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Teaching Statement

Over the past decade, I have developed my teaching approach across three institutions—from leading small economics courses during my PhD at the University of Washington to managing 200-student lectures as a research-track faculty member in the Finance Group at Warwick Business School (WBS)—a triple-accredited institution ranked 3rd in the UK and 15th in Europe by the Financial Times. As a Fellow of the Higher Education Academy (FHEA), I currently teach two finance courses at WBS: an undergraduate and a postgraduate course that have ranked in the top courses school-wide. My commitment to student-centered teaching has earned 11 teaching excellence awards and student evaluations averaging 4.8/5.

Teaching Philosophy. My teaching philosophy is built on three simple ideas: students learn best when they actively participate, when they see global perspectives, and when they solve real problems. I believe students need to do more than just listen—they need to engage with the material and see how it works in practice.

I make my classes interactive through live polling technology. I include real-time polls and questions in every lecture, with participation rates consistently exceeding 80% even in large classes. This helps me see what students understand and adjust my teaching on the spot. Students often tell me these interactive elements help them grasp difficult finance concepts. You can see examples in my lecture slides at rorymullen.net/teaching.

I teach finance and economics from a global perspective because that's the world our students will work in. I use examples from different countries and markets, not just UK or US examples. Having taught and worked internationally, I understand how finance and economic policy work differently across cultures and regulatory systems. This approach helps prepare students for international careers.

For assessments, I create problems based on real-world situations. Students have to research, analyze data, and present solutions—just like they would in their future jobs. I've updated my courses to include topics relevant to current policy questions and finance trends, reflecting what employers now expect graduates to know. I'm also developing new modules that combine machine learning with finance, drawing on my research in text analysis to help students work with financial data using modern computational tools.

Teaching Performance. My teaching results speak for themselves. I've won 11 teaching awards at Warwick Business School since 2019, receiving the Award for Outstanding Contribution to Teaching every year—and often twice in a year. My postgraduate survey course scored 4.9/5 in student evaluations this year, while my undergraduate finance course scored 4.8/5—placing it in the top 10 undergraduate courses school-wide. Students particularly appreciate the interactive nature of my courses, the clarity of explanations, and my accessibility for support. The university nominated me for the 2023-24 Warwick Award for Teaching Excellence in Social Science.

Beyond the classroom, I mentor around 20 undergraduate students each year, and have helped several gain admission to top US graduate programs. I've also supervised a PhD student who successfully completed their degree and secured a position at ICE (Intercontinental Exchange). This mentoring extends my teaching impact beyond course delivery, shaping both academic and professional trajectories for students.

Before Warwick, I taught in the Economics Department at the University of Washington during my PhD—both introductory and intermediate macro and micro. I also taught in the Albers School of Business and Economics at Seattle University—both business statistics and economics. This range of experience helps me understand what works for different types of students and courses.

Conclusion Teaching has been a rewarding part of my academic career. My track record of sustained excellence across different institutions and departments, combined with ongoing innovation in educational technology and internationalized teaching practices, positions me to make meaningful contributions to higher education in finance and economics going forward. Attached to this document, I have enclosed detailed evaluations, student comments, and course descriptions with links to sample syllabi and lecture slides. I invite you to further explore my teaching materials and student feedback at rorymullen.net/teaching.

Sincerely,



Rory Mullen
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Enclosures:

- Appendix A: Student Evaluations
- Appendix B: Student Comments
- Appendix C: Course Descriptions

A Student Evaluations

The table below presents detailed student evaluation results for my two primary courses at Warwick Business School over the past five years. Evaluations are scored on a 5-point scale, with response rates showing the number of respondents relative to total enrollment. Across all lecture and seminar evaluations, my courses have averaged 4.8/5 over this period.

Course	Year	Response Rate	Lecture Evaluation	Seminar Evaluation
Intermediate Finance (UG)	2024-25	31/154	4.8	4.9
	2023-24	49/157	4.8	4.9
	2022-23	62/204	4.7	4.7
	2021-22	61/199	4.6	—
	2020-21	111/215	4.4	4.7
Survey of Financial Markets (PG)	2024-25	68/92	4.9	4.9
	2023-24	86/153	4.8	4.8
	2022-23	116/160	4.9	4.9
	2021-22	66/141	4.7	4.8
	2020-21	86/119	4.8	—
UG Average	Five-Year	63/189	4.6	4.8
PG Average	Five-Year	84/133	4.8	4.9

B Student Comments

The table below presents detailed student comments from my two primary courses at Warwick Business School over the past five years, highlighting the interactive nature of my courses, clarity of explanations, and accessibility for support.

Course	Year	Comment
Intermediate Finance	2024-25	“Rory was by far the best finance instructor I’ve had the opportunity to interact with. He was extremely encouraging and welcomed all questions towards the module and also extra-curriculars in the discussion of the module content.”
	2023-24	“Very good at explaining things. Complicated module so his thorough approach to explaining things was super useful.”
	2022-23	“Rory is honestly one of the best teachers I’ve had, made it very easy to understand the lessons, and is great with students as a whole. His time was greatly valuable and appreciated!”
	2021-22	“Rory is a fantastic module leader and lecturer. He explains concepts very well and is always available to answer questions in the forums or on Vevox.”
	2020-21	“Rory is an excellent teacher. The man is clearly very hard working and talented in his explanations. I have no hold-backs saying he is by far the best teacher I have had at Warwick.”
Survey of Financial Markets	2024-25	“Rory is great at explaining things and always make sure that we get the full information about the topic to his knowledge. Kind and understanding. Always look up at the condition of his students.”
	2023/24	“I believe he is the finest faculty that I was taught by in the first term. Knowledge of subject, attention to detail, motivation as well as effort were high throughout the course of the term.”
	2022/23	“Rory’s module was the most well-thought-out and structured module I have taken so far during my time at University. A combination of good explanations, well-structured material, and interactive seminars made this module super interesting!”
	2021/22	“Rory has put in a lot of effort to make the module as interactive and interesting as possible. He has also arranged the material in an outstanding manner which has made revision extremely convenient. Best professor!”
	2020/21	“Rory has been the best module leader for this term in terms of explaining concepts and helping students whenever contacted. The forum was a great initiative for students to connect with him and understand the concepts better if in doubt.”

C Course Descriptions

Below are descriptions of three representative courses from my portfolio of 10 distinct courses taught across three institutions. For a complete teaching record, please see my CV.

Intermediate Finance

10-Week Undergraduate Module

University of Warwick, Warwick Business School

Enrollment: 150–200 students

Taught from 2020-21 to 2024-25 ([Syllabus](#), [Lecture Slides](#))

Undergraduate course focusing on portfolio theory, asset pricing, and derivatives. The first half introduces uncertainty and risk aversion, then covers optimal portfolio construction, the Capital Asset Pricing Model, and market efficiency. The second half introduces arbitrage, then covers bond markets, yield curve arbitrage, forwards, futures, and options. Throughout, readings, problem sets, and interactive polls reinforce key concepts and help students practice new skills.

Survey of Financial Markets

10-Week Postgraduate Module

University of Warwick, Warwick Business School

Enrollment: 100–150 students

Taught from 2019-20 to 2024-25 ([Syllabus](#), [Lecture Slides](#))

Postgraduate course providing a broad overview of financial markets and instruments. The first part covers the financial system and its core functions, interest rates, and term structure. The second part examines central banking, short-term interest rates, bond markets, equity markets, mortgage markets, and foreign exchange. The third part covers derivatives, risk management, financial intermediation, and market microstructure. The course includes interactive polls, case studies, and weekly academic paper readings.

Intermediate Macroeconomics

10-Week Undergraduate Module

University of Washington, Economics Department

Enrollment: 30–40 students

Taught from 2015-16 to 2018-19 ([Syllabus](#))

Undergraduate course developing macroeconomic theory to explain aggregate economic movements. The first part introduces goods and financial markets, then develops the IS-LM model analyzing their interactions. The second part examines labor markets, wage determination, and the Phillips Curve, culminating in the AS-AD model integrating all three markets. The final part explores technological progress and long-run growth through the Solow model and endogenous growth theory. Students apply theoretical frameworks to current events through problem sets, interactive polls, and readings including classic papers by Hicks, Phillips, Solow, and Romer.