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**CLINICAL ASSOCIATE PROFESSOR OF FINANCE**

*Thirty one years of Teaching a Variety of Business Classes in Colleges and Universities*

*Track Record of Creating, Updating and Delivering High Quality Innovative Courses in Finance*

*Experienced Evaluator of Applications for Research Support and Teaching Excellence Awards\*\**

*Jesuit Educated: BSBA and MBA from John Carroll University in Ohio  
ABD from Northwestern University in Finance*

**Of Note:**

- Nominated for and Received Inspire Award 2008
- Invited to serve as a member of the Peer Review Committee for Business Administration for the Fulbright Scholar Program's Council for International Exchange of Scholars.
- Nominated for Silver Circle Award for Teaching Excellence, a Student Nominated Award Every Year of Eligibility, Including 2008
- Awarded Silver Circle Award 1997, 2000, 2004, 2009
- Asked to develop new courses for 2011-12 Academic Year: Venture Capital and Private Equity; Investment Banking
- Introduced the Stanford Bank Management Bank Simulation to all banking courses taught.
- Currently developing special topics course in Venture Capital and Private Equity Markets for Fall 2011

- Asked to Teach Commercial Banking in Special MBA Program for Chinese Bankers at UIC
- Asked to Develop and Teach First Honors Course in Introduction to Managerial Finance at UIC
- Wrote 1<sup>st</sup> and second editions of Instructors Manual for New Textbook published in 2008, 2011 with credit as author; text authors are from Stanford University
- Invited to Teach at the American University in Armenia: Bank Operations with Stanford Bank Management Computerized Simulation; have received several invitations to return
- Extensive Evaluating and Editing of Textbooks
- Asked by Pearson, Addison Wesley Publishers to Host and Write Articles for Teaching Corporate Finance Blog, Fall 2007
- TRP Award for Teaching Excellence
- Developed an Investment Game that Won A National Award
- Early Managerial Background was in Health Care Administration in a 600 Bed Hospital

#### SUMMARY OF TOPICS TAUGHT:

##### Graduate:

- Commercial Banking
- Corporate Finance
- Advanced Corporate Finance
- Health Care Financial Management
- Investments
- Risk Management
- Financial Institutions

##### Undergraduate:

- Introduction to Managerial Finance
- Introduction to Managerial Finance (Honors)
- Managerial Finance (Advanced Corporate Finance)
- Financial Management in Entertainment Industry
- International Finance
- Options and Futures
- Investments
- Financial Institutions/Capital Markets
- Money and Banking
- Commercial Banking
- Senior Seminar in Finance (Case Course)
- Finance 396 – Independent Studies

#### ACADEMIC EXPERIENCE:

**Current: University of Illinois at Chicago, 1994 – Present**

**Fall/Spring/ Summer 2010-2012:** Courses taught:

Finance 431 – Management in the Financial Services Industry  
Finance 300 – Introduction to Managerial Finance  
Finance 594 – Commercial Banking I  
Finance 594 – Commercial Banking II with Bank Management Simulation

**Fall / Spring Term 2009/10:** Teaching: Finance 431- Management in the Financial Services Industry

**Spring Term 2010** Finance 300- Introduction to Managerial Finance

**Spring/Summer Term 09:**

**Taught:** Finance 300  
Finance 431

Taught in Corporate MBA Program in special session for Chinese Bankers  
Finance 594: Commercial Banking I and II  
Teach this session every time it is offered

**Fall Term 2008:** Taught: Finance 320 – Managerial Finance  
Finance 300 –

**2008: Armenia:**

Invited to teach in the MBA Program at the American University of Armenia, August 2008; Topic was Bank Operations and Bank Management with Stanford Bank Management Simulation

**Corporate MBA Program:**

**Finance 594:** Professional MBA program course in commercial banking for Chinese bank employees; course runs for two semesters; emphasis is on bank management and operations in the first semester and the second semester is a bank management computerized simulation, also used in my undergraduate banking course.

**Instructor's Manual for Introduction to Corporate Finance**, by Jonathan Berk and Peter DeMarzo, Publishing 9/1/2008

Asked to write Instructor's Manual for new text authored by two professors from Stanford University; requires a lot of original material from me, along with Chapter Summaries; included teaching tips

**Teaching Blog:**

Editors at Addison Pearson Publishing were so impressed with the editing I did on a finance text to be released in Fall, 2008, they asked me to “chair” and sponsor an experimental Blog on teaching methodology in finance. Each week I wrote a short article for the Blog to hopefully generate discussion and participation by other finance faculty. Topics included creation of a filmography for finance, techniques for managing email from students, the importance of the first day of class and more recently, providing students with notes vs. students taking their own notes.

Address of the Blog is:

<http://teachingcorporatefinance.blogspot.com/search?updated-min=2007-01-01T00%3A00%3A00-08%3A00&updated-max=2008-01-01T00%3A00%3A00-08%3A00&max-results=2>

## **COURSES:**

- Teach MBA and undergraduate courses in Finance. A list of courses taught at UIC is provided at the end of this section. **Use no “canned” materials. All notes, lectures, exams and problem sets have been developed for each course by the instructor.** Class sizes have ranged from 11 to 300. The following are highlights of courses taught and/or developed.
- Researched, developed and taught first course of its type in an American Business School: **Financial Management for the Entertainment Industry** as a Special Topics Course. Financial management and accounting techniques are very different from what students learn in the typical textbook. I paid for my own research in Los Angeles and New York, at the studios and theatres to develop the course.
- **Finance 300 – Honors:** Asked to teach the first Honors course in Introduction to Managerial Finance in 2006; was asked to teach it again in 2007; covers more material and theory than the non-Honors version.
- **Finance 300 –** This is usually a large lecture class required of all CBA students, and is one of my most successful classes. Each semester a group term project is assigned in this class. The project for Spring, 2003 was to work out the financials of a rock concert, keeping in mind that we are a nation at yellow alert and the recent tragedies at two nightclubs. The work the students completed on the project was so phenomenal that I was asked to present the results to the Business Advisory Council in June 2003. The Dean was present, as well as the senior administrators and department heads of the CBA. The students’ work was impressive and very well received. For Fall, 2007, the topic for the project was financial management in sports where students apply techniques learned in Finance 300 to the sports industry.

- **Finance 431: Management in the Financial Services Industry (formerly taught as Finance 430)** - This course comes in two versions now, the one mentioned below and the current version. I redesigned the course to include the Stanford Bank Simulation Game. This simulation is a pedagogical tool used by banking professionals and graduate banking courses. Students groups choose a name for their bank drawing on marketing skills, elect officers, and through the simulation, make the same decisions that bank managers make every day, based on economic forecasts. These decisions include setting interest rates, allocation of resources, and hedging with futures and how these decisions impact the price of the bank's stock. The decisions of each individual bank affect the outcome of all other banks. It is a demanding simulation that is played for 4 quarters. At the end of the term, students prepare an annual report for their bank, using ratios to analyze their performances, noting the good decisions, as well the questionable ones. The ultimate report is expected to look very similar to a real bank annual report and typically has about 30 pages. The banks are competitive not only in the simulation but in class as well. Winners of the simulation, i.e. the bank with the highest stock price at the end of 4 quarters, have the option of not taking the final and also given the opportunity to have lunch with the Department Chair. When time permits, they are introduced to the Dean or their annual report is presented to the Dean by the Department Chair. This has been so successful at the undergraduate level that as of Spring, 2008, I will be teaching it at the graduate level.
- **Senior Seminar in Finance (Finance 495)**: completely revamped this case course so that the students get a rigorous experience in oral and written communications; learn how to listen and to evaluate each other and make strategic short and long term financial decisions for small businesses and large corporations. Students do a book report in lieu of a midterm exam and on the day of the midterm, have round table discussion of the diverse books they have read regarding content and how it relates to corporate financial strategy. All presentations are oral and presenters evaluate the audience as well
- **Money and Banking (Finance 430)**: developed a term project whereby students "adopted" a bank. Each student group had to contact a local bank, savings or commercial, and seek their cooperation in doing a performance analysis of the bank. This meant on site visits/interviews with the bank. This performance analysis included an analysis of their portfolio, financial ratios, operations, products, marketing, etc. In return for their cooperation, the banks received a copy of the analysis. The projects were typically 30-40 pages in length and professionally presented with color charts and spiral binding. The banks were also asked for their evaluation of the students' projects, although their comments did not help determine the final grade. Students presented the analysis to the class during the last two weeks of class. Hopefully this project gave the students some insights into real world banking and gave them an opportunity to see if banking was a career alternative for them.

- 1987-94**      **St. Xavier University:** taught MBA and undergraduate courses as listed above, and Health Care Financial Management.
- Developed and taught the first courses in International Finance and Options and Futures.
- Developed a travel/study course: Economic Insights into East Africa that included a two week trip to Kenya. (Course ultimately canceled because of Gulf War.)
- 1980-87**      **Chicago State University:** Taught undergraduate finance courses; included finance courses as listed above, as well as Risk and Insurance.
- Developed Travel/Study course in which students visited the Bourse (French Stock Exchange) in Paris, London Financial Exchanges and London.
- 1979-80**      **Northwestern University:** Taught in the Continuing Education curriculum - Financial Institutions.
- Was also the tutor for finance for the MBA Program at Northwestern University.
- Summer 1979**      **Roosevelt University:** Taught Principles of Finance as an evening course at Glenview Air Base extension.
- Summer 1978**      **Dyke College (Cleveland, Ohio):** Taught Finance in Special On Site Program at Ford Plant for Ford Corporation.
- 1977-1978**      **Kent State University:** Taught two courses of undergraduate Statistics for the School of Business.
- 1977**      **Cuyahoga Community College:** Taught General Business, Small Business Management, Marketing

#### **MANAGERIAL EXPERIENCE:**

- 1976-77**      **Mt. Sinai Hospital (Cleveland, Ohio):** Assistant Director of

Purchasing - responsible for procurement of supplies for 500 bed hospital; trained staff on use of new equipment and procedures; wrote protocols for use of equipment; was Acting Director when Director of Purchasing was on leave.

**1972**                      **Mt. Sinai Hospital (Cleveland, Ohio):** Operating Room Manager - responsible for all non-nursing functions of the twelve room Operating Suite; purchased equipment for new procedures; managed ancillary staff; trained as an Operating Room Technician (scrub nurse) to learn equipment responsible for maintaining; wrote protocols and handled budgets for the Suite.

#### **AWARDS:**

**2012**                      **College of Business Administration Faculty Award**  
**2009**                      **Fourth Silver Circle Award for Teaching Excellence**  
**2008**                      **INSPIRE AWARD:** nominated by alumnus of UIC; inspire stands for Integrity, Nurture, Service, Pride, Intellect, Respect, Excellence; 12 awards given on a campus with 1000's of faculty and employees.

**2008**                      **Silver Circle Award for Teaching Excellence Nomination –**  
winner is announced at the end of the term.

**2007**                      **Silver Circle Award for Teaching Excellence Nomination**

**2004**                      **Silver Circle Award for Teaching Excellence:** This is a student nominated award given to an academic professional that has made a difference in their lives. This is my 3<sup>rd</sup> Silver Circle Award.

**2003**                      **TRP Award for Excellence in Teaching:** Application must be made for this award must be and the application materials are scrutinized by peers. I am the first person in my department to receive this award.

**1997, 2000**                      **Silver Circle Award for Teaching Excellence:** A candidate is only eligible every three years so 1997, 2000 are consecutive awards.

Nominated every year that I was eligible from 1994-2003.

**1982**

**Leavey Award for Excellence Private Enterprise Education:**  
Won this award for Investment Game developed at Chicago State University; included a cash award of \$7500.

**BOARDS:**

**2000-2007**

Member, Board of Directors of **Access Living**  
Access Living is a non-profit, nationally known agency, that supports independent living by persons with disabilities. The organization provides legal aid, training, referrals to government agencies and also advocates for persons with disabilities. Access Living successfully sued CTA for its violation of the Americans with Disabilities Act.

Chairman of the Program Committee of the Board of Directors at Access Living

Member, Finance Committee of the Board of Directors at Access Living

**1994-2004**

Member, **Board of Trustees of the Scholarship Association** for University of Illinois at Chicago. The Board was dissolved when the Scholarship Association was “absorbed” by the UIC Foundation. I still sit on an advisory committee for the Foundation.

**Chairman of the Finance Committee** for the above Board of Trustees: responsible for overseeing the management of the investment portfolio of the Association; wrote the first investment policy and its subsequent revisions for the Association.

**OTHER ACTIVITIES:**

**2009-**

**Advisor for Finance Investment Group (FIG) newly reorganized student Finance Organization**

**2006-2009**

**Advisor for Collegiate Finance Organization**

**Current**

**Undergraduate Academic Program Chairperson**  
**Advisor for Collegiate Finance Organization**  
**Honors College Fellow**

**2004-06**

**Residence Life Faculty Fellow**

**2004**

**Advisor: Delta Sigma Pi** – new chapter of National Business Organization/Fraternity at UIC



- 1994-2001** Member of the **Chancellor's Committee on the Status of Persons with Disabilities** at UIC: This Committee advises the Chancellor on campus disability issues and sponsors programs/activities that educate the UIC community and the public on disability issues.
- 1995-2000** **Co-Chairperson** for the above Committee: developed the budget, wrote annual reports and oversaw programs and activities sponsored by the Committee; met annually with Chancellor and semi-annually with Vice Chancellors to report on disability issues.
- 1999** Arranged for campus performance of **Dance Detour**, a dance troupe with multiple disabilities.
- 2000** **Chairman, Awards Subcommittee for the Chancellor's Committee on the Status of Persons with Disabilities**: used to be the student nominated Extra Mile Award for UIC staff and faculty who were particularly helpful to students with disabilities.
- 1994-2001** **Collegiate Finance Organization**: advisor for this club that has grown from 15 members to about 150 members, making it one of the largest and most active clubs on campus. Meetings are every other week with speakers from various areas in finance. Also has successfully sponsored a Portfolio Management Game since 1994. Students are given \$500,000 to invest and manage over the semester; five cash prizes are given to the five students with the highest portfolio value at the end of the term.
- 1994-Current** **Member, Student Judiciary Committee**: hear and decide cases involving student academic dishonesty.
- 1997-2001\*\*** **Committee for Excellent and Teaching and Learning (CETL)**: make recommendations to Provost on various academic issues; serve on Subcommittees that determines the Curriculum Instruction and Teaching Excellence Awards and Research Grants; required to read through hundreds of packets of materials submitted by faculty for these awards and working with other members of the subcommittee, come to a consensus on who should receive the awards and grant. No longer on Committee because my term ended and committee has been disbanded.

## **PUBLICATIONS:**

- 2008** Instructors Manual for Fundamentals of Corporate Finance by Berk, et al.
- 1992** Connections: (St. Xavier Publication): A Black Students, White Campus: 1992.

## **OTHER:**

**Advising:** I spend 2-4 hours per week, either in my office or by Email, advising students on career paths in finance, writing reference letters for them, editing their letters to potential

employers and in particular, how to successfully navigate the job market if you are a minority (Hispanic, Middle Eastern, gay, Police record or have a disability).

**Languages:** French (although out of practice).

I have multiple disabilities, among them a severe hearing impairment. I turn the hearing impairment into an advantage. Because I can't hear questions during class, I have a lab period at the end of class which gives the students the opportunity to personally interact with me and to ask questions. Shy students really appreciate the chance to ask questions. I also assign problems during class and walk around class while the students are working on the assignment. Students are encouraged to stop me and ask questions while I'm circulating. Walking around the class gives me the opportunity to encourage students who are a bit lost, and to compliment those students who are doing well in the class.