

Weber State University Performance Compensation Application

Due to chair: November 28, 2016

Name: Luca Pacioli

Years in Professor Rank: 5

Year of Previous Performance Compensation Salary Increase: Not applicable

Teaching:

Tip: Provide summary teaching data this is contextualized within your department or college.

Example:

The table below summarizes courses taught at Weber State University from Fall 2011 through Spring 2016. The first column indicates the course taught. The second column indicates the semester in which the course was taught. Enrollment is given in the third column. The fourth entry indicates the average grade (on a 4.0 scale) given to those students finishing the course. And the last entry summarizes data from the student evaluations. Students are asked to provide numerical evaluations from one to seven in 11 areas. The numerator indicates the number of areas in which I was evaluated above the department average. For example, 8/11 indicates that in eight of 11 areas, the scores I received exceeded the department average.

Course Title	Semester Taught	Enrollment	Average Grade for Students Completing the Course	Out of 11 total areas evaluated by students, those for which I scored above the department average
ACCT 1001 Arithmetic for Merchants	F11	31	1.7	10/11
ACCT 1111 Banking	F11	33	2.0	11/11
ACCT 1666 Mathematics and Magic	Sp12	25	2.0	9/11
ACCT 2222 Double-Entry Book-keeping	Sp12	36	2.2	11/11
All other courses through date of application			2.8	

Tip: Note anything extra-ordinary about your teaching load.

Example: I taught nine different courses during the evaluation period. These courses included a course for pre-service teachers, four different service courses, and four different upper division

courses. The course on Mathematics and Magic is far from my area of expertise; teaching it requires a great deal of preparation. I taught Double-Entry Book-keeping as unpaid overload in order to accommodate student needs.

Tip: Describe your use of innovative, high-impact, engaged or active learning techniques.

Example: More and more frequently, students come to our courses poorly prepared to do the course work expected of them. I have made important changes to my classroom activities in an effort to better serve our less prepared students. In services courses (Arithmetic for Merchants and Banking, for example) I now dedicate a lesson per week to problem solving sessions that involve some group work. The objective is to remediate deficiencies in prerequisite knowledge while simultaneously reinforcing the concepts introduced that week. In upper division courses, we do at least one group activity per week that goes beyond the sophistication of the typical homework problem.

There is also an extra (and optional) weekly problem solving session of an hour's length, which reinforces prerequisite material and proof writing techniques. Whether with service courses or upper division courses, a critical aspect of the group exercises is to encourage material based discussions between students. Frequently, these discussions continue outside of the classroom, creating a much more meaningful community of learners. All of this is very time consuming, but it seems necessary in order to cover required topics from the department syllabi in accordance with the course objectives.

Tip: Comment on the impact your teaching is having on student learning, retention, or academic/professional/personal growth. Having data to back up these claims will make for a more convincing argument.

Example: As the above table shows, there has been a gradual increase in average course grades over the last few semesters, perhaps evidence that these efforts are paying off. Moreover, recent changes made to required prerequisite courses and the establishment of common exams in Algebra I may help insure that students are better prepared for future course work by encouraging faculty to cover required topics in these courses.

Tip: List and/or describe other activities germane to your teaching that you have not already mentioned.

Example:

Other Teaching Activities:

The following talks were intended for an undergraduate audience. Motivating ideas and generating interest and enthusiasm on the part of the students were the primary objectives.

Invited addresses:

"Doing Math with the Medicis," Rome, University of Rome, November 2012.

"Calculating Interest Rates," Geneva, University of Switzerland, October 2013

[And so on . . .]

Conference and Workshop Participation (Teaching):

Regional Meeting of Mathematicians and Accountants, Utah Valley University, March 2014.

This meeting is dedicated to the teaching of undergraduate mathematics as well as undergraduate accounting.

Scholarly/Creative Activity

Tip: Divide this section into sub-sections that make the most sense for summarizing your scholarship/creative activities—publication, presentations, grants, performances, etc.—and annotate each entry to help your reader better understand the quality and impact of the scholarship/creative activity.

Example:

Publications:

Tractatus mathematicus ad discipulos perusinos (Rome: Ms. Vatican Library Publications, Lat. 3129), 2012.

“De Divina Proportione,” *Journal of Italian Accounting*, Vol 67: 2013, 1106-87.

“On Mathematics and Chess,” *The Journal of Applied Mathematics* Vol 7: 2015, 204-16.

[And so on. . .]

The Vatican publication is a textbook and is used in over 1,000 universities world-wide. I currently am working on a second edition. The *Journal of Italian Accounting* and *JAM* are very selective, accepting only 5 %, and 3% of submissions, respectively. Impact factors for these journals are 2.63 and .98, as listed in http://www.omicsonline.org/open-access-journals-impact-factors.php?gclid=CNG4yK_rrMOCFYZefgod7qgByg.

Invited address:

“Accounting for Pirates,” Corsica, International Bankers’ Assn. November 2014.

Conference and Workshop Participation:

Summer Symposium in Mathematics and Chess, Oxbridge University, July 2014.

Summer Symposium in Accounting, St. Olaf College, June 2015.

The Summer Symposia in Oxbridge are well attended by researchers in these disciplines from around the world. They are an excellent forum for disseminating recent advances and learning.

Research Grants:

Fall 2015: Awarded \$2.5M from the Da Vinci Foundation to work on intersections between artistic and mathematical proportionality. Currently supervise six undergraduate students as interns paid by the grant. Completion report due in 2018.

SERVICE:

Tip: Divide this section into sub-sections that make the most sense for describing your service to the discipline, department, college, university, state system, and/or community. Clear notation of relevant years of service, leadership positions held and description of responsibilities is highly recommended.

Example:

Community Service Related to the Discipline:

I referee for many journals, including *JST*, *JoMM*, *IIEP*, *XYZ*, *NMM*, and *International Journal of Accounting*. I am a reviewer for the DaVinci Foundation, reviewing grant proposals in the areas of proportion, perspective, and balance. I write reviews of research articles in the areas of historical accounting, double-entry book-keeping, chess, and mathematical formulae for the national professional research organizations in these disciplines. AY 11-12 to present.

Department Committee Service:

Assessment/Planning: AY 11-12, AY 12-13
Curriculum: AY 11-12 (chair), AY 12-13 (chair), AY 13-14
Major Programs: AY 10-11 (chair)
Peer Review Committee: AY 10-11, AY 11-12
Research/Scholarship: AY 13-14, AY 14-15

College Committee Service:

Tenure Document Review: AY 13-14, AY 14-15
Retention Review Committee: AY 12-13 (chair), AY 13-14 (chair)
Hiring Committee: AY 14-15

I designed and saw through the approval process the new course Geometry and Proportion, and our offerings in Mathematics for Accounting were also revised while I was chair of the departmental curriculum committee. More recently, we have added Algebra I as a prerequisite for several upper division courses. We also have begun to give common examinations in our 1000-level courses. This is in an effort to encourage faculty to teach required topics, and resulted from discussions had while I was a member of our curriculum committee last year.

I chaired the faculty search committee in 2012 / 2013. We hired Dr. Ludovico Sforza as a result. We reviewed over 100 applications, conducted phone interviews, and brought five candidates to campus for interviews.

University Committee Service:

Faculty Senate from 2011-2014
Faculty Senate Salary and Benefits Committee 2014-present

Awards:

Tip: List awards/recognition and year awarded.

Example:

Received State of Utah Teaching Award for Teaching Innovation ("Mathematics and Magic"), 2013;
Inducted into Da Vinci Society (International group of interdisciplinary researchers) in 2014.