

GRADUATE NEWS JANUARY 2018



OLD DOMINION UNIVERSITY

The Graduate School

Another year, another dollar -- or plural, if you are wise and fortunate with your money. Investment, roaring in line with the economy, especially in cryptocurrency and other financial mechanisms, has kicked up, with much of the country investing wildly. Some investors are graduate students and adjuncts, and are not quite sure how to proceed. Many of you set a goal of managing your finances more strictly with the incoming new year, potentially investing, and setting a new course with money to be gained after graduating, and we at the Graduate School would like to assist you in that journey. In this issue, we interview Andrew Cohen, a University Distinguished Teacher, Entsminger Fellow, Finance Lecturer, and Manager of the Lumsden Trading Room & Research Lab. Afterward we profile Son Dang, a PhD Candidate in Finance and GA in the Lumsden Trading Room and Research Lab. Herein, we delve into Andrew Cohen's philosophy and path, investing, free training, cryptocurrency, financial management as a graduate student, and more.



ANDREW COHEN: UNIVERSITY DISTINGUISHED TEACHER, ENTSMINGER FELLOW, FINANCE LECTURER, AND MANAGER OF THE LUMSDEN TRADING ROOM & RESEARCH LAB

What do you love most about teaching?

When I was originally hired as the trading room manager, I was not sure that I would like academia, but once I started teaching, after I created my Wall Street 101 class, I loved the environment. I enjoyed the interaction with students and the challenge to keep students engaged and motivated so they can learn as much as possible in each class session. When I was a trader at Madoff, I always had assistants to train and while I had a self-interest to maximize their comprehension of the stock market to make them better traders so they could help me increase my trading profits in my account, I found that I did actually enjoy the teaching and mentoring part of my job. Now with students it's even better since my main focus is on teaching and helping them. I like the

challenge of creating ideas, and being flexible -- seeing how I can stimulate students to learn. The great thing about teaching is that each class is challenging in a different way because every student is unique. The persistent challenge is evolving my class to make everyone as active as possible so that they can stay engaged and do their best. Before each lecture, I look at the latest news and apply that to real-world experiences so that students can relate to and thereby learn valuable lessons.

If you could condense your philosophy for learning what would it be?

Engage. Participate. Absorb. Perform.

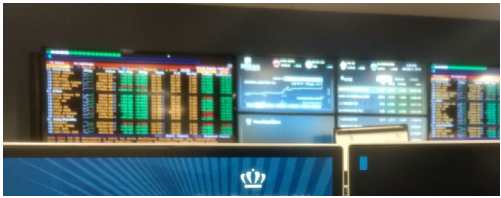
Can you tell me about the Jensen and Lumsden Labs?

The Jensen Lab is great for students to practice and improve their communication skills. They can practice a presentation and watch themselves speak. It's amazing what you see. Some students don't realize that they pause or say "um" a lot, or do other annoying things, and this helps get out the kinks and have them become more eloquent in their speech. The Lumsden Trading Room and Research Lab is exceptional in that it is the largest trading lab in the region and one of the largest trading labs in the whole country. We have 24 terminals, and that's only possible through the generous donation of Gregory and Linda Lumsden, who are ODU alumni. We are very lucky to have their support and are very appreciative.

Continued over the next 2 pages

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ANDREW COHEN (CONTINUED)



What were critical steps that guided your path in investment and education?

When I was working at Goldman Sachs, I went through their training program and attended evening classes at NYU to attain my MBA. This gave me a wonderful combination of real world and theoretical learning. Additionally, I learned a great deal through my interactions and relationships with many of the Goldman Sachs traders. We played a lot of sophisticated trading and gambling games which sharpened our trading skills. We would create our own futures markets on sports teams, and actively trade them for real money. Through these games you had to combine trading skills with expected value, credit risk and many other Wall Street savvy skills. I learned a lot about the psychology of trading, expected value, and risk management. When you have a lot of your own money on the line, you learn a lot faster; there's so much more motivation. The rewards and punishments are right in front of you. It helped set the stage and give me the skills to become a really good trader. After I got my MBA, I went to a small boutique firm. I left Goldman Sachs where I was a small fish in a big pond, and I went to Bernard Madoff where I became a super star, because of the knowledge that I accumulated at Goldman Sachs. The combination of my NYU MBA and experience competing against some of the smartest traders in the world from Goldman Sachs, gave me an edge over the traders at Madoff. That led to me having great success there as a trader. So that's my initial path through 2000.

the balance might change in ways very difficult to predict. If the supply keeps going up and the demand gets curtailed, the prices could plummet. The point is that it is very risky to invest in it. That doesn't mean that the value of such currencies won't stop going up. Certainly, students should learn from it. I believe that it will be part of the future in some fashion.

What steps helped you to manage the stresses of graduate school?

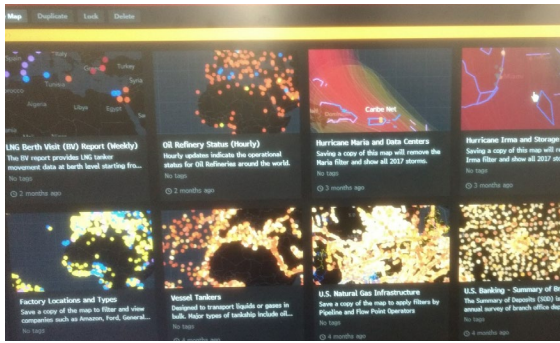
What helped me manage stress was regular exercise and playing sports such as basketball, tennis, and racquetball at the NYU gym, while avoiding any alcohol or watching TV. I was able to walk to most of my classes and to work and I was also an avid and aggressive bicycle rider which saved me time getting around the city, except when I would get hit or doored by a taxi. The most important lesson was ensuring to attend and participate in every class. I learned the material, sat in front of the class, and if I didn't understand something, I would raise my hand because I didn't have much time to study. The reason that I got A's and did so well is that I absorbed as much as I could in the classroom because I was working almost 60 hours per week at Goldman Sachs and did not have much time to study outside of the classroom. If there was a complicated topic that I did not understand, I figured no one else in the class did either, so I would be the one to raise my hand and participate. I was there, and I would learn it. I would also encourage students, if you are feeling tired or sleepy, to raise your hand and ask a question because you are going to have everyone looking at you. In that moment, you will get the adrenaline flow and that will keep you stimulated for the class.



How do you feel about cryptocurrency? Should students or anyone consider looking into it?

Students should learn about it. Cryptocurrency is one of the big growth areas in our financial markets. I'll say this – the blockchain technology behind it is advanced and it could be the future. As far as investing directly in cryptocurrencies, that is pure gambling. The cryptocurrencies have done well, but no one can predict whether they will continue to go up or even go down considerably. The value is based on supply and demand, and the reason that we have had the rapid rise is that the supply has been limited and the demand has been growing extraordinarily. You have demand being pushed with limited [or slowly growing] supply, and prices go up. That's what has happened in the past, but there are so many new cryptocurrencies coming out that the supply is expanding rapidly, and at some point (with both supply and demand growing rapidly),

ANDREW COHEN (CONTINUED)



For students looking to invest, what potential questions should they ask themselves?

When they invest, first of all, they need to know the fundamentals. Look at how stocks are valued. What are some factors that lead to good stocks? For example, a lot of students play fantasy football or something like that. When you draft, you evaluate a particular player based on statistics. Stocks have statistics, too. I encourage them, before they invest in a particular stock, to try and know the company inside out. Is it a company that is going to be viable for the long term? Is it growing? Is the stock cheap or expensive? From there, you can learn the financial ratios. Is it priced high relative to its future earnings? Is its growth expanding a lot? All of those factors should be considered in combination with one another before you buy a particular stock. What I would say, also before investing real money is what I call “paper trade”. That is, get a spreadsheet and see without real money. Say “I want to buy this.”, and write it down at the exact time. Don’t cheat yourself. Don’t look back and say, “If I would have bought that then...” You got to do it at the moment and see. If you did 20 trades and made money in 17 of them, maybe you’re on to something. If you do 20 trades and you lost money, you have to rethink what you’re doing – “What mistakes did you make?” You can learn a lot from your mistakes, so that’s what I encourage. Think of a strategy. The other thing is to be disciplined. Depending on how much money you can afford to lose, make sure that you don’t put it all on one thing. Diversify. Put it in different areas. Invest in things that you know well.

For students looking to stretch their money or better maintain their finances, what steps would you recommend?

They should try to minimize their debt. Generally, if they owe money the interest rate is a lot higher than the money they can earn safely in a bank. Right now, if you have money in a bank, you earn practically nothing. Interest rates have just started to drift up. Get rid of your highest debt first. If you have credit card debt, a lot of credit card debt is 18 percent or 20-something percent, which is ridiculous. You should pay that off, first and foremost. When you start working, try to save a little bit to invest in something. Make sure that you have enough for your immediate needs: rent, food, important things. Once you start having discretionary income, you can look into investing, whether you want to gamble in some cryptocurrency or start investing a small amount in the stock market. Once you have your needs met, that’s a good idea. The stock market, certainly in the long run, has been a great historical investment. It goes up about 10% a year in the long run. Whether it is high or low now is not important for a young student who has about 50 years to invest. If the world doesn’t change dramatically, 50 years from now, smart investments made in the stock market will be many times what they are right now.



In school and life, what do you feel that students should look out for?

I think that students should visit the trading room, get Bloomberg Certified, and utilize the Bloomberg Terminals as much as possible. Students should also make sure they have good communication skills. With automation and technology advancing at a rapid pace, there are lot of jobs that will be replaced by machines, but one ability I believe will stand the test of time is our communication skills. If you have a great personality, if you can sell things, if you can communicate and present well, there will always be good job available for you. Develop your written and oral communication skills. We also have the Jensen Lab next door. I encourage students to take public speaking classes. In my classes, I make sure that students give at least two presentations. It’s a great experience, and I notice a radical improvement from the first to the second presentation, and I hope that it will give them confidence when they are in an interview or anytime they are professionally interacting. The other thing is to develop contacts by doing summer internships. Summer internships give students an opportunity to obtain experience, see if they like it, and make good, professional contacts. It might not be a job that they like, but maybe they might impress someone who can refer them to another company.

Next Page: Son Dang, PhD Candidate in Finance and GA in the Lumsden Trading Room

SON DANG, PhD CANDIDATE, GA IN LUMSDEN TRADING ROOM & RESEARCH LAB



What have been your greatest challenges so far?

I think it is the same for many people in today's world, especially in academia: how to maintain the family-work balance. There are so many things to learn and to do, but at the same time, we still need to satisfy our own emotional needs and those of our beloveds. As a Ph.D. student trying to complete my dissertation and working as a Graduate Assistant for experience and financial support, a wife and a mother of an active 3.5-year-old, I guess my plate is pretty full.

What do you consider to be your particular strength(s)?

Also my particular weakness: Dedication. For whatever I do, I pour all my heart and efforts into it and get that one job done flawlessly, but consequently fail to focus on other jobs. That's why as I mentioned earlier, I am working hard every day to learn to multi-task and handle several things in a day, and not just completing excellently only one task.

What made Old Dominion University stand out?

A few years back, the Fulbright Program in Vietnam picked ODU for me and sent me here for a Master's (M.A.) Degree in International Studies. I soon fell in love with ODU because of its various programs, valuable resources for research, and large community of international students, and wanted to explore more from ODU. Hence, after completing the M.A. Program, I switched majors and had no difficulty picking ODU as my only choice to apply and stay for a Ph.D. Degree in Finance.

What do you like most about ODU?

ODU has many great professors who have helped spark my interests in the directions that I had never realized. They are not only knowledgeable, but also full of support and encouragement, and approachable to students. I have learned so much from them, through classes, work, research projects, and other activities.

Faced with many competing demands on your time, how do you determine your priorities?

Of course I try to meet deadlines first and foremost. But I am struggling to tackle small parts of several projects in a day so I won't get bored and can stay motivated. Assigning specific time slots to each task is necessary for me stop to move on to another project. Spending time with my family is for sure one of those projects.

What would you like to share about the Gregory A. Lumsden Trading Room & Research Lab?

The Lumsden Trading Room & Research Lab is completely free for all ODU students, faculty, and staff (as long as you have a MIDAS account to log in the terminal). There are 24 terminals in the Lab, and you can choose to use any one available. We keep the door open every day in the week except Sunday. There is always someone (either the Lab Manager or his Graduate Assistants) in the Lab during the operating hours to provide assistance in using Bloomberg, so please do not hesitate to ask us for help if needed. Bloomberg is a tremendous resource for learning, teaching, research, and even entertainment (it has functions equivalent to Google Earth, LinkedIn, Craigslist, and so much more). It offers both real-time and historical information, which is applicable not only to Finance but to anything related to business including Economics, Supply Chain, IT, and so on.

What do you like most about the Lumsden Trading Room & Research Lab?

I like reading the financial analyses of public firms and the latest news, which can be sorted as top or most read news on Bloomberg. Working in the Lab gives me the opportunity to not only help students and faculty utilize this valuable resource, but I also learn everyday about different functions, exciting information, and new ways to dig further into this huge well of knowledge.

What certificate/program features would you like to advertise?

The most noticeable benefit from Bloomberg is the Bloomberg Market Concepts (BMC) certificate, which is free for ODU students. All you need to do is to go to the Lab during its operating hours and watch the self-paced training videos, which take approximately 8 hours in total to watch, answer the questions at the end of each video, and you will receive a BMC certificate as a compelling advantage to put on your résumé. It shows your knowledge about economic fundamentals and financial markets, and also your skills in using Bloomberg to analyze and interpret data.

Next Page: Lab Showcase

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LAB SHOWCASE - A TOUR OF OLD DOMINION UNIVERSITY'S VISION LAB

Old Dominion University is host to a large variety of labs and research spaces that even many students are unaware of. In this section of the newsletter, we aim to showcase interesting happenings at labs across the campus. In this issue, we stopped by the Vision Lab (<https://sites.wp.odu.edu/VisionLab/>), located in the Engineering Systems Building, across from Perry Library to look at several projects that their graduate and undergraduate students are working on. During a visit by a NASA representative, I was party to a display of several on-going projects.

These projects included (among others) :

Detection of facial and emotional cues in patients

Analysis of crowd sourced images for flood detection

A tool for automated brain tumor detection with a detection rate on par with a doctor's

A software that enables a drone to identify and follow individuals who are security threats

Software for tracking moving objects in infrared

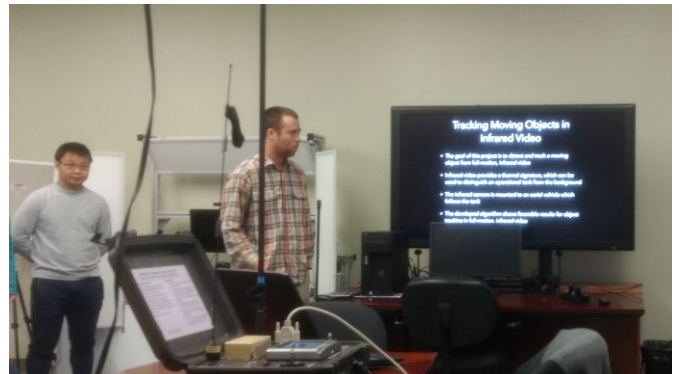
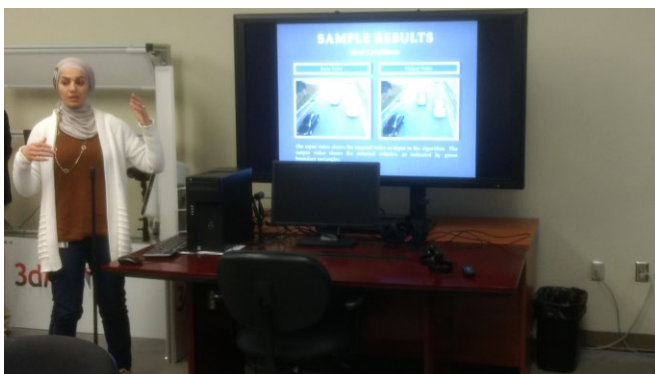
A Multi-modal wireless sensor network

Exploring Traffic Dynamics in real time to assist in rapid vehicle identification and track and measure emissions

BCI (Brain-Computer Interfaced) Controlled Robot Vehicles

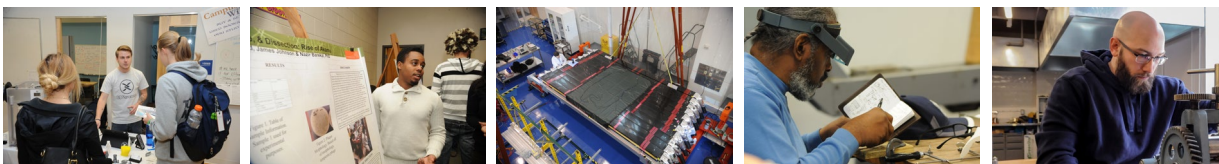
Improved Generalized Object Recognition using a Deep Recurrent Model (Deep SRN Face Recognition Model)

The practical application of these projects is that they empower us to live our lives better and enable greater use of devices to assist us in our day-to-day tasks, recreationally and professionally. The greater public will benefit from this research in the form of improved healthcare, environmental awareness, and national security. The demonstration ended with a friendly game of rock-paper-scissors, as assisted by NAO, a robot used for vision studies.



Special thanks goes out to Dr. Iftikharuddin, Zeina Shboul, Lasitha Vidyaratne, Linmin Pei, Mahbub Alam, Chester Dolph, Alex Glandon, Megan Witherow, Thomas Batchelder, Carrie Kuzio, and the rest of the Vision Lab.

G.R.A.D. 2018 - THURSDAY, MARCH 29, 2018



G.R.A.D. will take place on Thursday, March 29, 2018. Students will present posters between 12:00 PM and 2:00 PM. All graduate students are encouraged to participate. If you are interested, you can submit a poster proposal online no later than Friday, February 16, 2018 @ 5:00 PM to http://ww2.odu.edu/forms_admin/viewform.php?formid=20017. The poster proposal consists of the graduate student's name, any co-authors, project title, and 300-word maximum abstract. A committee appointed by the Graduate School will review each abstract and accept those to be presented. Proposals that do not follow the formatting requirements, or are submitted late, will not be accepted. If space allows, demonstrations related to presented research may be allowed. Materials for such demonstrations must fit on a 2.5 ft. x 8 ft. table. Students wishing to present demonstrations should request the table in the space provided on the proposal submission link. Unfortunately, not all demonstrations can be accepted as the number of tables and space will be limited.

MASTER'S STUDENT, AMANDA YESSICK, WINS NATIONAL AWARD



The American Chapter of the Society of Health and Physical Educators, known as SHAPE America, is the largest professional membership organization for those concentrating in health and physical education and they have set national standards that are used in physical education programs, country-wide. Chosen to be recognized at the 2018 SHAPE America National Convention for their Adapted PE/Activity Graduate Student of the Year Award is Amanda Yessick, a Masters student in Health and Physical Education. Let's give her a round of applause for this huge and exciting award!

SCIENCE PUB VIA THE OFFICE OF RESEARCH

Science Pub - Tunnels & Tolls

02/21/2018 6:00 PM - 8:00 PM

Oozlefinch Craft Brewery, 81 Patch Rd., Fort Monroe, VA

"Details coming soon. Science Pubs ODU is an opportunity for the community to engage with ODU researchers in an informal setting. Join us for a lively and engaging discussion; a curious mind is all that's needed! The first 20 guests to arrive will receive a beverage ticket."

VIRGINIA SEA GRANT FUNDING

The Virginia Sea Grant would like to advertise the National Oceanic and Atmospheric Administration's (NOAA) NOAA National Sea Grant College Program 2018 Ocean, Coastal, and Great Lakes National Aquaculture Initiative (NAI), which aims to help expand U.S. aquaculture initiatives. Emphasis is placed on submissions that improve aquaculture technologies, promoting effective, science-based communication, and improving aquaculture resilience with the respect to environmental dynamics. Proposals are encouraged

to integrate at least one Sea Grant program with at least one end-user or public-partnership, integrate Sea Grant Extension personnel, include a technology transfer component, and discuss how the completed project will boost aquaculture. Applicants should contact the VASG Fellowship Coordinator, Sam Lake (sjlake@vims.edu or 804-684-7436) and copy VSGproposals@vims.edu as soon as possible for guidance on proposal development and expectations, as well as indicating interest in the program. Applications are due on March 2, 2018 at 5:00 PM EST. The earliest start date is September 1, 2018, for any project.

More information can be found at <https://vaseagrant.org/>. Applications will be accepted at <https://vaseagrant.ecsion.com/>



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ADDITIONAL FUNDING PORTALS

If you are hankering for more funding sources, you will find a few more below. Let us know of sources that you find helpful, especially ones that we have not listed.

Post Graduate Funding - <http://www.postgraduatefunding.com>

Newton's List - <http://newtonslis.crdfglobal.org>

Pivot - <https://pivot.cos.com>

Go Grad - <https://www.gograd.org/financial-aid/scholarships/>

American Psychological Association - <http://www.apa.org/about/awards/>

Grant Forward - <https://www.grantforward.com/index>

ResearchResearch - <http://www.researchresearch.com>



TIPS FOR MAKING THE MOST OF GRADUATE SCHOOL

As you proceed in your graduate career, keep yourself open for advice along the way. You are in here for the long haul and can benefit from extra perspectives. To assist, some reads have been selected for your consideration:

“Some Modest Advice for Graduate Students”
by Stephen C. Sterns of Yale University

Page: <https://stearnslab.yale.edu/some-modest-advice-graduate-students>

“Advice for grad students: own it.” by Christie Wilcox
Page: <https://blogs.scientificamerican.com/science-sushi/advice-for-grad-students-own-it/>

“Advice for Succeeding in Grad School” by The Stanford
Philosophy Department
Page: <https://philosophy.stanford.edu/degree-programs/graduate-degree/graduate-life/advice-succeeding-grad-school>

COMICS

Looking for comics to channel your inner nerd or grad school experience? Don't worry. We have you covered with a selection with appeal to each college and field below. Feel free to send us recommendations to mention. If you draw/write and would like to showcase your work, let us know.

SFW

PhD Comics - <http://phdcomics.com>

Existential Comics - <http://existentialcomics.com>

Hark! A Vagrant - <http://www.harkavagrant.com/>
Lego Grad Student - <https://brickademics.com/gallery/>

NSFW

SMBC - <https://www.smbc-comics.com>

XKCD - <https://xkcd.com/>

EDITOR'S SPOT



The New Year is upon us. I hope that you are all doing well this spring semester. There are a great many things on the horizon. We have G.R.A.D. 2018 in March, plenty of local conferences, an excellent spring, and some nice interviews lined up. If you liked any of the new features within or have suggestions, please let us know. We are open to cover just about anything pertaining to graduate education, especially opinions, research, perspectives, lives, and more of graduate students, their mentors, and what they find important.

-Xavier-Lewis Palmer

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GRADUATE CONTEST

The Graduate School is announcing three contests by recommendation of one of our esteemed readers, which are listed below in bold. Students can submit to all three if they desire via <https://goo.gl/C6F8i1> by 12:00 PM on March 29th, 2018. The winners will be selected on the 1st of April. They and their submissions will be featured in the April issue. Questions can be sent to xpalmer@odu.edu.

Eureka Moment / Happy Accident: Describe, in 300 words or less a finding or realization that excited you or allowed you to clear a major research hurdle

Epic Fail: Describe, in 300 words or less a research failure or accident that you found embarrassing.

Getting Artsy: Describe or submit an artwork, in literary, video, or a picture format.

GRADUATE AND CAREER PATHWAY EVENTS

Additional Events

Career Pathways Workshop: Making it through the Home Stretch

Friday, March 2 12:00 PM-2:00 PM

Learning Commons LC 1310-1311

Learn how to navigate the period between coursework, exams, and dissertation. Gain insights on how to work with your advisor and committee.

Career Pathways Workshop: Teaching Elements of the Job Search

Friday, March 23 12:00 PM-2:00 PM

Learning Commons LC 1310-1311

Need advice on preparing for a teaching-focused academic job search? This workshop will focus on teaching elements of the application packet and interview, such as what teaching materials to include in the application packet, classroom demonstration, and the teaching job talk.

ABOUT



Find Graduate School News online at:
www.odu.edu/graduateschool.

ODU graduate student Xavier-Lewis Palmer compiled and edited this newsletter with help from Dr. Robert Wojtowicz, Dr. Bryan Porter, and Ms. Missy Barber in the Graduate School.
You can contact Xavier-Lewis at: xpalmer@odu.edu.

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