

# NOMINATION SIGNATURE PAGE

## 2023 Virginia Outstanding Faculty Awards

Nominations **must** include this as the cover page of the nomination package PDF submission

Name of Applicant:	Dr. Christine Pegoraro Schull
Institution:	Northern Virginia Community College
Category (choose only one): <ul style="list-style-type: none"><li>• Baccalaureate Institution</li><li>• Masters/Comprehensive Institution</li><li>• Research/Doctoral Institution</li><li>• Two-Year Institution</li><li>• Rising Star</li></ul>	Two-Year Institution
Signature of President or Chief Academic Officer:	<i>Eun-Woo Chang</i>
Printed Name of President or Chief Academic Officer:	Dr. Eun-Woo Chang
E-mail address of President or Chief Academic Officer:	echang@nvcc.edu
Telephone number of President or Chief Academic Officer:	703-303-3087

## **NORTHERN VIRGINIA COMMUNITY COLLEGE**

### **MISSION STATEMENT**

#### **Mission**

With commitment to the principles of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class, in-person and online postsecondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and a globally competitive workforce.

#### **Vision**

To be a learning-centered organization that promotes student success.

## **SUMMARY OF ACCOMPLISHMENTS**

Christine Schull, who has taught over 4770 students at NOVA since 2006, has been educating students for more than 25 years. She began working in early learning as an undergraduate, working in various settings with infants, toddlers, preschoolers, school age children and adults with developmental disabilities. Prior to transitioning into higher education, she was an elementary school teacher and a research fellow. Schull has continuously been advocating for her students and her students' students. Her work ethic demonstrates her commitment to bringing about equity in the field of early childhood development. Her publications illuminate the importance that early education and intervention plays in childhood formation. Schull is a fierce advocate for early childhood education and has served in numerous capacities to advance its role through public discourse.

Schull is not only knowledgeable in her field but charismatic in the way she educates the whole student. Schull understands that she is modeling teaching to childhood educators and that her pedagogical approaches will not only impact her college students but the students whom they teach. Schull's students are often women, mature learners, and from minoritized backgrounds. She acknowledges the varied experiences they bring to the classroom and ensures her educational approach validates them as an individual and affirms that their future career choice is an integral part of our society and should be treated as such. When students leave Schull's classroom, they know they will be successful both professionally and personally.

### **Teaching**

- Schull encourages active and cooperative learning in her courses, which will mimic what her students do when they are educators. In small groups, students talked about the stress that children exhibited in Fall 2021 and shared ideas for mitigating the stress by modifying room arrangements and routines, and problem-solving together. To prompt student engagement on Zoom, her classes include quick video clips, breakout room activities, and even at-home activities for adult students to do with their child students.
- Schull is regularly taking course work and making it applicable to early childhood work. For example, students are required to develop materials (classroom floor plans, lesson plans, individual observation plans) they will use in early learning settings with consideration to how these materials or developing skills are associated with established Early Childhood standards. Through this connection, students think critically about why they are doing something and how it is impactful for children or for themselves.
- Considering students' feedback, Schull continually reevaluates her assignments, educational materials, activities, and instructional methods. She examines trends on assignments to determine how she can more effectively prepare students for weightier assignments. By focusing on the mastery of learning, Schull provides additional opportunities for students to demonstrate their knowledge, especially when the material is critical to their career development in the field. For example, in summer 2021, she added a podcast on how to write objectives and assessments in lesson plans. She has recently added a module on finding diverse children's books. When Schull's student feedback on an assignment illuminated that it had too many components, she changed the scope of the assignment, while keeping the objective of the assignment the same.
- Knowing that her students may be overwhelmed by large projects, Schull parcels out pieces of assignments, such as asking students to first submit their objective and assessment ideas for feedback before turning in an entire lesson plan for a grade.
- Schull's Canvas sites are often held as an example to other faculty. She provides clear content and organization, including: weekly modules and pages with all lecture guides, assignments, relevant articles and external links, and other materials that correspond to the

week, virtual activities that mimic in-class assignments for students not in attendance or who may need more practice, as well as all important due dates and assignments.

- Understanding the barriers to attendance for her students, Schull has added podcasts on major themes to all courses, so that if students cannot attend class, or they wish to review, they have access to concepts and will not fall behind.
- To Schull, it is important that students understand not just the assignment in front of them or the learning outcomes of course that they are enrolled in, but that their career centers on mastery of these assignments and outcomes. She regularly asks students to explore external standards, including: Virginia's Early Learning Development Standards; Virginia's Professional Competencies for Early Learning; Virginia's Early Childhood Career Pathway; Virginia Department of Social Services Licensure Requirements; NAEYC standards for early learning programs; NAEYC standards for Associate degree programs in early childhood. She reminds students that for licensure and accreditation, they need to be familiar with these standards. Schull is not just educating students in a class but preparing them for employment in their post-graduate years.
- Schull also teaches classes at University of Maryland in the Family Science department, giving her the opportunity to both educate and learn from graduate students in fields across public health and human services. She has taught Children in Families and Violence in Families since 2003. Because of depth of understanding of policy, Schull was recently recruited to teach Family Health Policy, a doctoral class which prepares students for their policy-focused exercise on their comprehensive exam.

### **Discovery**

- Since the field of early childhood is regularly evolving, Schull makes sure to stay abreast of changes. Her involvement with the following organizations demonstrates her commitment as an educator to provide her students with the most up-to-date information. She has presented at the following national and state conferences: Association for Literacy Education and Research; National Association for Education of Young Children (NAEYC); Virginia Association for Education of Young Children; Society for Research in Child Development; National Council on Family Relations; National Association of Early Childhood Teacher Educators; Virginia Association of Early Childhood Teacher Educators; Virginia Association for Teachers of Family and Consumer Sciences; Virginia Head Start Association; Virginia Cross Sector Professional Development [in early learning]
- Schull's 2022 conference presentations include:
  - La Croix, L., Miller, S. & Schull, C. (November 2022). Building Community Knowledge with an Emergent Literacy OER Text. Paper presentation at National Association of Early Childhood Teacher Educators Annual Meeting.
  - La Croix, L., Miller, S., Schull, C., Kidd, J., & Austin, K. (November 2022). Seeking Readers' Voices: Examining Faculty and Student Experiences Using an Open Educational Resource on Emergent Literacy. Paper presentation at Association for Literacy Education Research Annual Meeting
  - Gregory, K., Schull, C., & Austin, K. (October 2022) From Certificate to Degree: Early Childhood Education in Virginia. Presentation at Virginia Head Start Association Annual Conference.
  - Schull, C. & Wilson, K. (July 2022) Career Planning for the Early Childhood Workforce. Presentation at Virginia Association for Teachers of Family and Consumer Sciences Annual Conference.
- Schull regularly reads about new pedagogical techniques and incorporates these strategies into her courses. The research suggests that all students, and millennials, in particular, can pay attention more easily with interspersed video clips, so Schull makes sure to incorporate videos into her classroom environment.

- Since early childhood is often in the media and politics, Schull follows known social media entities and suggests her students do the same. She incorporates the knowledge of current trends in her courses; in the election year of Fall 2021, there were many early childhood policy initiatives underway, which Schull tracked and reported to her students.
- Schull has been trained in Early Childhood quality indicators such as the Classroom Assessment Scoring System (CLASS)
- Schull enjoys collaborative research and has published several times:
  - A National Academy of Medicine Position Paper: "Connecting stakeholders to bridge the divide: Upskilling Virginia's early childhood educators."
  - Through a grant, coauthored an OER textbook with colleagues from SWCC, GMU, and Longwood: *Early Childhood Literacy: Engaging and Empowering Emergent Readers and Writers: Birth-Age 5*.
  - Lead on Language and Literacy area for the Virginia Early Learning Development Standards: *Communication, Language and Literacy Development Area*.

### Knowledge Integration

- Understanding the salary outcomes for her students who will be in the early childhood field, Schull ensures that textbook affordability is a priority for the Early Childhood Development discipline, which she chairs.
  - She regularly employs OER books for her courses and encourages her adjunct faculty to utilize OER sources for their courses as well.
  - When an OER book wasn't available on literacy, Schull worked with colleagues to write and publish an OER textbook, providing wide access to the material.
  - In 2019, Schull was the principal investigator in a nearly \$30,000 *Open Educational Resources (OER) Course Redesign Grant*. (2019) from the Virtual Library of Virginia.
  - Upon the request of the college President, Schull led the effort to apply for FIPSE funding to develop OER for the 31-credit certificate. The collaboration included George Mason, Longwood, and Southwest Community College.
- When the pandemic struck, Schull and her faculty peers realized that many of their courses needed to be adapted to include additional changes in new regulations. Schull spear-headed changes including:
  - Early Childhood courses included changing aspects of health and safety and curricular procedures, including required components and procedures in child care centers. The addition of the new licensing requirements needed to be added to the already full student learning objectives.
  - Many CHD course assignments required students to be observers in childcare settings. With doors being shuttered to all but enrolled students and staff for longer than many institutions (because the vaccine rollout for children under 6 nearly a year after everyone else was eligible), assignments needed to be completely changed.
  - Conversations with students about burnout in the field needed to be expanded as more demands of educators were recently causing more employees to leave the field. Schull wants her students to be prepared for the stress and demands that will be required of them.
- Schull routinely reviews course activities and assignments with adjuncts and members of the CHD discipline. She mentors four dual enrollment adjuncts and visits those high schools, observing teachers, and speaking to students about career options.
- Knowing that students learn best in different modalities and that access to education is often a barrier for community college students, Schull teaches in-person, synchronous over Zoom, hy-flex/concurrent, asynchronous online, and hybrid courses. She is Quality Matters certified and has been a Quality Matters rater and mentor.

- Since the needs of CHD students and the needs of young children are intertwined, Schull utilized her experience and knowledge as a participant in Power to the Profession Initiative for NAEYC from 2017-2019 and in policy conversations with Voices for Virginia's Children, NVAEYC and others.

### **Service**

- Schull has served as Program Head for the Early Childhood Development Program at Alexandria since 2016. She led and wrote the 2017 Program review for Early Childhood.
- Schull regularly meets with students outside of office hours, believing that it is important that she checks-in with her students. She also has individual check-ins with her students for both academic advising and personal growth. One student recently confided, "I am just over all of my classes." This sincere honesty demonstrates the genuine relationship Schull builds with her students outside of the classroom. Because of her approach of working with her students, Schull currently has over 150 advisees, which far exceeds the 20-30 student requirement of NOVA faculty.
- Schull participates in SLO and NAEYC key assessment data collection, working to identify missing data and persistently remind faculty to submit their information.
- Schull is the lead for the NAEYC annual report and accreditation tasks in general. She successfully led the effort for NAEYC accreditation for Associate degree programs in Early Childhood, writing the initial report in its entirety.
- Schull's work on the NAEYC accreditation efforts, earned NOVA 's Early Childhood the Outstanding Service to Young Children Award from Northern Virginia Association for Young Children in 2018.
- Schull has been chair or co-chair of the VCCS CHD peer group since 2008.
- Schull represented NOVA and led the VCCS in an effort to create articulation/transfer for students in the AAS in Early Childhood Development. This organization took place prior to the SCHEV TransferVA initiative. As a result of this work, students can matriculate to a baccalaureate with a teaching license without credit loss at six VA institutions, including George Mason and James Madison—the two institutions that produce the greatest number of teacher educators in VA.
- Schull was the VCCS representative on an Early Childhood grant effort that included multiple VA universities and colleges, the National Black Child Development Institute and The Virginia Early Childhood Foundation.
- Schull is a vocal member of TransferVA for Early Childhood.
- Schull is the voice of Northern Virginia childcare on a weekly call with Senator Mark Warner's chief of staff and regional director.
- From 2016-2017, Schull was one of 11 Virginia professionals to work on a National Initiative through the National Academy of Medicine: Innovation to Incubation-Transforming the Workforce Birth to Eight.
- As a member of Virginia's School Readiness Committee from 2016-2020, Schull co-chaired the professional development pathways subcommittee.
- Schull is the faculty representative for Generation Hope/Family U, an organization that seeks to put forward family friendly policies at IHEs. This is a two-year project which includes team meetings and monthly coaching meetings and homework with students.
- Schull is a member of many organizations and steering committees on early childhood: George Mason's Early Childhood Advisory Committee; Virginia Head Start State Advisory Council; Fairfax Office for Children School Readiness Collaborative Council; Kids First Years Steering Committee; Arlington County Child Care Initiative Committee; Washington Area Women's Foundation Early Care Workforce Committee; Main Street Child Development Center Board of Directors; Fairfax Futures; Campagna Center Advisory Board.

## PERSONAL STATEMENT

I didn't always know that I would be a teacher. I have always had a passion for working with children, and as I stumbled through my own educational journey, I realized that the theoretical frameworks of child and human development resonated with me, eventually influencing my teaching philosophy. Piaget's Cognitive Developmental Theory, Vygotsky's Sociocultural Learning Theory, and Bronfenbrenner's Theory of Ecological Systems are concepts applicable for all ages, and they shape best educational practices. But it is even more crucial to engage in these best teaching practices when the discipline is *pedagogy*. As I teach child development and education, I am always conscious that I am teaching people to teach. It is not simply that I am sharing practices and principles, but that I must demonstrate how to teach through my own course design, curriculum, instruction, and interactions.

I have always sought to first understand the developmental stage of my students and provide opportunities for active learning as Piaget suggests. Whether I am teaching younger students or older students, they need to experience hands-on activities and the sense of discovery, as Vygotsky indicated, do so through social interactions. In my courses, I always have multiple types of activities so that students can construct their learning in different ways. Group and paired interactions are key to the learning process, and these approaches are incorporated into assignment design but also course interactions. I include reflections, tests, discussions, observations, and application papers to calculate overall course grades. I always choose several assignments that students can submit multiple times, each time receiving feedback to master the objective of the task. Even within an assignment, there are multiple ways to construct one's learning, and I am regularly adapting what I learn from my research on developmental learning to help prepare future educators. In this way, every student has access to a mechanism of learning that works well for their own personal constructivist journey. In providing opportunities for personalized learning and demonstration of knowledge, I allow my students to experience success which builds their self-efficacy and strengthens their commitment to higher education.

When I initially wanted to work in mental health with children and families, I did not believe that I was smart enough for graduate school, and I felt lost. A professor at Michigan State University encouraged me to pursue child development, and he offered to serve as my mentor for graduate school. He also pointed out the importance of having Latinx teachers as role models for children. When I was fortunate to attain an assistantship in residence life, the removal of the financial obstacle of graduate school opened the door for me to pursue my master's degree in Child Development, along with a teacher licensure. As I taught first grade I often thought, there is *nothing* that will ever be better than seeing a little face light up from a sense of wonder. But I also knew that teaching teachers would have a much greater impact on the world, and my mentor's voice was in the back of my head, encouraging me to pursue a doctorate. I decided to finish my educational journey and then determine if I wanted to return to the early childhood classroom or train others for the classroom.

Ultimately, it was my dissertation advisor who affirmed that I would have the broadest impact on children by working with the adults who work with them. She taught me that policies determine the practices we adopt, and this subsequently impacts families in meaningful ways. From her, I learned that I could be a voice for teachers, parents, and young children by working in higher education. For that reason, I have maintained constant and active community participation in professional organizations to stay abreast of local and regional needs. Early Childhood is not

just a content area or a degree program. It is a wider community filled with practicing professionals who are striving to do what they can for the good of young children.

It was a difficult decision for me to not return to the early childhood classroom, as I finished my doctorate, so I knew I would be best suited for positions at teaching-centered institutions. Within my first year at NOVA, I knew that I would stay here. I wanted to work with students who were navigating obstacles, both personal and academic. My own undergraduate journey had been very difficult, and I was able to move forward only because of my relationships with faculty; I wanted to be that mentor for students. I had financial barriers, and I knew I could look my students in the eye and tell them that I also worked full-time and went to school. I could tell them that I failed a class because paying my way through school was difficult, and I could not always manage my competing demands. I could tell them that I did not always bring my best self to a given course or semester; and that sometimes I did not know where to start. I could tell them that I am a first generation American and that my natal language is not English. I could tell them I did not think I could do it. And I also could tell them to keep going, just like I did.

Like Bronfenbrenner, I believe that context matters. It is not only where the conversation is taking place; it is what the conversation is about and how it is understood. Learning can only occur if we know what learners already know, what they want to learn, and understand the environment that provides each student with values and experiences. For adult students, I need to understand their own broad contexts as they come with a diversity of experiences. Most of my students are Black and Brown women. They are often non-native speakers of English. The majority are already parents, and almost all of them are working for very low wages.

Many of my students enter NOVA in pursuit of a class or two in order to acquire training hours that they can put toward an external credential or to pursue a 16-credit career studies certificate. They often do not have the confidence to believe that they will earn an associate degree or subsequently a baccalaureate degree. I find it vitally important that I help provide them with resources as my mentors did for me. I share scholarship opportunities with them, advocate at the state-level for seamless university transfer pathways so students do not lose time or credits, encourage them to pay attention to proposed policy changes, and connect them with professional organizations who can help them formulate their own educational philosophies. My goal is for my students to gain confidence and knowledge and to connect the classroom to the direct application to the professional world. When they are doing research, I frame the idea of paraphrasing as having multiple ways to convey information—a vital skill in working with children and families and using peer-reviewed sources to help them to seek out helpful information when they run into a difficult issue in helping support a child or family.

I have loved the variety of experiences I have had in early childhood education. I taught elementary, parent education, undergraduate and graduate, Spanish immersion, and in-patient psychiatric care settings. My experience in research and publishing (peer reviewed publications, trade publications, a published textbook, Virginia policies and standards) all inform what I do in the classroom. Yet, at the end of the day, I firmly come back to knowing that what matters most is the relationships I build with my colleagues and students. My connection to my students, not only impacts their lives, but that of their families, and the families and children they will touch. I take this responsibility seriously and am humbled by the privilege I have by doing this work.



## **ABBREVIATED CURRICULUM VITA**

### **CHRISTINE PEGORRARO SCHULL**

#### **EDUCATION**

Ph.D. Family Studies, University of Maryland, College Park, MD, August 2006

M.A. Child Development, Michigan State University, East Lansing, MI, August 1999

B.A. in Spanish Literature, Michigan State University, East Lansing, MI, August 1993

#### **EXPERIENCE**

##### **Professor 2006-present**

##### **Program Head 2016-present**

Northern Virginia Community College, Alexandria Campus

Department of Early Childhood Development

##### **Senior Lecturer 2003-present**

University of Maryland

Department of Family Studies

##### **First Grade Teacher 1997-2003**

Fairfax County Public Schools

Laurel Ridge Elementary School, Fairfax, Virginia (partial foreign language immersion: Spanish)

#### **EXTERNAL FUNDING**

- *Open Educational Resources (OER) Course Redesign Grant.* (2019). Virtual Library of Virginia. Principal Investigator: Christine Pegorraro Schull (\$29,901)
- *NAEYC Early Childhood Associate Degree Accreditation Kellogg Scholarship to NOVA AAS Program.* (2016). National Association for Education of Young Children. Primary Author: Christine Pegorraro Schull (\$1995)
- *NAEYC Early Childhood Associate Degree Accreditation Site Visit Funding Award to NOVA AAS Program.* (2016). Virginia Early Childhood Foundation. Project Lead: Christine Pegorraro Schull (\$6035)
- *Family and Human Services Certificate Development.* (2009). Virginia Community College System Professional Development Grant. Primary Author: Christine Pegorraro Schull (\$2500)
- *Building Blocks for a Common Degree-Alignment Project.* (2008) Virginia Community College System Professional Development Grant. Primary Author: Christine Pegorraro Schull (\$2500)
- *School readiness: Impacting child well-being for rural low-income families.* (2005). Rural Poverty Research Institute. Principal Investigator: Christine Pegorraro Schull. (\$20,000)

#### **PUBLICATIONS**

- Schull, C., La Croix, L., Miller, S., Austin, K., Kidd, J., (2021). *Early Childhood Literacy: Engaging and Empowering Emergent Readers and Writers: Birth-Age 5.* OER Commons. <https://viva.pressbooks.pub/earlychildhoodliteracy/>
- Schull, C. P., Coogle, C., La Croix, L., Williams, M. (2020). *Communication, Language and Literacy Development Area*, In Virginia's Unified Early Learning and Development Standards for All Children Ages Birth – 5. Communication, Language and Literacy Development.

- Glazer, K., S. Miller, C. Schull, M. Ginsberg, H. Coy, and B. Hamre. 2017. Connecting stakeholders to bridge the divide: Upskilling Virginia's early childhood educators. NAM Perspectives. National Academy of Medicine, Washington, DC. <https://nam.edu/connecting-stakeholders-to-bridge-the-divide>
- Schull, C. P., & Anderson, E. A. (2008). The effect of home visiting and home safety on children's school readiness. *European Early Childhood Research Journal*. 16(3), 313-324.
- Liechty, J., Liao, M., & Schull, C. P. (2009). Facilitating dissertation completion and success among doctoral students in social work. *Journal for Social Work Education*. 45(3), 481-497.

## **PROFESSIONAL SERVICE**

- 2022-present Campagna Center Advisory Board
- 2021-present Fairfax Futures Advisory Board
- 2020-present Main Street Child Development Center Board of Directors
- 2016-present Virginia Higher Education Articulation Workgroup
- 2016-present Fairfax Office for Children School Readiness Collaborative Council
- 2016-present George Mason University College of Education and Human Development Advisory
- 2016-2021 Virginia School Readiness Committee Appointee and Subcommittee Co-Chair
- 2017-present Washington Area Women's Foundation Early Childhood Higher Education Work Group
- 2016-2017 Northern Virginia Community College Early Childhood Program Review Chair
- 2015-present Northern Virginia Community College NAEYC Accreditation Chair
- 2015-2017 National Academy of Medicine: Birth to Age Eight Core Team Member (Virginia)
- 2008-present Virginia Community College System Early Childhood Peer Group Co-Chair/Chair

## **UPCOMING PRESENTATIONS**

- La Croix, L., Miller, S. & Schull, C. (November 2022). Building Community Knowledge with an Emergent Literacy OER Text. Paper presentation at National Association of Early Childhood Teacher Educators Annual Meeting.
- La Croix, L., Miller, S., Schull, C., Kidd, J., & Austin, K. (November 2022). Seeking Readers' Voices: Examining Faculty and Student Experiences Using an Open Educational Resource on Emergent Literacy. Paper presentation at Association for Literacy Education Research Annual Meeting.
- Gregory, K., Schull, C., & Austin, K. (October 2022). From Certificate to Degree: Early Childhood Education in Virginia. Presentation at Virginia Head Start Association Annual Conference.

## **HONORS AND AWARDS**

- Outstanding Service to Young Children. Northern Virginia Association for Young Children, award to NOVA Early Childhood Program, 2018 (Group Award)
- Teaching Faculty Reward and Recognition Award. NOVA, 2018
- NVCC Alumni Federation Faculty of the Year Award Nomination, NOVA, 2011.
- Teaching Excellence Award, NOVA, Manassas, 2010
- Distinguished Teaching Assistant Award, Center for Teaching Excellence, University of Maryland, College Park, 2005
- Jean Netherington Award of Excellence for Outstanding Service, NOVA, Alexandria. 2022

## **LETTERS OF SUPPORT (EXCERPTED)**

### **Dr. Anne Kress, President, Northern Virginia Community College (NOVA)**

“Dr. Christine Schull embodies the tenants of a truly outstanding faculty member. She is an engaging and expert Early Childhood Development professor, teaching diverse and mature students in myriad modalities to ensure her students gain the skill sets they need to become educators. Dr. Schull is an amazing ambassador for NOVA, serving on local early childhood advisory boards, chairing her VCCS peer group, and speaking weekly to Senator Warner’s staff on behalf of the Northern Virginia early childhood community. While the mission of community colleges focuses on teaching and skilling the workforce, Dr. Schull’s publication and presentation record demonstrates her understanding that through research in learning methods and pedagogy, she herself becomes a stronger professor. She is quick to adapt to best practices, which became even more evident during the pandemic, as she was teaching a group of essential workers who experienced high levels of COVID-19 and burn-out. Her advocacy for children and the early childhood workforce is enhanced through her understanding of policy and standards. Christine’s teaching impacts her students and families and her students’ students and families, and she is building an essential pillar of our society: early childhood educators.”

### **Dr. Jimmie McClellan, Dean of Education and Social Sciences, NOVA**

“Any institution of higher learning would be fortunate to attract and retain faculty possessing a majority of these traits: an inspiring presence in the classroom, a superior knowledge of the teaching field, a forward-looking eye for trends in the teaching discipline, an awareness of the evolving vocational, social, and political attitudes affecting the future of students, leadership traits that encourage her peers to do greater things, a natural and genuine rapport with students and colleagues, energy, enthusiasm, and integrity. NOVA is extraordinarily fortunate in that we have attracted and retained Dr. Christine Schull, who possesses not simply many of these traits, but the entirety of them.”

### **Nicole Munday, Interim Associate Dean, Social Sciences, NOVA**

“She is one of the most active, engaged, and productive educators I have encountered in my work in higher education.... Christine’s work is completed with excellence. She has such a well-developed sense of audience awareness and a deep empathy for her colleagues that she often anticipates questions and provides me with the background information I need to fulfill my job as an administrator, even before I ask for assistance. I can see how these skills transfer beautifully to the classroom, and it is easy to see why students love learning from her.”

### **Kathy Glazer, President of Virginia Early Childhood Foundation**

“[Christine] has served on the VECF-supported School Readiness Committee...ensuring the perspective and commitment of NOVA and its peer colleges is at the table for state-level discussion of effective policies and investment.... She has been a guiding voice for the Early Childhood Peer Group of the VCCS, aligning to support state level efforts and directions including agreement across Virginia’s community colleges to common coursework.... She has participated in focused task force activity to re-imagine career and education pathways for early childhood educators in Virginia as part of the National Academies of Sciences, Engineering, and Medicine’s effort. . . In this regard, Dr. Schull’s influence has been felt beyond Virginia’s borders to national distinction. In my role of private-sector leadership in state-level change efforts for the Commonwealth, I have had no better nor more effective partner in shaping and advocating for advances in early childhood education than Dr. Schull. Consistently and passionately, she has brought her expansive vision of early childhood education not only to the fortunate students in her courses but also to her peers and other leaders across the state.”

### **Nicole Lazarte, Former Student, NAEYC Board Member at Large & Advocacy Chair**

“Employed full time and doing night classes to further my career, I was lucky to have Dr. Schull

help guide me. Not only was she a passionate professor who met the needs of every student in the program, but she helped connect them to resources to succeed.... Dr. Schull cares about the overall wellbeing of her students. She was a great example of professionalism as a Latinx woman. Most of my peers in the program were of Latin descent and unsure of taking classes and advancing their education but seeing a professor who looked like us was motivating. Dr. Schull recognized my deep passion and connected me to opportunities. She encouraged me to share my story so that I help other children and colleagues going through similar situations. We partnered to promote Project Pathfinders for scholarships covering courses and the materials.... She helped connect me to NVAEYC. Although she is not my professor anymore...I still find myself reaching out to her for advice. She is someone I look up to and strive to be like.”

**Rokeya K. Mustafa, Former Student, NOVA**

“As her student, I considered quitting my program on multiple occasions when overwhelmed with assignments on top of my normal work obligations. But Dr. Schull responded to this by patiently sitting down with me and taking the extra time to coach me. Without her time and spirited encouragement, I would have been lost and unable to graduate. Instead I overcame these obstacles to complete an associate degree, none of which would have been possible without Dr. Schull's devotion...I have no doubt that she will continue to shape the lives of future students in a way that befits a scholar, teacher, and mentor of only the highest caliber.”

**Michelle Capozzoli, Assistant Professor of Teacher Education, NOVA**

“Dr. Schull reached out and made sure I was taken care of at the campus. She ensured I had what I needed in my classroom and went above and beyond to make me feel welcome. Her kindness and support made a huge difference to me as I re-entered the workforce as a mother. ... She and I have collaborated many times to support students, by whom she is very well-respected. Dr. Schull inspires her team with the outreach work she does in the community—most recently, with the Generation Hope Scholar Program for students who are teen parents.”

**Ginny Holloway, Early Childhood Faculty, NOVA**

“Christine has developed several student cohorts in the last few years by actively engaging with leaders at local schools. In addition to bringing these students in to improve quality childcare, she has increased enrollment and completion numbers.... She has worked on initiatives and public policy at all levels and is considered very knowledgeable and a ‘go-to’ person for information about early childhood issues. She works with early childhood agencies and schools to promote quality early childhood education and practices. I can’t imagine having a better colleague than Christine who has supported and nurtured me in my work at NOVA.”

**Karen K. Sheble, Professor Emerita, Teacher Education NOVA**

“I have witnessed firsthand Dr. Schull’s caring and helpful methods of advising. She always has the students’ best interests at heart and guides them to make wise and appropriate decisions as they travel their academic paths at NOVA.... Throughout the 15 years I have known Dr. Schull, she has continually championed programs that support, encourage, and facilitate the training of our NOVA students to eventually become preschool and public-school teachers. This is such a critically needed area in Northern Virginia as well as all over the United States. Thanks to dedicated professors like Dr. Schull, our pool of teachers will hopefully grow and flourish.”

**Sara Miller, Associate Professor and Program Coordinator, Longwood University**

“Dr. Schull is tirelessly committed to the field of early childhood education...an active participant in the Articulation State Workgroup, which redesigned the AAS in Early Childhood Development so it would transfer to four-year institutions. Because of this work, early childhood educators who earn an AAS in ECD can now advance to earn a bachelor’s degree in education at many universities throughout Virginia.... She is passionate about removing barriers to education for those in the early childhood field and has made an indelible impact on countless lives.”