

CHRISTINA ROYAL, Ph.D.

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September 11, 2016

Angela Provart
Pauly Group for Holyoke Community College

Re: President Position

Dear Ms. Provart and Members of the Search Committee:

Please accept this letter and attached materials in support of my candidacy for the position of President of Holyoke Community College (HCC). My experience in education administration spans over 15 years in both academic (public/state community colleges and private four-year institution) and corporate environments. I have a decade of management experience specifically in community college environments, including six years of executive leadership experience. This steady progression of leadership opportunities has prepared me well to assume this position.

I have summarized below my background and representative experiences in relation to your essential job functions and opportunities.

I currently serve as the Provost and Vice President of Academic Affairs at Inver Hills Community College, **one of 37 institutions in the Minnesota State Colleges and Universities (Minnesota State) system**. As the chief academic officer (CAO), my responsibility is to provide leadership to ensure that all students have access to high quality learning experiences that serve their individual needs and support their educational goals for degree completion, transfer, employment, or lifelong learning.

Inver Hills has **four primary bargaining units**, one faculty (Minnesota State College Faculty – MSCF) and three staff unions (MMA, MAPE, AFSCME). I meet regularly with the faculty union president to jointly prepare for the Faculty Shared Governance Committee, and work collegially with the faculty grievance representative to resolve contract disputes. Tri-C also has several bargaining units, including a unionized faculty (American Association of University Professors – AAUP). I represented Tri-C on a five-person administration team in 2010 during the Tri-C/AAUP **collective bargaining negotiations**. I also have substantial experience working with faculty, staff, and students on major initiatives, and a commitment to inclusion, responsiveness, and building a culture where diversity of thought is valued and respected.

When diversity is embraced in a sustainable way, it is interwoven through all aspects of an institution. My institution has an outstanding reputation for being a **successful transfer institution** (in the 91st percentile for medium sized institutions), and **nationally ranked #25 for serving adult learners** and **#3 in the nation for serving veterans**. I have built a diverse academic affairs leadership team, and collaboratively created a **focus on diversity, equity, and inclusion** throughout our master academic plan. I have contributed to the Minnesota State Diversity Workplan discussions at the system level. I collaboratively led my institution to a

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successful Office of Civil Rights Compliance On-Site Review in the Fall 2015 semester. I am an active participant on the Inver Hills' Diversity Council, and work alongside students, faculty, and staff in creating new programming around a variety of diverse topics. My institution also has an active Phi Theta Kappa Alpha Omicron Beta Chapter of the Phi Theta Kappa Honor Society, and I have served as a champion and supporter of their work.

I have been intentional in my career in serving the community college mission. Growing up as a first generation, low-income, bi-racial college student, I understand the community college student and the challenges they face. Student success is most effectively achieved when an institution understands the unique support needs of students in two-year colleges. I am a **strong champion of the Mobile Food Pantry at Inver Hills**, which is a partnership with The Open Door, a local non-profit whose mission is to end local hunger. The Mobile Food Pantry is an **innovative approach** to supporting students and their families by addressing two critical issues to success: **hunger and transportation**. The Mobile Food Pantry allows Inver Hills' students in need of food support to receive healthy food on a bus that travels directly to the college. I also serve on the **Board of Directors for The Open Door** to address hunger in my local community.

With **59% of Inver Hills' students classified as low-income**, there has been a need to increase our institutional focus on this population of learners. In collaboration with other members of the President's Cabinet, we championed and sponsored a cross functional team of staff and faculty to attend the **Poverty Institute training**. I formed an Inver Hills Student Resource and Resiliency Committee to develop programming to educate staff, faculty, and administrators on better ways to support students in the crisis of poverty. The Student Resource and Resiliency Committee expanded its awareness training to the Foundation Board in support and **alignment of fundraising initiatives**.

Developmental education is a national issue impacting community colleges and a great example of Inver Hills' faculty/administration collaboration on **retention strategies and K12 partnerships**. Inver Hills has partnered with local high schools to offer concurrent enrollment (dual credit). While many community colleges offer concurrent enrollment, my institution has also created a program called *InverPrep*, which is designed to serve the academic middle (30-75 percentile). The primary goal of *InverPrep* is to partner with high schools to better prepare students for college when they graduate high school and reduce the number of college-bound students placing into developmental education courses. A research study of four Minnesota State community colleges has shown **promising results** for Inver Hills' **practices in developmental education**. We are also experimenting with the **use of multiple measures in two innovative pilots** to reduce the amount of time students spend completing developmental sequences, and increase student success in those same courses. Inver Hills is also currently pursuing National Alliance of Concurrent Enrollment Partnerships (NACEP) accreditation for our concurrent enrollment program.

Innovation can be challenging in the face of financial constraints such as tuition freezes, flat and declining enrollment, and limitations in state funding pose new challenges for higher education leaders. However, I have demonstrated experience bridging opportunities for innovation with

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sound fiscal strategy. At Inver Hills, I led the college through improvements in course section management and these **operational efficiencies are projected to have a \$600K savings** to the FY16-17 budget. I have also participated at the state level on the Technical Advisory Committee, which recently proposed changes to the allocation framework, the methodology used to **distribute state appropriation** to Minnesota State colleges and universities.

My executive financial management also includes understanding complex governmental financing regulations and corporate P&L responsibility. Tri-C is partially funded through levies, and I was an active member of the 2009 **levy campaign**, which successfully passed with an increase. While working in the corporate sector at CompUSA Corporate, I managed projects as large as \$18MM, which involved leading a diverse staff that was geographically distributed across the United States. I currently have **fiscal authority for a \$19.5MM budget** for academic support and direct instruction at Inver Hills.

Fundraising and lobbying are essential components to a strong financial base and diversified budget. I work closely with the Foundation and Foundation Board in support of donor cultivation and fundraising. We are currently working with employers who assisted with fundraising scholarships for students in support of a growing Engineering program. I have also supported the Minnesota State government relations team during the legislative session.

Grant funding is also critical to a well-rounded college budget, and I bring a depth of successful experience in grant writing, management, implementation, and evaluation. I provide leadership to, and support several grants, including an Agricultural Sciences Career Pipeline grant from a local employer for \$250,000 over a five-year period to build **new statewide educational and career pathway initiatives for middle and high school students**. I also co-authored a Title III grant proposal at Tri-C and was awarded a five-year, \$2MM grant from the Department of Education to expand the distance learning program. **Under my leadership, the College met expectations for every performance indicator, and exceeded goals for one-third of the performance measures in this grant.** Inver Hills, in partnership with Dakota County Technical College, just received a five-year, \$3.2MM Title III grant to focus on success and completion for underserved adult learners, which I co-created.

It is important to anticipate trends and support **experimentation of new and creative ideas** in higher education. Under my leadership, the Tri-C eLearning & Innovation division **won over ten awards for academic, technology-based, and operational advancements in a community college setting**. I was also the executive champion and lead writer for a three-year grant that Tri-C was awarded from the League for Innovation (working collaboratively with the Bill and Melinda Gates Foundation) to explore the use of social media technology. As the primary investigator for this grant, I partnered with students, faculty, staff, and executive leadership to **create a strategic plan for social media technology and to promote use of mobile computing across the college**. We engaged over 4,500 traditional and non-traditional students through this Facebook experiment, and students were teaching us how we can leverage social media to improve their educational experiences.

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I participate in local, state, and national communities of interest. Working with educational leaders and state leaders has afforded me a broader perspective of the complexity of higher education administration in the public non-profit and state system sectors. I am engaged in my local community, particularly events that spark dialogue, curiosity, and critical inquiry of contemporary topics. Previously, I worked on several workgroups for the State of Ohio Chancellor of Higher Education, Vice Chancellors, and other state leaders to impact policy, improve student success, enhance quality standards in the curriculum, and improve articulation and transfer.

My leadership style is collaborative, transparent, and adaptive to the needs of those I am serving. I have open office hours for anyone at the college to drop-in, and I hold them in various locations across campus, as well as my office. I schedule regular “walkabouts” on campus to increase visibility, engage with students, and visit staff and faculty in their offices. **Internal partnerships with faculty, staff, student leadership, and administration are vital to achieving institutional outcomes and fostering success for our students and employees.**

My work as a champion of student success intersects with my focus on creating educational environments that support a diverse array of learners. I was instrumental in bringing awareness and action to **textbook affordability** initiatives while at Tri-C. The Ohio Board of Regents agreed to sponsor a statewide initiative related to textbook affordability. This was part of a larger focus on **keeping student costs manageable**, an important part of the community college mission of access. In response to the Ohio Chancellor’s request for institutions to develop a textbook affordability plan, I collaboratively developed and led Tri-C’s **cost reduction strategy for students** in partnership with various stakeholders at the institution, including faculty and student leadership.

My workforce development experience began while working at both the Beacon Institute for Learning and Marist College. At Beacon, I was **responsible for aligning non-credit curriculum to match workforce needs that were designed to enhance economic growth in our local region.** While working at Marist College, I worked diligently to help strengthen the public-private relationships. My workforce experience shaped my view of K-20 education as a lifelong process of learning and re-learning, particularly when forging internal and external partnerships in support of student success and career readiness.

Workforce needs are constantly changing. In partnership with Dakota County Technical College, Metropolitan State University, and the Minnesota Workforce Center, Inver Hills Community College formed the *South of the River Education Center* as an off-site location to attract non-traditional adult students from other geographic regions of the county. **This center is unique in that it is situated inside the workforce center**, enhancing our ability to serve our non-traditional adult learners. This workforce partnership has also led to other mutually beneficial endeavors, including a cradle to career program with financial support from local businesses.

Business, industry and institutional partnerships are important in building academic programs in high demand fields. Inver Hills is part of the **Minnesota Alliance for Nursing Education**

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(MANE) whose mission is to increase **baccalaureate prepared nurses** through collaborative, transformative educational strategies. This is a consortium of seven Minnesota State community colleges and Metropolitan State University, with strong local industry connections to employers. Faculty spent two years re-designing the curriculum to more closely align with workforce needs. Upon acceptance into our program, students have dual admission to Metropolitan State University. The MANE program began in Fall 2014 and Inver Hills had over 300 applicants for 50 students in the first cohort, and remains one of the most successful nursing programs in the state.

Articulating and leading change requires an ability to envision the future state of an institution and system, and to work collaboratively with others to make it a reality. **I have led several strategic planning initiatives and Higher Learning Commission (HLC) accreditations at both Inver Hills and Tri-C.** Under my leadership, Inver Hills developed a new master academic plan (MAP) 2014-2017 and is participating in the **Higher Learning Commission (HLC) Assessment Academy, a four-year commitment to improving assessment and learning outcomes in a continuous improvement framework.** In collaboration with faculty, we have re-designed the program review process, developed characteristics of a learning-centered institution, and participated in a grant-funded Multi-State Collaborative to pilot the Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics for assessing student work.

Working with cross-functional units at Tri-C, we established a renewed focus on academic quality, service and support, including the establishment of a quality assurance model (i.e., Quality Matters) and built comprehensive support systems for all students and faculty. Because of this paradigm shift, I was able to lead Tri-C to its **first accreditation approval to offer fully online degrees.** The College was granted approval by the HLC (regional accreditation agency) to offer fully online degrees, resulting in 53 degrees and 11 certificates offered at a distance. I also have **experience working with the Middle States Commission regional accreditation agency** in my previous role at Marist College.

I am passionate about Holyoke Community College's mission as a place that provides high quality educational experiences for a diverse student body. My qualifications and experiences demonstrate success in many areas important to HCC. I welcome the opportunity to speak with you more about HCC, and appreciate your consideration as you search for your next president. I can be reached at (216) 622-0701 (cell) or drchristinaroyal@gmail.com.

Thank you for your time and consideration.

Sincerely,

Christina Royal

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EXECUTIVE SUMMARY

Executive level educational leader with over 23 years of experience in progressively higher leadership roles. Expert educator and collaborative changemaker at all levels, from classrooms and community college administration to national communities of practice and cross-functional partnerships. Specializes in engaging diverse voices to create innovative solutions that serve the interests of all stakeholders, and championing equitable and inclusive staffing. Demonstrated strengths in leading through fiscal limitations while driving high impact solutions. Passionate about student-centered and mission-focused education in the community college environment.

EDUCATION

Ph.D., *Education*, September 2007
Capella University, School of Education

M.A., *Educational Psychology*, May 2003
Marist College, School of Social and Behavioral Sciences

B.A., *Mathematics*, May 1994
Marist College, School of Computer Science and Mathematics

PROFESSIONAL EXPERIENCE

Provost & Vice President of Academic Affairs, June 2013 – Present
INVER HILLS COMMUNITY COLLEGE, Inver Grove Heights, MN

Institutional Profile: A comprehensive associate degree granting community college serving the Southeast Metro area of the Twin Cities; 5,675 credit students (Fall 2013 unduplicated headcount); 1,728 FYE; Total budget \$31.6MM funded primarily by tuition and fees, and state appropriations; My Budgetary Authority: \$19.5MM; 59 academic disciplines (26 two-year degree options and 30 certificates); Collective Bargaining Units: MSCF (faculty), MMA (supervisors), MAPE (staff), and AFSCME (staff). Inver Hills is a member of the Minnesota State Colleges and Universities (MnSCU) system. MnSCU is the fifth largest system of colleges and universities in the United States.

General Responsibilities: The Chief Academic Affairs Officer, serving as a member of the President's Cabinet, is responsible for the vision and overall guidance for academic policy formulation, educational planning and new program development in an integrated instructional, academic support and student success setting. Provides the educational and administrative leadership to achieve a high standard of excellence and innovation in teaching and learning, student success, and faculty and staff professional growth. Serves as the Accreditation Liaison Officer for the Academic Quality Improvement Program (AQIP) and the Higher Learning Commission (HLC).

Accomplishments:

- Established new tenets to support our mission, vision, and values

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- Led the college in the creation of a new **Master Academic Plan (MAP) 2014-2017**
- Launched two strategic planning processes: Distance & Adult Learning, and Information Technology Services
- Oversaw the completion of the **AQIP Systems Appraisal**, with a satisfactory HLC report
- Collaboratively led the renovation of the Learning Center from concept to grand opening
- Co-created and implemented a program prioritization process, **resulting in academic course and program efficiencies with a measureable impact of \$600K savings**
- Led the college to a state of readiness for anticipated application to **National Alliance of Concurrent Enrollment Partnerships (NACEP) accreditation** for Inver Hills' Inver Prep and InCollege programs (concurrent enrollment)
- Collaboratively launched the South of the River Education Center, which is a **workforce partnership** with the Minnesota Workforce Center, Inver Hills Community College, Metropolitan State University, and Dakota County Technical College
- Successful completion of Office of Civil Rights Compliance On-Site Review (Fall 2015)
- Overhauled the program review process with support from a faculty/staff team
- Supported faculty-led **innovative developmental education initiatives**
- Established direction for college's participation in **HLC Assessment Academy & Multi-State Collaborative** initiatives to improve focus on learning outcomes assessment
- Supported the faculty curricular re-design and transition of the nursing program to the **Minnesota Alliance for Nursing Education (MANE)**, a consortia of 7 MnSCU community colleges and Metropolitan State University to increase baccalaureate prepared nurses
- Created an **IHCC Student Resource & Resiliency Team** to educate the college on issues relating to low-income learners
- Supported a focus on **shared governance**, and **collaborative** and **transparent decision making**

Associate Vice President, eLearning & Innovation, March 2010 – May 2013

Executive Director, Distance Learning, February 2006 – February 2010 (Promoted)

CUYAHOGA COMMUNITY COLLEGE (Tri-C), Cleveland, OH

Institutional Profile: A comprehensive associate degree granting community college serving Northeast Ohio and Cuyahoga County; 4 campuses and 2 Corporate Colleges; 52,000 credit and non-credit students (Academic Year 2012-2013); 350 full-time faculty and 1100 part-time faculty; 140 career and technical programs; Collective Bargaining Units: AAUP (faculty), AFSCME (staff), SEIU (staff); League for Innovation Board Member and Achieving the Dream Leader College; Total budget \$270MM funded by tuition and fees, state allocations, and local tax levies.

General Responsibilities: Reported to the Provost/Executive Vice President of Academic & Student Affairs and served as a member of the President's Cabinet. Administrative/District-wide and fiscal oversight over the **largest distance learning operation in Northeast Ohio, and second largest program in the State of Ohio**. Responsible for strategic vision and direction for e-learning across all campuses and extension sites, including distance learning delivery modes.

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Collaboratively leads online and hybrid program development, faculty training and professional development, online student support services, and emerging technology initiatives.

Accomplishments:

- **Increased distance learning enrollment to 23,651 headcount (students) and representing 31.2% of all credit courses at the College (FY11).**
- Obtained **College's first accreditation approval to offer fully online degrees** (North Central Association/Higher Learning Commission).
- Co-authored, secured, and led **\$2MM, five-year Title III grant** to enhance distance learning; Co-principle investigator, Project Director, and chair of nine-committee Title III grant process.
- Executive Champion of **Academic Quality Improvement Program (AQIP) Category One** (Helping Students Learn) System Portfolio.
- Spearheaded College-wide Distance Learning **Strategic Planning Process** with over 40+ active members and eight sub-committees.
- Strengthened the College's e-Student Services through college-wide collaboration and partnership in several areas (most notably **Student Affairs**) including **online tutoring, e-advising, new student orientation**, and the college portal.
- Principle investigator of **\$80K social media grant** from the League for Innovation in the Community College to explore the impact of social media technologies on student success and engagement.
- Principle investigator of **\$25K AT&T innovative grant to develop mobile text-notification system** in Blackboard.
- Liaison between College and Ohio Board of Regents (OBOR) on distance learning issues.
- **Executive Sponsor of textbook affordability** initiatives.
- Championed the establishment of a quality assurance framework, Quality Matters™.
- Redesigned Office of Distance Learning to expand to Office of eLearning & Innovation via departmental re-structuring.
- Selected to represent Cuyahoga Community College on five-person administration team during the **Tri-C/AAUP collective bargaining negotiations** in Summer 2010.
- Piloted and successfully implemented new delivery modality, hybrid learning, which has become the College's fastest growing form of distance learning.
- Implemented successful retention strategies to promote student success in distance learning, particularly online learning courses and programs.
- Collaborated on and secured funding for emerging academic technology initiatives including online secured testing, e-portfolios, experiential virtual environments, mobile learning, and synchronous virtual learning.

Director of Technology-Assisted Learning, April 2001 – February 2006

MARIST COLLEGE, School of Graduate and Continuing Education, Poughkeepsie, NY

Institutional Profile: A private, bachelor and master's degree granting 4-year residential liberal arts college with 210 acres along the eastern and western shores of the Hudson River; Main Campus (Poughkeepsie, NY), 2 extension sites (Fishkill, NY and Goshen, NY), and a Branch

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Campus in Florence, Italy; 6,365 total students (4,787 traditional undergraduates, 543 adult continuing education students, and 799 full- and part-time graduate students); 232 full-time faculty and 350 adjuncts; Total operating budget \$160MM.

General Responsibilities: Responsible for all aspects of program/curriculum development, marketing, implementation, and assessment of undergraduate online learning (credit and non-credit), and technology training programs for the School of Graduate and Continuing Education. Additionally, charged with supporting student services and marketing for online graduate programs.

Accomplishments:

- Established eLearning community designed to augment Marist educational experience for virtual learners.
- Designed and implemented **mandatory synchronous online student orientation**.
- Collaboratively led project to train faculty how to develop and teach online courses.
- Co-authored virtual teams grant for the Sloan Foundation, which was awarded to Marist.
- Administered and led development of *eCourses*, consisting of credit bearing core and elective courses offered in an online format.
- Implemented **pedagogical-based faculty development program** for full and part-time faculty teaching online and hybrid courses.
- Re-designed School of Graduate and Continuing Education website, resulting in a **national award** (conferred the Silver Award in the "Electronic Marketing & Communications" category from the University Continuing Education Association (UCEA)).
- Developed and maintained training contracts with area firms, while facilitating local and national business partnerships to enhance program offerings.
- Established online faculty forum for full- and part-time faculty teaching in OLC program.
- Involved in implementation of innovative technical training strategies to drive business growth.
- Oversaw Emerging Technologies Online program and Information Technology Certificate
- Led development, marketing, implementation, delivery, and evaluation of all online courses.
- Oversaw marketing and recruitment activities for technology training programs.
- Managed three off-site technology training labs.

Director of Curriculum, June 2000 – March 2001

THE BEACON INSTITUTE FOR LEARNING, Plantation, FL

Responsible for all aspects of curriculum development, implementation, and assessment of technical training and certification programs to **20+ Universities and Schools**, including Duke University, Villanova University, Rutgers University, University of Notre Dame, University of Wisconsin at Milwaukee, and Broward Community College.

- Delivered nationwide online educational training sessions.
- Established and **managed a 300% increase in web-based curriculum program offerings within 6 months**.
- Developed and launched an enhanced “Web Commerce Professional” certification program.
- Responsible for **program review** for all programs.

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- **Implemented new streaming video-based online learning offerings**, which became the central feature in our digital library.
- Streamlined communications by developing a secured, web-enabled document resource center.
- Accountable for ongoing industry analysis to identify critical trends in academia and technical training environments.
- Developed policies and procedures to support the professional delivery of high-quality technical training programs.
- Established working relationships with several courseware and distance-learning vendors.

Manager, Research & Development, September 1999 – June 2000

COMPUSA, INC., Dallas, TX (Overall service from 1997 –2000)

Responsible for the identification and development of new business opportunities for Technology Training.

- Initiated and led Technology Training's first formal RFP (Request for Proposal) process for an online learning provider.
- Developed and implemented enhancements to the training website, resulting in a **70K increase in sales within 1 week**, and a short-term **projected impact in excess of \$3.5MM**.
- Identified intermediate and long-term strategic market opportunities for training.
- Researched prospective web-based training/distance learning opportunities.
- Provided consultation to the Vice President of e-Commerce for the development of a new web strategy.

Project Manager, December 1998 – September 1999

COMPUSA, INC., Dallas, TX

Responsible for management of sales, operations, and support for **\$18MM** national training account. Duties included contract negotiations, financial analysis of P&L, and staff projections necessary to regulate expenses and maximize profitability.

TEACHING EXPERIENCE

Adjunct Faculty, January 2002 – January 2016

MARIST COLLEGE, Poughkeepsie, NY

- Developed and taught undergraduate online, hybrid, and classroom-based courses to traditional and adult learners in Communications, Technology Education, Computer & Information Literacy, Psychology, and Integrative Studies.
- Developed graduate level technology education curriculum, *Knowledge Base for Expert Teaching in the Technologically Linked Classroom*, as part of a K-12 teaching initiative.

Adjunct Faculty, September 2009 – May 2011

CUYAHOGA COMMUNITY COLLEGE, Cleveland, OH

Developed and taught undergraduate online and hybrid Psychology courses to traditional and adult learners.

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Instructor, March 1997 – September 1999

COMPUSA, INC., White Plains, NY

Provided instruction to over 2000 students for the Social Security Administration sector of the US Government as well as numerous corporate clients on various software application programs.

HONORS, BOARD MEMBERSHIPS & PROFESSIONAL AFFILIATIONS

- American Association of University Women (National & Minnesota), Member, 2015 – Present; Board of Directors, 2016 – Present
- Humanists of Minnesota, Member, 2015 – Present; Board of Directors, 2016 – Present
- The Open Door (Eagan & Apple Valley Food Pantry), Board of Directors, 2015 – Present
- Enterprising and Professional Women (EPW USA), Virtual Chapter Affiliate, 2015 – Present
- Recipient of the United States Distance Learning Association (USDLA) International Distance Learning Award for **Outstanding Leadership by an Individual** in the field of Distance Learning, 2012
- Recipient of the **Blackboard Catalyst Award for Outstanding Communication Methods**, 2012
- Adoption Network Cleveland, Member of Board of Directors, 2011 – 2013
- Ohio Learning Network e-Student Services Advisory Committee, Co-Chair, 2010 – 2011
- State of Ohio's BIG IDEA Committee, 2010
- MERLOT Virtual Environments Taskforce, 2010 – 2011
- EDUCAUSE Advisory Committee on Teaching and Learning, (Member 2009 – 2012; Chair 2012 – 2013)
- Ohio Board of Regents Educational Technology Advisory Committee, 2009 – 2011
- Marist College Graduate & Adult Education, Advisory Board Member, 2008 – 2013
- McGraw-Hill/Duskin, Academic Advisory Board Member, 2005 – 2012
- Middle States Self-Study Accreditation Committee, Computer Technology, 2001

COMMUNITY & PROFESSIONAL SERVICE

- Eagan Rotary Kick-Start (new chapter), 2015 – Present
- Higher Learning Commission (HLC) Peer Corps, Peer Reviewer, 2015 – Present
- MnSCU Technical Advisory Committee, 2015 – Present
- MnSCU Academic Affairs Council to Vice Chancellor Ron Anderson, 2015 – Present
- MnSCU Developmental Education Ad Hoc Workgroup, 2014 – Present
- MnSCU Long-Term Financial Sustainability Committee, 2015 – 2016
- MnSCU Diversity 2015-16 Work Plan, consultative member, 2015
- MnSCU Academic Affairs Council to Senior Vice Chancellor John O'Brien, 2014 – 2015
- MnSCU Luoma leadership and executive development program, Mentor, 2014-2015
- Dakota County Regional Chamber of Commerce, WomEn's Circle, 2014 – 2015
- IHCC Policy Committee, 2014 – Present
- Metro Chief Academic Officers Alliance, Member 2013 – Present (Chair 2014 – 2015)
- MnSCU Academic & Student Affairs Technology Council, 2013 – Present

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- IHCC Diversity Council, 2013 – Present
- IHCC Academic Council, 2013 – Present
- IHCC Faculty Shared Governance Council, 2013 – Present
- IHCC Institutional Effectiveness Council, Co-Chair, 2013 – Present
- YWCA Women’s Mentoring Circles, Member, 2012 – 2013
- Program Committee Member, Youth Opportunities Unlimited, 2011 – 2012
- Tri-C Technology Governance Committee (Administrative Officer), 2011 – 2013
- Tri-C TechForum Steering Committee, 2010 – 2013
- Executive Coach/Mentor, Mandel Leadership Program, 2009 – 2013
- Distance Learning Committee (Administrative Chair), 2008 – 2013
- Tri-C Intellectual Property Board, 2008 – 2013
- Information Security Policy Steering Committee, Marist College, 2005 – 2006
- TechLearn 2005 Conference, Executive Advisory Board Member, 2005 – 2006
- American Association of University Women (AAUW), 2004 – 2006
- Information Technology Advisory Committee, Marist College, 2004 – 2006
- National Association for Female Executives (NAFE), 2002 – 2004
- Affirmative Action Advisory Committee, Marist College, 2001 – 2004

EXECUTIVE LEADERSHIP & PROFESSIONAL DEVELOPMENT

Executive Leader Development Program, Class of 2015-2016
Minnesota State Colleges & Universities

Poverty Institute, June 2015
Communication Across Barriers

Gateway to the Presidency Workshop, April 2014
Association of Community College Trustees (ACCT)

Strategies for Facilitating Collaborative Decision Making, August 2012
Cuyahoga Community College, Global Issues Resource Center

Executive Leadership Institute (ELI), Class of 2011
League for Innovation in the Community College

Graduate Certificate, Instructional Design for Online Learning, March 2005
Capella University, School of Education

Graduate Certificate, Teaching Online, September 2004
Capella University, School of Education

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SELECTED PUBLICATIONS, PRESENTATIONS & INTERVIEWS

Royal, C. (2016, May). The best laid plans: Online learning, *unlearning*, and *relearning*. **Keynote presentation.** *Minnesota State Academic & Student Affairs Leadership Conference.* Normandale Community College, Bloomington, MN.

Telban, K., Maxson, V. & Royal, C. (2016, April). Learning outcomes assessment: Sustaining the gain through leadership, faculty, and process integration. *American Association of Community Colleges (AACCC) Conference.* Chicago, IL.

Royal, C., Marson, W. & Deiman-Thornton, A. (2015, October). Can LCOMs help close the Opportunity Gap? *Minnesota State Colleges & Universities Academic and Student Affairs Leadership Conference.* Brainerd, MN.

Royal, C. (2015, October). Mindfulness and meditation as tools for leadership success. *Minnesota State Colleges & Universities Academic and Student Affairs Leadership Conference.* Brainerd, MN.

Royal, C., Marson, W., & DeDeyn, K. (2015, March). Evaluating program health to create a pathway for continuous improvement. *HLC Conference.* Chicago, IL.

Royal, C. (2015, March). Empowering women for success in work and life. *Diverse Perspectives: International Women's Day Celebration.* Student-led event. Inver Hills Community College: Inver Grove Heights, MN.

Royal, C. & Sevick, G. (2015, January). Just take a moment to...pause! Strengthen professional performance, personal relationships and self through meditation. *Power in Diversity Leadership Conference.* St. Cloud State University, St. Cloud, MN.

Royal, C. (2015, January). Disrupting ourselves: Learning, *unlearning*, and *relearning*. **Keynote presentation.** *January Convocation and In-service.* Chippewa Valley Technical College, Eau Claire, WI.

Hollands, F. M. & Tirthali, D. (2014, May). MOOCs: Expectations and reality. *Center for Benefit-Cost Studies of Education. Teachers College, Columbia University.* **Interviewee Participant.**

Royal, C. (2014, February). The future of elearning in higher education: Shifts, trends, the expected, and the unexpected. **General Session Speaker/Keynote presentation.** *Instructional Technology Council's eLearning 2014 Conference.* Orlando, FL.

Janz, K. & Royal, C. (2013, October). Understanding and cultivating the CIO/CAO relationship. *EDUCAUSE 2013.* Virtual presentation.

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Swett, D. & Royal, C. (2012, June 13). The Future of Community Colleges: Focusing on Skills Training, Transfer Support & Workforce Development in Today's Economy. *Innovative Educators Webinar*.

Royal, C. & Swett, D. (2012, May 30). The Completion Agenda: Engaging, Retaining, & Graduating Community College Students. *Innovative Educators Webinar*.

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PROFESSIONAL REFERENCES

Reference List: Current Institution (Inver Hills Community College)

Current Supervisor:

Tim Wynes, J.D.
College President
Inver Hills Community College & Dakota County Technical College
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Relationship: President Wynes is the College President. He has been my direct supervisor since I started at Inver Hills Community College in June 2013.

Current Direct Report:

Ann Deiman-Thornton
Dean of Liberal Arts
Inver Hills Community College
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Relationship: Ann Deiman-Thornton worked for me in various dean roles since Fall 2013 at Inver Hills Community College. She is currently one of my direct reports.

Reference List: Former Institution (Cuyahoga Community College)

College President:

Dr. Jerry Sue Thornton
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Cuyahoga Community College
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Relationship: Dr. Thornton was the President of my former institution, Cuyahoga Community College, from 2006 to 2013.

Supervisor:

Dr. Jacquelyn Joseph-Silverstein
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Relationship: Dr. Joseph-Silverstein is the former Executive Vice President of Academic & Student Affairs at Cuyahoga Community College (Tri-C). She was my direct supervisor from 2/2006 to 8/2011. She supervised me during 5.5 of my 7 years at Tri-C.

Former Direct Report:

Dr. Gillian McKnight-Tutein
Vice President, Academic and Student Affairs
Front Range Community College
gillian.mcknight-tutein@frontrange.edu

Relationship: Dr. McKnight-Tutein was the Director of Innovative Learning Design & Quality and was one of my direct reports at Cuyahoga Community College.

Reference List: Minnesota State Colleges & Universities system

Colleague:

Dr. Virginia (Ginny) Arthur
President
Metropolitan State University
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Relationship: Dr. Arthur and I have worked together as colleagues in the Minnesota State Colleges & Universities system since 2013. Metropolitan State University is the public university in the Twin Cities metro, and we have several partnerships between Inver Hills Community College and Metropolitan State University. Dr. Arthur and I served on the Metro CAO Alliance together, when she was a provost.