

In 2018/19, 84 (46%) of the candidates advertised entrepreneurship as their primary area of expertise. Additionally, 62 (34%) and 36 (20%) advertised entrepreneurship as their secondary and tertiary areas of interest.

Table 2: Tenure Track Positions and Candidates, 1989-2019

Table 2 documents all the advertised tenure track positions and candidates for entire period of the study from 1989 through 2019. The table breaks down the tenure track positions and candidates in the ranks of Assistant, Associate, Full, Endowed, and Open.

During 2018/19 there were 261 (51%) tenure track positions out of the 509 total advertised positions from Table 1. It must be noted that the percentage of tenure track positions dropped by 44 (4%) from last year.

Only 116 (44%) of the 261 tenure track entrepreneurship jobs were tenure track AACSB positions in the US. In 2018/19, the total number of tenure track positions by rank were: 150 (58%) assistant, 44 (17%) associate, 16 (6%) full, 15 (6%) endowed chair, and 35 (13%) open positions. Overall, schools were seeking 110 (42%) senior level tenure track faculty.

In 2018/19 there were 181 tenure track candidates versus 98 in 2017/18 (85% higher). The advertised rank of the candidates was: 161 (89%) assistant, 10 (6%) associate, 9 (5%) full, and 1 endowed chair. In 2018/19, the ratio of all the tenure track positions (261) per tenure track candidates (181) was 1.4.

The tenure track positions were also cross-listed with US schools listed on the AACSB web site. These tenure track positions were then determined to be AACSB tenure track positions. In 2018/19, the ratio of tenure track AACSB positions in the US (116) per tenure track candidate (181) was .64.

A closer examination of the educational characteristics of the 181 tenure track candidates reveals some interesting findings. There were 57 international candidates. There were 23 candidates that did not list their area(s) of expertise in their advertisement. So, the data below is based on 158 or 87% of the candidates: 1) 23 (15%) listed entrepreneurship as their only area of expertise, 2) 26 (17%) listed strategy/entrepreneurship as their area of expertise, 3) 8 (5%) had entrepreneurship listed with another area such as non-profit, organizational behavior, management, leadership, health care, mental health, international business, 4) 21 (13%) listed management only, 5) 14 (9%) listed business only, 6) 22 (14%) listed strategy only or strategy with another area (excluding entrepreneurship) like technology and innovation management, and 7) the other candidates listed a variety of other fields: Management Science, Sociology, Operations, Educational Leadership, Engineering, Law, Public Administration, International Business, Social Sciences, Economics, Cognitive Science).

Finally, almost all of the candidates were seeking an assistant professor position. In regard to sex, data was obtained on 169 of the candidates and 120 (71%) of them were male.

These numbers of the candidates are extremely encouraging for candidates. Candidates must be aware that these trends are in their favor as they can use these numbers to negotiate strong compensation packages (e.g., teaching load, pay, grants, summer research money, stipends, computers, graduate assistants, travel funds, research, moving money, teaching and service expectations).

Compared to last year, the number of opportunities to obtain a tenure track positions has dropped significantly. In 2017/18 there were 3.1 tenure track jobs per tenure track candidate, while this year the ratio has dropped to 1.4. Candidates will need to be more diligent in their search for opportunities. Schools, on the other hand, are in a much stronger position.

Table 3: Percentage of Applicants and Positions Cross-Listed by Field, 1989-2019

Table 3 shows the specialties that candidates and schools have advertised in their profiles from 1989 through 2019. This table is critical, so the field can get an idea of where the trends in the field of entrepreneurship are heading. If candidates can see the specialties that schools are advertising, they can better prepare themselves for opportunities. If schools see the areas that candidates are studying, this will give them a better idea of what is available in the marketplace or maybe even what the trends are in the market.

An example of the table can be seen if candidate Ian McMillan advertised for an entrepreneurship only position, he would insert entrepreneurship only into his profile. If Stanford University is seeking a primary candidate in entrepreneurship with secondary and tertiary areas in Organizational Behavior and International Management, each column will be selected. Ian McMillan could potentially be a candidate for the Stanford University position. He is not an ideal candidate, but a potential candidate. An ideal candidate would have all three areas that Stanford is advertising.

Table 3 is divided into positions and candidates. The table is broken down into five categories: Entrepreneurship only, Strategy, International, OB/HR (Organizational Behavior/Human Resources Management), and TIM (Technology and Innovation Management).

The percentages for the advertised candidates in 2018/19 were: Entrepreneurship Only (12%), Strategy (53%), International Business/Management (14%), OB/HR (14%), and Technology & Innovation Management (23%). The percentages for some of the other areas that candidates advertised for included: Management (20%), Business Ethics/Business Society (7%),

Organizational Theory (6%), Analytics (3%), Operations (3%), Non-Profit (3%), Marketing (2%), Research Methods (2%), and Consulting (2%).

The percentages for the advertised jobs in 2018/19 were: Entrepreneurship Only (62%), Strategy (18%), International Management (5%), OB/HR (8%), and Technology and Innovation Management (9%).

The percentage for advertised jobs in other areas were: Management (14%), Marketing (5%), Finance (3%), Economics (1%), Information Technology (1%), Organizational Theory (1%), Leadership (1%), Business Ethics/Business Society (1%), Digital/Ecommerce (1%), and Operations (1%).

DISCUSSION & IMPLICATIONS FOR ENTREPRENEURSHIP EDUCATORS

This study investigated whether the field of entrepreneurship has become increasingly institutionalized by answering the following research questions: (1) What are the current market trends for entrepreneurship faculty and jobs in higher education? (2) What are the current market trends for entrepreneurship faculty and jobs in higher education for tenure track positions (including tenure track AACSB positions and candidates)?

Table 1 and Figures 1-4 show that the field of entrepreneurship is becoming increasingly institutionalized. In 2018/19, the field saw 509 advertised entrepreneurship positions. This was the third year in a row that the field has seen over 500 advertised entrepreneurship positions. The ratio of the total jobs per candidate was 2.8.

The growth of international positions slowed to a pace not seen since 2014/15. There were 152 international positions during 2018/19. The ratio of international positions per international candidate during 2018/19 was 2.7. This ratio is very optimistic for international candidates.

Another indicator of institutionalization was the high number of jobs which advertised for candidates with a primary area in entrepreneurship. Out of 509 jobs, 358 (70%) were targeted towards primary candidates. This is a strong indicator that schools are increasing their resources towards entrepreneurship.

The second research question asked: What are the market trends for entrepreneurship faculty in higher education for tenure track positions and candidates in entrepreneurship (including tenure track AACSB positions)?

In 2018/19 there were 261 tenure track positions. Fifty-one percent of all the advertised entrepreneurship jobs were tenure track positions. Forty-two percent (110) of the total number of tenure track positions were for senior level faculty (Associate, Full, Endowed, or Open positions). The advertisement of senior level faculty indicates a need for schools to bring in experienced faculty to either create or build upon the current infrastructure within the school while enhancing its legitimacy. It is an excellent time to be a senior level faculty member in the field of entrepreneurship. Seeking experienced faculty is indicative of the field of entrepreneurship becoming increasingly institutionalized as schools are devoting more resources to senior level positions.

Out of the 261 tenure track positions, 116 (44%) were at AACSB accredited institutions in the United States and 56 (22%) were at AACSB accredited international institutions. Overall, there were 172 (66%) tenure track positions at AACSB accredited institutions around the world. Of these, over 50% were senior level jobs. Given that there were 181 (124 US and 57 international) tenure track candidates, of which most were seeking assistant professor positions, these were not encouraging numbers for candidates.

Implications to Faculty & Doctoral Students

Last year was a sellers' market for entrepreneurship faculty, however this year it is not. In 2017/18, the ratio of jobs per candidate was 5.6. That ratio has dropped to 2.8, a significant drop. While there is still a large number of jobs, there has been a significant increase in the number of candidates this year at 182. Last year, the ratio of tenure track positions per tenure track candidate was 3.1. This year, that ratio dropped to 1.4.

Furthermore, there were 181 tenure track candidates for 172 tenure track positions at AACSB accredited institutions around the world or .95 jobs/candidate. More than half of these jobs sought senior level faculty. Given that most of the tenure track candidates were seeking assistant professor positions, this is not encouraging for candidates. It will be tougher to get a good job this year, so faculty need to prepare for battle.

So, what exactly is happening in the marketplace for entrepreneurship faculty? Some factors that may be contributing to the increase in the percentage of candidates seeking entrepreneurship positions may be: 1) Last year was the best time ever in the history of the field to become an entrepreneurship professor. The field saw the largest number of tenure track positions since the inception of this study at 305 and only 98 tenure track candidates. Faculty may be finally be capitalizing on this opportunity by specializing or listing entrepreneurship as one of their areas of expertise. We have seen the number of tenure track candidates jump from 98 to 181 or an 85% jump in one year. 2) The economy is now in its tenth year of expansion since the Great Recession ended in 2009. However, the recent trade wars with China, Mexico, Canada, Europe have brought much uncertainty to the economy. This combined with the increase in global political risks and increase in technological risks (Or as Marc Andreessen says, software destruction) has increased the uncertainty in the economy and many industries.

Doctoral Students

Realizing these trends, doctoral students need to be aggressive in their search for job opportunities. They must realize that they may not get their first, second, or even third choice. It is recommended that doctoral students create a short-term and long-term plan as to their future goals. The field of entrepreneurship is still relatively young and there are many opportunities depending on the areas in which you want to specialize.

Doctoral students have several options available: 1) Go to a doctoral granting institution (research school), which places a heavy emphasis on quality research. These schools pay more money. However, competition will be stronger for these positions due to the appeal of more compensation and lower teaching loads. 2) Students can go to a more balanced school where research and teaching are more equally weighted. These schools may be more suited for candidates that are not as motivated to spend most of their time doing research and enjoy teaching. 3) Candidates can go to more traditional teaching-oriented schools. These schools put most of their emphasis on teaching and tend to have higher teaching loads and higher teaching expectations. They generally do not tend to pay as much. 4) Candidates can also go into industry and become an entrepreneur or work for someone in government or industry (Finkle, 2018).

Most doctoral schools will encourage their students to start at a doctoral institution due to all of the benefits. In academia, it is extremely difficult to move up (e.g., moving from a

teaching or balanced school to a research-oriented school). By starting at a doctoral school, this will give you more time and resources to build up your research base.

In academia, the currency is your research and your brand is your name. By writing some strong articles early in your career, you can build up your brand and enhance future opportunities. Even if you decide that you do not want to stay at a research school, you can always move down to balanced or teaching schools.

As entrepreneurship continues to become more institutionalized, all candidates must ask themselves if they want to join an existing entrepreneurship program or create and grow a new program. Candidates must ask the right questions when interviewing to determine if a school has the appropriate resources for either choice. Most schools value candidates with an entrepreneurial mindset. Candidates that have been entrepreneurs and/or can use practical skills (e.g., build and a program, create and/or run a Center for Entrepreneurship, raise funds, etc.) will have a significant advantage in the job market. Entrepreneurship continues to be a hot area, but similar to industry, you must show a school how they will benefit from your expertise.

Implications to Administrators

The numbers in the study indicate that schools seeking entrepreneurship candidates can negotiate from strength. This is one of the best times for schools to be recruiting tenure track faculty in entrepreneurship in the past few years. Administrators need to be careful in their hiring practices. Candidates need to have the ideal skill set that they are looking for.

Furthermore, given that 42% of the tenure track jobs were for senior level candidates, schools need to create a strategy to attract senior candidates. It is recommended that schools target candidates that fulfill their needs. This may mean being creative in the compensation packages. To attract quality entrepreneurship faculty, schools must be willing to offer a strong compensation package (Salary, course release, grants, research funding, travel allowance, graduate assistants, computers, etc.). In some of the higher cost cities, like San Francisco, schools may want to add a housing allowance.

LIMITATIONS

There were several potential limitations to this study: 1) Candidates or positions that the author missed when performing research; 2) Some schools may not be able to find a quality candidate. Therefore, they may postpone the hiring of a faculty member; 3) The study was not able to capture the names and descriptions of faculty that do not advertise their profile but apply directly to a school. These would include faculty at existing institutions; and 4) Schools may advertise for a position, but then drop their advertisement due to budget cuts.

FUTURE RESEARCH

Future opportunities for research could include an in-depth longitudinal study that focuses on the profiles of candidates and their careers. What are they hired as? What is their salary, teaching load, and service requirements? Did they earn tenure? How were they promoted? This study would enable the field to see how new hires are being institutionalized into schools. The field has come a long way. Initially, it received little respect, but over time it has become increasingly legitimized.

Another area of research would be the examination of the advertised jobs. Who are the schools hiring and for what reasons? What courses do they teach? Are entrepreneurship faculty expected to teach in other areas? What requirements or demands are being placed on entrepreneurship faculty? How are the schools valuing entrepreneurship journals?

REFERENCES

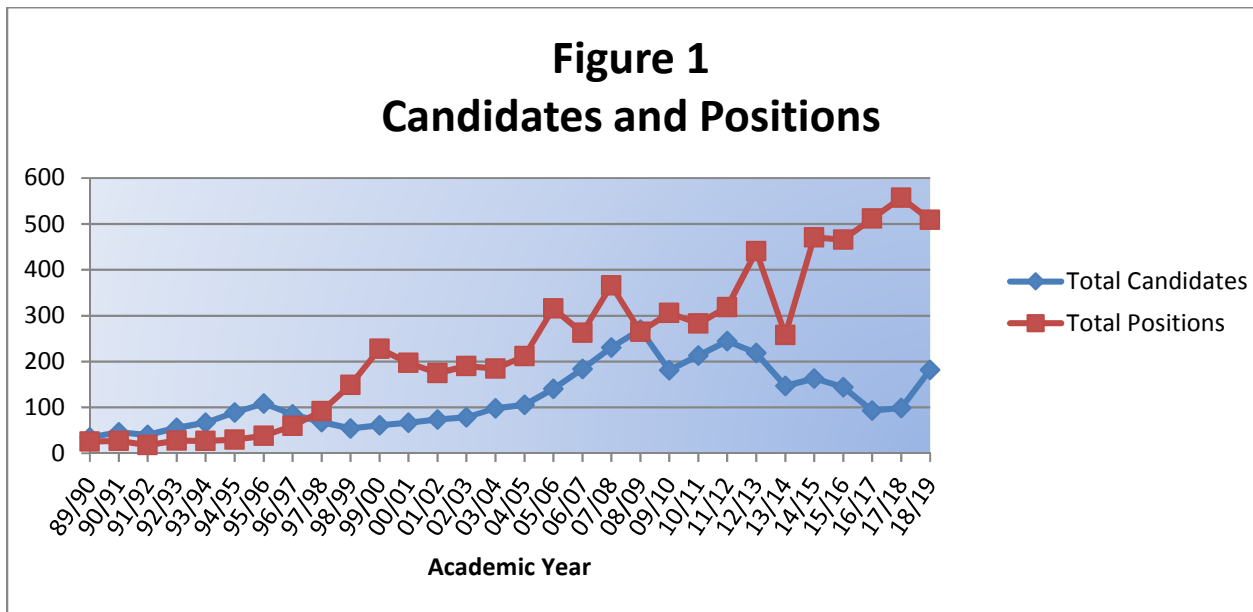
- AACSB International (2019). The Association to Advance Collegiate Schools of Business. Retrieved from <https://www.aacsb.edu/about>
- AACSB International (2015). The Association to Advance Collegiate Schools of Business. Retrieved from: <http://www.aacsb.edu/accreditation/>
- Academy of Management Placement Roster. Academy of Management Placement Service. Used all volumes from 1989-2018.
- DiMaggio, P. & W. Powell (1983). The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields. *American Sociological Review*, Vol. 48, Issue 2, p. 147-160.
- Dowling, J. & J. Pfeffer (1975). Organizational Legitimacy: Social Values and Organizational Behavior. *Pacific Sociological Review*, 18, 122-136.
- Finkle, T.A. (2015). An Examination of the Job Market for Entrepreneurship Faculty from 1989 to 2014. *Journal of Business and Entrepreneurship*, 26(3), 55-78.
- Finkle, T.A. (2010). Entrepreneurship Education Trends. *Research in Business and Economics Journal* February, 1, 35-53.
- Finkle, T.A. (2018). Hottest Time for Entrepreneurship Educators. *Journal of Business and Entrepreneurship*. 29, 2, 59-85.
- Finkle, T.A. (2013). Job Opportunities for Faculty in the Field of Entrepreneurship. *Journal of Applied Management and Entrepreneurship*, 18(3), 94-112.
- Finkle, T.A. (2007). Trends in the Market for Entrepreneurship Faculty from 1989-2005. *Journal of Entrepreneurship Education*, 10, 1-25.
- Finkle, T.A. (2012). Trends in the Market for Entrepreneurship Faculty from 1989 to 2010. *Journal of Entrepreneurship Education*, 15, 21-40.
- Finkle, T.A. & D. Deeds (2002). Trends in the Market for Entrepreneurship Faculty from 1989-2001. *16th Proceedings of the Annual National United States Association for Small Business and Entrepreneurship Conference* 121.
- Finkle, T.A. & D. Deeds (2001). Trends in the Market for Entrepreneurship Faculty during the Period 1989-1998. *Journal of Business Venturing*, 16(6), 613-630.
- Kauffman Foundation (2013). Entrepreneurship Education Comes Alive Across Campus. Kansas City, MO.
- Meyer, J.W. & B. Rowan (1977). Institutionalized Organizations: Formal Structure as Myth and Ceremony. *American Journal of Sociology*, 83(2), 340-363.
- Scott, W.R. (2008). *Institutions and Organizations: Ideas and Interests*. Los Angeles, CA: Sage Publications.
- The Chronicle of Higher Education. Washington, D.C. Used all volumes from 1989-2018.

APPENDICES: Appendix A: Table 1: Number and Level of Interest in Entrepreneurship for Candidates and Positions 1989-2019

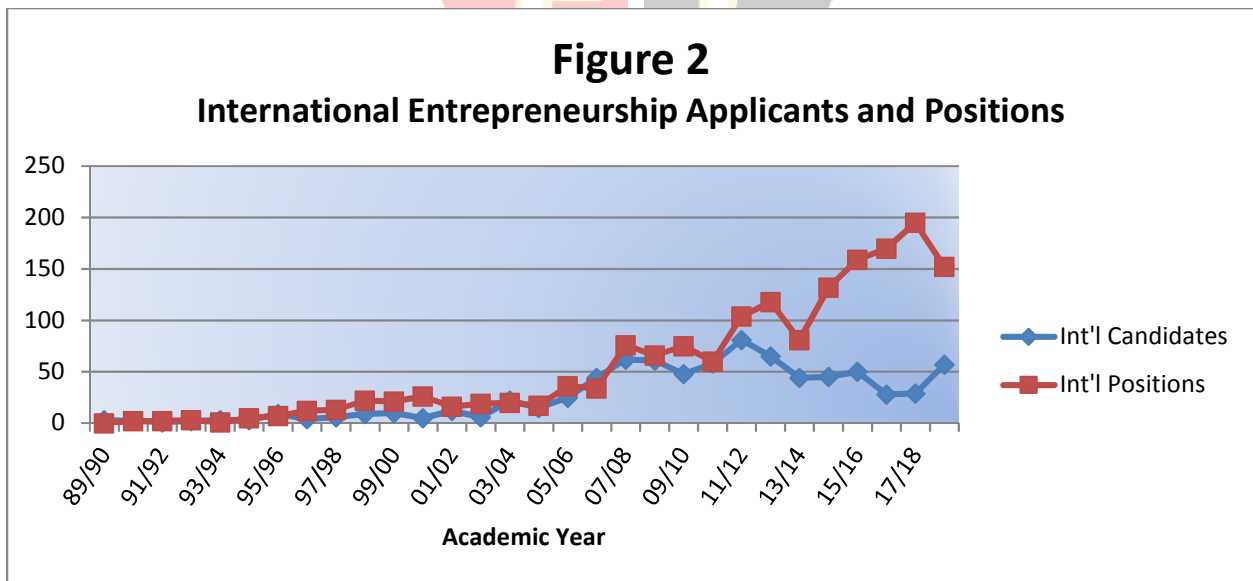
	<u>Candidates w/Primary Interest</u>	<u>Positions w/Primary Assignment</u>	<u>Candidates w/2nd Interest</u>	<u>Positions w/2nd Assignment</u>	<u>Candidates w/Tertiary Interest</u>	<u>Positions w/Tertiary Assignment</u>	<u>Int'l Candidates</u>	<u>Int'l Positions</u>	<u>Total Candidates</u>	<u>Total Positions</u>
Academic Yr. 89-90	5	5	15	12	15	9	3	0	35	26
Academic Yr. 90-91	3	9	23	6	20	12	2	2	46	27
Academic Yr. 91-92	7	12	20	3	13	3	1	2	40	18
Academic Yr. 92-93	6	16	23	3	27	9	2	3	56	28
Academic Yr. 93-94	10	18	32	6	25	3	3	1	67	27
Academic Yr. 94-95	15	20	45	4	29	6	3	5	89	30
Academic Yr. 95-96	24	20	50	9	35	9	9	7	109	38
Academic Yr. 96-97	19	36	35	18	31	6	4	12	85	60
Academic Yr. 97-98	20	50	25	26	23	16	6	13	68	92
Academic Yr. 98-99	16	58	10	45	28	46	9	22	54	149
Academic Yr. 99-00	17	92	17	67	27	69	10	21	61	228
Academic Yr. 00-01	15	82	25	56	27	59	5	26	67	197
Academic Yr. 01-02	24	54	28	65	24	56	12	16	74	175
Academic Yr. 02-03	31	83	19	50	29	57	6	19	79	190
Academic Yr. 03-04	35	74	33	67	30	44	22	20	98	185
Academic Yr. 04-05	33	94	40	65	33	53	15	17	106	212
Academic Yr. 05-06	33	141	59	104	49	82	25	36	141	316
Academic Yr. 06-07	62	111	63	82	57	64	44	34	184	263
Academic Yr. 07-08	90	165	87	90	54	111	62	76	231	366

	<u>Candidates w/Primary Interest</u>	<u>Positions w/Primary Assignment</u>	<u>Candidates w/2nd Interest</u>	<u>Positions w/2nd Assignment</u>	<u>Candidates w/Tertiary Interest</u>	<u>Positions w/Tertiary Assignment</u>	<u>Int'l Candidates</u>	<u>Int'l Positions</u>	<u>Total Candidates</u>	<u>Total Positions</u>
Academic Yr. 08-09	57	128	106	63	107	74	61	66	270	265
Academic Yr. 09-10	42	153	48	68	91	85	48	75	181	306
Academic Yr. 10-11	45	149	47	41	121	93	58	60	213	283
Academic Yr. 11-12	51	202	54	66	139	51	82	104	245	319
Academic Yr. 12-13	82	302	87	78	50	61	65	118	219	441
Academic Yr. 13-14	63	168	49	53	35	37	44	81	147	258
Academic Yr. 14-15	67	329	57	84	39	58	45	132	163	471
Academic Yr. 15-16	66	346	42	78	36	42	50	159	144	466
Academic Yr. 16-17	39	358	33	91	21	63	28	170	93	512
Academic Yr. 17-18	53	418	24	81	22	58	29	195	99	557
Academic Yr. 18-19	84	358	62	92	36	59	57	152	182	509

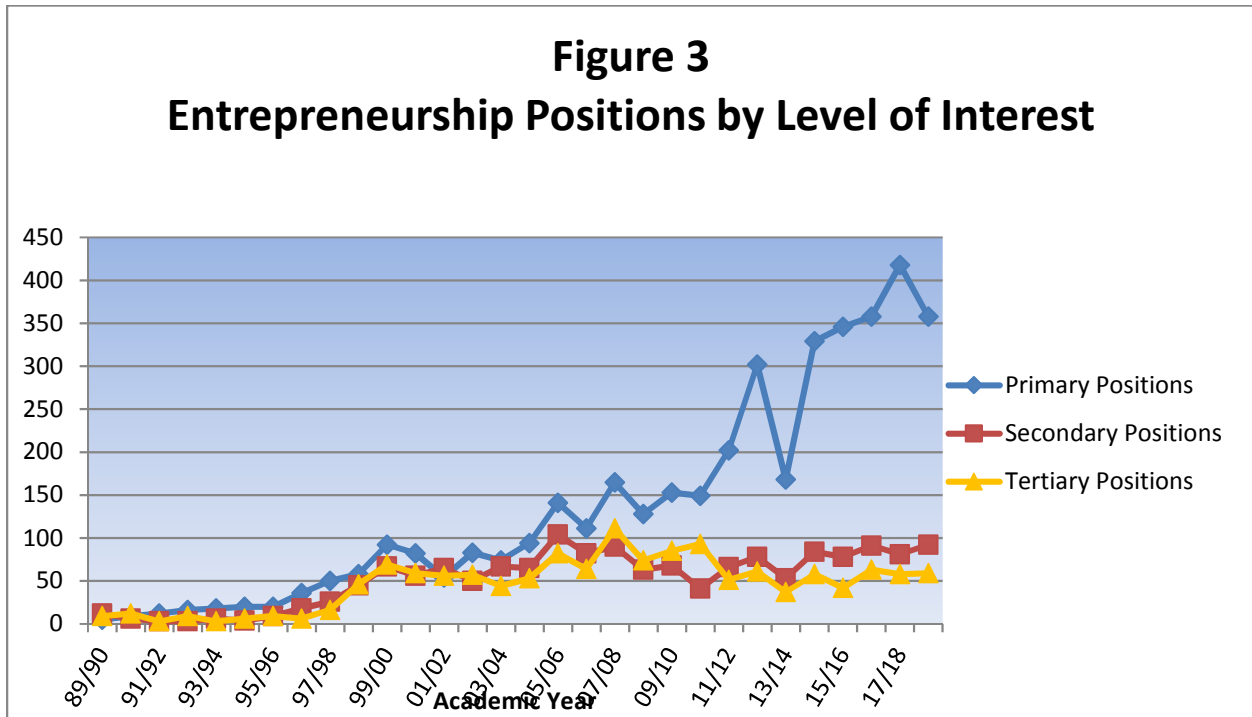
Appendix B: Figure 1: Total Number of Candidates and Positions 1989-2019



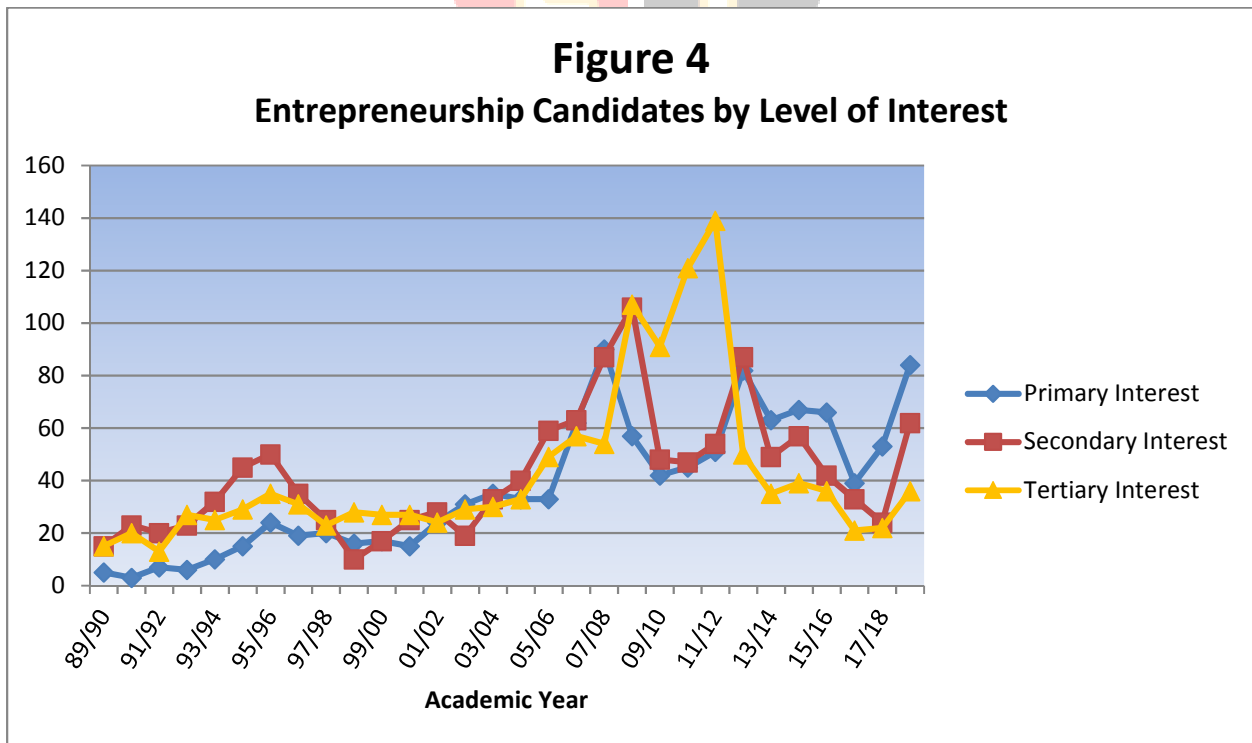
Appendix C: Figure 2: Total Number of International Candidates and Positions 1989-2019



Appendix D: Figure 3: Number of Entrepreneurship Positions by Level of Interest 1989-2019



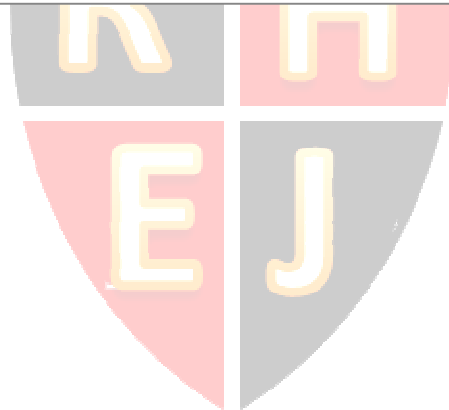
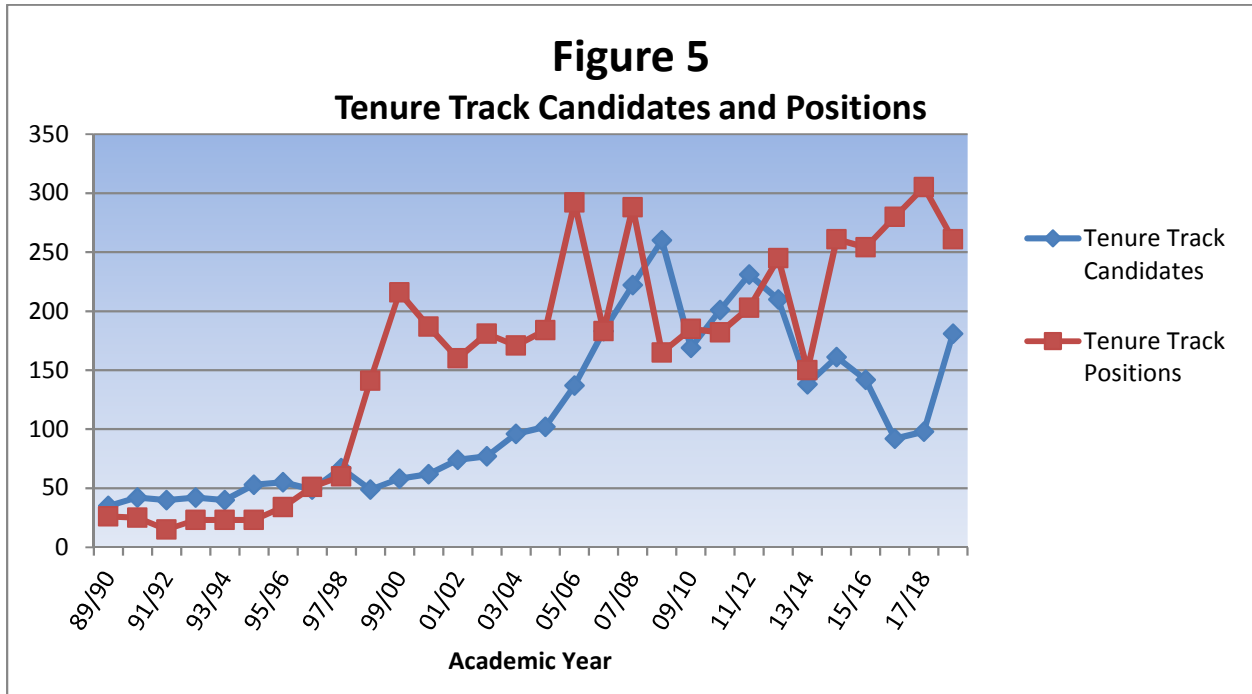
Appendix E: Figure 4: Number of Entrepreneurship Candidates by Level of Interest 1989-2019



Appendix F: Table 2: Rank of Tenure Track Candidates and Positions, 1989-2019

Academic Year	Candidates							Positions						
	Assistant	Associate	Full	Endowed	Open	Total	%	Assistant	Associate	Full	Endowed	Open	Total	%
89/90	24	4	2	0	5	35	100	19	0	0	3	4	26	100
90/91	34	4	1	0	3	42	91	19	0	0	3	3	25	93
91/92	29	5	1	0	5	40	100	10	1	0	3	1	15	83
92/93	29	4	2	0	7	42	75	15	0	0	4	4	23	82
93/94	30	4	1	0	5	40	60	18	0	1	3	1	23	85
94/95	46	2	0	0	5	53	60	14	2	0	2	5	23	77
95/96	51	1	0	0	3	55	50	22	2	1	5	4	34	89
96/97	48	1	0	0	5	49	58	23	6	0	8	14	51	85
97/98	63	0	0	0	4	67	99	41	4	3	5	7	60	65
98/99	37	3	0	0	9	49	91	58	17	5	10	51	141	95
99/00	47	1	1	1	5	58	95	88	21	3	23	81	216	95
00/01	49	1	0	0	12	62	84	52	16	4	18	97	187	95
01/02	60	4	1	0	9	74	100	81	34	4	3	38	160	91
02/03	56	12	4	0	5	77	97	81	33	14	12	41	181	95
03/04	66	11	6	2	11	96	98	63	40	8	13	47	171	92
04/05	75	8	4	0	15	102	96	64	59	9	17	35	184	87
05/06	87	24	0	2	24	137	97	71	110	14	24	73	292	92
06-07	98	52	3	1	29	183	99	71	55	8	13	36	183	69
07-08	185	20	6	4	7	222	96	84	107	12	17	68	288	79
08-09	209	34	10	5	2	260	96	69	46	12	22	16	165	66
09-10	144	18	6	0	1	169	93	75	47	14	17	34	187	60
10-11	181	17	3	0	0	201	94	66	59	18	16	23	182	65
11-12	195	19	9	2	6	231	94	54	67	23	20	39	203	64
12-13	198	9	2	0	1	210	96	119	46	27	23	30	245	56
13-14	122	11	3	0	2	138	94	72	29	10	16	23	150	58
14-15	141	9	7	1	3	161	99	135	50	23	23	30	261	56
15-16	124	8	7	2	1	142	99	141	38	15	25	35	254	54
16-17	77	10	2	2	1	92	99	135	62	17	21	45	280	55
17-18	87	9	1	1	0	98	99	161	47	23	33	41	305	55
18-19	161	10	9	1	0	181	100	150	44	16	15	35	261	51

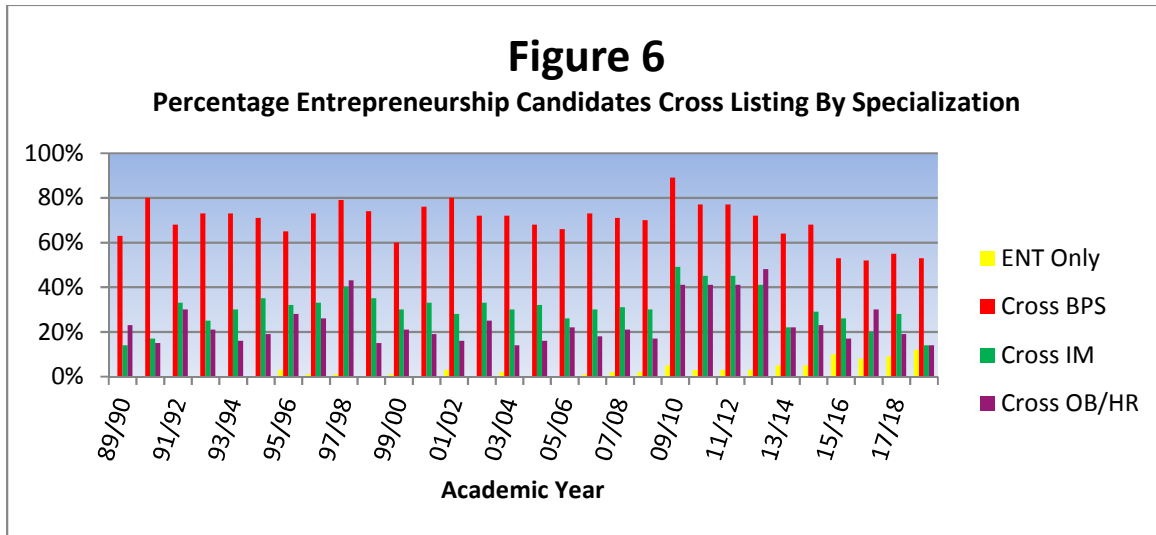
Appendix G: Figure 5: Total Number of Tenure Track Candidates and Positions 1989-2019



Appendix H: Table 3: Percentage of Applicants and Positions Cross-Listed by Field, 1989-2019

CANDIDATES						POSITIONS				
Academic Year	Entrepreneurship Only	Strategy	IB/IM	OB/HR	TIM	Entrepreneurship Only	Strategy	IB/IM	OB/HR	TIM
89/90	0%	63%	14%	23%	3%	15%	69%	38%	7%	0%
90/91	0%	80%	17%	15%	2%	28%	40%	12%	12%	0%
91/92	0%	68%	33%	30%	3%	67%	40%	0%	0%	0%
92/93	0%	73%	25%	21%	13%	65%	30%	26%	13%	0%
93/94	0%	73%	30%	16%	10%	61%	22%	13%	4%	4%
94/95	0%	71%	35%	19%	7%	74%	17%	9%	26%	0%
95/96	3%	65%	32%	28%	8%	35%	21%	15%	18%	3%
96/97	1%	73%	33%	26%	6%	37%	41%	22%	33%	8%
97/98	1%	79%	40%	43%	9%	48%	65%	27%	27%	8%
98/99	0%	74%	35%	15%	11%	47%	56%	27%	33%	15%
99/00	1%	60%	30%	21%	16%	24%	37%	15%	18%	14%
00/01	0%	76%	33%	19%	25%	26%	38%	18%	19%	16%
01/02	3%	80%	28%	16%	20%	18%	50%	21%	19%	12%
02/03	0%	72%	33%	25%	15%	25%	48%	16%	17%	9%
03/04	2%	72%	30%	14%	25%	25%	51%	19%	9%	10%
04/05	0%	68%	32%	16%	17%	22%	51%	18%	15%	11%
05/06	0%	66%	26%	22%	32%	22%	46%	16%	17%	8%
06/07	1%	73%	30%	18%	33%	23%	44%	29%	18%	9%
07/08	2%	71%	31%	21%	23%	22%	45%	18%	22%	14%
08/09	2%	70%	30%	17%	25%	20%	46%	20%	20%	16%
09/10	5%	89%	49%	41%	48%	33%	37%	19%	21%	17%
10/11	3%	77%	45%	41%	40%	46%	30%	15%	13%	9%
11/12	3%	72%	41%	48%	38%	45%	33%	16%	20%	19%
12/13	5%	64%	22%	22%	24%	52%	30%	14%	9%	7%
13/14	5%	62%	20%	24%	23%	51%	25%	10%	10%	5%
14/15	5%	68%	29%	23%	22%	58%	22%	6%	9%	5%
15/16	10%	53%	26%	17%	24%	63%	23%	7%	8%	3%
16/17	8%	52%	20%	30%	27%	66%	18%	4%	8%	1%
17/18	9%	55%	28%	19%	23%	68%	15%	4%	8%	2%
18/19	12%	53%	14%	14%	21%	62%	18%	5%	8%	9%

Appendix I: Figure 6: Percentage of Entrepreneurship Candidates Cross Listing by Specialization 1989-2019



Appendix J: Figure 7: Percentage of Entrepreneurship Positions Cross Listing by Specialization 1989-2019

