

HOW TO PREPARE DOCUMENTS FOR PROCEEDINGS OR JOURNAL PUBLICATION

SAMPLE

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SOFTWARE

The document should be prepared in Microsoft Word 2010 or later, using only the standard add-ins shipped with the program. No other software or add-ins should be used. Create equations using the Microsoft Office Equation Tool. Create tables using the Microsoft Office Tables Tool. Create figures using the Microsoft Office Drawing Tool.

PAGE LAYOUT

Paper size must be set to 8 ½ inches by 11 inches. Margins should be set to 1 inch on all four sides of the page. Do not number pages. Authors should not use MS outline levels (e.g. level 1, level 2 etc). Do not use headers, footers or endnotes in the document.

The title should be bold, capitalized, centered, and have a Times New Roman font of 18.

List author names and affiliations on the next line, centered, title case and in a Times New Roman font of 12. Each author name should appear on a single line. Following the name should be a comma followed by the author’s institutional affiliation. Do not abbreviate institution names. Do not indicate departments, colleges or faculty within the institution. Do not use designations such as MBA, CPA or Ph.D. A single space should follow the last author name.

The word “**ABSTRACT**” should appear on the next line centered, bold and upper case and in a Times New Roman 11 font. A single space should follow the word abstract, followed by the abstract itself. Single space and italicize the abstract. The abstract should be 200 words or less in length. After the abstract should be a single space.

The word “**JEL:**” should appear on the next line, all caps, bold and left justified and in a Times New Roman 11 Font. On the same line, you should indicate the relevant Journal of Economic Literature Classification System Code(s). JEL codes are available at <http://www.aeaweb.org/jel/guide/jel.php> . After the JEL code should be a single space.

The word “**KEYWORDS:**” should appear on the next line, all caps, bold and left justified and in a Times New Roman font of 11. On the same line indicate the relevant keywords for your paper. A single space should follow the keywords.

The word “**INTRODUCTION**” should appear on the next line, all caps, bold and left justified in a Times New Roman font of 11. A single space should follow, after which the text of the paper should begin.

The text of the document should be fully justified, single-spaced and in a Times New Roman Font of 11. Titles and references should be left justified.

First level titles should be capitalized and upper case. Use second level titles if necessary. Second level titles should be title case and underlined. Authors should not use more than two title levels. One space should appear before and after a title.

There should be a single space between paragraphs. Do not indent paragraphs.

Most documents should use the following first level titles. The titles should appear in the following sequence:

ABSTRACT
INTRODUCTION
LITERATURE REVIEW
DATA AND METHODOLOGY
RESULTS AND DISCUSSION
CONCLUDING COMMENTS
APPENDIX (if needed)
REFERENCES
ACKNOWLEDGMENTS (if needed)
BIOGRAPHY

Table 1: Summary of Required Fonts

Element	Case	Font Type
Paper Title	All Uppercase	18 Bold Times New Roman
Authors Name and Affiliation	Title case	12 Times New Roman
First Level Title	All Uppercase	11 Bold Times New Roman
Second Level Title	Title case	11 Underlined Times New Roman
Document Text	Sentence case	11 justified Times New Roman
Text within tables	Sentence case	8 Times New Roman
Notes to tables	Sentence case	8 italic Times New Roman
Tables & Figures Heading	Title case	11 Times New Roman
Text within figures	Sentence or Title case	8 Arial

This table shows the appropriate case and font for headings and tables for articles published by The Institute for Business and Finance Research.

LANGUAGE CONSIDERATIONS

The document should be well written and free of spelling and grammatical errors. Authors should run their document through a grammar and spell checker to correct errors prior to submission. Consider using an advanced grammar checker such as Stylewriter or Grammarly.com. You can download a trial version of the Stylewriter program at: www.stylewriter-usa.com/stylewriter-free-download.php.

Authors should also confirm that their paper contains no unoriginal text. When in doubt, run your paper through a unoriginal text detection tool such as www.grammarly.com or www.turnitin.com.

English language papers should use U.S. English. Please make a special note of spelling differences between U.S. and U.K English. For example: “organization” versus “organisation” and “behavior” versus “behaviour”.

When referring to a specific table or figure in the text of your document, you should capitalize the word table (e.g. Table 1, Figure 1).

ACRONYMS

Do not use Acronyms in the title or abstract. The use of acronyms elsewhere is acceptable. Define acronyms on first use (e.g. Institute for Business and Finance Research (IBFR)). Consider redefining acronyms used in multiple sections in each subsequent section.

NUMBER PRESENTATION

Present numbers in Arabic Format 0.0121. Do not present numbers in exponential format within the text, tables or figures (ie 1.21E-02). Use comas to separate thousands and decimals to separate cents i.e. \$1,141.56. Use leading zero's in your numbers (e.g. 0.1245 rather than .1245). Use the following precision levels for your numbers:

0.1265
1.236
10.56 (also acceptable 10.563)
126.4 (also acceptable 126.44)
1,326 (also acceptable 1,326.4)

TABLES

Tables must be created using the table function in Microsoft Word. Tables created in Microsoft Excel and copied into Microsoft Word are acceptable. However, the tables must be editable in Microsoft Word. If you are inserting a table created in Microsoft Excel do not insert it as an image or embedded Excel file. Rather, use a simple copy and paste. Do not use text wrapping around the table.

Introduce the table in the text of your document before the table appears in the paper. Place tables in the text as you wish them to appear and in conjunction with the corresponding discussion.

Tables must include a title and be numbered consecutively as "Table 1: Description" and so forth. The title must appear outside the table. Titles for tables should be in title case in a Times New Roman Font of 11.

Tables must be black and white only. Do not use color in tables. Tables must appear on the page in portrait mode. Landscape tables, must be reformatted to fit on the page in portrait mode. Tables should not be more than 6 inches wide, and should fit on a single page. The font of data within the table should be set to Times New Roman 8. Authors should use the notation ***, **, and * to indicate significance at the 1, 5 and 10 percent levels respectively. Define all variables in your table within the table or in the note to the table and in the text of the document.

Fully discuss tables in the text of your document. Pick out an observation and tell the reader what it means. The text of the document should indicate something like Table 1 shows..... for each table in the document.

In addition, include a short description of the table (normally 3-6 lines) below the table in a Times New Roman font of eight and italicized. The reader should be able to understand what is contained in the table without having to refer back to the text of the document. Redundancy between the note to the table and the text of your document is acceptable and encouraged.

FIGURES

Figures must be created using Microsoft Word Drawing Tools, without third party add-ins. Figures created in Microsoft Excel and copied into Microsoft Word are acceptable. However, you must paste the document

in such a way so it is editable in Microsoft Word. Do not paste the document into Microsoft Word as an image. If you paste a figure from Microsoft Excel, you must also provide us with the Excel file used to create the figure. In all cases, figures must be editable in Microsoft Word. Scanned images are not acceptable and must be removed from the document or recreated.

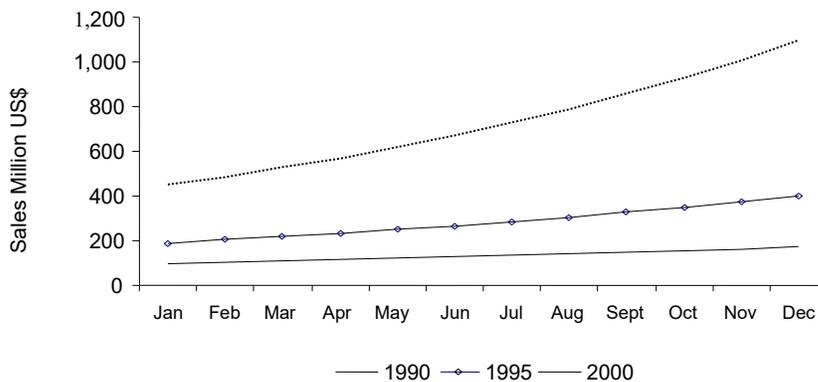
Introduce the figure in the text of your document before the figure appears in the paper. Place figures in the text as you wish them to appear and in conjunction with the corresponding discussion.

Figures must be numbered consecutively as “Figure 1: Description” and so forth. Use the word “Figure” as the label. Do not use the words “CHART”, “GRAPH” or “EXHIBIT” in the label. Figures must fit within the margins and should be no more than 6 inches wide and fit on a single page. Figures must be black and white only. Do not use color in figures. Figures should not use grid lines or borders. Label both axes in the figure.

Titles for figures should be separate from the figure itself and in title case, in a Times New Roman Font of 11. Use an Arial font of 8 for text within figures.

Fully discuss figures in the text of your document. The text of the document should indicate something like Figure 1 shows..... for each table in the document. In addition, include a short description of the figure (normally 3-6 lines) below the figure in a Times New Roman font of eight and italicized. The reader should be able to understand what is contained in the figure without having to refer back to the text of the document. Redundancy between the note to the figure and the text of your document is acceptable and encouraged.

Figure 1: YX Company Sales Growth 1990 Through 2000



This figure shows the sales growth of YX company from 1990 through 2000. Sales figures were taken from YX company annual reports covering the fiscal years 1990, 1995 and 2000.

EQUATIONS

Create Equations using the Microsoft Word Equation Tool without third party add-ins. Number equations consecutively on the right margin.

$$E(r) = \frac{\sum XiPi}{n} \tag{1}$$

REGRESSION ANALYSIS

When conducting regression analysis, or other similar analysis, include an equation in the document text indicating the model estimated. It should look something like:

$$R_{i,deflated} = \lambda_0 + \lambda_1 \text{Ln}(PR) + \lambda_2 \text{Ln}(ER) + \lambda_3 \text{Ln}(FR) + \varepsilon_i \quad (1)$$

APPENDIX

Any Appendix should follow your conclusion section.

REFERENCES

References must be consistent with the journal style (see below). Check your references to confirm that everything you cite in the paper is included in the references section. Also, check to make sure that everything included in the reference section is cited in the paper.

Citing Works in Your Document

Cite works in the text as in the following example:

Buchananman (2003) demonstrate how to format pages for publication. Others demonstrate alternative methods for formatting pages (Handymanson, 2002). A number of authors discuss the merits of different formatting methods (Buchananman, 2003, Handmanson, 2002, 2004).

Referencing Works in your Bibliography

In the reference section at the end of the document, include a single space between each reference. Do not indent references. Note each author for each paper. Do not use a line to indicate the authors are the same as the previous paper. For journal articles, be sure to include, author names, year of publication, article title, Journal Name, volume number, issue number and page numbers. References should appear as in the following example:

Handymanson, M. (2002) "How to Make Money as a Handyman," *The Journal of Handyman Workers*, vol. 4(3), August, p. 145-149

Handymanson, M. and J. Willimerson (2004) "How to Make Money as a Teacher," *The Journal of Handygirl Workers*, vol. 6(2), August, p. 1-14

Jalbert, M. & T. Jalbert (2008). *How to Cite Websites and Electronic Sources*. Retrieved April 20, 2008, from The IBFR Guideline Section Web site: www.theibfr.com/guidelines.htm

ACKNOWLEDGEMENT

Use this section for acknowledgements (reviewers, funding institutions, etc)

BIOGRAPHY

Include a short biography for each author at the end of the document. Include email contact information for each author.

TEACHING CASE STUDIES

Teaching case studies require special formatting. Format case studies using the guidelines outlined throughout this document with the following exceptions. The guidelines for teaching case studies apply only to articles designed as a teaching case, submitted to *Review of Business and Finance Studies*.

SAMPLE

To see a sample of a properly formatted teaching case study, click on the following link, then select “one click download. Then select a download location from the list provided.

<http://ssrn.com/abstract=1881089>

PAGE LAYOUT

Teaching cases are presented in two parts. The first part includes the case itself. The second part includes the teaching note.

The Case

Organize the case into the following sections:

TITLE
AUTHORS
CASE DESCRIPTION
JEL
KEYWORDS
CASE INFORMATION
QUESTIONS
REFERENCES (if needed)

Subsections are permitted when needed to clearly organize the information.

The case description provides a brief description of the case. It should also indicate the type of class the paper is suitable for (undergraduate, graduate etc.). Indicate if the case is most appropriate for individual or group analysis. You should estimate the out of class time required for students to complete the case. You should also estimate the in-class time needed to discuss the case.

The Teaching Note

The second part of the document is the teaching note. This section should include suggested answers to each of the questions posed in the first part.

The teaching note should start on a new page, immediately after the Questions.

Repeat the title and author information for the teaching note. In addition, between the title and authors the following words should appear "TEACHING NOTES" in a Times New Roman font of 11 and all capitalized and bold.

Organize the teaching note into the following sections

TITLE

AUTHORS

CASE DESCRIPTION

GENERAL COMMENTS

SOLUTIONS

ACKNOWLEDGEMENTS (if needed)

BIOGRAPHY

In the Solutions section, repeat each question proposed in the first section and provide a suggested solution. For each question in the case, you should have two subheadings. The first heading should be “**Question 1:**”, followed on the same line by the question. The second heading should be “**Solution 1:**”, followed on the same line by the solution.

SETTING SPELLING AND GRAMMAR CHECKER

Your document should be free from grammatical and spelling problems when submitted. We require that you run your document through a spelling and document checker, prior to submission, to identify and rectify writing problems. Authors should also consider analyzing their document using an advanced grammar checker such as Stylewriter. You can download a trial version of the Stylewriter program at: <http://www.stylewriter-usa.com/stylewriter-free-download.php>. Authors might also consider running their paper through an unoriginal text detection software such as www.turnitin.com or www.grammarly.com. When running the Microsoft Word grammar check on your document, you should set your spelling and grammar checker options as follows:

In Microsoft Office 2016

Open Microsoft Word 2016

Click on the “File” Tab

Click on “Options” at the bottom of the screen

Select “Language

Under “Choose Editing Language”

Select “English (U.S.)”

Select “Proofing”

Check Boxes: Check the following boxes only:

“Ignore words in upper case”

“Ignore Internet and file addresses”

“Flag repeated words”

“Check spelling as you type”

“Mark grammar errors as you type”

“Check grammar with spelling”

“Show readability statistics”

Make sure that the following two boxes are NOT checked:

“Hide spelling errors in this document only”

“Hide grammar errors in this document only”

Under “Writing Style”

Select “Grammar and More”

Click on “Settings”

Make sure all check boxes are selected.

For “Space between Sentences” select 2 spaces.

Select “OK”

Click “Recheck document”

Respond “Yes” to the pop up screen

From the main Microsoft Word 2016 Menu on the top of the screen

Click “Review”

Click “Spelling and Grammar”

In Microsoft Office 2010

Open Microsoft Word 2010

Click on the “File” Tab

Click on “Options” at the bottom of the screen

Select “Language Settings”

Under “Primary Editing Language”

Select “English (U.S.)”

Select “Proofing”

Check Boxes: Check the following boxes only:

“Ignore words in upper case”

“Ignore Internet and file addresses”

“Flag repeated words”

“Check spelling as you type”

“Check contextual Spelling”

“Mark grammar errors as you type”

“Check grammar with spelling”

“Show readability statistics”

Make sure that the following two boxes are NOT checked:

“Hide spelling errors in this document only”

“Hide grammar errors in this document only”

Under “Writing Style”

Select “Grammar and Style”

Click on “Settings”

Under the “Require” section, make sure you select “don’t check” for each alternative

Under the “Grammar” section, make sure all boxes are checked

Click “OK”

Click on the “Recheck Document” button.

Click “Recheck document”

Respond “Yes” to the pop up screen

Click “OK”

From the main Microsoft Word 2010 Menu on the top of the screen

Click “Review”

Click “Spelling and Grammar”

In Microsoft Office 2007

Open Microsoft Word 2007

Click on the “Office Insignia” on the upper left corner of the screen.

Click on “Word Options” at the bottom of the screen

Select “Language Settings”

Under “Primary Editing Language”

Select “English (U.S.)”

Select “Proofing”

Check Boxes: Check the following boxes only:

“Ignore words in upper case”

“Ignore Internet and file addresses”

“Flag repeated words”

“Check spelling as you type”

“Check contextual Spelling”

“Mark grammar errors as you type”

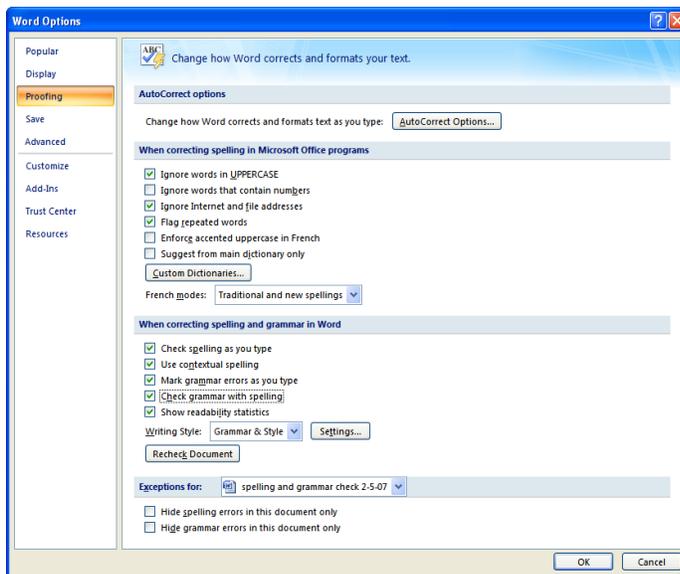
“Check grammar with spelling”

“Show readability statistics”

Make sure that the following two boxes are NOT checked:

“Hide spelling errors in this document only”

“Hide grammar errors in this document only”



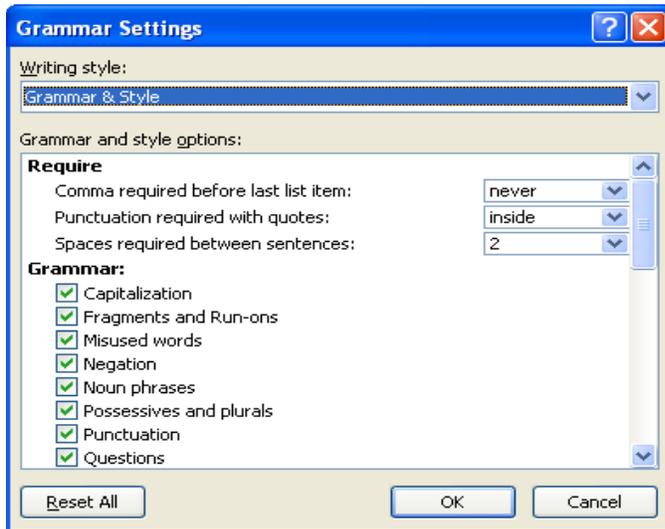
Under “Writing Style”

Select “Grammar and Style”

Click on “Settings”

Set “Spacing required between sentences” to “2”

Check Boxes: Make sure all boxes are checked
Click "OK"



Click "Recheck document"
Respond "Yes" to the pop up screen
Click "OK"

From the main Microsoft Word 2007 Menu on the top of the screen
Click "Review"
Click "Spelling and Grammar"
In Microsoft Word, 2003

Under the "Tools Menu", select "Options". Under the "Spelling and Grammar" tab, make the following settings:

Writing Style: Grammar and Style

Check Boxes: Check the following boxes only:

- Check spelling as you type
- Check grammar as you type
- Check grammar with spelling
- Show readability statistics
- Ignore internet and file address

Then click on the "recheck document" button and reply "Yes" to the popup question.
Click "OK".

From the main menu, go to "Tools" then "Spelling and Grammar"

- Make sure the "Check Grammar" box is checked.
- Select "English (U.S)" for the dictionary language.

SAMPLE DOCUMENT: DOES SALARY MATTER FOR MANAGING FACULTY EXPECTATIONS?

Joseph Paperwriter, International University of Paper Economics
Bill Papereditor, International University of Paper Economics

ABSTRACT

This paper ranks 500 universities and colleges based on compensation paid to their faculty. The analysis examines universities both on a raw basis and cost of living adjusted basis. This work extends the previous literature by examining a broader group of schools. This research includes private universities and community colleges. Most previous literature is limited to the examination of public universities. Similar to previous papers, the results here show that cost of living adjusted salaries differ dramatically from raw salary figures. The results suggest that administrators should design compensation packages that reflect cost of living realities in their area.

JEL: A10, A30

KEYWORDS: Publishing, Economics, Finance

INTRODUCTION

The world demand for ethanol fuel has recently increased. Higher oil prices, increased demand for environmentally friendly energy sources, and employment considerations have each played a role in driving this demand increase. An estimated 200 billion gallons of ethanol are produced worldwide each year. This quantity represents about seven percent of all liquefied fuel consumption and three percent of all fuel sources (Johnson, 2008). Moreover, ethanol production increased at a rate of 15 percent per year from 2005-2010, indicating that ethanol progressively represents an increasingly important element of global fuel sources (Smith, 2011).

Despite the importance of ethanol in the global energy picture, no known research has examined the long-run economic viability of ethanol relative to other fuel sources. In this paper, we compare the economic viability of several fuel sources with special emphasis on ethanol. We use data on cost structures from 200 ethanol production plants in the United States. We also estimate the long term cost of producing natural gas using data obtained from three major oil production firms. The results show that ethanol is competitive with natural gas production over the intermediate term. However, natural gas production has a cost advantage in the longer term.

The remainder of the paper is organized as follows. The next section describes the relevant literature. Next, we discuss the data and methodology used in the study. The results are presented in the following section. The paper closes with some concluding comments.

LITERATURE REVIEW

This section summarizes the previous studies that examine cost of living adjusted faculty compensation. The body of literature on cost of living adjusted faculty salaries is small. Thus, we also review the literature on raw faculty salaries.

Jalbert, Jalbert and Hayashi (2010) provided an important paper on cost of living (COL) adjusted faculty salaries. They examined salary and benefit data for some 574 public universities. They categorize

universities based on the highest degree offered. Separate rankings of universities based on faculty rank are provided. The results show that university rankings based on raw and COL adjusted salaries are dramatically. They find an average rank difference of 121 places between raw and COL adjusted rankings. In a companion study Jalbert, Jalbert and Hayashi (2009) ranked states based on the COL adjusted salaries. They find similar ranking differences. Other authors show the relationship between university size and faculty salaries (Baldwin, 2008, and Brinkerlof, 2011).

The work here extends the work of Jalbert, Jalbert and Hayashi (2010) by using a data set that includes both universities and community colleges. The paper extends the work of both Jalbert, Jalbert and Hayashi (2010) and Alexander (2001), by ranking both public and private institutions.

METHODOLOGY

We obtained tick-by-tick data of ethanol futures prices for the MARK 100 index from the Ethanol Management Data Company. Ethanol is traded on the London Interbank Trading Network. Volume on the exchange averaged 1,400 contracts per day in 2010. Our data includes 250,000 observations over the year covering four ethanol contract prices. We collected data for the current three, six, nine and twelve month products. Tick data were selected for the current contract. On expiration of the current contract, the data were rolled to the following contract to obtain a continuous dataset.

Model

To examine ranking differences, we compute the change in ranking for each university in the sample. Defining the raw ranking for university i as $RRNK_i$ and the COL adjusted ranking to be $COLRNK_i$, then the rank difference is:

$$RDIF_i = COLRNK_i - RRNK_i \quad (1)$$

To conserve space we do not report rank changes here, but do use them for our calculations. The interested reader can easily compute the rank differences as needed.

RESULTS AND DISCUSSIONS

In Table 1 the results of spread operation are presented for three delivery months. The results show that four out of five positions present negative daily average revenue. Operation “C” produced the greatest volatility

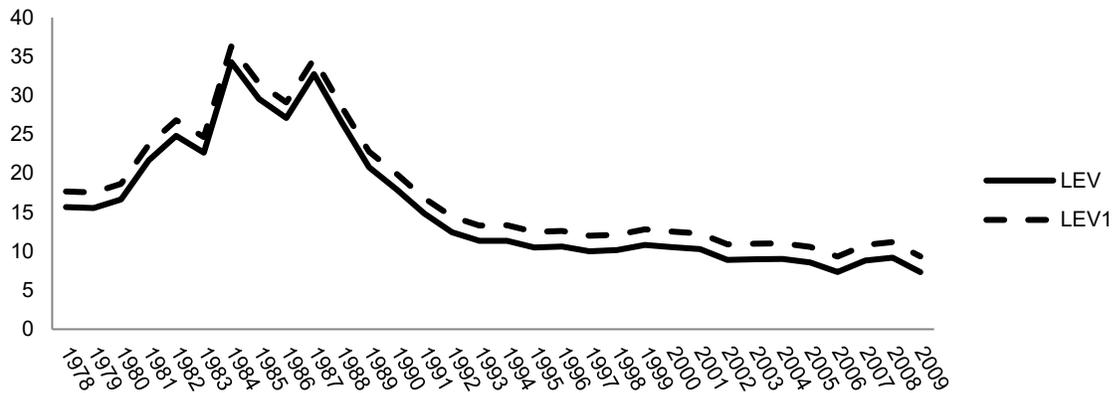
Table 1: Distribution of Universities

STATE	ALL	DOCTORATE	MASTER	BACHELOR	ASSOCIATE	LAW
AK	1	0	0	0	1	0
AL	3	3	0	0	0	0
AR	1	1	0	0	0	0
AZ	11	3	1	0	7	0
CA	130	34	10	9	71	6
CO	6	4	1	1	0	0
CT	16	9	4	1	2	0
DC	7	5	1	0	0	1
DE	2	2	0	0	0	0
TOTAL	500	244	80	42	107	27

This table shows the number of observations used in the analysis of each state. The column labeled ALL indicate the number of observations in the full sample without regard to type of degree offered. The columns labeled DOCTORATE, MASTER, BACHELOR ASSOCIATE, LAW indicate the number of observations in each state where the degree level indicated was the highest offered.

Figure 1 shows the industry average leverage ratios over time. The results show that leverage ratios have decreased from 2001-2012 for most industries. Indeed for most industries the ratios declined by fifty percent or more. Two exceptions to this finding are the oil production and automobile manufacturing industries. Both of these industries show an increase in leverage ratios over this time period. We argue the automotive increase reflects heavy competition in the sector in recent years. The oil industry increase reflects extensive investments in new oil production related to higher energy prices. This finding is consistent with the work of Johnson, 2004, who found oil industry leverage ratios are positively related to oil prices.

Figure 1: Oil Industry Leverage Ratios



This figure shows the trend in oil industry leverage ratios from 1978-2009. The sample includes 78 oil industry firms. The dotted line indicates the geometric mean leverage ratio. The solid line indicates the arithmetic mean leverage ratio.

CONCLUSION

Ethanol production has increased dramatically over the past 15 years. Despite this increase in production, little is known about the comparative cost structure of ethanol and natural gas production. This article fills this gap in the literature by examining the cost feasibility of ethanol production. We use data from 200 ethanol plants operating in the United States to provide a comparison of the cost structure of ethanol relative to natural gas production.

The results show that ethanol production is competitive with natural gas production in the short and intermediate term. However, in the long term, natural gas production has considerable economic advantages over ethanol production. Our estimate of total emissions indicates that ethanol production produce more total emissions than natural gas production. Finally, our results show that natural gas production is more employment efficient than ethanol production.

In this paper, we consider the cost structures for ethanol production in the United States. Other countries may have considerably different cost structures for both ethanol and natural gas production. Further research will examine the cost structures for energy production in other countries. Further research might also explicitly model the dynamics between oil prices and oil industry leverage ratios. The analysis might also be extended to other industries, such as mining, that are heavily dependent upon raw material prices. We use the EGARCH methodology. Future studies might use other methodologies to further quantify the differences noted here.

APPENDIX

Appendix A: Salaries for Law Degree Granting Institutions Only

UNIVERSITY	AVG FT SAL	COLA ADJ SAL	SAL RNK	COLA SAL RNK	UNIVERSITY	AVG FT SAL	COLA ADJ SAL	SAL RANK	COL SAL RNK
Wonderland College	117,332	128,936	7	1	Nice College of Law	98,876	83,793	15	15
Never Never College	101,791	124,135	13	2	Ugly College of Law	89,367	83,521	22	16
Sinoland University	108,031	120,034	8	3	Sonline University	107,31	83,187	9	17
Spagnolia University	120,953	115,193	6	4	Northern Avalanche	99,147	78,069	14	18
Last Time University	154,476	114,427	1	5	Southmost College	129,23	77,854	3	19
Western College of Law	106,777	113,593	10	6	Northmost College	90,885	70,453	18	20
Eastern College of Law	125,878	110,419	4	7	Garrison University	98,440	70,314	16	21
Overhead College of Law	104,832	103,794	11	8	Max Ed College	89,815	70,168	20	22
Public Admin University	89,874	103,303	19	9	Suniman College	72,586	69,130	27	23
Slice of Life College	82,553	97,121	25	10	South Soya College	84,135	65,221	24	24
Medical Law College	94,455	96,383	17	11	Landover Univ.	79,879	61,922	26	25
Comemorance Univ.	123,889	94,572	5	12	Water Over Univ.	104,40	51,180	12	26
Lost and Found Univ.	86,738	93,267	23	13	Handsome College	134,06	35,560	2	27
Homeward Bound Univ.	89,402	85,963	21	14					

This table shows the rankings of U.S. law degree granting institutions based on compensation paid to their President. AVG FT SAL is the average full time salary paid as reported by www.stateulateu.com. COLA ADJ SAL is the cost of living adjusted salary. SAL RANK ranks the institutions based on the salary paid to the President. COLA SAL RANK ranks institutions based on cost of living adjusted salaries.

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Jalbert, T., K. Furumo and M. Jalbert (2011) "Does Educational Background Affect CEO Compensation and Firm Performance?" *Journal of Applied Business Research*, Vol. 27(1, January/February) p. 15-40.

Banco Central do Brasil – BACEN (2007). *Cotação do Dólar dos Estados Unidos da América*. Retrieved October 13, 2007 from the Brazilian Central Bank Web site: www5.bcb.gov.br/pec/taxas/port/ptax.htm

ACKNOWLEDGEMENT

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BIOGRAPHY

Joseph Paperwriter is Professor of Knowledge at the International University of Paper Economics. He also serves as an arbitrator for the Financial Industry Regulatory Authority. His research appears in journals such as *International Journal of Finance*, *Journal of Applied Business Research*, *Financial Services Review*, and *Journal of Accounting Education*. He can be reached at paperwriter@upaper.edu.

Bill Papereditor is Professor of Finance and Finance Department Chairperson at the International University of Paper Economics. His research appears in journals such as *Journal of Finance* and *Journal of Money Banking and Credit*. He can be reached at papereditor@upaper.edu.