



NEW YORK UNIVERSITY

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To Whom It May Concern:

I am writing this letter to nominate Professor Jerald Schutte for the CSUN Distinguished Teaching Award 2011-2012. In the Spring of 2011, I enrolled in Professor Schutte's Statistical Methods and Social Research course. As a previous student of Professor Schutte, I can state with a high degree of confidence that he is a committed professor not simply because of the technical knowledge he possesses, but also because of his ability to foster a warm and open learning environment for his student.

Although I do not wish to focus on myself in the body of this letter, I feel that it is important to provide you with some background information on my educational experiences prior to enrolling in Professor Schutte's course. In particular, I want to note that I struggled with Statistics as an undergraduate; to wit, I failed MATH 140 twice. Not surprisingly, I was quite anxious about enrolling in Professor Schutte's course as a result of my previous failings. From the outset, Professor Schutte laid these worries to rest.

He did so by creating a positive learning environment. His manner of speaking and natural ease with students contributed to this. Additionally, he helped quell my worries by instilling hope in me through his unwavering support and kind words. I do not typically establish relationships with professors; however, I felt comfortable with Professor Schutte and thus confided to him some of my personal experiences of growing up in the impoverished community of South Central Los Angeles, sharing with him my motivation to pursue an education. Professor Schutte supported my personal vision and, to this day, I remember what he told me on the last day of class: "Edwin it is an obligation for you to come back and make a change in your community."

I am nominating Professor Schutte for other reasons as well. For example, Professor Schutte is uniquely dedicated to his students. He regularly holds tutoring services for students during his office hours. As a result of these efforts, I gained the confidence and skills needed to pass his course. Aside from this and perhaps more importantly, I continue to maintain a mentor-like relationship with Professor Schutte, which continues to inspire me to pursue my educational dreams.

By being genuine, open, and empathetic toward our diverse class of students, Professor Schutte helped me feel comfortable in the classroom. In fact, these efforts fostered a sense of community. My classmates and I became a cohort of sorts; in my experience as an undergraduate student, Professor Schutte's course was one of few that provided me with this sense of belonging. In retrospect, I see that Professor Schutte's course resembles what I now encounter in the classroom as a graduate student.

In closing, I wish to note that I am now a Masters-level student at New York University. I regularly apply the skills I learned in Professor Schutte's course in my Bilingual School Counseling Program. In this sense, it is no exaggeration to state that Professor Schutte's influence continues to impact me. I wholeheartedly nominate Professor Schutte for the Distinguished Teaching Award.

Sincerely,
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