

# NIKOLAOS MYKONIATIS, PhD

*Naturalized United States Citizen*

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## EDUCATION

**Pennsylvania State University**, University Park, Pennsylvania, USA 2009 - 2013

**Ph.D.**, Agricultural, Environmental and Regional Economics

Dissertation: Three Essays on Bioeconomics of Renewable Resources: Management Regimes, Water Quality Implications and Habitat-Fisheries Interactions in the Chesapeake Bay

**University of York**, Heslington, York, United Kingdom 2006- 2007

**M.Sc.**, Environmental Economics (with distinction)

Thesis: The Effects of Air Pollution and Weather Parameters on Daily Morbidity in Athens and Thessaloniki, Greece

**University of Crete**, Gallos University Campus-Rethymnon, Greece 2000-2005

**B.A.**, Economics

## PROFESSIONAL EXPERIENCE

**Texas A&M University at Galveston**, Department of Maritime Business Administration

Instructional Associate Professor, Economics September, 2020 – present

Instructional Assistant Professor, Economics September, 2013 – September 2020

**The Pennsylvania State University**, Department of Agricultural Economics, Sociology and

Education, Graduate Research Assistant

(Advisors: Richard C. Ready, James Shortle, Allen H. Klaiber) August, 2009 – August, 2013

**National Bank of Greece**, Department of Consumer Loans January 2008 – July 2009.

## ADMINISTRATIVE APPOINTMENTS (TAMUG)

**Director of Undergraduate Studies**, Department of Maritime Business Administration October 1st, 2023 – present.

## TEACHING EXPERIENCE:

**Texas A&M University at Galveston**, Department of Maritime Business Administration

Teaching load: 3 or 4 courses per semester and also have been consistently teaching during summer 1

### *Undergraduate Courses Taught*

ECON 202 (Principles of Economics)

- Students' assessment: attendance, online assignments, 5 tests.
- Students are introduced to basic principles in economics in an applied, interactive, and engaging way. This outcome is achieved using numerous numerical in-class exercises on the board, real life applications followed by discussion, interactive use of technology (Clickers for interactive in-class exercises and exam reviews), discussion panels, pair-aid thinking on several topics, concept maps, and the use of Aplia (online educational tool for weekly assignments).

ECON 323 (Microeconomic Theory)

- Students' assessment: attendance, 8 problem sets, 3 exams.
- Students learn, analyze, evaluate, measure, and apply several intermediate economic concepts in an applied, inclusive, and engaging way. This outcome was achieved using modified PowerPoint slides with numerous in-class exercises solved on the board, in-class experiments, case studies, informative videos, pair-aid thinking on several topics, concept maps, and detailed exam reviews mirroring the exact structure, number, and style of exam questions
- In 2018 I made ECON 323 an online course, and I used TechSmith Relay software to record and make available to students 10 chapters.

ECON 452 (International Trade Theory & Policy)

- Students' assessment: attendance, 5 problem sets, 3 exams, final group paper presentation, final individual paper written
- Students learn to apply intermediate microeconomic concepts to understand why and how international trade occurs. Students were able to analyze, not only why countries gain from trade but also evaluate why and how individual industries gain or lose from it.

This first outcome of the course was achieved using a combination of trade theories along with empirical data and highlights of studies, provided by the instructor, to assess these theories and understand how specific export and import industries perform in practice.

- Another important outcome was to understand the theory and practice of protectionism using several teaching innovations, including discussion panels, various interactive exercises, pair-aid thinking on several topics, concept maps, in-class exercises, open discussion topics, classroom opinion polls, and minute papers.
- Students developed team working, research, presentation, and writing skills by applying class concepts and performing team research on several additional topics provided by the instructor such as the impact of BREXIT, the role of NAFTA, US trade deficit, antidumping and trade, and the environment. In the syllabus I provided students access to useful resources to help them begin their research, including 5 books, 12 articles, and 2 magazines and blogs. The group presentations involved peer assessment using a presentation rubric created by me, making presentations highly interactive.

#### MARA 440 (Global Economy and Enterprise Management)

- Students' assessment: attendance, daily 1-page written assignments, 3 exams, final group paper written
- I introduce and make students familiar with what it takes to do international business, as well as how a multinational firm can be successful in the global economy. Students learn general management, organization, and functional skills needed to successfully compete in a complex international business environment.
- I recertified the course to be "International and Cultural Diversity". Important student outcomes were a) to consider how to live and work effectively in a diverse and global society, b) articulate the value of a diverse and global perspective and c) recognize diverse opinions and practices (including, but not limited to, economic, political, and religious opinions) and consider different points of view. These outcomes were achieved via in-class discussions, numerous interactive exercises, open discussion topics, classroom opinion polls, a business role-playing exercise, invited speakers, and exposing students to different sources of information via informative videos and the use of globalEDGE (online educational tool used as an updated database) to collect information for assignments.

- This course is offered as a writing intensive course and I have recertified it. Daily writing assignments are discussed at the beginning of every class, and I provide not only feedback but also writing strategies for successfully identifying, explaining, applying, and discussing important course concepts in a research paper. Moreover, I facilitated the development of student writing skills by: a) inviting a librarian every semester to discuss the development of a research question, paper formatting, and APA citations, b) devoting a class to brainstorm with students and provide additional advice and strategies for a successful research paper, c) organized a peer review process for their papers, which further enhanced the quality of students writing.
- Students learned how to critically assess, analyze, and present in groups an 18-22 page group paper with a unique and innovative research question related to global business success or failure using all the above mentioned skills and approximately 70% of class material creatively.
- In 2016 the course was also organized and offered as a summer online course. Every summer since then the course has been offered as a distance learning one.

#### MARA 424-901. Economics of Transportation

- Students' assessment: attendance, 4 problem sets, 3 exams, final paper group presentation, final paper written
- Students learn to identify and understand the economics of the transport system and, in particular, how transportation relates to urban, regional, and national development. Moreover, students applied the underlying economic principles governing transportation provision. These outcomes were achieved using numerous case studies, informative videos, 5 scholarly papers used as applications, open discussion topics, classroom opinion polls, minute papers, and pair-aid thinking.
- I devoted a significant amount of time to create my own PowerPoint slides. Current trends, industry dynamics and regional changes were illustrated using charts, graphs, and data tables to assist students in how class concepts are conceptualized and applied.
- I created my own research assignments to enable students to understand, synthesize, and further apply the information provided in the lectures and readings.
- Students developed team working, research, presentation, and writing skills by applying class concepts and performing team research on a selected topic. The group presentations involved peer assessment using a presentation rubric I created, making presentations highly interactive.

MARA 493/689/673 (International Maritime Experience Greece Study Abroad)

- Students' assessment: Mandatory daily attendance and active participation, a reflective paper on how student has personally (through exposure to Greece's culture and history) and professionally (networking, firms/port of Piraeus/University of Piraeus) benefited and skills obtained
- I fully designed and implemented this program, which has been grown by 25 percent every time it has been offered. Furthermore, it now has a permanent university course code. Detailed outcomes and student benefits of this program are detailed in "curriculum development" section below

MARA 281 (Seminar in Undergraduate Research Methods)

- Students' assessment: Two in-class multiple choice exams and a final 2-page written project where students have to come up with a research question of their choice and conduct a comprehensive literature review on it.
- Students learn how to be good "consumers" of research and to understand the basics of how research is being conducted.
- I bring my own research experience and publications in the classroom in order to demonstrate specific applications and challenges in research. In addition, we have invited speakers sharing their own research questions, methodologies and ways of collecting, measuring and processing data.

*Graduate Courses Taught*

MARA 604 (Marine Natural Resource Economics)

- Students' assessment: Weekly presentations or summary (for students not presenting) of selected papers, 5 case studies, midterm mini paper, midterm presentation, final paper written
- Students learn the competitive advantage of environmental sensitivity and focus; how to analyze and apply sustainability concepts at the business level, the corporate level, and the industry level. In addition, students are equipped with the skills to understand environmental problems and the cost and effectiveness of solutions offered at the corporate and/or government level to tackle them. Students in this class, coming from different departments, were able to integrate previous knowledge of law, liability, and

enforcement with sustainability theory and decision making, covering a wide range of marine and maritime issues.

- The above teaching outcomes were achieved by splitting each class session in two parts. In the first, students were introduced to new concepts/theories related to a marine or maritime subject matter in the form of a lecture. Open discussion topics and classroom opinion polls were usually used to motivate a topic. In the second part, selected students from the previous week presented papers related to class topics. Additionally, I listed 47 important papers students could read to identify, understand, and present contemporary applications of course material usually at the corporate level. I also introduced students to three papers of my own, either published or under review, enabling students to understand my own take and methodological approach to some of these issues.
- I devoted significant amount of time to create my own PPP slides as the selected textbook that deemed appropriate did not include publisher's PPP slides. Current trends, industry dynamics and regional changes were included in charts, graphs and data tables by the instructor to assist further students in how class concepts are conceptualized and applied.
- I assigned 5 case studies were students had to explore a statement related to class topics and provide in a maximum of 5 pages the following: background of the topic, main issues related to it, alternatives along with possible outcomes, and student's choice. These case studies enabled students to not only develop strong writing and synthesis skills but also to be precise and to the point in supporting or refuting a statement. Writing, research, and synthesis skills were also assessed in a short midterm paper that was presented by students in class, as well as in a final paper.

#### MARA 623 (Economic Issues in Shipping)

- Students' assessment: Weekly presentations or summary (for students not presenting) of selected papers, take-home microeconomics background quiz, case study, final group paper presentation, final individual paper written
- I taught this course for one semester replacing a colleague on sabbatical. Students learned to develop analytical skills in understanding the economics of shipping and the challenges associated with it. In addition, I helped students understand how economically sound solutions can be developed, along with insights into issues related to shipping, as well as maritime analysis using tools in microeconomics. I also used

scholarly papers the previous instructors had been using to restructure the course to meet the weekly lecture-presentations routine described for MARA 604.

- Students developed strong analytical, presentations and synthesis/research skills. Analytical skills were obtained after devoting the first 3-4 weeks introducing students to the necessary microeconomic skills after they completed a take-home quiz that assessed their knowledge. Presentation skills were developed as every student would present a scholarly research paper several times throughout the semester. Synthesis and research skills were developed in two ways: first, via a case study where students had to recommend a specific course of action in an investment shipping scenario using the precise structure of background, issues, alternatives, and choices discussed in MARA 604. Second via an individual research final paper where students had to demonstrate excellence on teaching material in an applied way.

#### MARA 672 (Global Maritime Trading Systems)

- Fully online course since Spring 2018
- Students' assessment: Weekly discussion questions (total 25) where each students had to fully develop their answers using examples of their own and/or textbook concept and create an online post. For every question each student had to substantively comment and provide feedback to minimum two other posts from their colleagues. Weekly discussion questions take 75% of the course grade with the remaining 25% being an individual final written paper.
- The teaching outcomes of this course are the same as MARA 440 but at the graduate level. The structure of this online course enabled students to understand, synthesize, and apply textbook concepts to, real-life maritime industry challenges, "what-if" scenarios, and alternatives that had to be fully analyzed, compared, and contrasted. Scholarly communication skills among students were also developed as well as strong writing and research skills with the term paper, as they had to a) identify an innovative research question and b) creatively use a significant amount of course material to address it.

### *Undergraduate courses Taught*

CED 201 (Introductory Environmental and Resource Economics)

## **TEACHING HONORS**

Sponsorship winner for the Texas A&M 2019 Transformational Teaching and Learning Conference

Winner of the 2018 TAMUG Chief Operating Officer Meritorious Service Award in Classroom Teaching

Nominated for the 2018-2019 University Professorship for Undergraduate Teaching Excellence (UPUTE) award. Moved on as number one candidate from TAMUG campus

## **CURRICULUM DEVELOPMENT**

### **GRADUATE CLASSES/PROGRAMS - TAMUG**

Development of MARA 672 & 673 (Global Maritime Trading Systems) as online classes for the spring and summer semester, of 2018

Developed and led MARA 689 (graduate section), Study Abroad Program in Greece, for the summer of 2015, 2016, and 2018. Program involves visits to 8-9 top Greek Maritime and Shipping companies of various sizes where networking takes place and students are presented with the firm's overview and strategies, organization, current challenges, and a tour of the firm's premises. The business aspect of the program also includes a visit to the Port Authority, the managing agency of the port of Piraeus, as well as a visit to the University of Piraeus and its Maritime Program. The cultural benefit to students of the program involves, among others, visits to museums, historical monuments, archeological sites and an overnight stay on a Greek island. The program has obtained a permanent course number, and it has been growing by 25 percent every year it is being offered.



## **UNDERGRADUATE CLASSES – TAMUG**

Development of ECON 323 (Microeconomic Theory) as an online class for the summer semester of 2018

Development of MARA 440 (Global Economy and Enterprise Management) as an online class for the summer semester of 2015, 2016 and 2018

Developed and led MARA 493 (undergraduate section), Study Abroad Program in Greece, for the summers of 2015, 2016, and 2018. See graduate section (MARA 689) for an overview of activities and learning outcomes

Restructured MARA 440 (Global Economy and Enterprise Management) in order to receive certification for *International and Cultural Diversity*, approved spring 2018

Restructured ECON 452 (International Trade Theory & Policy) in order to receive certification for *International and Cultural Diversity*, approved spring 2018

Currently restructuring MARA 440 (Global Economy and Enterprise Management) in order to receive recertification as a writing intensive course, spring 2022

Restructured MARA 440 (Global Economy and Enterprise Management) in order to be recertified as a writing intensive course, approved summer 2019

## **TEACHING TOOLS USED AND INNOVATIVE TECHNIQUES**

Teaching tools:

Aplia (online educational tool for assignments used in ECON 202)

GlobalEDGE (online educational tool used as an updated database in MARA 440)

Clickers (innovative technology used for interactive in-class exercises and reviews in ECON 202, ECON 323, and ECON 452).

TechSmith Relay software for the design of distance learning courses

Most important Innovative techniques:

Use of discussion panels, various interactive exercises, paper peer review groups, pair-aid thinking on several topics, concept maps, in-class exercises, open discussion topics, classroom opinion polls, minute papers, design of experiments, role-playing business scenarios, and inviting speakers. Also encouragement of group research and presentations which are assessed by other students using a presentation evaluation form I have designed.

## **GRADUATE STUDENT SUPERVISION**

2023. Emma Selby. Graduate Committee member for the Master of Marine Resource Management. **Non Thesis option** with professional paper title: “The Effect of Purple Loosestrife (*Lythrum salicaria*) on Ground Nesting Birds in the Great Lakes Region of the United States”

2022. Cortland Garza. Graduate Committee member for the Master of Marine Resource Management. **Non Thesis option** with professional paper title: “Illegal Fishing Activities in the Gulf of Mexico”

2021. Alexander Nelson. Graduate Committee member for the Master of Marine Resource Management. **Non Thesis option** with professional paper title: “Incentives in Coastal Zone Management: A Case Study of Galveston Beach Renourishment”

2019. Yasmin Layeeq. Graduate Committee member for the Master of Marine Resources Management. **Thesis option** with title: “The Transition from Fossil Fuels to Renewable Energies: An American Perspective”

2019. Benjamin Duffin. Graduate Committee member for the Master of Marine Resources Management. **Thesis option** with Title: “Commercial Shrimp Production in the Northern Gulf of Mexico: How Juvenile Shrimp Habitat Affects Commercial Shrimp Fishery Catch”

2018. Alisha FNU. Graduate Committee member for the Master of Marine Resource Management. **Thesis option** with Title: “A study of Socioeconomic drivers of Marine Debris Pollution in North America”

2014. Cari J. Koelsch. Graduate Committee member for the Master of Marine Resource Management. **Thesis option** with Title: “Potential Impact of Changes in Risk Assessment to Address Wicked Problems: A case study of British Petroleum’s Assessment Strategies”

Kathryn M. Kadlubar. Graduate Committee member for the Master of Marine Resource Management. **Non Thesis option.**

Virginia M. Greb. Graduate Committee member for the Master of Marine Resource Management. **Non Thesis option.**

William A. Cline. Graduate Committee member for the Master of Marine Resource Management. **Non Thesis option**

Theodore G. Driscoll. Graduate Committee member for the Master of Marine Resource Management. **Non Thesis option**

## **UNDERGRADUATE STUDENT SUPERVISION, MENTORING, AND HONORS PROGRAM STUDENTS**

2019. Brandon Saldivar. Honors Students Supervision. Project Title presented in class: “The Economic Impacts of Hurricane Maria on coffee and electricity in Puerto Rico”.

2019. Felicia Rice. Honors Students Supervision. Project Title presented in class: “FDI dynamics of Malmart investment in China and Toyota in US”.

2018. Amanda Fuentes-McPherson. Project title: “Flood Mitigating Structures and Residential Property Values: A Comparison Between Houston, TX and Dordrecht, NL”. Project received funding from 2018 **National Science Foundation** Coastal Flood Risk Reduction Program.

2016. Brett H. Yancey. Undergraduate supervision. Title project: “Valuating water in Texas: background information”.

2014. Travis White. Honors Student Supervision. Project title presented in class: “The Effect of Russian military intervention in Ukraine on International Trade in that Area”.

### **TEACHING PROFESSIONAL DEVELOPMENT SEMINARS/WEBINARS WORKSHOPS:**

November 7, 2023. Digital Tools for Boosting Engagement - Perusall Basics for Instructors. A TAMU Center for Teaching Excellence webinar. 11am – 12pm via zoom.

May 17, 2023. Strategies to Craft a National Reputation as an Academic. A TAMU Faculty Affairs GPS Training. 8:30am-10am via zoom.

May 16, 2023. Promotion Basics and Planning your Strategy on the Academic Professional Track. A TAMU Faculty Affairs GPS Training. 1pm-2:30pm via zoom.

March 8, 2023. Setting Students up for Success in Higher Education. A TAMU Center for Teaching Excellence webinar via zoom.

October 4, 2022: Addressing Equity and Inclusion in Mentoring. A TAMU Center for Teaching Excellence webinar via zoom.

September 15, 2022: Scaffolding to Build Functional in the Classroom. A TAMU Center for Teaching Excellence webinar via zoom.

August 3-5, 2020: AACSB Assurance of Learning Seminar I (Americas). Virtual via zoom

December 1-3, 2020: AACSB Assurance of Learning Seminar II (Americas). Virtual via zoom

September 22-25, 2020: AACSB Global Accreditation Conference. Virtual via zoom

May 2019. Day 1: Texas A&M Transformational Teaching and Learning Conference. Location: Zachry Engineering Education Complex, College Station.

January 2019. Session #2: Active Learning in Action: Practical Strategies and Approaches to Increase Student Learning and Engagement. A workshop by Texas A&M University Center for Teaching Excellence. Location: MAIN 212.

### **RESEARCH INTERESTS:**

Environmental and Natural Resource Economics, Bioeconomic Modeling, Integrated assessment for environmental decision making with applications to water resources, agri-environmental policy and climate change, Optimal Control Theory, Spatial and Time-Series Econometrics in managing renewable resources

#### **PEER REVIEW PUBLICATIONS:**

**Mykoniatis N** and R. Ready. 2020. "Evaluating Habitat-Fishery Interactions: Submerged Aquatic Vegetation and Blue Crab Fishery in the Chesapeake Bay". *Resources and Environmental Economics*, 2(2): 207-217 DOI: 10.25082/REE.2020.02.006.

**Mykoniatis N. and R. Ready.** 2020. "The potential contribution of oyster management to water quality goals in the Chesapeake Bay", *Water Resources and Economics*, Vol 32, 100167. <https://doi.org/10.1016/j.wre.2020.100167>

**Mykoniatis N.** and R. Ready. 2016. "Spatial Harvest Regimes for a Sedentary Fishery." *Environmental and Resource Economics*, 65(2): 357–387. DOI: 10.1007/s10640-015-9904-2

**Mykoniatis N.** and R. Ready. "The potential contribution of a bivalve fishery management to the achievement of water quality goals: The case of Eastern Oyster and nitrogen in the Chesapeake Bay. *The World Congress of Environmental and Resource Economists (WCERE)*. **Contributed Sessions Paper Presentation.** Peer-reviewed and published in proceedings June, 2014.

#### **PEER REVIEW PAPERS WITH GRADUATE STUDENTS**

Alisha FNU, Meri Davlasheridze and **Nikolaos Mykoniatis.** 2020. "Socioeconomic drivers of Marine Debris in North America". *Marine Environmental Research*, 105042

#### **WORKING PAPERS**

**Mykoniatis N.** and M. Davlasheridze. "Optimal Oyster Reef Creation as a flood mitigation

strategy in Galveston Bay” In preparation

**Mykoniatis N.** and M. Davlasheridze. "The effect of Sargassum on Demand for Recreational Fisheries in the Gulf of Mexico" working paper, published-refereed

## **WORKING PAPERS WITH GRADUATE STUDENTS**

“Commercial Shrimp Production in the Northern Gulf of Mexico: Effects of Shrimp Habitat on Commercial Shrimp Fishery Catch” Paper pending for submission with former graduate student Benjamin Duffin and Texas A&M faculty Meri Davlasheridze.

"Potential Impact of Changes in Risk Assessment to Address Wicked Problems: A case study of British Petroleum's Assessment Strategies" Paper pending for submission with former graduate student Cari J. Koelsch and Texas A&M faculty Joan Mileski, Windelin Von Zharen and Bruce Bodson.

## **EXTERNAL RESEARCH GRANTS SUBMITTED AND NOT FUNDED**

Davlasheridze M (PI); **Mykoniatis N**(Co-PI). “Economic Value of Galveston Beaches and Optimal Beach Nourishment.” RESTORE The Texas Coast. (Project Id: 7490; 3/1/17-2/28/19; budget: \$224,405.00)

Davlasheridze M (PI); Retchless D (Co-PI); **Mykoniatis N** (Co-PI); Linton T (Co-PI). “Enhancing Tools for Tracking Ocean-Borne Hazards: Expanding Availability and Scope of Sargassum Early Advisory System to Include Red Tides and Oil Spills.” RESTORE The Texas Coast. (Project Id: 7337; 3/1/17-2/29/20; budget \$628,533.00)

Davlasheridze M (PI); **Mykoniatis N** (Co-PI). “Value of Galveston Beaches and Benefits of Nourishment to Homeowners”. Texas General Land Office. Coastal Erosion Planning and Response Act (CEPRA) Cycle 9. (budget: \$82,952).

Davlasheridze M (PI), **Mykoniatis N** (Co-PI), Bogucki D (Co-PI), “The Importance of Sargassum for Sustainable Fisheries Management in Texas and the Gulf of Mexico” Texas Sea Grant. Project duration 2/1/2016 – 1/31/2018. Budget \$200,000.00.

## EXTERNAL RESEARCH GRANTS IN PREPARATION

Davlasheridze M (PI), **Mykoniatis N** (Co-PI), “Economic Value of Galveston Beaches and Optimal Beach Nourishment.” Texas Sea Grant.

## CONFERENCE PAPERS AND PRESENTATIONS:

**Mykoniatis N.** and R. Ready. “The potential contribution of a bivalve fishery management to the achievement of water quality goals: The case of Eastern Oyster and nitrogen in the Chesapeake Bay. *Southern Economic Association (SEA)*, Annual Meeting, Atlanta, Georgia. **AERE Paper Session Presentation.** November 22-24, 2014.

**Mykoniatis N.** and R. Ready. “The potential contribution of a bivalve fishery management to the achievement of water quality goals: The case of Eastern Oyster and nitrogen in the Chesapeake Bay. *The World Congress of Environmental and Resource Economists (WCERE)*. **Contributed Sessions Paper Presentation.** June, 2014.

**Mykoniatis N.** and R. Ready. “Evaluating habitat-fishery interactions: The case of Submerged Aquatic Vegetation and Blue Crab fishery in the Chesapeake Bay”. **Session Paper Presentation,** *Agricultural and Applied Economics Association (AAEA)*, Annual Meeting, Washington, DC, August 4-6, 2013.

**Mykoniatis N.** and R. Ready. “Evaluating habitat-fishery interactions: The case of Submerged Aquatic Vegetation and Blue Crab fishery in the Chesapeake Bay”. *Northeast Agricultural and Resource Economics Association (NAREEA)* Annual Meeting, **Session Paper Presentation,** Ithaca, New York, June 23-25 2013.

**Mykoniatis N.** and R. Ready. “Efficient Harvest Regimes for a Sedentary Fishery: the case of Eastern Oyster in Chesapeake Bay.” Mathematical Biology and Physiology Seminar (**MaBPs**).

**Seminar Series Paper Presentation**, Mathematics Department, Pennsylvania State University, State College, PA, March 12, 2013.

**Mykoniatis N.** and R. Ready. “Efficient Harvest Regimes and Water Quality Goals in relation to Management of Renewable Resources: The case of Eastern Oyster in Chesapeake Bay.” Energy and Environmental Economics and Policy Initiative (**EEEEPI**). **Seminar Series Paper Presentation**, Pennsylvania State University, State College, PA, December 5, 2012.

**Mykoniatis N.** and R. Ready. “Optimal Oyster Management in Chesapeake Bay Incorporating Sanctuaries, Reserves, Aquaculture and Externalities.” *Agricultural and Applied Economics Association (AAEA)* Annual Meeting, **Session Paper Presentation**, Seattle, Washington, August 12-14 2012.

**Mykoniatis N.** and R. Ready. “Optimal Oyster Management in Chesapeake Bay Incorporating Sanctuaries, Reserves, Aquaculture and Externalities.” *Northeast Agricultural and Resource Economics Association (NAREA)* Annual Meeting, **Session Paper Presentation**, Lowell, Massachusetts, June 10-12 2012.

**Mykoniatis N.** and R. Ready. “Optimal Oyster Management in Chesapeake Bay Incorporating Sanctuaries, Reserves, Aquaculture and Externalities.” *Association of Environmental and Resource Economists (AERE)* Annual Meeting, **Session Paper Presentation**, Asheville, North Carolina, June 3-5 2012.

## **RESEARCH AWARDS:**

Oak Funding Award. Publish paper in open access (\$650), Fall 2020  
Texas A&M University Libraries

Conference Scholarship Award, 2013  
Northeast Agricultural and Resource Economics Association (NAREA)

Research Support Grant (\$500), Fall, 2012  
Energy and Environmental Economics and Policy Initiative (EEEEPI)  
Pennsylvania State University



Research Support Grant (\$750), Spring, 2012

Energy and Environmental Economics and Policy Initiative (EEEEPI)  
Pennsylvania State University

Graduate Student Travel Award (\$500), 2012

Association of Environmental and Resource Economists (AERE)

Graduate Student Travel Award (\$300), Spring, 2012

College of Agricultural Sciences, Pennsylvania State University

Conference Scholarship Award, 2012

Northeast Agricultural and Resource Economics Association (NAREA)

## **SERVICE:**

### **TEXAS A&M UNIVERSITY**

Since Fall 2020. Participant at the International Advisory Board.

- Administrators and faculty with leadership positions meet and discuss university future directions, challenges and opportunities with respect to international (study abroad, student exchange) programs.

Since Fall 2020. Member of the International Graduate Advisor Committee.

- Graduate advisors from all TAMU campuses devise strategies on graduate student mentoring and their development.

Since Fall 2017. Member of the International Program Committee (IPC).

- Benefit students as global citizens via international programs as well as faculty and the university via cross-university research collaborations. Two initiatives I have been part of

include exploration of TAMU/TAMUG collaborations with universities in Germany and China.

## **TEXAS A&M UNIVERSITY, GALVESTON CAMPUS**

Fall 2021. Member in Promotion and Tenure Committee. The promotion case of Dr. Luke Nyakiti.

- Member of the committee met eight times to discuss the case and create and review different drafts of the assessment process.

Fall 2021. Member of the Promotion and Tenure Committee. The promotion case of Captain Ryan Vechan.

- Member of the committee met two times to discuss the case and create and review different drafts of the assessment process.

Since Fall 2021. Member of the Library Committee.

- Committee addresses current challenges and future directions of the TAMUG Library.

Fall 2020 – Spring 2022. Member of the Program Assessment group.

- The group assesses courses from undergraduate and graduate curriculum as part of the SACS assessment and AACSB accreditation processes.

Since Summer 2020. Member of Honors Council Committee.

- Serve as a case investigator to conduct (with fellow Honor Council members) investigations with reporter(s), witness(es) and alleged violator(s) on academic misconducts and other academic violation issues.
- Serve as hearing panel member and determining (along with two other Honor Council members and a non-voting Chair) whether a student is responsible or not responsible for an Honor Code violation, and if found responsible, a fair and equitable sanction should be applied.

Spring 2020. Member of the Best Place to Live, Work and Learn Committee.

- Committee provided input on improvements of all its employees and how to make our campus community a better place to interact while fostering a greater learning experience.

Spring 2019. Member of Selection Committee, COO Meritorious Awards Category and the William P. Ricker Award. Appointed by the Provost.

- Each committee member reviewed five nominations for Meritorious Service Awards and three for the William P. Ricker Award. Then committee members met with the Chair and cast their votes for the winners.

2017-Fall 2021. TAMUG Study Abroad Representative.

- **Leadership role** where I collaborate with Galveston faculty and administrators and College Station liaisons in reviewing and approving new and recurring program proposal. On average I am reviewing approximately 10 proposals every year.

Since 2014. Member of TAMUG Scholarship and Awards Committee.

- This service involves reviewing 27 scholarship categories each containing approximately 10 different scholarships with lists of students within. Committee members meet during Spring semester for about 8 meetings

Since 2014. Judge in Student Symposium. Graduate and undergraduate poster competition.

- This service involves ranking presentation posters of undergraduate and graduate students. Constructive feedback and research mentoring is provided.

Main organizer of the 1<sup>st</sup> Interdepartmental Student Forum: Current Challenges and Future Directions. Texas A&M University, Galveston Campus. October 24, 2014.

- Representative students, both graduate and undergraduate, were selected from each department and each presented a current topic of their choice. The topic was relevant to the student's program of studies and/or future aspirations. Each topic had to trigger an open discussion with the audience. Event received \$500 funding for promotion (posters) and catering.

**DEPARTMENT OF MARITIME BUSINESS ADMINISTRATION, TEXAS A&M UNIVERSITY, GALVESTON CAMPUS**

Fall 2023 – present. **Chair** of the MARA Undergraduate Studies Committee.

- The purpose of this committee is to discuss and vote for any suggestion, recommendation, concern, curriculum change or mapping related to undergraduate courses. The matter will then be brought to the entire faculty body for final vote and approval. Each member has an equal vote, and a decision is based on simple majority.

Fall 2023 – present. **Chair** of the MARA Undergraduate Curriculum Committee.

- The undergraduate curriculum committee will be working in partnership with the undergraduate studies committee. The goal is to maximize faculty original input and engagement. This committee will be proposing, reviewing, and voting undergraduate curriculum changes and other changes regarding minors and our undergraduate studies. Upon approval of a suggestion, then that suggestion will be moving on to be voted by the entire faculty body before implemented. Each member has an equal vote, and a decision is based on simple majority

Fall 2023 – present. **Chair** of the MARA Graduate Admissions Committee.

- This committee has a) recruited new faculty to serve on this committee, b) responsible for reviewing 3+2 and regular graduate students applications.

Fall 2022 – Spring 2033. **Co-Chair** of the MARA Graduate Admissions Committee.

- This committee has a) recruited other faculty to serve on this committee, b) has fully rewrote the graduate admission criteria and c) has fully rewrote the graduate review process.

Fall 2023 – present. Member of the MARA Graduate Curriculum Committee.

- The committee has been discussing and implementing changes to the graduate curriculum. In particular, the committee has been narrowing down the number of graduate courses either by eliminating the ones that were not offered or merging similar courses in order to increase the attractiveness of our graduate program.

Since Fall 2022. Member of the Program Assessment Committee.

- Collecting and processing assurance of learning material as part of the department's formal Academic Program Review process.

Fall 2020 – Spring 2023. Departmental **leadership** position as 3+2 Maritime Business Administration Advisor.

- Advising undergraduate students who wish to apply for our 3+2 graduate program.
- Once in the program I mentor these students in their curriculum choices and opportunities.

Fall 2020 - Spring 2021. **Chair** of the Maritime Economics tenure track hiring committee.

- The committee drafted the document for job description and interviewed, selected, and recommended the best candidate.
- From this search the department ended up filling up two faculty positions.

Fall 2020 – Spring 2022. **Co-leading role** in department's efforts to get AACSB accreditation.

- Attended AACSB Assurance or Learning Seminars I and II (Aug 3-5 and Dec 1-3 2020 respectively, as well as the Global Accreditation Conference Sep 22-25, 2020. I also provided input and feedback in all stages of the process. Campus visit was in July 2022 and the department has one year to address the comments made by the accreditation committee.
- Assisting in collecting and processing assurance of learning material as part of the AACSB accreditation process.

Since 2018. **Chair** of the by-laws committee

- Organized and chaired 6 meetings with three other faculty. During these meetings the MARA by-laws were completely rewritten and updated. By-laws approved 08/23/2019

Fall 2018 – Fall 2021. Member of the graduate curriculum committee

- Participated in more than ten meetings with three other faculty. During these meeting we reviewed and updated fully the graduate curriculum as part of the MARA AACSB accreditation. Proceedings were approved by the department.

2018. Main contributor of the MARA department's graduate vision statement according to the Chair of graduate curriculum committee.

- Provided a statement that was unanimously accepted by the committee and later had been modified to its final version by faculty in a departmental meeting

2014-2016. Search Committee member for Tenure and Instructional faculty.

- The service resulted in four new faculty hires. My duties involved reviewing and screening curricula vitae, active participation in telephone interviews and campus visits/presentations, as well as dining out with candidates.

2014-2016 and Summer 2022. Graduate Admissions Committee member.

- I was reviewing and providing recommendations for acceptance or rejection for approximately 20 students every year. The outcome of this service was in the form of a document where I was summarizing the key points for every student along with my final recommendation.

Since 2014. **Chair** of the Departmental Scholarships and Awards Committee

- For an average of 3-4 scholarships per year I would meet individually with three other MARA faculty, where I would receive their student rankings for specific MARA-specific scholarship. I would then present the results to the TAMUG Scholarship and Awards Committee and receiving their final approval.

Since 2014. GAT evaluation form creation and responsible for collecting and reporting evaluations to department Head.

- The document created provides a summary of what the basic GAT duties and expectation should be. Evaluations takes place in two parts: in the first faculty are ranking their GATs with respect to overall quality of work to assigned material, promptness in completing assigned responsibilities and the overall communication on assigned material. In the second part faculty can provide any additional information for their GAT in a short essay of no more than 500 words.

Since 2013. Undergraduate student advising and mentorship on career choices

- Duties involve assisting students with selection of courses and degree planning (years 2013-2016), as well as career advice and helping out with resumes and curricula vitae.

**PROFESSIONAL AFFILIATIONS:**

Association of Environmental and Resource Economists (AERE)

Agricultural and Applied Economics Association (AAEA)

Northeast Agricultural and Resource Economics Association (NAREA)

**REVIEWER IN JOURNALS:**

Reviewer in Marine Resource Economics (peer-reviewed journal)

Reviewer in Environmental and Resource Economics (peer-reviewed journal)

Reviewer in Environment and Development Economics (peer-reviewed journal)

- Have been reviewing in total an average of three papers per year.