

# Mission, Vision & Values

*An interview with John “Jack” A. Yena  
Johnson & Wales University chairman of the board*

**Career Education Review (CER):**  
Describe your main duties.

**John “Jack” A. Yena (JY):** I am chairman of the Board of Trustees and consequently responsible for governance at the University. Governance is a rather broad term that essentially involves management oversight. Some of the specific responsibilities of the Board include: selection of the independent public accounting firm, the establishment of risk management guidelines, oversight of internal controls, and, most importantly, the selection and evaluation of the CEO/president.

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My major effort as chairman has been to introduce a more modern governance structure. For example, we have introduced term limits for Trustees which has enabled the 18-member Board to transition from a group of loyal, dedicated, and long-serving people—some who served for over 30 years—to a more diverse group of individuals. When I finish my term in December 2011 virtually every



**Jack** proudly shows off his office “trophy case” filled with photos of graduations and graduates whose lives he touched.

Trustee who served when I was president will have left the Board. In some ways we transitioned the Board too rapidly, and have now invited one of the previously serving members back, as our new guidelines make provision for a Trustee—after sitting out a year—to return.

Today, the 18-member Board has broad and diverse representation: geographic, ethnic, gender, etc.

**CER:** *How did you bring about this transition?*

**JY:** First, we established term limits to put a process in place that provided for succession. Second, we tried to preserve some of the strengths of the previous Board by establishing a “Legacy Trustee” category and invited six of the longer serving Trustees to

remain on the corporation as Legacy Trustees. Thankfully, each of them saw this as an honor and has agreed to do so.

I should explain that JWU has a corporation that currently has about

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***We want Trustees to have a “heartstring connection” to the University.***

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60 members on it. Each member of the corporation is elected annually.

Members of the corporation are really the biggest and best “ambassadors” to our external constituencies. A subset of 18 members of the corporation serves as Trustees. There are three classes of Trustees with six members in each class. Trustees are elected for three-year terms and the terms overlap. Consequently, there are six Trustees who are up for election or re-election each year. As previously mentioned, a Trustee can now only serve a maximum of three, three-year terms.

**CER:** *Because you’re non-profit, you’re required to have a board. What is its main function?*

**JY:** Governance. I might add that there is a definite dividing line between governance and management. One of my roles as chairman is to ensure that this division of responsibility is respected. Trustees, in my opinion, should not “mess” in management; they are not “running” the organization. It has been my experience that when you find a board that is running an organization, you typically have a poorly run organization. This usually results from a board NOT fulfilling its major responsibility of hiring a capable executive to manage the organization. I have a considerable amount of experience with boards, having served on over 60 of them. Almost without exception,

every board that I’ve served on that crossed the governance/management line was a poorly run organization. On the other hand, boards that I’ve served on that had an effective executive and a board that adhered to their governance role were almost always first-rate.

**CER:** *What kinds of things are required of the board?*

**JY:** Most boards have established a committee structure that deals with specific responsibilities. For example, most boards—particularly in higher education—have the following standing committees: Academic, Audit, Compensation, Governance, Investment, and Finance and Budget. Several of these committees, particularly on boards of publicly traded institutions, have an “independence” requirement...meaning that all the members of that particular committee must be independent. The Audit and Compensation committees are examples of committees that cannot have “insiders” as members.

Boards also have the responsibility of establishing a conflict-of-interest policy and monitoring that it is adhered to.



JWU president **John Bowen** with **Jack** at the premiere showing of the video honoring Jack’s years at the University.

**CER:** *Do you have a training program for board members?*

**JY:** Most boards have an orientation program to familiarize new members with the history, culture and structure of the organization. At JWU we use membership on the corporation as a “training” vehicle. Ideally, we recruit new members of the corporation and use their participation at the annual meeting, as well as various interim assignments, as an indication of their engagement and willingness to be more involved. Individuals who effectively participate at the corporation level usually will make good Trustees as well. We might, for example, ask a member of the corporation to assist on a fundraising call. We want Trustees to have a “heartstring connection” to the University, and the best and most effective Trustees are those that do have a heartstring connection.

**CER:** *What is your unique skill set that has served you so well over your 48-year career at JWU?*

**JY:** First of all, education is ALL about students. I have an affinity for students that began in my early years as a teacher. I believe that teachers do change lives. There are two teachers, one in high school and one in college, who “changed” my life in a very positive way. I’m certain that I would have not enjoyed the kind of life that I have if I did not encounter those two teachers. So, I’m living proof that teachers CAN have a huge impact on students in a life-changing way!

I believe that I am a “people person!” I also believe that I have the ability to ascertain “genuineness;” I can usually spot a phony. People are any organization’s most important assets. Hiring the right people, particularly for culture

fit, is the most important element of success.

**CER:** *Were you ever wrong in your assessment of someone?*

**JY:** There were two or three people who really fooled me in my long career. While they were employed at JWU they didn’t do good work; as a matter of fact, they did damage. It’s important to admit the mistake and get rid of those kinds of people and move on and learn from your mistakes.

**CER:** *What are some of the key moments in the history of Johnson & Wales?*

**JY:** First of all, getting started in 1914 is most important. Two single women—Gertrude Johnson and Mary Wales—started Johnson & Wales before they could even vote. They worked as teachers at Bryant and Stratton in Providence, Rhode Island and left to start their own school with two typewriters and one student. They were well ahead of their time and gutsy ladies. Their focus was on jobs. They measured their success on their ability to get graduates good jobs, and they succeeded. They owned the school from 1914 until 1947 when they sold the school to Morris Gaebe and Edward Triangolo.

The second instrumental element has been the overlap of the internal development of leaders and leadership. Triangolo and Gaebe worked together from 1947 until about 1980. I arrived at Johnson & Wales in 1962 and I worked with Morris Gaebe until 2004. John Bowen, our current president, came to JWU in 1974 and we continue to work together. That overlap of leaders has been very significant in the preservation of institutional culture, and our longevity and success.



Standing ovation honoring **Jack's** life of service to the University.

Very few organizations can last for 100 years. We celebrate our centennial in 2014. Even fewer can last that long and continually get better. We had a good beginning and solid leadership throughout our history.

**CER:** *Tell me about the teacher's strike at one point in the school's history.*

**JY:** Higher education in Rhode Island was being unionized in 1968 and almost every institution in the state succumbed. There was an attempt to unionize our teachers and 14 of them went out on strike. In my personal opinion, that strike was the beginning of a "reaffirmation"

period for the institution. We realized that the most important thing during this time was to teach our students. The striking teachers were interrupting their education. I was only 28 years old at that time and had been with Johnson & Wales, mostly as a teacher for six

years. Several of us focused on the "teaching interruption" and volunteered to "stand in" for the striking teachers. We had wonderful support from the community. Several of our CPA firm's accountants agreed to "substitute" teach. Friends from Rotary and the Chamber volunteered as well.

Initially the students supported the striking teachers and paraded around with signs and did not go to class. I convinced Mr. Triangolo to enforce our attendance policy and initially suspended about 17 students and had them come to my office. I called their parents and told them what was going on and most of the parents told their kids to get back in class. After three days of suspensions and re-instatements (though we did lose a few students) the students were back in class. To make a long story short, one of the 14 strikers came back and the others were fired at the start of the next term. Meanwhile there were picket lines, many suppliers refused to cross the picket lines, etc. The bottom line was that the strike forced us to re-examine and re-affirm our values, and in a stronger and more lasting way.

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***Our faculty are more credentialed than ever before, students attending are better equipped to handle the rigor of the curriculum, and employers treat us with more respect. What's not to like about that?***

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# Lives Changed

In the fall of 2009, Dr. Yena participated in a tour of the major cities of China. His tour guide was a young man who had ten years of guiding experience. Jack was very impressed with his knowledge and his commitment to his profession. Lu Chen expressed an interest in furthering his career in hospitality, but he recognized he'd need a graduate education in America to succeed in China.

Little did he know at the time that Jack represented an American university that specialized in hospitality career training—Johnson & Wales University. With Jack's help, as well as financial support from others who were on the China trip, Luc (as he is known) and his wife, Roya,



came to the United States last fall, when Luc enrolled in the master's program in hospitality at JWU's Providence campus. He expects to graduate in 2011.

Source: Stephen B. Friedheim

**CER:** *How did that impact the culture of the institution?*

**JY:** As I said, it was a re-affirmation that “students come first.” Those teachers who went out on strike didn't really care about our students. The values of an organization can be found in the behavior of the people. Slogans and sayings and posters on the wall do not necessarily represent the culture of an institution; it's the behavior of its people. The strikers were eventually perceived to be “phonies.”

**CER:** *Were there other moments in the school's history that were crucial or pivotal?*

**JY:** Absolutely. The addition of the Culinary College in 1972 was huge. David Friedman, who later became a Trustee, owned Paramount Restaurant Supply and had a huge warehouse filled with re-possessed kitchen equipment. David was the first person that I heard predict that leisure time was going to cause dramatic cultural shifts throughout the world. He said that huge numbers of people were going to

travel and eat out in increasing numbers and that the world was going to get considerably smaller. He pointed out that only the Culinary Institute of America was teaching Culinary Arts. He further pointed out that the overwhelming majority of people in restaurant kitchens were uneducated and undereducated—actually, at that time, chefs were considered to be “domestics.” He stated that this leisure time movement was going to demand that we educate and professionalize the training of chefs.

After initially turning down David's proposal, we eventually decided to introduce Culinary Arts to our curriculum. Today, Culinary Arts is probably the biggest part of our brand. We are world class, second to none in culinary education. David Friedman was correct and persuasive.

**CER:** *Has there ever been a concern that the culinary arts program has overshadowed your other academics?*

**JY:** For a while that was probably true. Our Business College has more students; our Doctoral program in

Leadership Education is equally distinct and recognized; and we are also acknowledged to have one of the premier Hospitality programs in the country.

**CER:** *You're within 100 miles of some of the most famous Universities in the world. How has that affected you?*

**JY:** New England is a hotbed of higher education with many notable institutions. I'm not sure that has affected us in any significant way other than causing us to differentiate our brand. But I'm not sure that we wouldn't have worked hard to differentiate ourselves regardless of where we were located. When we sought NEASC (New England Regional Accreditation) I was very concerned that NEASC membership would "require" that we move in a direction of "sameness." I was insistent that we be able to retain our unique characteristics such as: The four-day school week, the trimester academic year, the magnitude of "hands-on" instruction, the quarter hour credit system, and the many practicum (real life commercial properties) experiences that were required within our curriculum. Thankfully, these were not an issue with NEASC. We had to make considerable improvements in our library resources and had to reformat our general studies offerings into a school of Arts and Sciences. We insisted that there be no graduates purely in Arts and Sciences and that the school of Arts and Sciences merely serve each of the professional Colleges. That is one reason the Arts and Sciences is labeled a "school" and not a "college" within the University. We also included the moniker CAREER University as a distinguishing element of our brand.

Our core values stayed the same and we have been able to develop

three separate strategic plans since achieving regional accreditation in 1992 without abandoning our core values. If anything, our core values are even stronger today.

**CER:** *But isn't there a temptation with the organization to plant the ivy and move down the road towards the academy?*

**JY:** I think that we are moving in that direction every day, little by little. We enjoy being considered part of that world, as long as we don't lose our values and distinctions in the process. Our faculty are more credentialed than ever before, students attending are better equipped to handle the rigor of the curriculum, and employers treat us with more respect. What's not to like about that?

Every institution must continue to evolve or eventually find itself irrelevant. Some things, however, should remain the same. One of those is that graduates get good jobs and progress in their careers. For example, we used to measure the percentage of students who achieved employment in fields that they were educated in (within 90 days of graduation) as a key result area. Today we are more concerned about the student's career progress than we are about initial employment.

**CER:** *Tell us about the transition from a for-profit to a non-profit organization.*

**JY:** That happened in 1963, just around the time that I joined Johnson & Wales in 1962. It was a strategic decision to benefit students. At that time proprietary schools were not eligible to participate in federal student financial aid. So, the decision is one other big example of following core values. Gaebe and Triangolo sold the school to a non-profit organization

and established an independent board. Had Gaebe and Triangolo remained proprietary, they would have become very wealthy men. They were visionaries who were in education not for personal enrichment, but to educate students and change lives. I never heard either of them say that they made a poor decision. I'm equally certain that JWU would not be the institution that it is today had they not made the change.

**CER:** *Do you regret not being for-profit along the way?*

**JY:** No. We would not have been able to provide the many benefits to students that being non-profit has provided. Student financial aid, corporate reimbursement, and transfer of credits are some examples of those benefits. I would expect that more than half of our \$250,000,000 endowment would not have been possible had we remained proprietary.

**CER:** *You've been on a number of boards of for-profit schools. So where do you see the differences?*

**JY:** There are two forms of "for-profits": Those that are privately owned, and those that are publicly owned with stock that is publicly traded. Oftentimes those that are publicly traded feel market pressure for uninterrupted earnings, which sometimes derails strategic decisions that have a negative effect on short-term earnings that could ultimately lead to very positive long-term effects. On the other hand, the discipline of the market place has led to greater emphasis on compliance and risk management. The privately owned proprietary schools operate very much in the same way as non-profits do. For example, Johnson and Wales

has always—at least during my 48 years—operated at a "profit." Only we call it "surplus" and don't have Uncle Sam as a partner. What I'm trying to say is that all good schools focus on the same thing—students. The form of ownership has little to do with whether a school is good or bad. Schools should be evaluated on the "value proposition" of return on student investment, period.

**CER:** *Would you say that the essential economic model of traditional higher education is a large lecture hall at the freshman level to support all the programs?*

**JY:** No, I don't believe that. That's not to say that what you've described in your question doesn't exist in a large number of traditional schools, but not in all. That model is absolutely the wrong way to go, in my opinion. Students have to get "connected" early on. If they don't feel like they belong they have a very small chance of succeeding. It's very difficult for a student to feel like they belong in a large lecture hall.

**CER:** *A current issue question: Do you think we charge too much for higher education in this country?*

**JY:** I'll answer that by saying that higher education is "priceless." If someone doesn't get a higher education in today's economy they almost certainly will be relegated to second-class citizenship. So, it's worth almost whatever you have to pay. On the other hand, there is a serious problem that has recently emerged and that is

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the amount of student debt that some of today's graduates incur. When students are unable to pay back their debt, there isn't a value proposition of return on investment.

**CER:** *What have you done at JWU in terms of tuition? Do you have a pricing strategy, or do you figure out what it costs and that's what you charge?*

**JY:** That's a complicated question. The answer is, that we tend to price according to the "value proposition" that I've mentioned earlier. We view tuition as an "investment" by the student in their future and believe that there needs to be a return on that investment. If there isn't a return on that investment, then the tuition is too high. We also consider market forces and try to price ourselves competitively with the better private institutions. In the current strategic plan we have focused on preventing student debt

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from rising, and hopefully to reduce it over time. We have achieved the first

part of that goal in that student debt has leveled off. Unfortunately we have not, as of yet, been able to reduce it.

**CER:** *How do you stop debt from rising?*

**JY:** By moderating tuition increases, increasing student scholarships for the most needy, and counseling students to keep their borrowing to a minimum.

**CER:** *The gainful employment proposition: Just in general, is that a bad idea?*

**JY:** I don't necessarily think that the idea is a bad one because it theoretically is based on some of the same philosophy I've been speaking about. However, the way that the regulators

have proposed the implementation is seriously flawed to say the least. For example, to apply this regulation retroactively is absurd. To apply it exclusively to for-profit schools is discriminatory, and the intended source of compensation data is laughable.

**CER:** *What would you say if you had to select one thing that you'd do differently today than what you did?*

**JY:** Basically I'm very satisfied with where I am today and I'm not sure that changing (or eliminating) something would have achieved any better results or that I'd be a better person. There are, however, several big mistakes looking in the rear view mirror. But before I share a few mistakes with you, I want to make clear that I believe that if you were to present me with a person who had never made any mistakes, that I'm sure that person most likely wouldn't have stretched enough or have had sufficient ambition. I believe that leaders need to take chances. If you wait until all the necessary information is available to make a decision, chances are someone else would have come to that conclusion before you and beaten you to it.

One decision I passed on was to create the Food Network Channel. One of our employees (Ken Levy) conceived the idea. I asked him to vet it with a potential partner and to give me an estimate of the cost to launch. Ken found a potential partner who liked the idea and they came up with an initial investment of \$4 million for a successful launch—\$2 million each for a 50/50 partnership. I passed. The rest is history.

**CER:** *The distinguishing characteristic of the culture at JWU seems to be that everybody seems to "buy in" and be on*

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*board. Tell us how you've achieved that and also how you re-enforce and maintain it?*

**JY:** Getting everyone “on board” is alignment—alignment with mission, vision, and values. There is NOTHING more important in my opinion. The people at the helm of an organization must set the tone, and they set the tone with their actions. They must live mission, vision, and values in all their actions. Alignment, or more particularly re-alignment, must occur each time a new strategic plan and direction is established. We typically have a five- to seven-year timeline for a strategic plan and then we “align” our people in accordance with the new priorities. Mission and values never change if you want to build a lasting brand. Vision changes with each strategic plan, which demands re-alignment/re-organization in accordance with the new priorities. I think that leadership must occur throughout the entire organizational structure and leaders of one effort must be willing to be followers in another effort. It would be ludicrous for me to be the leader of the technology effort, but if I didn't participate and “follow” the person leading that effort, things would soon fall apart. Each goal must have metrics to measure where you are along the



**Jack** reflects on his career and life learnings.

continuum of effort. Successes must be celebrated and resources sometimes need to be re-allocated to those efforts that are running behind goal. Adverse behavior must be dealt with swiftly. The process of achieving that “alignment” is too complicated for me to give you an easy answer.

**CER:** *The mentality of the sector has always been for the for-profit motive. We do a good job, we serve the student and we get rich. Nobody's getting rich here at JWU...so is doing a good job sufficient motivation?*

**JY:** I don't believe that profit is a motivating factor. I think that profit is a result of doing things well. Now, I believe that you must have a profit/surplus in order to invest in the continuation of the institution. I don't believe in deficits.

Institutions must budget, and establish a culture and develop systems that enable everyone to know where they are with respect to the budget at all times.

I don't believe that people work for money. They first want to be performing meaningful work and then they want to be appreciated for their performance with respect to that meaningful work. That is most important.

Obviously, the amount of compensation someone receives is very important up until they are able to provide a rea-

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sonable lifestyle for themselves and their family. Beyond that, I believe that people want to work in a "merit shop" that is de-politicized—a place where they

can exercise discretion within their particular area of responsibility and be afforded opportunity to grow with the organization.

**CER:** *Talk about your impact on Providence.*

**JY:** I may be biased, and I probably am, but I sincerely believe that the city was going backwards. Important elements were exiting to the suburbs and many areas were a "wasteland." Initially we acquired everyone's abandoned and closed buildings because we got them for a song and had a plan for their effective utilization. We converted them to our use and brought them back to 24-hour life. Students don't leave the city at 5 p.m. and go back to the suburbs. We put people into what was a bad place and the bad people left. We brought energy, life, amenities and all the things necessary to make the place vibrant and alive again.

We added community service as a required part of every curriculum.

A philanthropist, Alan Shawn Feinstein, offered the university several millions of dollars to include community service in the curriculum.

**CER:** *Can you share any examples?*

**JY:** Our students staff almost all the soup kitchens in the state. We adopt various elementary schools, middle schools and high schools and provide mentors to young kids; we work with the teaching hospitals in the state. We work with literally hundreds of non-profit organizations in the state. I firmly believe that if JWU were to abandon its community service program, the state would buckle at its knees.

**CER:** *Tell me about your international adventures. What worked; what didn't?*

**JY:** Today we have international students from over 100 countries...over 1600 in total. We have been recruiting international students for over 25 years. We also have dozens of working articulation agreements for exchange of both students and faculty. We have numerous study abroad opportunities for students.

We have had joint ventures with specific schools abroad, for example, in Sweden, Switzerland, Ireland, Malaysia, Singapore, and St. Maarten. There are probably a few that I haven't mentioned. We probably didn't do a good job of selecting partners. I established several very restrictive parameters for our international involvement. One significant one was that I didn't want to make any capital investments abroad. We expected that our partner would provide the facility and the recruiting acumen. In many cases, our partners had less knowledge than we did when it came to recruiting students. We learned much from our failures, and

today we have a very effective international program.

**CER:** *Do you see JWU as a member of the career college sector, or are you now a real school? I know you personally still affiliate with the APSCU people. Going forward as you leave, have you kind of evolved out of that group?*

**JY:** This is two questions...one referring to JWU and one referring to me personally. As it relates to Johnson & Wales, when we became a university we “branded” ourselves a career university, which I presume that you will agree is significantly different than not having done that. I think that there is great respect for our position as a career university and I think that identity is still held in high esteem.

As for me personally, I am and always will be a career educator. I relish that distinction and have worked diligently for 48 years to preserve that position.

Johnson and Wales will certainly move closer to the academy; NEASC accreditation is evidence of that. I believe that JWU, beyond me, will adopt some of the attributes of the academy, but I believe—and hope—that my successors will be very slow to abandon core values.

**CER:** *Final question: What are you most proud of?*

**JY:** That’s easy—the many students whose lives were changed for the better. I am fortunate to still be in contact with many individual graduates.

I am also proud of the relationships among many JWU employees that I have developed over these years.

Employees should be like our children; we shouldn’t have favorites, but we do. There are a large number of our employees who were selected to participate in a Senior Management Academy that I

established and conducted for a three-year period. The intent was to expose these young high-potential employees to a rigorous program and rapidly develop their leadership skills in “real decisions” that the university faced. Many of the graduates of SMA are today the senior leaders at the university.

I am also very proud of the growth of the university during my tenure as CEO. We opened campuses in Florida, Colorado and North Carolina during my presidency and have received over \$40 million of support from those communities.

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# JOHNSON & WALES

## U N I V E R S I T Y

### Mission & Values

The mission of Johnson & Wales University is to empower its diverse student body to succeed in today's dynamic world by integrating general education, professional skills and career-focused education. To this end, the university employs its faculty, services, curricula and facilities to equip students with the conceptual and practical tools required to become contributing members of society.

### Purposes

Johnson & Wales University supports the following purposes in accordance with the mission:

- to enroll students with potential from varied backgrounds and to give them every opportunity to excel in their academic and professional lives;
- to develop and assess sound programs and curricula that allow students to attain proficiencies in general education and relevant professional disciplines;
- to evaluate and assess regularly the rigor of all academic programs;
- to provide experiential education opportunities that are curriculum-driven and include practical experiences for students in every program;
- to support diversity in the curricula, activities and services for students, and in the employment of faculty and staff;
- to provide students with opportunities that support intellectual development, personal growth and civic engagement;

- to monitor the external and internal environment of the university through regular and effective planning and assessment;
- to hold each academic, administrative and support department accountable for the achievement of the mission;
- to plan for and provide facilities and resources that meet the needs of students, faculty and staff.

### Core Values

#### *Student Centered*

We are strongly student centered, stressing personal development as well as career management skills.

#### *Experientially Based*

We integrate hands-on learning with a career-focused curriculum, to enable our students to gain real-world experience.

#### *Industry Relevant*

We are industry relevant, focusing both on the needs of our students and the needs of our students' future employers.

#### *Employment Focused*

Our business is developing employment-ready, motivated graduates for world-class employers.

#### *Globally Oriented*

We respond to the increasingly global nature of business by fostering multiculturalism and providing an international educational experience.

## Urban Education with Community at its Core

Under John Yena's leadership, Gaebe Commons was built in response to the city's need for a vibrant center, and community service became part of a Johnson & Wales University education. Together the two connected an urban core to a common heart. Beyond all else, Yena's belief in students and community marks his tenure as university president and presence at JWU for 45 years.

Recruited by Morris Gaebe, the West Warwick, R.I. native came to Johnson & Wales in 1962 to teach economics. In his rise to current day chairman of the board, he passed through roles as coach, director of student activities and athletics, dean of the college, vice president of the college and university president. A product of "a blue-collar mill town," he admits to being ready to drop out of college before a professor took an interest in his talents and gave him a direction.

From that working-class perspective, he brought an inherent understanding of the typical Johnson & Wales student. Along with Edward Triangolo and Morris Gaebe, Yena helped shape the university's educational growth from junior college and college to university. When Yena took the helm as university president, JWU was housed in scattered buildings around Providence. A presentation to city planners by renowned urban architect, Andrés Duany, offered a vision for a downcity rebirth and a broadened sense of community. Yena, excitement sparked, saw Johnson & Wales at its center. He championed the purchase of land on Weybosset Street left vacant when the once-grand Outlet store was gutted by fire. Duany was hired to draw plans for the university's growth. Today, Gaebe Commons and surrounding buildings are part of what Yena calls "a protected little enclave where our students can withdraw and still be part of the urban fabric and the green space of the city."

If a presence at the city center marked the university's urban core, it is community service that defined its reach. Yena credits philanthropist Alan Shawn Feinstein with reshaping his perspective. Feinstein argued that volunteer community service should be mandatory; Yena found the concept "an oxymoron." But with ensuing dis-

cussions, "I came to believe that you need to create situations and circumstances in the curriculum that provide opportunities for students to see the value of the broader perspective—the community perspective of life," Yena says.

"Instead of just preparing themselves for their career, preparing them to do good as well." What he mandated affected his own life. It led to revelations of "going beyond the responsibilities of leading Johnson & Wales and thinking about the greater responsibility that it has to the community."

Directed by his leadership, community service at all campuses targets hunger, homelessness and education. "I am unalterably convinced that students who have graduated from Johnson & Wales since we've had community service learning have received a much better education. It practically inculcates clearly into the academic experience that they have a responsibility that goes beyond their own economic welfare," he says.

Colleagues describe Yena as approachable, visionary, loyal, steadfast and fair—an inspiring and exceptional leader. "People like the opportunity to put some of themselves into the job. That's what I'm most proud of—that the individual within the constraints of core values, can make a difference here," says Yena, now JWU chairman of the board. With two children, four grandchildren and wife, Donna, vice president of JWU Career Development, sharing his life, Yena admits he's energized by what lies ahead. "I guarantee I will continue to have fun. I would not subtract my 45 years at this place for anything."

He serves on a long list of educational, financial and nonprofit boards including ITT Educational Services, Potomac College, BankRI and Kent County Hospital. In 1998, he was appointed to the National Advisory Committee on Institutional Quality and Integrity for the U.S. Department of Education. Service carries immeasurable rewards, he says. "It's not just a do-gooder sort of attitude. You enrich yourself. You enrich the institution. It's not a one-way street."

There's no doubt a very broad thoroughfare has been paved by Yena's years at JWU.

# History



**Where it all started.** Plantation Hall, the original home of the University, is now one of over 50 buildings that make up the Providence campus.

Special approaches to career education at Johnson & Wales University (JWU) have evolved over more than 90 years' time, and continue to adapt as JWU responds to the changing needs of business and industry. JWU was founded as a business school in 1914 in Providence, R.I. by Gertrude I. Johnson and Mary T. Wales. From its origins as a school devoted to business education, JWU grew to a junior college, a senior college, and ultimately, university status.

The university became well established because of its strong commitment to specialized business education and the high ideals of its founders. In 1993, JWU received regional accreditation from the

Commission on Institutions of Higher Education of the New England Association of Schools and Colleges (NEASC). Accredited since 1954 by the Accrediting Council for Independent Colleges and Schools, JWU consolidated its institutional accreditation under NEASC on June 30, 2000.

In 1963, the State of Rhode Island granted a charter, which authorized the university to operate as a nonprofit, degree-granting institution of higher learning and to award associate's degrees in the arts and sciences. In 1970, the State of Rhode Island approved a revision in the university's charter to award baccalaureate degrees. In 1980, the governor and General Assembly of the State of Rhode Island

granted a legislative charter authorizing the university to award advanced degrees.

The charter was amended in 1988, changing the institution's name to Johnson & Wales University. In 1992, the governor of the State of Rhode Island signed a new legislative charter into law with university status.

A new career emphasis was introduced at JWU in 1973, when the university announced the opening of what is now known as the College of Culinary Arts and the addition of an associate's degree program in that field. This proved to be one of the most far-reaching changes in the educational expansion of the university, leading to additional two- and four-year degree programs in the hospitality and food service fields.

In 1984, a JWU campus was established in Charleston, S.C., which offered a variety of two- and four-year programs in food service, hospitality and travel-tourism. The Norfolk, Va. campus opened to the public in 1986, offering one- and two-year food service programs.

In 1985, graduate degree programs and, later, a doctorate in education were introduced at the university through the Alan Shawn Feinstein Graduate School and School of Education.

In 1992, under a joint educational agreement, the university began programs on the campus of the IHM Business School in Göteborg, Sweden. JWU established a formal, independent learning site there from 1994–2004 giving business and hospitality students the opportunity to complete one year of study in Sweden and finish their degrees at one of the university's domestic campuses.

Also in 1992, JWU opened another campus in North Miami, Fla., which now offers culinary arts, business and hospitality undergraduate degree programs.

That year also marked the university's formal establishment of the College of Business, The Hospitality College, the College of Culinary Arts

and the School of Technology. A new emphasis on general studies was introduced in 1992 as well, with the development of the School of Arts and Sciences.

The university's School of Technology offered courses in Worcester, Mass. from 1992–2002 before moving all technology programs to Providence.

In 1993 a four-year bachelor's degree offering in culinary arts was added at the university. A campus was also opened in Vail, Colo., offering an accelerated associate's degree program in culinary arts to college graduates.

September 2000 marked the opening of the Denver, Colo. campus, which offers undergraduate degrees in culinary arts, hospitality and business. In 2000, the Vail campus was merged with the Denver campus.

In 2002, the university made a strategic decision to consolidate its smaller Charleston and Norfolk campuses by building a campus in Charlotte, N.C. The JWU Charlotte campus opened in fall 2004 and offers undergraduate degree programs in business, culinary arts and hospitality. The Charleston and Norfolk campuses officially closed in May 2006.

In keeping with its tradition of focusing on the best interest of students and responding to industry, it was determined in April 2006 that beginning with the 2008–2009 academic year, JWU's College of Business and The Hospitality College would move away from offering associate's degrees and instead have students customize their education through specializations or concentrations at the baccalaureate level alone. This decision did not impact the College of Culinary Arts and the School of Technology where the two-year degree continues to be relevant.

Each year the university grows in program offerings and physical facilities. At the same time, the university also gains recognition and prestige, making contributions to the community, government and industry.