

During winter 2013 semester, I enrolled in Global Financial Reporting and Analysis course taught by Professor Sinclair. From the beginning of the course, I was encouraged by his eagerness to connect with students and provide direct feedback. An initial task was selecting an appropriate company to assess throughout the semester. Professor Sinclair provided useful guidance and immediately provoked a desire to explore the various facets of the company. Every week we received correspondence on the upcoming activities along with any follow-up from prior tasks. These were detailed, effortful messages that really supported the themes we were learning about. Within the first month of the semester, I recall concluding the emails were helpful to support the syllabus and assignments. Moreover, Professor Sinclair's passion for the topics at hand exuded week after week. I began to feel a sense of comfort and willingness for any of my questions to be answered. Once I tested this instinct, I concluded it was certainly the case. Never in my years of education did I receive such detailed, thorough responses. Any inquiry I had was addressed promptly and completely; this proved valuable in the challenging course.

As the semester progressed, I realized my determination and time commitment was also growing. The assignments became more difficult; however, I found myself willing and wanting to work harder. This was more than just a nature of my own habits but truly a result of the enthusiasm Professor Sinclair displayed. I wanted to learn more in order to gain a better understanding of the topics he spoke so effortlessly of. The course highlighted various skills from accounting to tax to finance to basic business concepts. His explanations were fluid in all of the areas, and it was very inspiring to be exposed to. He emphasized the important aspects to firmly grasp versus those which may not develop as strongly over the course of one semester. To this point, Professor Sinclair was eager to reward students with lower than desired grades. He encouraged that these grades may not be to our own standards; however, he was happy with the values as they provided an area for improvement and teaming. This was a challenging mindset for me, having had high grades historically, yet looking back, I appreciate his approach. It continually provoked my willingness to work harder than before.

Professor Sinclair displayed many admirable qualities throughout the course. He taught great lessons, both ones that were directly related to the course topic and those that extended beyond the subject at hand. His ability to elicit a desire to learn more and work harder cannot be easily duplicated. His effort and willingness to help could not be overlooked; further, as a student, you felt beyond compelled to do exactly the same. I am quite appreciative for the opportunity to have taken his course during winter 2013 along with the opportunity to reflect back on the semester so fondly now.

I had the opportunity to take Dr. Sinclair's Global Financial Reporting class back in the spring of 2013. Of the 10 classes I took while participating in UCONN's MSA program, I found his class to be the most challenging and rewarding. The course content was difficult and introduced elements of finance and valuation with which I was previously unfamiliar. Content built upon itself from week to week, so it was critical that the other students and I keep up with the readings and assignments. Dr. Sinclair gave us every opportunity to succeed with the various tools and methods he used. I feel that it was because of the ways he presented and enforced the material that, at the end of his class, I had a great sense of accomplishment and was able to succeed in his class.

As noted, course content accumulated throughout the class, culminating with a comprehensive valuation simulation project. From the first day of class, Dr. Sinclair made it clear that our learning would lead to the ability to complete this project. We began the class with some introductory readings and class discussions to establish some key points, and then we were given more detailed readings and intermediate assignments. These assignments carefully complemented parts of the project so that we would have the foundation for the project when that time came. To reiterate the importance of the content through these assignments, Dr. Sinclair not only had us complete them, but then he also divided the class into groups and had us review each other's assignments and provide feedback. The class was able to share its insights and build its collective understanding of the material. I found this part of the class enlightening, as the concepts of valuation include some subjectivity and require some professional judgment, so having more ideas and perspectives only helped to enforce the material.

Completing the activities and assignments during the course required the use of many external sources as well as the reading materials. Dr. Sinclair provided an exhaustive list of information sources and a review of some of the more commonly used and reliable sources. Such sources included company financial databases, industry analyses, central data repositories such as through the Federal Reserve Bank, and stock analyst reports. Having and understanding this data was another critical component to successful completion of the course. By briefing covering these resources, the other students and I were given a complete foundation on which to complete our assignments and construct our project.

Finally, and perhaps most importantly, Dr. Sinclair ensured our understanding and progress throughout the course by sending weekly e-mails summarizing the past week, describing the current week's material and activities, and providing brief insight into the next week's work. I thought this was incredibly useful because, for example, in weeks when we might cover numerous readings or obtain various perspectives on a specific topic, Dr. Sinclair would cover the key points and keep us from getting too far off track. I know I certainly thrive when work is organized systematically, and so I found Dr.

Sinclair's teaching activities and thorough communications to be just that. I now feel I have a healthy knowledge of global company valuation thanks to his teachings.

It is my pleasure to write this letter in support of Dr. James Sinclair's nomination for a University of Connecticut Teaching Fellow Award. I am a former graduate student who had the pleasure of taking Dr. Sinclair's Global Financial Reporting and Analysis class during the spring of 2013. His class was the most challenging and enlightening class I have had throughout my graduate, academic career. Dr. Sinclair challenged me to seek out information needed to solve real-world problems, but he did not abandon me throughout the process. He always provided prompt, insightful feedback and guidance when it was needed. However, his teaching style forced me to remove myself from my comfort zone and learn about a complex area of accounting. As a result, I learned a tremendous amount about financial valuations and related financial reporting issues.

I feel that communication is very essential to online learning, and Dr. Sinclair never faltered. He remained in constant contact with the class through email communications and always informed us of our progress and standing in the class. His remarkable efforts to remain visible through communication personalized and enhanced the delivery of the subject matter.

I have since become an adjunct faculty member at Nashville State Community College. I teach Financial Accounting Principles I and II online. I strive each day to provide students with the same level of service as I experienced in Dr. Sinclair's class.

I truly appreciate everything Dr. Sinclair did for me during my short time at the University of Connecticut. He is a valuable asset to Department of Accounting and is a role model for professors who need to energize their delivery of the accounting curriculum. While most people do not think accounting can be interesting and stimulating, it can be with the right professor. Dr. James Sinclair is the right professor.

Professor Sinclair exemplifies a passion to help other students not only with their academic success, but also for their future careers. I had the pleasure of attending Professor Sinclair's class two years ago and now I am a senior at UConn. Professor Sinclair is a patient professor who always puts his students' needs before his own. He's always willing to sit down with his students and help them understand the material, concerned for the well-being and education of his students. This professor always made a constant effort to get to know every student in his class. I appreciate professors who take the time to learn about students' hobbies and interests and also who make an effort to understand what teaching methods are most effective for a student's success. Professors like Sinclair make attending the University of Connecticut a great college experience. This professor proves that attending a large public university does not mean you are merely a number, but a unique student with your own contributions. He is a Professor that is invested in his students' success, not just in his success in teaching the class. Professor Sinclair is a great addition to the UConn faculty and a great individual who always strive to continue positive changes to our university. Professor Sinclair is most worthy of not only a nomination for this award, but to be chosen would substantiate what the award truly embodies.

It is with great pleasure that I recommend James Sinclair for the Smeal College teaching award. I believe that he will make significant teaching contributions to Smeal, because he engages students in the learning process, goes well beyond the call of duty, and truly cares about his students.

For my accounting 211 class, I was privileged to have Mr. Sinclair as a teaching assistant. In recitation, he would use current and real life examples for in class accounting activities to engage students in the learning process. To prepare for exams, Mr. Sinclair would have three-hour review sessions even though it was not required of him, while other TA's did not. He even ordered pizza to encourage more students to come and bring their friends from other accounting 211 sections. James also made it evident that his students are his priority. If ever someone did not understand the material or needed extra help preparing for the exam, Mr. Sinclair would drop what he was doing to help his student. Before having James as a TA, I never had a TA that demonstrated even one of the qualities mentioned earlier. However, Mr. Sinclair represents all three. For these reasons, and many more, I strongly recommend James Sinclair and am sure that Smeal will be more than satisfied with his performance in the classroom.

I understand that James Sinclair has been nominated for a Smeal College Teaching Award. I am very pleased to have the opportunity to write a recommendation letter of support of him achieving this high honor. I first met James fall semester, 2006, when he was the teaching assistant in my Accounting 211 class. I immediately liked him, as he was very helpful in a quite challenging class. I had section with James once a week throughout the semester, and I found him to be very approachable when I had questions on the material. Although James was assigned to our section only after our previous teaching assistant took leave, he made the transition seamlessly. James went above and beyond the requirements of his position by holding extra review sessions and even creating his own practice exams. In doing this, I know James used a lot of his own time, that other teaching assistants would have reserved for their own personal studies. This made me feel as though he was dedicated to helping any individual in our section succeed.

After completing the course, I have kept in contact with James for advice on my college career. His experiences, both academic and professional, have made him a useful resource. James continues to show his interest in my academic success by checking in with me at least once a semester. I am very glad I had the opportunity to have James as a teaching assistant and that we have been able to keep in touch. I know that James would do anything he could, even now after the course is over, to help me or any of his other students to the best of his ability.

I therefore, recommend James to you for a Smeal College Teaching Award without reservation.

I am writing on behalf of a former TA, James Sinclair, who I had during the fall semester of 2006 in the course of Accounting 211. I have recently been informed that Mr. Sinclair has been nominated for a Smeal College teaching award that “Honors an exceptional doctoral candidate who demonstrates a high degree of promise toward making significant teaching contributions in business administration.”

As most business students are aware, Accounting 211 is one of the more feared and difficult classes that a business student will complete as part of their curriculum. I had no accounting background before this class, as I never was able to take any accounting classes in high school. Mr. Sinclair acted as my TA throughout the semester as my fellow classmates and I met up with him every Friday from 8 to 9:15 AM. After finishing this class and doing my evaluation upon it, I was having a difficult time trying to understand why this course received such a bad reputation. I always attributed my success and understanding of this material to my TA. Mr. Sinclair made the information clear and easy to understand, even if the material itself was difficult. He taught on the students’ level (most of which are freshman and sophomores) and focused on information that would be relevant for our success in and out of the classroom. Also, he was extremely helpful in office hours and outside of the classroom. I visited him a number of times throughout the semester to go over problems and also for assistance with our class’ case study, which was a semester long list of scenarios in which the student had to complete an income statement, balance sheet, and statement of cash flows. Our professor encouraged us to take advantage of our teaching assistants and to visit them frequently outside of class. However, Mr. Sinclair was even more knowledgeable about the class and what we were discussing, as he was the only TA who attended the class on a regular basis. I believe he is the ideal candidate for this award because of what the teaching award encompasses. If the award is indeed trying to identify a Ph. D. student who is “Making significant teaching contributions in business administration,” as well as caring for the well-being of his or her students, Mr. Sinclair not only meets the criteria, but exceeds it with honor and integrity.

It was to no surprise when I found out that James Sinclair was up for a teaching award in the Smeal College of Business. James was my teaching assistant in accounting 211 during the fall semester of 2006. It is hard to put into words how much James helped me in that class and in things today. My accounting class was at 8 am, and it was very reassuring to see that he was there every day. There are classes that I take where the teaching assistant does not show up to class, and sometimes you feel that they are not as reliable because they did not specifically hear what the professor said in class. It was as if I had two professors in one class, which was extremely beneficial. In my recitation on Friday mornings, James thoroughly went through everything we did in class. About two weeks into the class, there would be a buzz going around class how you were lucky if you have James Sinclair as your teaching assistant. I had a friend who would come to my recitations on Friday along with her own just because she felt that James was that good at explaining the material, and she was right. Along with being a great teaching assistant, James was very helpful in me figuring out what major I chose. One day I attended his office hours for some accounting help, and he ended up talking with me past his office hours about the different careers and coursework in finance and accounting, which were the two majors I was interested in. It was clear that he was much more than a teaching assistant, he was a mentor. After my completion of accounting 211, James had told the class that his door was open to anyone at any time. It was obvious that James cared about each and every one of his students. Usually, that is where the relationship ends with most professors and their students. However, right before finals week I received an email from James wishing me luck on my finals. After a semester of little contact, to have a past teaching assistant take his time to wish me luck on finals meant a lot. This past year I took accounting 471 and 472. James has always been there if I had any questions. He told me when he would be in his office and when I could come by. He has truly helped me in more ways than I ever could imagine, and I feel that many students who had James would say the same thing. He was more than an accounting teaching assistant, he was someone that was there for everyone inside and outside of class to help out with anything accounting related or non-accounting related. It is through his dedication to accounting and willingness to help others that I feel James Sinclair is the right person for this award. He clearly possess' the qualities of what it takes to make significant teaching contributions in business administration. He showed me a great work ethic through his actions, and I know that he will continue that work ethic throughout his life. When I received an email from James to write a support letter, I immediately accepted it knowing it was the least I could do for everything he has done for me.