

OVERVIEW



As a Professor of Finance in the College of Business, I continuously engage in a variety of research, teaching, and mentoring activities; and these endeavors are not mutually exclusive. For example,

- I willfully strive to integrate scholarly research into my teaching because many of the fundamental theories in finance are at the core of important topics in my classroom instructions.
- My active involvement in teaching and advising students extends outside the classroom.
- I keenly mentor new faculty members in the finance department and actively engage with them in research projects.

Highlights From Academic Research

- Over my career, I have developed a strong record of scientifically rigorous research that has contributed significantly to the finance literature.
- I have authored over 20 articles. My proclivity is to pursue top-ranked and competitive journals because these periodicals set the standards for scholars and only accept papers that contain a significant amount of original research.
- Although most of my research focuses on corporate governance and corporate restructuring, I have worked on research projects in many areas of finance and my publications are not only applicable to academic audiences but also to regulators and practitioners.
- The quality of my inquiries is characterized by the reputation of the academic journals in which most of my papers are published.
 - For instance, the ECU College of Business has three journal lists – the Premier tier 1 list, the Premier tier 2 list, and the Target list. To date, I have 1 article published on the Premier 1 list and 5 articles published on the Premier 2 list.
 - These publications appear in high-ranking journals such as the Journal of Banking and Finance, Financial Review, Journal of Financial Research, Journal of International Financial Markets, Institutions and Money, and Journal of Business Research.

Highlights From Teaching Activities

- During my time as a faculty at ECU, I have taught several courses in corporate finance, financial markets, and financial risk management at both the undergraduate and graduate levels.
- My teaching philosophy is based on the belief that course content must be rigorous, yet accessible enough to engage students' interests and to prompt them to think critically.
 - As a result, the approach applied in all my classes is primarily analytical, with a focus on how finance theory and principles are applied in real-world analyses. It is my experience that real-world applications typically stimulate discussions and pique the students' interest in finance.
 - In addition, I have been voted Faculty Marshall twice by the graduating finance students and have been identified as a very impactful professor, both in and outside the classroom.
 - I have also contributed to curriculum and program development, program reviews, and various assessments and have been recognized for significant contributions to Assurance of Learning within the College of Business.

Highlights From Mentoring of Students

- As noted earlier, my active involvement in advising and mentoring students extends outside the classroom.
 - In accord with the College of Business's mission of cultivating the leadership skills of our students, I also serve as a faculty advisor to the FMA student organization.
 - In this role, I actively engage with students outside of normal classroom instruction. I have taken students on many trips to major financial institutions on Wall Street and to financial centers in Charlotte, Chicago, and Washington, DC.
 - In addition, I have also helped my students achieve professional designations. For example, I have assisted former students in earning their Chartered Financial Analyst (CFA) certifications.

Highlights From Mentoring of New Faculty

- My mentoring activities also extend to new faculty.
 - Upon earning the title of Professor, I began mentoring the two new tenure-track faculty members in the Finance department (Drs. Erkan and Nguyen) to foster a culture of high research productivity and to develop a strong network of cohesive researchers in the college of business.
 - To date, there is one successful publication from my faculty mentoring endeavors, as well as one manuscript under review and two other promising research projects in the early stages of development.
 - My mentoring of these faculty members enhances their individual research skills and ensures that they can meet the research criteria for promotion and tenure.

Highlights From Directing Student Research

- My Financial Analysis and Planning (FINA 3824) course often stimulate conversations about subject matters that are still being debated and actively researched in the academic literature. For instance, several discussions directly relate to ongoing research on agency relationships, managerial compensation, payout policy, and the quality of financial reporting. I convey the broad consensus view on the extant literature in these areas in my in-class instructions and share my own views and publications on related topics with my students.
- These teaching moments introduce undergraduate students to the world of research and can create new opportunities for them, as was the case for Jonathan Hampton and the development of a thesis idea for his Honors College research project. I mentored Jonathan as a student researcher on an empirical paper for his senior thesis that investigates the relationship between firms' cash conversion cycles and their board co-option.
- This student-led project resulted in a co-authored manuscript that is now under review at the Journal of Corporate Accounting and Finance (JCAF) for publication. Not many undergraduate students are actively involved in empirical research with faculty. However, I believe taking part in research not only affords students with important mentoring opportunities but also provides them with some first-hand experience on a potential path for their careers.



Student-Researcher

- Jonathan Hampton
- BS in Finance, Fall 2021

Research Question

- Do co-opted directors degrade or improve working capital efficiency?

Empirical Results

- There is strong evidence that firms with more co-opted boards exhibit lower cash conversion cycles and so are more efficient at managing working capital. After controlling for other factors, board co-option reduces the length of the cash conversion cycle by about -1.2%, whereas the co-option of independent directors reduces the cycle by about -2.0%. These results persist even after addressing endogeneity and are robust to alternate measures of the cash conversion cycle.
- In general, our study lends credence to the argument that co-option reduces managerial myopic behavior as it reduces the likelihood of dismissal and so motivates managers to make better investment decisions that may improve firm proficiency.