

Alexander Schandlbauer
Associate Professor
Department of Business and Economics
Finance
Postal address:
Campusvej 55
5230
Odense M
Denmark
Email: alsc@sam.sdu.dk
Mobile: 93507001
Web address: <https://sites.google.com/site/alexanderschandlbauer>



Research outputs

Flor, CR, Petersen, KB & Schandlbauer, A 2023, 'Callable or convertible debt? The role of debt overhang and covenants', *Journal of Corporate Finance*, vol. 78, 102346. <https://doi.org/10.1016/j.jcorpfin.2022.102346>

Dursun-de Neef, HÖ & Schandlbauer, A 2022, 'COVID-19, bank deposits, and lending', *Journal of Empirical Finance*, vol. 68, pp. 20-33. <https://doi.org/10.1016/j.jempfin.2022.05.003>

Florysiak, D & Schandlbauer, A 2022, 'Experts or charlatans? ICO analysts and white paper informativeness', *Journal of Banking and Finance*, vol. 139, 106476. <https://doi.org/10.1016/j.jbankfin.2022.106476>

Rettl, D, Schandlbauer, A & Trandafir, M 2022 'Employee health and firm performance' IZA Discussion Papers, no. 15147, IZA Institute of Labor Economics, Bonn. <https://doi.org/10.2139/ssrn.4114706>

Dursun-de Neef, Ö & Schandlbauer, A 2021, 'COVID-19 and Lending Responses of European Banks', *Journal of Banking & Finance*, vol. 133, 106236. <https://doi.org/10.1016/j.jbankfin.2021.106236>

Flor, CR & Schandlbauer, A 2021, 'De nyttige konkurser - hvor blev konkurserne af?', *Jysk Fynske Medier, Erhverv +*. <<https://erhvervplus.dk/artikel/kronik-de-nyttige-konkurser-hvor-blev-konkurserne-af>>

Flor, CR & Schandlbauer, A 2021, 'Restrukturering eller konkurs – lad markedet være en vej videre efter corona', *Finans/Invest*, no. 3, pp. 24-31.

Flor, CR, Schandlbauer, A, B. Petersen, K & Petersen, KB 2021, Callable or convertible debt? Debt overhang and covenants. in *Virtual World Finance & banking symposium: December 5th - 6th, 2020*. pp. 56-57, Virtual World Finance & banking system, 05/12/2020.

Raun Moritzen, M & Schandlbauer, A 2020, 'The impact of competition and time-to-finance on corporate cash holdings', *Journal of Corporate Finance*, vol. 65, 101502. <https://doi.org/10.1016/j.jcorpfin.2019.101502>

Dursun-de Neef, Ö & Schandlbauer, A 2020, 'Procyclical leverage: Evidence from banks' lending and financing decisions', *Journal of Banking & Finance*, vol. 113, 105756. <https://doi.org/10.1016/j.jbankfin.2020.105756>

Florysiak, D & Schandlbauer, A 2019 'The Information Content of ICO White Papers'. <https://doi.org/10.2139/ssrn.3265007>

Schandlbauer, A 2017, 'How do financial institutions react to a tax increase?', *Journal of Financial Intermediation*, vol. 30, pp. 86-106. <https://doi.org/10.1016/j.jfi.2016.08.002>

Activities

1st NFA WORKSHOP ON WORKING ENVIRONMENT ECONOMICS

Alexander Schandlbauer (Participant)
15. Dec 2022 → 16. Dec 2022

German Finance Association annual meeting

Alexander Schandlbauer (Participant)
6. Oct 2022 → 8. Oct 2022

28th Annual Meeting of the German Finance Association (DGF)

Alexander Schandlbauer (Participant)
29. Sept 2022 → 1. Oct 2022

7th SDU Finance Workshop

Alexander Schandlbauer (Organizer)
2. Jun 2022

6th SDU Finance Workshop

Alexander Schandlbauer (Participant)
3. Jun 2021

6th SDU Finance Workshop

Alexander Schandlbauer (Organizer)
3. Jun 2021

How Do Retail Investors Respond to the Zero Lower Bound?

Charline Uhr (Author), Steffen Meyer (Author) & Alexander Schandlbauer (Author)
19. May 2021 → 21. May 2021

How Do Retail Investors Respond to the Zero Lower Bound?

Charline Uhr (Author), Steffen Meyer (Author) & Alexander Schandlbauer (Author)
30. Apr 2021

How Do Retail Investors Respond to the Zero Lower Bound?

Charline Uhr (Author), Steffen Meyer (Author) & Alexander Schandlbauer (Author)
28. Mar 2021 → 31. Mar 2021

5th SDU Finance Workshop

Alexander Schandlbauer (Participant)
11. Jun 2020

5th SDU Finance Workshop

Christian Riis Flor (Organizer), Alexander Schandlbauer (Organizer) & Steffen Meyer (Participant)
11. Jun 2020

5th SDU Finance Workshop

Alexander Schandlbauer (Organizer)
11. Jun 2020

26 German Finance Association

Alexander Schandlbauer (Participant)
27. Sept 2019

4th SDU Finance Workshop

Alexander Schandlbauer (Organizer)
12. Jun 2019 → 14. Jun 2019

Swiss Society for Financial Market Research

Alexander Schandlbauer (Participant)

5. Apr 2019

Midwest Finance Association 2019 Annual Meeting

Alexander Schandlbauer (Participant)

9. Mar 2019 → 12. Mar 2019

3rd SDU Finance Workshop

Alexander Schandlbauer (Organizer)

15. Nov 2018

European Finance Association

Alexander Schandlbauer (Participant)

22. Aug 2018 → 25. Aug 2018

2nd SDU Finance Workshop

Alexander Schandlbauer (Organizer)

16. Nov 2017

2nd SDU Finance Workshop

Alexander Schandlbauer (Organizer)

15. Nov 2017

European Finance Association Annual Meeting

Alexander Schandlbauer (Participant)

23. Sept 2017 → 26. Sept 2017

Finance Research Seminar Organizer

Alexander Schandlbauer (Organizer)

1. Jan 2017 → ...

1st SDU Finance Workshop

Alexander Schandlbauer (Organizer)

1. Dec 2016

The 1st Annual SDU Finance Workshop

Alexander Schandlbauer (Organizer)

1. Dec 2016

German Finance Association

Alexander Schandlbauer (Speaker)

30. Sept 2016

European Finance Association Annual Meeting

Alexander Schandlbauer (Participant)

17. Aug 2016 → 20. Aug 2016

Swiss Finance Conference

Alexander Schandlbauer (Speaker)

8. Apr 2016 → 9. Apr 2016

Nordic Finance Network

Alexander Schandlbauer (Speaker)
26. Nov 2015 → 27. Nov 2015

Research Seminar in Aarhus

Alexander Schandlbauer (Participant)
18. Nov 2015

FMA Annual Meetings

Alexander Schandlbauer (Participant)
15. Oct 2015 → 17. Oct 2015

EFA Annual Meeting

Alexander Schandlbauer (Participant)
19. Aug 2015 → 22. Aug 2015

The Financial Intermediation Research Society

Alexander Schandlbauer (Speaker)
24. May 2015 → 27. May 2015

ASSA

Alexander Schandlbauer (Speaker)
3. Jan 2015 → 5. Jan 2015

Lecturing Training Program

Alexander Schandlbauer (Participant)
2015 → 2016

workshop

Alexander Schandlbauer (Participant)
3. Oct 2014 → 4. Oct 2014

Teaching and supervision**Advanced Corporate Finance**

Alexander Schandlbauer
01/09/2014 → 31/01/2022

Ph.d. Co-Supervisor

Alexander Schandlbauer
01/09/2013 → 01/09/2017

Topics in Empirical Finance

Alexander Schandlbauer
01/02/2016 → 30/06/2017

Topics in Finance

Alexander Schandlbauer
01/02/2018 → 30/06/2021

Press/Media

17 mio. kroner til nyskabende projekter på SAMF

Alexander Schandlbauer

10/05/2022

1 Media contribution

De nyttige konkurer - hvor blev konkurerne af?

Alexander Schandlbauer

03/06/2021

1 Media contribution

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Alexander Schandlbauer

03/06/2021

1 Media contribution

De nyttige konkurer - hvor blev konkurerne af?

Alexander Schandlbauer

03/06/2021

1 Media contribution

De nyttige konkurrencer - hvor blev konkurrencerne af?

Alexander Schandlbauer
03/06/2021
1 Media contribution

De nyttige konkurrencer - hvor blev konkurrencerne af?

Alexander Schandlbauer
03/06/2021
1 Media contribution

Forsker: Betal vaccination for dine medarbejdere - det betaler sig

Alexander Schandlbauer
27/09/2022
1 Media contribution

Forsker: Betal vaccination for dine medarbejdere – det betaler sig

Alexander Schandlbauer
27/09/2022
1 Media contribution

Kronik: De nyttige konkurrencer - hvor blev konkurrencerne af?

Alexander Schandlbauer
04/06/2021
1 Media contribution

Long-term effects of COVID-19 and the stability of the financial system

Alexander Schandlbauer
20/12/2021
1 Media contribution

Lyngvilds hudpleje, fynsk online-succes og syge køn

Alexander Schandlbauer
24/05/2022
1 Media contribution

Lyngvilds hudpleje, fynsk online-succes og syge køn

Alexander Schandlbauer
24/05/2022
1 Media contribution

Lyngvilds hudpleje, fynsk succes og syge køn

Alexander Schandlbauer
25/05/2022
1 Media contribution

Teaching philosophy

My overall teaching philosophy is inspired by what William Arthur Ward (an often quoted writer of inspirational maxims) once said, namely that a good teacher explains, whereas a better teacher demonstrates, and a great teacher actually inspires. I strongly believe that students learn most if they have the possibility to actively participate both in class but also after class. Having that in mind, one key objective of my teaching is to trigger students' interest in my class. In more detail, my aim is to bring both research and teaching together and to start a critical discussion and reflection about the topics and methods that we learn in class. I try to achieve this goal by trying to motivate students to take an active role in class.

Some simple examples may demonstrate how I seek to achieve this: I am frequently asking direct questions along the way and one possibility, that I learned, is to give the students 2-3 minutes time to discuss the answers with their neighbors. Moreover, in all my classes, I am giving students home assignments which they need to hand in in groups and I

subsequently discuss the assignments in the following class. Additionally, I often discuss with my students recent newspaper article, for example from the Economist or the New York Times that are closely related to the material covered in class. I believe that such approaches help and encourage students to work together and to discuss the material we have covered in class.

In general, it is fair to say that my teaching philosophy (and also my research philosophy) is rooted in my own experiences. I have studied at four different universities in four countries throughout my bachelor, master, and Ph.D. education (University of Maastricht, HEC Montreal, Stockholm School of Economics and the Vienna University of Business and Economics) and each place has had a unique approach to teaching. While the University of Maastricht focused on a "problem based learning" approach, which was based on case studies and small group presentations/discussions, other universities were more traditionally lecture based. From this experience, I am now drawing my own teaching motivation. I believe that the mixture of these teaching styles can be beneficial for students. I also believe that students should be motivated and encouraged to participate actively in class (to overcome their own shyness and to practice speaking in front of other students) and they should also be critical of what they learn. This active part is not only helpful for gaining a better understanding of the subject matter but students also learn an important lesson for their professional and their private life.

What framework conditions have to be in place for learning to happen? To address this question and to align the above described motivation to my teaching, I have designed a new course for master students called "Topics in Finance" at the University of Southern Denmark. The main idea of this master level introductory course is that I present half of the times different empirical methods (here I use a traditional style teaching approach, i.e. basic lectures). Subsequently, the students (in groups) present and also discuss academic papers that directly apply these methods. These student presentations/discussions are very helpful because students have the ability to both learn from each other (peer-learning) and they can practice their presentation skills, which may be beneficial for them in their later professional life. Additionally, critical thinking and active participation was a prerequisite and the students were also graded on this basis. All in all, the students were very satisfied with the set-up and the content of this newly developed course.

What role do I as a teacher play when it comes to student learning? As a younger faculty member, I recognize that I have a lot to learn about good pedagogy. In fact, I hope to be a lifelong learner in how to be a better teacher. I began this process by being a participant at the lecturing training program here at SDU and I attended various different teaching workshops at our department. As a teacher, I strive to be enthusiastic, I want to use active learning and I hope to make students think outside the box. It is also very important to me that my teaching is strongly based on current academic papers and methods. This way, I can bring in my own research (which I know best) into my teaching and I can more credibly tell the students why certain topics are important and interesting. I therefore strongly believe in a research-based teaching approach. Moreover, it is important to give feedback and to give students a voice. This is especially vital in my elective course, which is more based on active student participation and group work. Last, I want to be resourceful, meaning that I need to balance my time with teaching and with doing research. For the future, I would like to have the following teaching goals in mind: 1) continuously update my skills on using technology in the classroom 2) attend workshops on teaching related items whenever possible 3) learn from both students and fellow colleagues to improve my teaching.