

Modelos de carta de recomendación para el FRN

Dear Evaluating Committee of the
Faculty Resource Network

It gives me great pleasure to write this letter in strong support of professor _____ who is interested in participating in the seminar _____.

I have known professor _____ for the past ____ years. She/he is an excellent Math professor with a strong commitment to undergraduate education and research. Besides participating in the academic senate and coordinating various capacity building initiatives in our campus, Dr. _____ has been a strong supporter and advocate for interdisciplinary approaches to education. She/he is also an advocate of integrating research into undergraduate education and her/his courses often include research projects or community engagement.

I am certain that professor _____ participation in this seminar will benefit the institution in a number of ways. First of all, it will impact her teaching, enabling her to become a better communicator and practitioner in teaching Math. Our University is well-known for its teacher-preparation programs. At the same time, the University is engaged in a variety of initiatives involving the use of new technologies such as incorporating moodle and developing on-line distance courses. Taking this seminar will greatly enhance her teaching potential in her/his classroom, not just as an Math professor, but as an educator of future Math teachers at our University. Participation in this seminar will also impact her mentoring as it will enable her to help students and professors engage in projects that incorporate online technologies. Third, it will impact her institutional commitments as evaluator of programs and new curricula, enabling her to suggest more creative ways to integrate critical thinking strategies to courses and programs designed on-line.

I am certain our students and the institution as a whole will benefit from her participation in this seminar and I offer her my unconditional support.

Sincerely,

Dear Evaluating Comitee of the
Faculty Resource Network

I write in support of faculty _____ who is interested in
participating in the seminar _____.

I have known _____ for the past ___ years. She/he is a vastly
experienced librarian and a strong supporter of research-related activities in
our campus.

_____ has been actively developing the _____, a
resource that will no doubt benefit students and faculty at our campus, and
the general public as well.

The training _____ can receive through this seminar in archival
and special collections will also have an impact in our Institution. The
University of Puerto Rico at Cayey has strong undergraduate programs in the
humanities, particularly in the areas of music, plastic arts and theater. A
number of highly motivated, well prepared, young faculty have been
employed by the University in the last three years in these areas.

I am certain that _____ will not only benefit intellectually from
participating in this seminar, but that he will be able to apply what he learns
to the development of the _____ project and of other innovative
curricular projects developing in our institution. I offer him my unconditional
support.

Sincerely,

Dear Evaluating Comitee of the
FacultyResource Network

I write in support of professor _____ who is interested in participating in the seminar _____. Dr. _____ is a full professor at our _____ Department and is _____.

Participation in this seminar will be of particular interest to _____
_____. The seminar will also have an impact in a number of programmatic and curricular activities ___ is involved in.

I have known Dr. _____ for the past ___ years. ___ has a very hands-on pro-active and committed attitude and practice to undergraduate education at our institution. ___ has been actively engaged in a number of curricular and programmatic initiatives at our University.

Dr. _____ also directed the _____ at our University for many years and continues to be a very active participant and supporter of this Program's focus on research and interdisciplinarity. Students are active participants of the research programs and activities that the Institute of Interdisciplinary Research sponsors. Dr. _____ has shown interest in developing research skills among students of her program and we have collaborated on a number of initiatives in pursuit of this goal: summer workshops, seminars, student presentations and the creation of interdisciplinary courses.

I am certain that Dr. _____'s participation this year will greatly benefit the UPR at Cayey and I sincerely hope she is given the chance to attend this summer. The seminar will impact her teaching in the classroom, _____, and her initiatives as _____. Dr. _____ is also in a position to influence other faculty at our University who can take full advantage of the Programs the FRN has to offer. I have no doubt that her students and the institution as a whole will be well served through her participation in the FRN program this year.

Sincerely,

Dear Evaluating Committee of the
Faculty Resource Network

It gives me great pleasure to write this letter in strong support of _____ who is interested in participating in the seminar _____.

I have known _____ for the past ____ years. She/he is a critical thinker with a strong commitment to undergraduate education and research. Besides participating in the academic senate and coordinating various curricular initiatives in our campus, _____ has been a strong supporter and advocate for interdisciplinary approaches to education, particularly as they pertain to questions of gender.

Because of _____'s strong involvement with curricular activities and active participation in UPR- Cayey's curricular Renovation project, her/his professional development will not only impact these units and the visitors of the Library Center but will also have an impact upon curricular renovation initiatives going on in our campus. Lessons learned from this seminar will surely help _____ become a better evaluator of interdisciplinary curricular programs being designed at our campus, enabling her to suggest more creative ways to integrate library resources and research strategies to courses and programs.

I am certain our students and the institution as a whole will benefit from her participation in this seminar and I offer her my unconditional support.

Sincerely,

**Modelos de “cartas de intención” escritas por profesores que
han participado del FRN en años anteriores**

September 28, 2006

Faculty Resource Network
Winter 2007 Faculty Enrichment Program
New York University
194 Mercer Street, 4th floor
New York, NY
10012

OBJECT: Application for "The Puerto Rican Dilemma: National Identity within the Borders of the American Nation"

This workshop on the cultural, political, and sociological dilemmas that many Puerto Ricans face cannot come at a better time in my research and teaching career. I have been working on the notion of collective memory, and on the ways in which people collectively remember their past to define their present and look toward their collective future. I have done extensive research on cases involving colonialism and the native populations of Canada and Hawaii. More specifically, I have studied expressions of collective apology about past wrongdoings and the impacts of such apologies on cultural and social identity. In all of my case studies, my research has focused on expressions of apology offered by different levels of governments, political organizations, and religious denominations. Such issues are particularly relevant at Dillard University where I teach African American students who face these issues all the time as they reflect on the legacy of slavery and mold their identities.

Now is the time for me to expand the scope of my studies and work with a different population that is still part of the United States. It will be fascinating for me to highlight the similarities and differences of a case as unique as Puerto Rico to my previous field research. The workshop "The Puerto Rican Dilemma: National Identity within the Borders of the American Nation" is the perfect opportunity. Moreover, my interests for Latin America are not recent. I have lived with a Spanish-speaking family and studied Spanish in preparation for research on Latin American lives.

I want to thank the Faculty Resource Network at NYU for their excellent work and for the time spent considering my application,

Department of Philosophy and Religion

“The Puerto Rican Dilemma: National Identity Within the Borders of America”
Faculty Resource Network Winter Seminar 2007 Statement of Intent

For several years, I have been hoping for a Faculty Resource Network seminar focused on Puerto Rico. My interest in Puerto Rico stems from my own experience as a long-time, active member of Austin’s salsa dance and music community. However, my academic research into the cultural traditions of Puerto Rico began in the summer of 2003, with a Faculty Resource Network summer seminar, “Literature of the Americas: New Approaches,” followed by a 6-week NEH seminar, “Caribbean Theater and Cultural Performance,” led by Professor Lowell Fiet at University of Puerto Rico-Río Piedras. The following fall I taught an upper-division course in Caribbean Literature and Performance and a new sophomore core curriculum literature course I designed, “American Literature in a world context,” both informed by these opportunities. Likewise, this fall, I am teaching an upper-division Topics in World Literature course, “Mexico, Hawai’i, and Puerto Rico in Literature and Performance.” This course, also informed by Faculty Resource Network activities, brings together the literature and other expressive arts of three distinct countries with unique histories and traditions, each with a special relationship (bordering nation, state, and territory) to the U.S. I am the only faculty member at my institution who has focused study on Puerto Rico, but I have had strong institutional support in this area of research. I intend to continue to develop courses that bring Puerto Rican, Caribbean and insular cultures to our curriculum.

The courses I teach encourage students to situate multi-cultural literatures and other forms of cultural expression in a global, particularly a hemispheric, historical and political context. Trained as a medievalist with a special interest in the effects of European colonization and social roles on identity, as manifested in literature and other arts, not surprisingly, the celebration of Santiago Apóstol in the Americas—particularly the Fiesta de Loíza Aldea—holds particular interest to me. I am not sure that the most recent scholarship on this topic sufficiently recognizes the unique ethnic and historical context of the Puerto Rican festival. I continue to research and write about this cultural, historical puzzle.

I am also interested in the way that arts, languages and traditions contribute to cultural identity formation and maintenance across geographic distance and in “minority” or insular populations, including those of my own community. In June 2005, while participating in a FRN Seminar about writing, a Network colleague from Columbia married to a Nuyorican, invited me to her mother-in-law’s home in the barrio for the annual Puerto Rican Day festival. With smells of plantains and the sounds of salsa flowing in the open window, I felt myself in San Juan. The 80-year-old Señora told me that she had no reason to return to the island: her doctor, her grocer, her people are in the barrio. In Austin, the experience of Puerto Ricans (and other Latino people) differs, although Austin has a large Spanish-speaking population, and the Caribbean population is quickly growing. Here native Mexican Americans and Mexican immigrants primarily account for our Latin American culture. In the salsa community—aside from the vibrant Puerto Rican Folkloric Dance and Culture organization—Puerto Ricans have a special but sometimes conflicted place, often claimed and negotiated through their historic relationship to the music and dance all claim as “Latin.” Similarly, I am engaged in a study of the experience of our students of Spanish-speaking heritages in an historically Black institution, where they are a minority in a minority institution, located in east Austin where African American and Mexican American neighborhoods meet—not always easily—and students often find “Afro-Latino” a new concept.

Statement of Intent

Currently, I am an endowed Professor of Liberal Arts in African American Studies and English at Xavier University of Louisiana. In summer 1998, I began research on the history of the Mississippi River Parishes in Louisiana, with particular focus on Orleans, St. Charles and St. John the Baptist parish, where I live 35-miles west of New Orleans. To date scores of microfilm and original documents dating from 1712 have been reviewed in the vault room of the St. John the Baptist Parish courthouse, and the parish library. This includes marriage, birth, baptismal and death records; land and conveyance titles, and original acts. Additional research has been and continues to be conducted at the New Orleans Public Library and the Archives of the New Orleans Archdiocese. All of this work has been and continues to be directed toward writing papers on identity formation of inhabitants, particularly of African descent, who have been resettled in the Atlantic Corridor since the days of slavery. I have conducted presentations at national and regional conferences, and have had some of my work reviewed for publication.

When the United States purchased Louisiana in 1803, New Orleans and vicinity came under the newly organized Territory of Orleans and the rest of Louisiana under the authority of the Territory of Indiana. Inhabitants of the Territory of Orleans were not allowed to apply for statehood and hence were not designated as citizens of the United States until the U.S. Congress felt assured that European inhabitants in positions of power embraced being politically defined as *white*. It was debated in Congress (of which they wanted no record keeping), that a visit to Louisiana was like a visit to a foreign country because the land was occupied by "a polyglot nation of half-breeds." Hence from 1803-1812 citizens in the Territory of Orleans had to form an identity as a nation within a nation, neither being citizens of France nor citizens of the United States. Given that inhabitants in Puerto Rico continually address identity formation as a nation within a nation, I want to conduct a comparative study of identity formation relative to Territorial Louisiana (when many inhabitants were relocated to New Orleans after the Haitian Revolution in 1803, and particularly the 10,000 refugees from the Caribbean who entered New Orleans in 1809 and doubled its population). My goal is to draw from the seminar on Puerto Rican identity to add yet another dimension of comparative study in the teaching of my courses Intro to African History and Culture, Pan-Africanism, and the New Negro Movement (1920s). I also plan to write a number of articles, especially a 40-page paper on identity formation in the Atlantic Corridor for consideration as a monograph publication in Lagos, Nigeria.

COPY

STATEMENT OF INTENT: NYU NETWORK SUMMER SEMINAR APPROACHES TO CRITICAL/CREATIVE THINKING

Critical and creative thinking should be encouraged and celebrated in all. It should especially be part of every teacher's practice. On the first day of class I ask students to write their definition of teaching. Too many of them see teaching as simply the "transmission of knowledge". As a teacher of future teachers one of my responsibilities is to get students to think critically; to question what they read, what they hear, to question their own beliefs; to understand teaching as much more than the transmission of knowledge; to embrace the pleasure of a creative teaching practice. I intend to use the experience/s of the Critical Thinking seminar to "think critically" about my own teaching practice and to implement practices that promote critical and creative thinking in my students. I am interested in integrating teaching/learning experiences that help future teachers to internalize critical and creative thinking in their academic and personal lives for their own benefit and the benefit of their future students and communities. My work is primarily with future special education teachers who definitely need to be creative and use critical thinking if they are to be effective in teaching students with disabilities. Being able to determine and design appropriate modifications and accommodations to learning experiences so as to meet the special learning needs of all students requires critical and creative problem solving. Many see special education as involved in "teaching" basic skills to students with diverse learning disabilities. Others feel that special education should help learners "learn to learn". Of course, learning to learn and developing and using critical and creative thinking can best be promoted within all academic areas including those considered basic skills. I know this seminar will help me be better prepared to integrate these two apparently conflicting views of special education.

As a member of the Department of Education's Curriculum Committee I am involved in reviewing and revising foundation education courses. I am sure that the revision of these courses will benefit from my attending this seminar. Furthermore, as a member of our Department's NCATE committee, I envision using the experiences gained during to seminar to contribute to assuring that our courses and field experiences, in other words, the learning experiences that we provide our students, are experiences that help them develop critical and creative thinking abilities that manifest throughout their student life and future experiences as teachers.