

Leadership Profile for the Lutgert College of Business at Florida Gulf Coast University

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Interest in the Deanship of the Lutgert College of Business

The business academy is evolving at an extremely rapid rate. Technology, declining budgets, and student demands and expectations, among other issues, will soon bring about a punctuated equilibrium in how the business academy is shaped and operates. I see an academy that is leaner, more responsive, and produces more than ever before. FGCU is positioned to be a major contributor and leader in how the business academy evolves.

Change is upon us, and I plan to play a major part in shaping that change. Serving as Dean of the Lutgert College of Business affords me this opportunity. Regardless of my position within the business academy; however, I am very excited about the future of urban business colleges.

Current Position and Responsibilities

Florida Atlantic University's College of Business (FAU COB) has approximately 8,000 students enrolled with roughly 6,500 undergraduates and 1,500 graduates. The college's current annual budget is slightly over \$50,000,000.

I currently serve as the Associate Dean of Graduate Programs for FAU COB. In addition to oversight and management of our graduate programs, I manage (either directly or indirectly) several of the college's auxiliary programs. Currently, the college's market rate (working professional graduate programs) and other auxiliary units fund roughly 50% of the operation of the college.¹

I have three direct reports (Director of Executive Education, Director of the School of Accounting Executive Programs, and my administrative assistant). Roughly fifty staff report to these positions.

Decision Making Process

Prior to becoming an academic, I was self-employed for over a decade. Being self-employed allowed me to develop skills and strategies that I still incorporate today. I firmly believe quick decision making followed up with timely assessment (with corrections, if necessary) is required of any successful organization. In short, improvement comes with timely decision making, assessment, and corrections where needed.

Academic Excellence and Faculty Recruitment and Development

The concept of academic excellence is evolving within FAU COB. The college is shifting to a model that seeks out three-tool faculty as opposed to the traditional single-tool researcher. We constantly seek academics that are very good at research, very good in the classroom, and very

good at off campus engagement as opposed to a single-tool excellent researcher that perhaps has limited instructional skills and is uncomfortable with off campus work. These three-tool faculty practically breathe impact, engagement and innovation (the new AACSB standard) in everything that they do. I firmly believe in this model.

Example of Innovative Program Developed

I am one of the driving forces behind FAU COB's market rate/continuing education programs and other revenue generating auxiliary programs. We have built a set of programs that operate best in urban settings and target working professional business students. Some of the key operating mantras for these programs are:

- Use of technology as a lever to do more with less
- Online and traditional face-to-face content are complements to one another as opposed to substitutes
- Without loss of content, rigor and quality, we seek to minimize the working professional's trade-off between education and career
- Reinvest excess funding in recruiting and developing three-tool faculty.

Following these guidelines FAU COB: (a) now funds roughly 50% of its operating budget via these programs, (b) has turned over nearly 25% of its faculty in the last four years and recruited top three-tool faculty, and (c) has grown from slightly over 500 market rate students for Fall 2014 to over 1,300 expected to be enrolled for Fall 2019.

Other Pertinent Information

There are three disruptive forces afoot within the business academy today:

- In ever greater numbers students are seeking the ability to temporally and spatially distort their education
- Technology assisting in the delivery of educational products is evolving at an astounding pace
- Educational funding via the State of Florida is diminishing necessitating the need for new revenue streams.

These disruptive forces present significant challenges to the business academy. It is my position, however, that all three when combined with a few other elements (an urban area, a better alignment of incentives between internal and external stakeholders, and a mindset that we are in the business of the production and delivery of scholarship) can produce a leading college of business.

Endnotes

¹ Market rate/continuing education programs are legislatively granted within the State of Florida. The basic concept is that some degrees hold greater market value than others allowing for differential tuition. This additional tuition (less operating costs) is then shared across the university. Florida public universities participate at varying levels in

these programs depending on type of degree offerings, student and market demand, and internal political will. These programs are very much like EMBA programs only on a far greater scale.