

FOCUS 2011

STRENGTHENING OUR UNIVERSITY

2009–2010 UNIVERSITY UPDATE



FOCUS 2011 — STRENGTHENING OUR UNIVERSITY

Through our strategic plan, FOCUS 2011, we will strengthen Johnson & Wales University to ensure that we attract and retain highly motivated and demonstrably capable students. We will prepare them for career success through academically rigorous, industry relevant and experientially-based programs.

Strengthening the EXPERIENCE

ACADEMIC AND STUDENT LIFE

Johnson & Wales University will create an exciting learning community offering programs that are distinguished by their relevance, excellence and rigor as well as a high quality of instruction. Outside the classroom, student life will be characterized by opportunities for personal and intellectual growth.

Strengthening STUDENT POTENTIAL

ADMISSIONS AND ENROLLMENT

Johnson & Wales University will be the destination of choice for individuals seeking career education who are highly motivated and demonstrably capable of success in JWU programs. The university will endeavor to establish tuition at affordable levels, and offer financial assistance that supports improvement of retention and graduation rates.

Strengthening CAREER OPPORTUNITIES

EXPERIENTIAL EDUCATION & CAREER SERVICES

Johnson & Wales University will prepare its students to launch and advance in professionally enviable and personally satisfying careers. JWU graduates will be aggressively sought after in the workplace.

Strengthening the FOUNDATION

RESOURCE DEVELOPMENT

Johnson & Wales University will continue to make a multifaceted investment in its structural, fiscal and human assets to support the achievement of FOCUS 2011.

Visit www.jwu.edu/focus2011 for more information; send feedback to focus2011@jwu.edu.

JOHNSON & WALES UNIVERSITY MISSION

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 OF THE UNIVERSITY

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

Johnson & Wales University is

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.

GLOBALY ORIENTED

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

Strengthening the **EXPERIENCE**

ACADEMIC AND STUDENT LIFE

Johnson & Wales University will create an exciting learning community offering programs that are distinguished by their relevance, excellence and rigor as well as a high quality of instruction. Outside the classroom, student life will be characterized by opportunities for personal and intellectual growth.

GOAL

Attain and maintain excellence in all academic programs

- The systematic evaluation and enhancement of JWU's Academic Program Review process moved steadily forward in academic year (AY) 2009–2010. The 2008–2009 reviews of the bachelor of science programs in Culinary Nutrition and Electronics Engineering developed and launched five-year program action plans to address the review process recommendations.

External teams of evaluators completed on-site reviews of four programs, including the Alan Shawn Feinstein Graduate School's Master of Business Administration degrees, the School of Arts & Sciences core curriculum and B.S. programs in Criminal Justice and Sports/Entertainment/Event Management.

Faculty and leaders of these programs are finalizing program action plans to define future improvements. The review of the M.B.A. programs has resulted in changes to the school's organizational structure and curricula. Four additional programs will be reviewed in the upcoming year.

- JWU developed several new academic programs over AY2009–2010:
 - A B.S. degree in Security Management was developed by the College of Business faculty to provide graduates with strong management, justice and technology credentials that are essential to today's sophisticated security demands. It is designed to provide executives and managers with information and strategies regarding the vulnerabilities and risks associated with protecting employees and company assets while continuing to conduct business.

- The graduate school developed an enhanced M.B.A. program in Accounting allowing students to complete the Certified Public Accountant (CPA) certification concurrently with M.B.A. course work. The program provides CPA firms the opportunity to hire M.B.A. graduates as first-year employees who have already taken and passed the CPA examination. The program is expected to provide significant job prospects for graduates while enhancing the graduate school's reputation.
- For the first time in JWU's history, a team of Arts & Sciences faculty and administrators created an option for students to complete a minor. A minor is a series of courses in a second area of study apart from the major and consists of a minimum of 22.5 quarter credits. A&S received approval for two minors: Environmental Sustainability and Technical Communication. These are published in the 2010–2011 university catalog.

GOAL

Foster high-quality instruction to enhance student learning

- In May 2010, the Faculty Development & Assessment Guide was published outlining the criteria and process for assessing faculty performance and for preparing and submitting the documentation upon which such assessment will be based beginning in AY2010–11. A committee of faculty and academic administrators developed the guide collaboratively during the winter and spring terms. The committee refined it based on faculty feedback gathered during a spring 2009 pilot of the faculty assessment process and additional feedback received during winter and spring 2010. The new faculty assessment and development process provides faculty, department/college chairs and academic administrators with a faculty performance management system tailored to the unique needs of the academic community.

- In AY2009–2010, Online Learning worked with Student Academic Services and Admissions to recruit, admit and enroll the entering class for the online bachelor's degree programs in Culinary Arts and Food Service Management and Baking & Pastry Arts and Food Service Management. Support services were designed specifically for online students.

In September 2010, 46 students started in the fully online programs; 95 percent are returning JWU alumni. More than one-third of the students admitted currently live in North Carolina, Florida, Virginia and South Carolina where JWU is well-known. The entering class includes JWU alumni from the past 25 years with careers in a variety of culinary and food service positions.

- At the Providence Campus, A&S faculty devised strategies for increasing active learning and gathered examples and evidence of active learning in their classrooms. Faculty compiled and published a guide to active learning using data and examples collected during the year and also analyzed the data to determine if active learning resulted in student performance improvements. The analysis suggests a significant positive difference in students' test scores between courses delivered in active versus traditional lecture formats. These data help A&S clarify where to focus improvement efforts in the coming year and provide empirical evidence of active learning's value.
- At the North Miami Campus, faculty adopted active learning as a year-long strategic initiative. The College of Business compiled summary reports from faculty who participated in the active learning initiative and distributed the reports to members of the academic community at the end of the year. Strategies employed during the year to enhance active learning included in-class business simulations, face-to-face meetings with industry experts outside of class, the creation of a marketing research report and Web page based on survey data, and the development of business models for corporations and online businesses.

GOAL

Develop and implement a comprehensive research-based student retention program on each campus

- In AY2009–2010, JWU developed a formal strategy for collecting data on student engagement, selecting the National Survey of Student Engagement (NSSE) as its primary tool. NSSE collects information annually from samples of first-year and senior students about the nature and quality of their undergraduate experience. Since its inception, more than 1,400 baccalaureate-granting colleges and universities in North America have used NSSE to measure the extent to which students engage in effective educational practices that are empirically linked with learning, personal development and other desired outcomes such as satisfaction, persistence and graduation. NSSE was administered to first- and fourth-year students across all four campuses in spring and summer 2010 and had an overall participation rate of more than 45 percent for both populations, a rate considerably higher than at comparison institutions. NSSE results will be disseminated for strategic purposes.
- Institutional Research developed a pilot model for reporting second- and third-year student retention rates for use in future multi-year retention planning. These rates are strongly predictive of student graduation rates. Second- and third-year retention rates are based on the percentage of students who entered the university in a given year and remain enrolled two and three years after entry. Clarification of the methodology and description of student retention calculations are vital to setting meaningful goals and to consistently interpreting results in this important area of retention. After agreeing upon an appropriate methodology, second- and third-year retention rates were calculated.
- During the 2009-2010 academic year, significant resources were set aside to develop an effective and efficient university web portal (jwuLink) to give students and faculty access to a one-stop online resource that provides a collection of links to key JWU communications, tools, websites and support. jwuLink launched in September 2010, and its primary goal is to strengthen the student experience by keeping students and faculty connected, informed and engaged. Users can easily access academics, library, career, student life, registration, grades, financial resources and more, with one user name and password.

GOAL

Cultivate a campus culture that enhances the personal development and civility of all students

- JWU continues to work toward improving diversity and civility among all of its constituents. In January 2010 the Student Affairs Deans Committee assembled for a two-day strategic planning session that focused on the three core learning outcomes adopted by the group the previous year: 1) global diversity and inclusion; 2) social responsibility, citizenship and civility; and 3) leadership. Services and programs across all four campuses will focus on these outcomes.
- The dean of students from each campus is leading efforts to integrate the work of the outcomes and assessment committee into daily practice. Assessment of the student experience will be more robust, focusing on student satisfaction, and determining how each student's JWU experience is transformational.
- All four JWU campuses implemented a new Web registration system for orientation. Each campus is engaged in a variety of programs that focus on student development. Examples include

Providence

- The Community Agreement, which has tenets that speak directly to civility, respect, diversity and being academically focused as a part of the residential experience, has been fully integrated into the work of the department. To assist in supporting the community agreement, several A&S faculty display the agreement in their classrooms.
- Counseling Services developed and collaborated with other departments on the PRISM Task Force, a campus-wide initiative that allies students, faculty and staff to include and support lesbian, gay, bisexual, transgender and queer (LGBTQ) members of the community. A major accomplishment includes the creation of Safe Person, a campuswide training program to promote awareness and knowledge of, as well as sensitivity to, LGBTQ-related issues.
- Student Conduct partnered with the Community Mediation Center of Rhode Island to provide comprehensive mediation training to the JWU community. This led to the creation of the Peer Mediation program

which trains students as conflict mediators, allowing them to resolve conflicts on their own and gain valuable career skills. The program successfully mediated its first test case in May 2010 and will grow as more students are recruited and trained this fall.

- Emerging Leaders Program: This eight-week development program targets incoming freshmen who show leadership potential. Students must be nominated by an orientation leader for the fall program and a faculty or staff member for the winter program. Alumni of this program end each closing session and share their experiences, next steps and what their university involvement has consisted of after completing the program. The program supports retention initiatives and provides the framework for collaboration among many departments, including a service component with recommendations from the Feinstein Center and featured presenters from various areas on campus.

North Miami

- The campus has committed to strengthening the experience of its international student body. Through an improved orientation program and a stronger learning community, staff, students and faculty have been working more closely to make international students feel welcome and assist them with acclimating to the American culture.
- Student Affairs and Academic Affairs have partnered on several events and activities that help educate the entire campus community about the rich international diversity on campus. Activities include World Celebrations, Stereotype Awareness Week, and cultural and educational field trips.
- Student Affairs and Academic Affairs also partnered to continue expanding the living-learning communities for resident students. Each community has one student affairs advisor and one faculty advisor. Students living in these communities share interests and support each other's academic goals. The living-learning communities are Leadership, Cultural Living, Culinary, Hospitality, and Wellness. This initiative has been identified as an ongoing priority by academic leadership and Student Affairs.

Denver

- A year-long program was launched pairing new students with student leaders, faculty and staff who have similar interests. Groups such as “Dining in Denver” and “Winter Sports” serve as a touchstone to build relationships and encourage new students to connect across the campus community. Faculty and staff participating in the program encourage students to get involved, use campus resources, and focus on academic and career success.
- The newly created Cocurricular Program Board is a collaboration between Academic Affairs and Student Affairs. Faculty and staff coordinate campus and community activities that connect the classroom and general campus experience. The result has been high levels of student participation in cultural events, increased faculty participation in evening programming, and the introduction of a collaborative campus effort to learn more about, and contribute to, sustainability efforts.
- The new Wildcat Center opened with great success. Attendance at home games and matches for varsity teams more than doubled from previous years. The Fitness Center usage more than tripled and several fitness classes were offered with requests from students for even more opportunities.
- The men’s basketball team saw eight of its players selected for the National Association of Basketball Coaches Honors Court. This was the highest number of players from any NAIA or NCAA team in the nation.

Charlotte

- Student Affairs and Academic Affairs developed a collaborative programming model to strengthen the student experience. These programs are planned, marketed and executed as a team effort. Examples include: industry-relevant speakers, collaboration with a sports/entertainment/event management class, a student organization case study competition sponsored by the College of Business, and Family Weekend Iron Chef sponsored by the College of Culinary Arts.
- Student Affairs continued as a host internship site through a collaboration between Experiential Education & Career Services and The Hospitality College.
- First-Year Seminar expanded course offerings to include pastry arts students, in addition to business and hospitality students.
- Student Affairs is expanding student leadership development through a three-tier leadership series, residential learning communities and intentional programming centered on student learning outcomes.

Strengthening **STUDENT POTENTIAL** ADMISSIONS AND ENROLLMENT

Johnson & Wales University will be the destination of choice for individuals seeking career education who are highly motivated and demonstrably capable of success in JWU programs. The university will endeavor to establish tuition at affordable levels, and offer financial assistance that supports improvement of retention and graduation rates.

GOAL

Sharpen admissions standards to better align acceptances with the probability of student success in university programs

- In an effort to further define which high schools have graduates with the best potential to succeed at JWU, Admissions and Human Capital Research Corp. (HCRC) incorporated additional data into JWU's current market score. To do this, the market score was paired with the existing high school quality index to allow admissions representatives to develop a better high school visitation plan. Then the market score was appended to the current scoring of the inquiry and search populations. Once the scoring was complete, Admissions began mailing to fewer, more defined prospects, and the savings were redirected to other marketing projects.
- JWU changed its decision policy with regard to home-schooled students, allowing these students to submit their transcripts and SATs versus being required to take the GED. The result is a more liberal admission policy for home-schooled students who, according to national reports, have proven to be more academically prepared for college.
- The fourth in a series of brochures was mailed to high school educators from University President John Bowen. It focused on JWU's continued efforts to remain affordable in challenging times and strengthen the student experience.
- For the September 2010 entrance, Admissions did not move any students from wait-list status to acceptance status at any campus.

GOAL

Develop new recruitment strategies to attract and enroll increased numbers of students with potential for academic and career success

- To counter the challenges of a shrinking high school market, Admissions focused on recruiting in new markets in 2009–2010. The recruitment of military veterans was added to the domestic recruitment plan, in particular those who were eligible for the federal Yellow Ribbon Program. In addition to print and Web advertising campaigns, all admissions representatives were required to visit military bases within their territories.
- Admissions, Academic Affairs and Student Academic Services collaborated to create a formal plan to implement the Adult & Continuing Education program at the Denver Campus. This program, and the online degree programs, began enrolling students in September 2010.
- Admissions, Academic Affairs, Experiential Education & Career Services, and the Creative Services Group developed a new return-on-investment message which will be strategically placed in the university's various marketing materials. JWU has moved beyond measuring initial employment statistics and towards articulating the long-term value of a JWU education.
- Admissions and University Marketing engaged Room 214, a leading social media agency, to conduct an extensive audit which will assist in the development and implementation of a social networking marketing plan for prospective students. The benchmark study will provide JWU with an understanding of our brand and competitive analysis, conversation topics and social media inventory in this arena. Best Practices in using social networking sites are also being developed.

GOAL

Increase international enrollment

- International Recruitment & Training engaged www.hotcoursesabroad.com to create six micro sites that promote the university. The sites will provide JWU's marketing message in English as well as Portuguese, Spanish, Taiwanese, Arabic and Chinese.

GOAL

Establish a tuition pricing model which provides greater “affordability” while maintaining the financial strength of the university

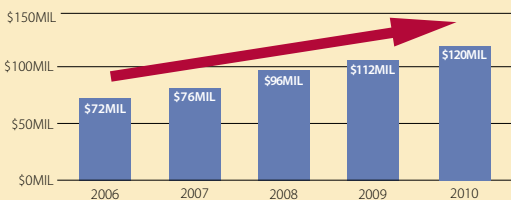
- JWU remains committed to conservative tuition increases in line with the consumer price index. This effort is not without sacrifice; JWU has undergone a detailed review of expenditures and made appropriate changes to operational expenses without endangering the student experience, both inside and beyond the classroom.

GOAL

Reallocate financial aid to increase the student enrollment and retention

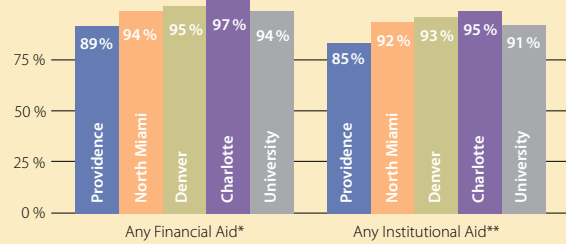
- More than 91 percent of JWU students demonstrate financial need, yet the national credit crisis continues to limit the number and amount of loans available to students. JWU’s continued commitment to directing funds to students experiencing the most need is demonstrated in its consistent institutional aid budget increases. Generally, all need-based aid was renewed for returning students whose financial situation did not change.

JWU Institutional Grant Dollars (Pre-FOCUS vs. 2007–2010)



- After careful evaluation with HCRC, JWU’s Strategic Enrollment Team (SET) determined that merit scholarship regimens for certain student populations could be eliminated in an effort to provide more need-based aid. In addition, SET also reduced merit funding for all baking and pastry students in an effort to increase need-based aid.

Percentage of Students Receiving Aid in the 2009–2010 Academic Year



* Financial Aid: All undergraduates who have received any aid (loans, institutional or state aid, etc.) This does not include Parent Loans, private loans or Federal Work Study.

** Institutional Aid: Includes employee scholarships and tuition exchange.

Strengthening **CAREER OPPORTUNITIES** EXPERIENTIAL EDUCATION & CAREER SERVICES

Johnson & Wales University will prepare its students to launch and advance in professionally enviable and personally satisfying careers. JWU graduates will be aggressively sought after in the workplace.

GOAL

Transform career development services to better meet the needs of university graduates and alumni

- New procedures were implemented across all campuses, allowing for improved information collection from alumni who are on campus recruiting students for internships or jobs.
- The Experiential Education & Career Services website was redesigned for further transparency of services.
- In the last academic year, EE&CS staff met with 10,931 students across the four campuses, either in one-on-one forums or during a career-oriented workshop or event.

GOAL

Enhance employer relations

- The consistent use of the online jobsite (www.experience.com) allows employers easy access to post open jobs and internships, schedule on-campus recruiting and register for career fairs. The JWU site hosts more than 12,000 jobs and internships annually.
- An advisory board of top employers from different industries was created. Board members represent organizations that are committed to JWU, aware of our career-focused education and provide consistent input on student preparedness.
- An employer recognition program was created to strengthen established relationships with key employers.

GOAL

Re-engineer experiential education

- To enhance clarity for students, faculty, staff and employers, simplifying work experience programs into one general name (“internship”) was decided upon after gathering and reviewing input from multiple sources. Internship was approved and accepted as the term that will represent what was previously called cooperative education (co-op), externship, internship and practicum. The changes in language are more relevant and user-friendly and take effect AY2010–2011.
- The experiential education course numbering system has been streamlined from 70 to 29 courses to eliminate redundancy and enhance clarity and understanding for students, staff and faculty. Additionally, a variable credit option has been added.
- EE&CS collaborated with Institutional Research to develop comprehensive and consistent internship assessment instruments for students across all JWU colleges and campuses. With the goal of improving the quality of the student experience, the feedback from these assessment tools will allow employers and students to evaluate internship performance (including experiential education competencies) and gain other relevant information that will serve as a feedback loop to the academic community and employers.
- A revised faculty internship advising model has been implemented for 4000-level internships, providing more purposeful connections with students before, during and after the student internship experience.
- Consistent experiential education policies, processes and resources have been developed and will be implemented during AY2010–2011.

Strengthening the **FOUNDATION**

RESOURCE DEVELOPMENT

Johnson & Wales University will continue to make a multifaceted investment in its structural, fiscal and human assets to support the achievement of FOCUS 2011.

GOAL

Develop governance mechanisms and structures to ensure the university has the organizational capacity to fulfill the strategic plan

- JWU's system of governance has been strengthened to enhance the university's organizational capacity and ability to govern and manage risk, capitalize on university talent, champion consistency, and allocate university resources effectively and efficiently.

Senior Vice President of Regional Campuses Mim L. Runey, LP.D., will assume the role of Providence Campus president and chief operating officer on July 1, 2011. Accordingly, JWU will realign its organizational structure to better support its current and future strategic goals. This realignment merges Providence Campus leadership and components of University Office (enrollment management, academics, administration, and finance and budget). These areas of oversight reflect the critical components of the university and JWU's strategic direction.

GOAL

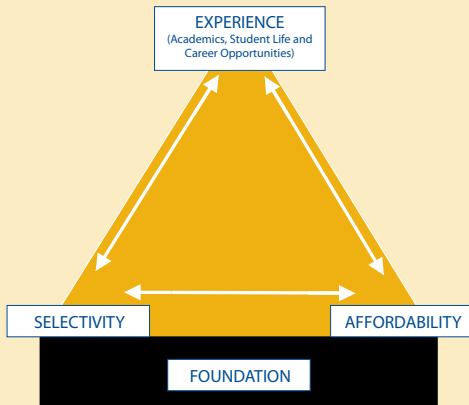
Assure sufficient fiscal and physical resources to support the achievement of the strategic plan

- The development effort continues to focus on major gift solicitations that have resulted in key support through gifts in the areas of scholarship, programmatic and capital support. Each JWU campus has development and alumni indicators in place to track and evaluate the respective areas in reaching goals set for the remainder of the strategic plan.
- The JWU Fund was established in April 2009 as part of FOCUS 2011. The goal is to help make a JWU education as accessible as possible while improving the student experience both inside and beyond the classroom, by building philanthropic support among alumni, parents and friends. From the launch of the fund through June

2010, nearly 700 alumni, parents and friends supported JWU's inaugural effort by contributing to campuses and programs close to their hearts. Initial outreach efforts have focused on the need for scholarship aid: a full 40 percent of donors targeted scholarships and an additional 15 percent directed their gifts to support campus-specific emergency funds. The JWU Fund allows donors to designate their gift to what is most meaningful to them. While many supported scholarships, others chose to give unrestricted donations, or to support athletics, faculty development, green initiatives or student clubs and organizations.

- Alumni Relations continues to increase engagement with the university through growth in its alumni chapter network and a focus on alumni affinity groups, such as Greek Life, TA/Fellows, Veterans, NSOs and others. The chapters are actively supporting the recently relaunched JWU Annual Fund at local and regional events. Seven chapters have established funds that award scholarships to prospective students from that chapter area. Student Alumni Association (SAA) chapters on each campus are also teaching philanthropy to current students through tiered programming for each class as well as through their Stay Connected and Class Gift campaigns which contribute to emergency scholarship funds on each campus.
- The university's Creative Services Group (CSG) is ensuring that a strong university visual and editorial identity exists across all four campuses. The updating of the JWU Graphic and Editorial Standards into a user-friendly HTML site, the ongoing publication of *JWU Magazine*, and the incorporation of strong design and messaging across publications, signage and facilities are just some of the ways JWU is articulating its academic quality and experiential education model to internal and external audiences. The refresh of Web banners and videos on the reconstructed website and the launch of Presto Sports to promote JWU Wildcat Athletics are also helping to establish JWU's overall identity. Five distinct reports outlining how JWU is developing leaders and the communities it calls home will also be shared across the university community in 2010.

- JWU's long-term financial plan continues to support the goals and objectives of FOCUS 2011. The ongoing work of the financial team with numerous stakeholders is ensuring that adequate financial and physical resources are made available to foster strategic improvements in the three main components of the plan: selectivity, affordability and the student experience.



- The financial turmoil of the domestic and global economies continues to present challenges to JWU's financial management. Access to financing is limited and results in the university relying on operating resources to fund all capital projects. As a result, management continues to be very selective in choosing which capital projects will be approved as it investigates the availability of resources needed for future projects.
- JWU's endowment balance as of June 30, 2010 was \$215 million. This compares with the June 2009 balance of \$192 million and reflects a gain of approximately 12 percent. Throughout FOCUS 2011, no resources have been withdrawn from the endowment in support of operations. However, consideration is being given to the possibility of supplementing operating resources with endowment funds during the next strategic plan.
- Despite the uncertain and challenging economic conditions of recent years, JWU continues to demonstrate strong financial performance. The university is currently in steady financial condition and is committed to providing the necessary resources to achieve the objectives of FOCUS 2011 and to building the solid foundation needed for the next strategic plan.

GOAL

Expand and enhance our human resource capabilities to create a strategic advantage through excellent organizational performance

- JWU's performance management system is a comprehensive process that focuses and develops individual talents in alignment with university strategic objectives.

In 2009, Human Resources, in concert with the Employee Development Institute, launched the first phase of performance management, introducing the philosophy and structure of the system and how the JWU competency model acts as a foundation for performance standards of excellence.

In October 2010, the new performance evaluation tools and system were introduced to the university community. Later in 2011, this new, universal tool will replace all other evaluation tools and will be used in the performance appraisal and development process for all administrative staff.

- As part of JWU's focus on furthering employee professional development and strengthening competency behaviors, the Employee Development Institute offered 11 programs for employees last year. With 88 sessions across all campuses, 1,183 participants took advantage of these educational opportunities. More than 87 percent of all those who attended a session rated the experience as either meeting or exceeding their expectations.

Organizing for **FOCUS 2011**

The FOCUS 2011 steering committee comprises 14 functional and executive leaders, many of whom also serve on other university committees supporting the strategic plan and are charged with specific oversight and decision making. While FOCUS 2011 encompasses initiatives at all levels of our institution, the steering committee helps to ensure complementary efforts are aligned with the overall plan and that these efforts receive adequate funding. To date, \$130 million has been contributed to support financial aid awarding, selectivity and recruitment, academic programming and risk management.

The investment is already paying dividends as progress is being made on a variety of fronts across the university. Through the creation of cross-campus committees, systemwide teams and task forces, individuals are implementing strategies to ensure FOCUS 2011 drives campus and departmental planning and supports financial and development plans.

A listing of the members that comprise the various committees and teams follows.

FOCUS 2011 STEERING COMMITTEE

- Marie Bernardo-Sousa, vice president of student services and university registrar
- John Bowen, university president
- Charles Cook, senior vice president of university affairs
- Kenneth DiSaia, vice president of enrollment management
- Thomas L.G. Dwyer, executive vice president
- Veera Gaul, university provost
- Robin Krakowsky, senior vice president of administration
- Ronald Martel, vice president of student affairs, Providence Campus
- William McArdle, treasurer and chief financial officer
- Patricia McLaughlin, senior vice president of institutional advancement
- Mim Runey, senior vice president of regional campuses (chair)
- Piya Sarawgi, director of university communications
- Irving Schneider, president, Providence Campus
- Donna Yena, vice president of employer relations

INTERNATIONAL STRATEGIC ENROLLMENT TEAM

- Erin FitzGerald, dean of international programs and development (co-chair)
- Katie Gilbertson, director of international student services
- Karl Guggenmos, university dean of culinary education
- Akhil Gupta, vice president, Providence Campus
- Sheri Ispir, director of experiential education & career services, Providence Campus (co-chair)
- Rita Mulligan, director of international admissions operations, Providence Campus
- Lynn Robinson, executive director of student financial services, Providence Campus
- Manny Tavares, dean of international recruitment and training (co-chair)

IT ADVISORY COMMITTEE

- Marie Bernardo-Sousa, vice president of student services and university registrar
- Loreen Chant, president, North Miami Campus
- Merlin DeConti, senior vice president of facilities management
- Kenneth DiSaia, vice president of enrollment management
- Thomas L.G. Dwyer, executive vice president (sponsor)
- Joseph Greene, assistant treasurer and vice president of finance
- Akhil Gupta, vice president, Providence Campus
- Robin Krakowsky, senior vice president of administration (chair)
- Tarun Malik, vice president and dean of academic affairs, Charlotte Campus
- Ronald Martel, vice president of student affairs, Providence Campus
- Patricia McLaughlin, senior vice president of institutional advancement
- Mim Runey, senior vice president of regional campuses
- Jeffrey Senese, vice president of academic affairs, Providence Campus
- John Smithers, vice president of information technology and chief information officer
- Frank Tweedie, dean of the School of Technology, Providence Campus

STRATEGIC ENROLLMENT TEAM

- Marie Bernardo-Sousa, vice president of student services and university registrar (chair)
- Annette Cataldo, financial aid analyst, Providence Campus
- Charles Cook, senior vice president of university affairs
- Kenneth DiSaia, vice president of enrollment management
- Thomas L.G. Dwyer, executive vice president
- Veera Gaul, university provost
- Joseph Greene, assistant treasurer and vice president of finance
- Jeffrey Greenip, director of admissions, North Miami Campus
- Akhil Gupta, vice president, Providence Campus
- Robin Krakowsky, senior vice president of administration
- Tarun Malik, vice president and dean of academic affairs, Charlotte Campus
- Mark Norman, executive director of operations, Charlotte Campus
- Manuel Pimentel, senior vice president emeritus of university relations
- William Priante, dean of admissions, Providence Campus
- Lynn Robinson, executive director of student financial services, Providence Campus
- Mim Runey, senior vice president of regional campuses
- John Yena, chairman of the board

UNIVERSITY DEFAULT TASK FORCE

- Joe Barresi Jr., director of counseling services, Providence Campus
- Marie Bernardo-Sousa, vice president of student services and university registrar (chair)
- Kimberly Buxton-Hamel, director of student academic & financial services, Denver Campus
- Maureen Dumas, vice president of experiential education & career services
- Veera Gaul, university provost
- David Jewell, college chair and assistant professor, School of Arts & Sciences, Charlotte Campus
- Chris Magnan, director of student financial services, North Miami Campus
- Joelle Perrone, student loan default coordinator, Providence Campus
- William Priante, dean of admissions, Providence Campus
- Lynn Robinson, executive director of student financial services, Providence Campus
- Jeffrey Senese, vice president of academic affairs, Providence Campus
- Kathi Tavares, director of student billing and collections, Providence Campus

UNIVERSITY EXPERIENTIAL EDUCATION COMMITTEE

- Mary Buckley, director of experiential education, North Miami Campus
- Maureen Dumas, vice president of experiential education & career services
- Joanne Galenski, assistant dean of the College of Business, Providence Campus
- Sheri Ispir, director of experiential education & career services, Providence Campus
- Nick LaManna, assistant dean of the School of Technology, Providence Campus
- Deborah Langenstein, director of experiential education & career services, Charlotte Campus
- Gregory Lorenz, dean of experiential education
- Karen Miller, director of practicum internship programs
- David Mitchell, dean of the College of Business, Providence Campus
- Bruce Ozga, dean of culinary education, North Miami Campus

- Stephen Pyle, department chair and associate professor of The Hospitality College, Denver Campus
- Larry Rice, vice president and dean of academic affairs, North Miami Campus (chair)
- Michael Sabitoni, chair and associate professor of The Hospitality College, Providence Campus

UNIVERSITY CAPITAL TEAM

- Loreen Chant, president, North Miami Campus
- Merlin DeConti, senior vice president of facilities management (co-chair)
- Michael Downing, executive director of practicum properties
- Thomas L.G. Dwyer, executive vice president
- Veera Gaul, university provost
- Joseph Greene, assistant treasurer and vice president of finance
- Robin Krakowsky, senior vice president of administration
- Tarun Malik, vice president and dean of academic affairs, Charlotte Campus
- William McArdle, treasurer and chief financial officer
- Patricia McLaughlin, senior vice president of institutional advancement
- Christopher Placco, vice president of facilities management, Providence Campus
- Mim Runey, senior vice president of regional campuses
- John Smithers, vice president of information technology and chief information officer (co-chair)
- Donna Yena, vice president of employer relations

UNIVERSITY RETENTION TEAM

- Marie Bernardo-Sousa, vice president of student services and university registrar
- Charles Cook, senior vice president of university affairs
- Kenneth DiSaia, vice president of enrollment management
- Thomas L.G. Dwyer, executive vice president
- Jeff Ederer, dean of students, Denver Campus
- Michelle Garcia, chair of the School of Arts & Sciences, North Miami Campus
- Veera Gaul, university provost (chair)
- James Griffin, associate provost
- Akhil Gupta, vice president, Providence Campus
- Christopher Hourigan, director of institutional research
- Tarun Malik, vice president and dean of academic affairs, Charlotte Campus
- Ronald Martel, vice president of student affairs, Providence Campus
- Mark Norman, director of operations, Charlotte Campus
- Larry Rice, vice president and dean of academic affairs, North Miami Campus
- Mim Runey, senior vice president of regional campuses
- Jeffrey Senese, vice president of academic affairs, Providence Campus
- Richard Wiscott, vice president and dean of academic affairs, Denver Campus

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