



SUNY OLD WESTBURY

# *“IN THE NEWS”*

JULY TO AUGUST 2017

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SUNY College at Old Westbury



# H2M ARCHITECTS + ENGINEERS RECEIVES PRESERVATION AWARD

JULY 10, 2017

Melville, N.Y. — For their commitment to environmental responsibility and its leadership in the Long Island Business community on issues related to responsible design and construction the firm of H2M architects + engineers received the 2017 Theodore Roosevelt Preservation Award from Old Westbury College Foundation, Inc. at their annual Summer Polo Match and Lawn Party.

**SUNY Old Westbury** situated on a 604-acre campus takes a keen interest in the environment on which it operates. In recognition of this, the Old Westbury College Foundation, Inc. created in 2004 the Theodore Roosevelt Award for Preservation to honor those men, women and organizations that work to protect Long Island's critical natural resources.

The leadership and staff of H2M architects + engineers is proud to say: "Sustainability isn't something we do; It's something we live." Through its professional expertise and collaborative approach, H2M each day lives out its commitment to being responsible stewards of the environment and for future generations who will live and work in the communities in which it operates.

The company's sustainable designs incorporate a "whole systems approach." Minimizing the impact of the project on the environment, H2M professionals take into account the building envelope, electrical and mechanical systems, site characteristics, local environment, and materials used. The firm's plans for municipalities and neighborhoods consider how to balance transportation demands and economics with environmental conservation, historic preservation, and the community's quality of life.

Through every relationship H2M develops and every project is successfully completes, H2M seeks to show that sustainability does not have to cost more. Using integrated design, analysis and research, the firm designs projects that take a practical and efficient approach to sustainability.

While high quality, professional services have been the hallmark of H2M since its founding in 1933, the firm's commitment to the idea that environmental sustainability is a critical business element came to the fore newly 20 years ago. In 2000, when the U.S. Green Building Council first developed the Leadership in Energy and Environmental Design rating system, H2M architect Ron Lanner knew that it would not just be a trend in the industry, but a movement towards a more sustainable approach to building and infrastructure design. At that time Mr. Lanner, Vice President and studio Director for the Emergency Services market, and fellow trailblazing architect Danny Tanzi were the first in the firm to pursue LEED accreditation.

In the years since, the ranks of H2M's LEED Accredited Professionals have multiplied. Currently, the company has 30 LEED Accredited Professionals and counting from across its various disciplines, including architecture; mechanical, electrical and plumbing; structural; civil; wastewater; and water supply.



*Rich Humann, P.E. CEO & President, H2M architects + engineers, and Dr. Calvin O. Butts, III, President, SUNY Old Westbury*

# 10,000 Bags and an Overwhelming Level of Support for SUNY's Got Your Back

By Taras Kufel

A pillar of the Power of SUNY is our commitment to New Yorkers and communities across the state. Our students, faculty, and staff work hard to improve the lives of all New Yorkers through whatever means they can. There is no better example of this than the SUNY's Got Your Back initiative, a partnership between SUNY and the New York State Coalition Against Sexual Assault (NYSCASA), the New York State Coalition Against Domestic Violence (NYSCADV), and the SUNY Title IX Coordinators Association (STIXCA).

According to NYSCASA, the FBI and the Journal of Traumatic Stress estimate that 1 in 3 women and 1 in 11 men will be the victims of sexual assault at least once in their lifetime. These events are traumatic to the victims, and when they go to seek help, often times they are alone with nothing by their side. When it was started in 2016, the effort behind SUNY's Got Your Back was to collect comfort kits for victims and survivors of sexual and interpersonal violence who come to shelters and centers across the Empire State with nothing. In assembling these bags, we obtain small comfort items like shampoo, soap, lotions, dental care, tissues, note pads, and more, all to give the victims a small sense of comfort knowing they have some of the necessities to help them begin to recover.

This year, SUNY's partnership with the PGA TOUR was made larger, extending out to include the PGA TOUR Champions. On August 17, SUNY was invited to the Dick's Sporting Goods Open, a champions tour event near Binghamton, in an effort to fill 5,000 comfort bags for regional sexual assault and domestic violence shelters around the Southern Tier. That effort was a success. But we weren't done yet. The following week, on August 23, SUNY set up shop at the Northern Trust Open in Old Westbury for the first stop of the PGA TOUR Playoffs. The goal here was the same – fill 5,000 bags for regional shelters throughout Long Island and Albany. Again, the results were a resounding success.

"The SUNY Title IX Coordinators Association is thankful for the support of the PGA TOUR and the PGA TOUR Wives Association, our STIXCA members, our community partners and our students," said Lisa Evaneski, Title IX Coordinator at SUNY Oswego and President of the SUNY Title IX Coordinators Association. "It was incredible to see us all come together and provide these care bags for survivors of sexual or interpersonal violence."

Among the two events, we had hundreds of volunteers join us from many campuses, including Binghamton University, Broome Community College, [Old Westbury](#), Farmingdale State, and more. Campus leaders, including Broome president Kevin Drumm, Farmingdale President John Nader, and [Old Westbury President Calvin O. Butts III](#) all got involved and helped fill bags themselves.

"Providing support in any way we can for those who are victims of violence and abuse is a role that each and every one of us should play when we have the opportunity, said Old Westbury President Dr. Calvin O. Butts. I was proud today to see so many SUNY Old Westbury students and staff volunteer their time to help generate awareness, raise funds and create comfort bags for those in need. Through programs like 'SUNY's Got Your Back,' our students, staff and the community our college serves experience the importance of speaking out and supporting victims of violence and abuse."

These campus leaders joined the hundreds of students in attendance, adding to the community spirit of the events.

The students all took pride in lending a hand to a valued initiative. Hear it from Saben Durio, a student working towards his Masters in Educational Policy and Leadership at the University at Albany, and an intern at SUNY System Administration. "As a student on a college campus, SUNY's Got Your Back is such an important event to me. Any time that an opportunity presents itself to help survivors of these terrible events, I feel it is my duty, as it should be all of ours, to help. It makes me proud to know that each one of the bags assembled will go to people who can truly benefit from the care and compassion of others."

After all was done, a total of 10,000 comfort bags were packed and delivered to shelters across New York. In addition, \$15,000 was donated from the PGA TOUR and PGA TOUR Wives Association to the SUNY's Got Your Back Program. That money will do wonders in helping the program continue to grow and help more and more victims in the future. It goes to show that when communities come together, we can truly help our neighbors in need.





## Rev. Calvin Butts: “We cannot let a man like [Trump] take us back”

CBS NEWS August 15, 2017, 9:22 PM



*Dr. Calvin Butts, president of the State University of New York at Old Westbury and pastor of New York's Abyssinian Baptist Church, spoke with CBS News' Anthony Mason about his reaction to President Trump's comments blaming "both sides" for weekend violence at a white supremacist rally in Charlottesville, Virginia.*

ANTHONY MASON: The president said yesterday that racism is evil. Have his remarks today effectively undercut that?

DR. CALVIN BUTTS: I think so. Everyone believes that he's trying to avoid identifying the hatred and the level of vitriol in the country today. And his statements today in terms of trying to spread the blame, so to speak, did not really ensure Americans, most of them -- and I would encourage the president to pay attention to the polls -- that we should not be living in fear. Everyone is afraid today. Combined, they contributed to a substantive and energized discussion on this important topic.

MASON: Is it possible to keep the country united with this kind of rhetoric?

BUTTS: No, and that's the problem. Coming from the bully pulpit of the White House, you have to speak to the sensibilities of this nation. We're not going to fight the Civil War again, and we're not going to stand for the kind of hatred that we see tearing this country apart. And the president needs to tone it down. He needs to demonstrate that he can lead this nation. It's a difficult job, but we are a good people, and we've come a long way, and we cannot let a man like him take us back.

MASON: What is "a man like him?" What do you mean?

BUTTS: Someone who is a bully. Someone who does not listen to the deep reservoir of intelligence of the men and women of the United States government.

MASON: If you could say something directly to the president today, or have him say something, what would that be?

BUTTS: It would be that there is domestic terrorism in the United States of America, and the president of the United States does not tolerate it, and say it from his heart. I think he needs to sit back and take a look at, what is America, truly, today? And it is a diverse nation that's, one, E Pluribus Unum. I wonder if he knows what that means. Out of many, one. And he's segregating the population with this rhetoric.

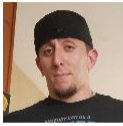
# NEXT GEN

THE NYSSCPA'S PROFESSIONAL DEVELOPMENT GUIDE

## CPA Candidates Reflect on Exam Changes

By: Chris Gaetano      Published Date: Jul 31, 2017

### THE CANDIDATES:



**STEVEN MEDITZ, 27**, Bellport, N.Y.  
Steven received his bachelor's from **SUNY Old Westbury** in 2013, and his master's in 2014. He currently works at JT Schulman & Company, P.C., in tax.



**KELLY ROHRS, 27**, Oceanside, N.Y.  
Kelly studied mathematics for two years at Hofstra University, took four years off from school while she worked, then graduated with a degree in accounting from **SUNY Old Westbury** last December. She just completed her fourth tax season at Maron & Lawrence, LLC, a public accounting firm in Rockville Centre, where she is now a senior accountant.

### When did you take the new exam? How far along are you in the exam process? Which sections did you take, and which ones do you still need to take?

**SM:** I took AUD [Auditing and Attestation] May 17. I'm taking FAR [Financial Accounting and Reporting] on July 25, and I took REG [Regulation] back in January, which I passed. I've got to reschedule BEC [Business Environment and Concepts] because that's the hardest one to pass—I've failed twice already.

**KR:** I took my first exam during our busiest month, February. Since I just finished my auditing class in December, I thought it would be a good idea to take AUD first, considering our office does not perform audits, and I wanted to try to get one in before the exam changed. Unfortunately, I joined the "74" club, but I didn't let it get me down! I started studying again for AUD immediately after April 15. I took the new format of the exam on May 15, but now will not find my grade out until August 17. I have moved onto the second topic, which will be REG for me. I have sat twice for AUD and will take REG on August 14.

### How does the new exam compare with previous experiences you've had with the exam, generally?

**SM:** I liked it. There were more task-based simulation questions, which gives you more opportunities to acquire points. With multiple choice, you get it wrong and you get no points at all, but if you get part of the task question correct and another part wrong, you still have something to show that you know the material and just made a mistake on one portion of the question. And since they changed the weight so everything is 50-50 now, you have more opportunity to get to that beloved 75.

### The new exam is intended to be more authentic to the kind of work expected of new CPAs. To what degree did you find it relevant to your own experiences?

**SM:** In AUD, I was able to use some knowledge from my job to study, so I wasn't completely in the dark scratching my head. The questions there were actually very, very relevant to what you do in the field and that was pretty awesome—if you can use personal experiences in the field and apply it to the test, you can do so much better.

**KR:** Considering [that] our firm does not practice audits, I do not think that it was relevant to me in particular. However, we do produce compilations and preparations, and our office had its peer review this year. I was able to assist on the peer review, and felt it was directly related to my studies for the AUD exam. I believe the REG exam will be more relevant to the everyday work we do in our firm.

### The exam was meant to have higher content integration (e.g., an audit question might involve concepts from FAR). Was this something you noticed in the questions and, if so, how did it affect things?

**SM:** Oh, yeah. I got a straight FAR question on AUD, and it threw me off at first, but it was something that the authoritative literature talked about, so I was able to look up the situation I was given, and I tried to give my best answer. I don't know if I got it right—I never will—but it does throw you off and it's something you're not expecting to study. When you've studied audit and never looked at the other subject, it's kind of like something out of left field.

**KR:** I think this concept makes a lot of sense, and it makes it easier to relate your everyday work (if you are in the field), if they are incorporating other accounting concepts.

### It's also longer. Did that make any difference in terms of stress (e.g., less stress because there's more time, more stress because it goes on for longer, etc.)?

**SM:** It didn't really affect me. There were fewer multiple-choice questions, something I knew I was strong with. I tried to gear myself to have a little more time on simulations, which I was able to do so I could take my time and make sure everything was correctly answered.

### What was your overall impression of the new exam?

**SM:** I liked it. With the weight of the exam and how it's designed now, it's testing candidates in a new way to make them think and earn their grade, but it's also given more leniency in helping them achieve a passing grade because some might not be good at multiple-choice questions, but when given a straight simulation question, they can feel more confident. When there are two answers in a multiple choice that both seem correct, that can trip people up.

**KR:** Honestly, my overall impression of the new exam was that it was not that different from the previous version. The content was not changed dramatically, and I thought the questions were similar. However, I will study more task-based simulations and for a longer period of time for the REG exam. Best of luck to my fellow CPA candidates!

## A Journey Into Journalism: 3 Tips For Those Looking to Work in Media

*Black Enterprise Digital Editor Selena Hill shared advice on breaking into the media industry during her radio interview with financial literacy guru Ash Cash*

by Selena Hill Posted: July 12, 201

I was recently featured on The Ash Cash Show, which is hosted by Ash Cash, a financial literacy expert and wealth coach, and his co-host Tashima Jones, a PR/brand consulting expert and the author of *Being Broke Made Me Rich*. During the interview, which originally aired live on WHCR 90.3FM "The Voice of Harlem," we focused on my career journey and how I landed a full-time position at Black Enterprise. I also shared a few pieces for other aspiring journalists aiming to work for a media company.

### Start Now

I began honing my journalism skills while I was an undergraduate majoring in Media and Communications at [SUNY Old Westbury](#). In addition to taking writing and media-related classes, I also launched a radio show called Let Your Voice Be Heard! Radio, which I still executive produce and co-host on a weekly basis. I also wrote for the college newspaper, served as the public relations director for the Student Government Association, and worked as a journalist in Montreal for a week during a school-sponsored trip. These opportunities helped me develop a strong foundation and firsthand experience working in this field.

I would highly recommend that J-students take advantage of the resources that their college provides such as a fully equipped TV studio, radio station, and guidance from professors. This will give you apt opportunity to create and build your voice, hone your craft, and build your portfolio and résumé.

However, even if you're not currently enrolled in college, you can gain and improve your skills by taking writing or videography classes at a community college or local workshops. You should also hone your craft by writing, shooting, blogging and creating content on a daily or weekly basis.

### Don't Chase Money

Journalism is notorious for its hard labor and measly salary, especially entry-level positions. Hence, if you're looking to start your career with a lucrative salary, then journalism may not be for you. On the other hand, if you have a heart for reporting the news, investigating, and creating content, then be aware that you may have to start off doing a lot of grunt work, which oftentimes is unpaid. For example, after I graduated college, I spent months working as an intern for a prominent political online news outlet for 50 hours each week and no pay. As a result, I was forced to work at a retail store on the weekends to earn money.

Once that internship ended, I started another internship at an AM radio station in New York City, which eventually offered me a part-time paid position after a few months. In total, it took me almost a year after I graduated college before I begin working in media as a paid journalist and reporter. And even then, I was still working part-time or freelancing for very little pay.

### Be Patient and Humble

My grind to land a cool, full-time job in media was long and hard. It literally took years. However, learning to be patient and humble helped me remain grounded and resilient during the process of applying for jobs while building my own media brand. Practicing patience and humility also helped me stay focused and take advantage of the opportunity I had to work on independent side projects like my radio show and a local TV show. Plus, I learned a life lesson about how certain doors and opportunities open up in their own time..



## Ska and Hip Hop Go Nonstop to Cairo at Glen Cove Village Square

Glen Cove, New York – July 7, 2017

The Glen Cove Downtown Business Improvement District invites Nonstop to Cairo, a New York-based ska, hip hop and funk band, to bring their one-of-a-kind presentation to the Village Square Plaza in Glen Cove on July 28 at 7:30 pm. Fresh off the launch of their debut album, this group's popularity is soaring to new heights through the power of their music.



*Nonstop to Cairo*

Nonstop to Cairo comprises a group of long-time friends who have banded together to spread their love of a unique blend of high-energy music. Nick Diamond and August Harris team up on vocals with Diamond also playing guitar. Rounding out the group is Andrew Joseph on tenor sax, Matt Ezzo on bass and Alex Turner on drums. The quintet joined forces with multi-platinum producer Jim Sabella in 2009 to record their first EP and following that release, their single, We Be, was in rotation on Sirius XM's Faction 41 for over a year. But their main claim to fame was earlier this year when they released Dabble Heavy, an album that has already achieved considerable critical acclaim. For example, Glen Gamboa of Newsday Music Entertainment declared that through the album, the group "conjures up sunny good times with their intricate vocal and horn harmonies and island-tinged guitar riffs and occasional rhymes." The eclectic album takes a listener on a full journey that includes love songs, party songs and music that challenges us to strive for a life of passion.

Even before they released Dabble Heavy, Nonstop to Cairo had drawn the attention of some heavy hitters in the field. For example, My Father's Place proprietor "Eppy" Epstein said, "Their energy is terrifically addictive and the five are all on the same page. There's so much that goes into success and they are well ahead of the pack." Indeed, Epstein was so impressed that he consented to assist the band's management team as a consultant. Nonstop to Cairo has performed alongside an impressive array of acts including the Wailers, Dirty Heads, Galactic, Matisyahu, Fishbone and Redman. With this in mind, Downtown Sounds of Glen Cove is happy that the band was able to commit to performing locally as one of the feature acts of their 2017 concert series.

Presenting sponsors for Downtown Sounds 2017 are: the City of Glen Cove, Bethpage Federal Credit Union, Garvies Point, Glen Cove Hospital Northwell Health, Kimco Realty, Harvest Power Solar, American Paving & Masonry, Comfort Dental at Glen Cove and the Downtown Cafe. The Media Partner of Downtown Sounds is The SUNY College at Old Westbury, OWRW Old Westbury Web Radio and OWTW Old Westbury Television. Host Joe Manfredi will be streaming the concerts live on [www.ustream.tv](http://www.ustream.tv), keyword OWRW. Free parking for Downtown Sounds is available at the nearby municipal garage. Be sure to bring your lawn chair with you! In the case of rain, the advertised acts will perform at the Wunsch Arts Center at R.M. Finley Middle School at 1 Forest Avenue. For more information, call the Glen Cove BID, 516-759-6570, or visit the Web at <http://www.glencovedowntown.org>



## 'I don't feel like a newcomer' New leader of East Meadow schools plans for district's future

By Danny LaRose

Posted July 20, 2017



Dr. Kenneth Card Jr. officially begins his leadership in the East Meadow School District.

In 2002, Card became the assistant principal at Oldfield Middle School, and his tenure at Harborfields continued until 2005. Then, that July, he settled in the Huntington School District, where he worked for 12 years, first as Woodhull Intermediate School's principal until 2009. He completed a doctorate in educational leadership and administration at Dowling College in 2008, and in August 2009 he was appointed the Huntington's district's assistant superintendent for curriculum and instruction.

"I've been an adjunct assistant professor in the department of Teacher Leadership and Learning at Long Island University since 2007," Card added. He has also been an adjunct instructor at the School of Education at [SUNY Old Westbury](#) since 2011.

He was named East Meadow superintendent in late April, at the recommendation of his predecessor, Leon Campo. Now, with 15 years of administrative experience on his resume, Card said that he feels confident he will be able to lead the district in the right direction.

He has already reached out to parents of children who will begin kindergarten in September to ensure that the curriculum is just right. He has attended several community events, most recently the Parent Teacher Association Council's installation dinner last month, to familiarize himself with organizations that keep the East Meadow district humming.

"I've met so many people from the Chamber of Commerce and the Kiwanis Club who not only do a lot for the community, but they also contribute to the schools as well," Card said.

"I gravitated toward East Meadow because of its diversity," he continued. "The district also rewards its students with education in the arts, which I think will provide them with a foundation to move positively through the [school] system."

Card described the district's academic curriculum as "extraordinary," and said he hoped to make it even better. First, however, he has three items on his agenda that he plans to focus on: minimizing the use of paper by finding a more efficient way to communicate with the community; improving the district's website, so parents can more easily find information and communicate with the schools; and enlarging the district's social media footprint by updating parents on school news and activities on Facebook, Twitter and other platforms.

"I have to get to know the players first before moving on to bigger things," Card said. "I have to get to know the community. And that's something that I'm very much looking forward to. I want people to know that I'm very approachable. I'd like to continue to make the district as best as it can be for the parents, and especially for the students." plan our new technology education classrooms and science labs," Superintendent of Schools Dr. Rosmarie Bovino said. "Dr. Hoffman is also keenly aware of youngsters' developmental interests and needs. We look forward to the contributions he will bring to our district."

In Dr. Kenneth Card Jr.'s office in the Leon J. Campo Salisbury Administrative Center, there was a neat row of boxes stuffed to the brim with papers. The new East Meadow School District superintendent's desk was already covered by folders and paperwork, and a family portrait sat next to his name plate.

"This office is a little too big for me," he chuckled.

HCard, 52, took the oath of office during the Board of Education's reorganization meeting on July 6, after the district's year-long superintendent search. And just a couple of weeks into his new job, Card has already made himself at home.

"I don't feel like a newcomer," he said. "Even at the reorganization meeting, I felt very comfortable and welcome, which is a tremendous sign of East Meadow's kindness."

Card was born in Belize City, Belize, and his family moved to New York when he was 6 years old. At 17, he followed the lead of a close cousin and enlisted in the U.S. Navy, and he served from 1982 to 1989. "The Navy helped me reach a certain level of individuality," he said, "and most of all, a strong sense of leadership."

After his discharge — when he was awarded the Navy Achievement and Good Conduct medals — Card worked at the Industrial Bank of Japan, and later moved to San Diego, where he was an administrative assistant at Alliant Techsystems. But his passion, he said, was always education.

"I always wanted to teach," he said. "I knew that I always wanted to be a history teacher, specifically."

By 2000, he had earned bachelor's and master's degrees in history from Stony Brook University, and he began his education career at Harborfields Central School District as a social studies teacher from 1998 to 2002.

# Boredom In The Classroom: A Symptom Of A Bigger Problem In Higher Education?

10 AUGUST 2017

Boredom – it’s a growing problem that’s competing with the college curriculum, and one that has given way to a breed of new technologies and educational engagement strategies that claim to evade the classroom of its presence. But a debate has emerged around whether technology is distracting students, is the college undergraduate curriculum too overwhelming given our modern advancements, or is student boredom a symptom of a larger issue facing higher education?

We posed this question to Dr. Lorenz S. Neuwirth, professor of biopsychology at SUNY Old Westbury (SUNY-OW), a liberal arts institution recently recognized as one of the top public colleges in America. With an average class size of 22 students, SUNY-OW uniquely offers an intimate academic experience for its 4000 students, compared to some national colleges with much larger class sizes, where faculty have openly shared stories of students looking up pictures of sliced bread rather than following the lecture.

Even at a smaller college, however, Dr. Neuwirth finds students are struggling more today with a higher education environment than they were just five years ago. In this article, we explore five reasons why this may be happening, and offer suggestions where educators can step in to help students and advance this timely and important discussion.

## 1. College Readiness

Students leaving high school today are at times under prepared for the college-level curriculum. That’s what Dr. Neuwirth sees happening as students transition from high school into the college classroom. “Compared to high school, where there is more passive learning, less integrative concepts and class discussion, and increased repetition of a topic in a single class, slowly building on a few main points within an entire term, a college curriculum is very different. Faculty may drive a single point or many integrative points home in one week per course module. Additionally, the college curriculum has many, often times up to 12 or 15, weekly course modules in a single semester,” he says. “Students may have difficulty working with less repetition and engaging in more active learning and rich discussions within the curriculum.”

“Students need to seek, learn, acquire, and use new skills and professional behaviors that are required for college-level learning, future employment, and success.”

Dr. Neuwirth suggests that this may be due to a “conceptual gap” in transitioning from high school to college educational expectations. He explains that the conceptual gap may be attributed to many factors, but says ultimately college is intended to increase and encourage a student’s independence to explore and develop an appreciation for a particular discipline, and acquire new skills and professional developmental behaviors that are required for college-level learning and the global job market post-graduation. Thus, the increased difficulty in gaining such independence through assimilating to more active learning to meet the demands of the college curriculum may very well be where new educational interventions need to take place.

“Students need to seek, learn, acquire, and use new skills and professional behaviors that are required for college-level learning, future employment, and success,” he says. “They may not truly grasp that concept yet.” He goes on to emphasize that, while students may be excited about their education as they enter college, they may not see college as a place where they can advance and thrive both academically and professionally at the same time, and the transition could take upward of two years for them to adjust.

## 2. New Social Pressure

Dr. Neuwirth argues that this under preparedness for college-level learning reinforces a socialization issue, where students might not yet realize that the purpose of a college classroom is to socialize amongst their academic peers and future professional networks, while they also engage one another in meaningful, enriched, and timely discussions. This makes the faculty a critical facilitator of building meaningful early career preparedness to support college students beyond the classroom. However, Dr. Neuwirth says at times these discussions may not occur as often as faculty would like.

“Most students bar themselves from intellectual classroom discussion because of social pressures such as: being afraid of giving a wrong answer, not having enough background knowledge to support an argument, fear of sounding or being perceived as less intelligent than their peers, and often times students face social anxiety issues in general,” he explains. “These social pressures, I believe, are central to students’ under-engagement in faculty driven curriculum.”

“This is a very real self-conflict of balancing their education and self-esteem in college, as it is their ticket to success post-graduation. Faculty must be very socially conscious of our student’s needs where this is concerned.”

He describes students who are far more comfortable engaging with him and other professors outside of the classroom, but who remain silent during lecture, and attributes it to a cultural shift in how the current generation of students perceive failure. “Students do not want to feel socially embarrassed or appear to be less intelligent in this higher learning environment,” he says.

Dr. Neuwirth argues that students today are more culturally pressured by being successful, finishing college, starting a career earlier than prior generations, and being skilled in technology and ready to integrate into the workforce post-graduation, and most are employed in one or more jobs while going through college to pay for their degree. Such internalized views of “being perfect” and “workforce-ready” to independently achieve such career success, can be counterproductive to the student’s educational experience and it may not generalize into the “real world.”

He also finds that students struggling with their newfound independence once they enter college may have difficulty in adapting to and accepting faculty learning-based positive corrective feedback (i.e., in developing ideas, writing, critical assessment, etc.). “They’re having difficulty making the necessary adjustments from their perceptions in order to succeed in the college environment,” he says. “They often fear difficult course content and immediately think failure. This is a very real self-conflict of balancing their education and self-esteem in college, as it is their ticket to success post-graduation. Faculty must be very socially conscious of our students’ needs where this is concerned.”

## 3. Lack of Focus: The Pop-Tart Experiment

Conversely, it seems, some students may be less focused on or uncertain of how to achieve such academic success during their undergraduate tour. Time and again, beyond digital distractors, Dr. Neuwirth sees students come to class fiddling with things in their hands – food, makeup, and many other distractors – which he knows takes away from their ability to remain attentive and on task during a lecture.

“...since less note-taking by hand is done today, as a byproduct of technological advancement, students may be attending, engaging, and retaining less information in the classroom...”

One of Dr. Neuwirth’s senior students, Steven Bostick, conducted a study to determine if some other variable could deter students from engaging in cell phone digital distractions during class. So, at the beginning of two days of class, Mr. Bostick handed out a pop-tart on one day to students and monitored their classroom behaviors, when comparing to a no pop-tart day during Dr. Neuwirth’s class.

“Mr. Bostick found out that eating a pop-tart or preoccupying a student’s hands with any other object could compete with cell phone usage in the classroom,” Dr. Neuwirth says. “When they finished consuming the pop-tart, they went back onto regular cell phone behavior. This was intriguing as it brought light to the issue that since less note-taking by hand is done today, as a byproduct of technological advancement, students may be attending, engaging, and retaining less information in the classroom, which may be a precursor to what others view as boredom. It may be prudent in today’s generation to increase, promote, and support note-taking behaviors more than ever to compete with cell phone usage in the classroom.”

“It may be prudent in today’s generation to increase, promote, and support note-taking behaviors more than ever to compete with cell phone usage in the classroom.”

Dr. Neuwirth cites the work of the late Dr. Nathan Azrin, whose research on Habit Reversal Therapy in Applied Behavior Analysis found that certain behaviors that are less desirable could be replaced with more desirable behaviors once the trained behaviors are reinforced (i.e., in our proposition an increase in notetaking, and a decrease in cell phone usage behaviors, would be reinforced by better grades in class).

Reinforcement could thus re-establish a functional note-taking behavioral habit in today’s students. In this simple experiment, it was the pop-tart that distracted students from their habitual cell phone usage. “But instead of a pop-tart in their hands, it’s got to be pen and paper or actively typing notes on their tablet or laptop,” Dr. Neuwirth says.

“Instead of a pop-tart in their hands, it’s got to be pen and paper or actively typing notes on their tablet or laptop.”

## 4. Under-Engagement in Note-Taking

Mr. Bostick’s Pop-Tart experiment shed light on a key problem: students who come to class with preoccupied hands are less likely to take good notes. “If they do anything else but some form of relevant note-taking with their hands, it is going to compete with their ability to learn,” Dr. Neuwirth explains.

“If they do anything else but some form of relevant note-taking with their hands, it is going to compete with their ability to learn.”

He describes a classroom where students today are merely looking at PowerPoints and glancing at their textbooks rather than reading them; however, assuming that these activities alone will help them retain the information necessary to pass the course is insufficient and arguably can set students up for misguided expectations and failure. He argues that this is one of the greatest challenges college students face in shifting from a high school learning environment to a college one; just because supplemental learning materials are provided to facilitate their learning, these resources do not replace note-taking, nor do they have the same value.

“Students may not realize the purpose of note-taking and may try to rely on searching the web for information,” Dr. Neuwirth says. “Taking notes in class Note-taking organizes your thoughts and the new information that you’re acquiring. It gives you a template to actually store, reference, and further access and build upon that information for later use.”

“(Note-taking) gives you a template to actually store, reference, and further access and build upon that information for later use.”

Dr. Neuwirth emphasizes that notes can be typed on a laptop or written by hand – but in either case, the point is that the notes be good and not simply copying the lecture verbatim or distracted by something else simultaneously. “Seeing may resort to believing, but looking is not sufficient to knowing and learning,” he says.

## 5. Academic Technology Gap

Dr. Neuwirth describes a unique era we’re living in. “Even with today’s advancement with technology,” he says, “there’s still a large majority of students who go through college and don’t know how to use the basics, like Microsoft Word or Excel, for writing and quantifying information about the world in which they live.”

He explains that what he calls an “academic technology gap” is very different from digital literacy: while most students understand how to use technology efficiently and intuitively – to play games, find answers, and meet people – it appears they’re selectively preferring to use certain technology that is easier to use or perceived as more relevant to them. “Students may say, ‘What’s the point of learning this? I’m never going to use this when I get out of college,’” Dr. Neuwirth says. “That self-perceptive barrier keeps them from academically growing. It is at this very point in the conversation that faculty can make a huge and lasting impact with their students through an active discussion on the applications of a college education to successfully approach their future.”

“It is at this very point in the conversation that faculty can make a huge and lasting impact with their students through an active discussion on the applications of a college education to successfully approach their future.”

He emphasizes that students who resort to easy answers and smartphone applications are further removing themselves from the academic arena of college and workforce preparedness. “It makes their knowledge more subjective rather than objective,” he says. “They prevent themselves from scrutinizing what is real, unbiased information, versus anything out there that often times are highly biased, misreported, and often misguided.”

## Four Suggested Solutions For Faculty

### 1. Set students up for success:

If college readiness is a concern for a student, additional resources should be sought. Dr. Neuwirth mentions SUNY-OW and many others have highly effective programs that help students transition into a college-learning environment from a high school one, which students should be made aware of sooner than later.

### 2. Reinforce the importance of note-taking:

Dr. Neuwirth recommends that, on the first day of class, students be explained the importance of note-taking and how to take good notes. “Knowing that up front, and then utilizing programs like Flipd, helps keep students to stay on the right path,” he says. Considering the Pop-Tart experiment, students need to be preoccupied with the academic task at hand, instead of something else.

### 3. Encourage success through overcoming failures and meaningful discussions:

“Life is less interesting if everyone succeeds,” Dr. Neuwirth argues. He emphasizes that students need to be eased into an academic culture where failure is part of their path to success (i.e., shaping their success through gradual approximations) – where they become increasingly comfortable with participating, receiving feedback, and accepting honest critiques or failure in order to recognize what needs to be addressed to achieve success.

### 4. Close the technology gap:

Permitting students to skim for superficial information undermines the purpose of higher academic pursuits. “Students shouldn’t assume the top hits on any search engine must be the most important document related to what they’re asking about,” Dr. Neuwirth says. Setting the bar higher forces students to dig deeper, beyond what is easily accessible and comfortable. It is of someone who has walked away from violence and terrorism.”

Ms. Zwerman said she had spoken to Ms. Clark since her parole was denied but declined to offer details of the conversation. But she expressed confidence in her “continuing to be of service and a mentor to inmates at Bedford Hills; continuing to remain mindful of the men who lost their lives in the robbery and of their families who have lived their lives without fathers and husbands and sons; and she will continue to hope.”



*Dr. Lorenz S. Neuwirth is deeply devoted to finding new and creative ways in advancing undergraduate student education through technology in the classroom. Additionally, Dr. Neuwirth is a developmental behavioral neuroscientist with over 10 years of training in both applied and basic research understanding how environmental contaminants alter brain development causing social, emotional, and intellectual disabilities.*

*As a scientist, he is passionate about increasing and engaging underrepresented minority students (URMs) in STEM fields. Dr. Neuwirth actively mentors undergraduate students to genuinely consider careers in the STEM fields and to obtain an enriched experience at SUNY-OW to critically evaluate the world with an objective lens. One such example, Dr. Neuwirth was recently awarded a Faculty for Undergraduate Neuroscience (FUN) grant, through which he provided the students he mentors a unique opportunity to be trained in neurosurgery at the undergraduate level.*

# FAIR

## ‘Once We Move Into Space With Weaponry, Other Nations Will Follow’ CounterSpin interview with Karl Grossman on the weaponization of space

JULY 28, 2017

Janine Jackson: US lawmakers pushing for a new branch of the military focused on “deploying extraterrestrial power” is a real thing that is happening. A recent article on the website Quartz explains that while the plans are unlikely, they do send the message that the US is “concerned about the orbital military aspirations of rivals like China and Russia.”

Dystopian? Yes. Absurdly dangerous? You bet. But new the idea isn't. In fact, CounterSpin talked with journalism professor and author Karl Grossman about the weaponization of space in May of 2005.

Janine Jackson: The Bush administration, having declared an open-ended war that could take it anywhere on the planet, now says the planet is not enough. The front page of the May 18 New York Times brought the news that the White House may approve a new national security directive to put weapons in space.

The administration seemed eager to downplay the implications. Spokesperson Scott McClellan was quoted by Agence France Presse saying, “The plan isn't about weaponization at all, really, just about updating space policy.” Other sources are less mealy-mouthed. The Times quotes the former acting secretary of the Air Force by saying that “strafing and bombing from space are indeed real possibilities.”

Our next guest has been writing and talking about the militarization of space for several years now. His article, “The Phantom Menace: Space Weapons Aren't on Media Radar,” ran in FAIR's magazine Extra! in the spring of 1999. Karl Grossman is a journalism professor at the State University of New York College at Old Westbury, and the author of several books, including *The Wrong Stuff: The Space Program's Nuclear Threat to Our Planet*. He's also vice president and program director of EnviroVideo, producer of documentaries, including, most relevantly, *Star Wars Returns*. Welcome back to CounterSpin, Karl Grossman.

Karl Grossman: A pleasure, Janine.

JJ: Give us, first of all, if you will, just your initial reaction to this New York Times front-page story. I know your reaction can't have been surprise, exactly.

KG: Well, as someone emailed me this morning, “Does it go in your ‘we told you so’ file?” Now that would be kind of being cynical about it. Actually, I was thrilled, because the way it works in our wacky nation, if it's on the front page of the New York Times, particularly as a lead story, it becomes a reality. I've been writing about this issue, the weaponization of space, and digging up and presenting documents about the US military and US administrations seeking to control space, and from space dominate the planet below, for, as you say, years. In fact, it's been almost 20 years.

JJ: So they'll be perhaps some debate. I thought it was interesting the Times quoted an Air Force spokeswoman who said the focus is not putting weapons in space, but having free access to space. But then just one paragraph later, we heard from Pete Teets, the former acting secretary of the Air Force, who said the thing about how strafing and bombing are real possibilities. How much, if any, legitimacy should we give to this fig leaf, which apparently the White House is going to put out there, that this really isn't about weapons in space at all?

KG: Oh, it's just nonsense. That's less than a fig leaf. No, Tim Weiner did a wonderful job with this piece. This is not your he said/she said, it's investigative in nature, and Tim has experience in that field. For example, to discuss, well, what it's called formally is hypervelocity rod bundles, but it's being nicknamed “rods from God.” These are things made of tungsten and uranium which would be propelled downward from space, and as he writes, the impact would be comparable to the force of a small nuclear weapon. This is what's happening, and it's so good that, again, it's in the Times.

That particular craziness, the “rods from God,” first time I noticed it was a professional journal, published in March, of the electrical engineers, it's called IEEE Spectrum, cited this scheme. But he gives credit to that journal, in focusing on the cost and the problems of this issue. So it's a good piece.

JJ: In that New York Times piece, there was one thing that leapt out at me very early on. It says that “no treaty or law bans Washington from putting weapons in space, barring weapons of mass destruction.” Now, is that really the case that these ideas, these “rods from God” and other things that we're hearing about, are not in violation of anything?

KG: It seems to me that these “rods from God”—what an expression—are weapons of mass destruction, I mean, if they're going to hit with the force of small nuclear weapons. What does it have to be, a big nuclear weapon to be a weapon of mass destruction? No, clearly, you've gone then to what the Outer Space Treaty forbids with that weapons system.

As to some of the other systems, here the US thinks it's going to sort of circumvent the Outer Space Treaty, but certainly not the intent of the Outer Space Treaty, but the letter of the Outer Space Treaty, which most nations of the world, incidentally, have ratified, and the United States, the United Kingdom and the Soviet Union were the three principals in getting it enacted in 1967. I should also note, however, that Canada, China, Russia, with many, many nations behind them, have been trying to expand the Outer Space Treaty to prohibit all weapons in space.

JJ: Another sentence leapt out at me from the Times report we're talking about, and that was that it said, “With little public debate, the Pentagon has already spent billions of dollars developing space weapons and preparing plans to deploy them.” That construction almost makes it sound as though the public is at fault, though I don't think that's what he means, and people can hardly debate something that they know nothing about. In general, where have journalists been on this story?

KG: Absolutely out to lunch, totally dysfunctional. I've received these Project Censored awards, time and again now over the years, for reporting on the nuclearization and the weaponization of space. And I've said in some of the ceremonies, very nice ceremonies where you receive the award, I would much rather see what I revealed on 60 Minutes or in the New York Times. Here, happily, it's in the New York Times. But in general, the media have been—as I wrote in that piece in Extra!—nowhere on this very, very crucial, very important issue.

Because the central fallacy of US policy—and in a way, the Times gets into this—is that once we move into space with weaponry, you have to expect that China will follow, Russia will follow, other nations will follow. We'll lose any advantage we'd have. The money that would be spent would be enormous. And for those listening who might be big space enthusiasts, imagine that there's a shooting war in space with these lasers and high-velocity guns and particle beams; there'll end up to be so much debris up there, so much litter, that there'd be no way up and out for millennia, for people who feel that it's humanity's destiny to explore space.

JJ: Now, Karl, taking us back to the beginning, and your history in working on this, do you expect your phone to be ringing off the hook? Now the thing that you've been talking about seems like it's actually unrolling in front of our eyes, do you expect calls from journalists?

KG: Just a very few, because, well, again, here you're talking about space, which is kind of a motherhood, patriotic issue for much of the US media. Walter Cronkite; he was the original cheerleader of US space activities. Then you have nuclear. One of the things that is, unfortunately, not in the Times piece is how are they going to energize, how are they going to power these weapons up above, and my reporting has shown that the energy source of choice appears to be orbiting nuclear power, atomic power up there. So you have the taboo about reporting on nuclear war and the rah-rah space stuff, so this is not a thing, unhappily, media have jumped into and properly done a good reporting job.

JJ: We've been speaking with journalist and professor Karl Grossman. For information on EnviroVideo documentaries, including the very relevant *Star Wars Returns*, you can check out their website. It's EnviroVideo.com. Thank you very much for joining us today, Karl Grossman.

KG: A pleasure.



*Karl Grossman: “You're talking about space, which is kind of a motherhood, patriotic issue for much of the US media.”*



BY JOHN BOELL  
john.boell@newsday.com

As Tyler Levine's college career was winding down, all he thought about was discovering a way to be a pitcher in professional baseball.

The East Meadow native was playing for Division III SUNY-Old Westbury, certainly respectable, but nowhere near a baseball hotbed.

"I started thinking, 'What do I do [to continue my career],' " Levine recalled. "You ask people and a lot of them are telling you no."

Maybe that's why regardless of the situation he's been asked to pitch in for the Ducks this season — whether it's relief, long relief, or even an occasional start — Levin has the same answer: yes, yes and yes.

"Some of the names on our roster may ring a bell, but if you see my name it may not," said Levine, who also works for Long Island Baseball in Bellmore. "One of the things I had to offer was 'Whatever you need . . . I'll be there.' "

Levine's team-first outlook has earned him the respect of his fellow Ducks and the coaching staff.

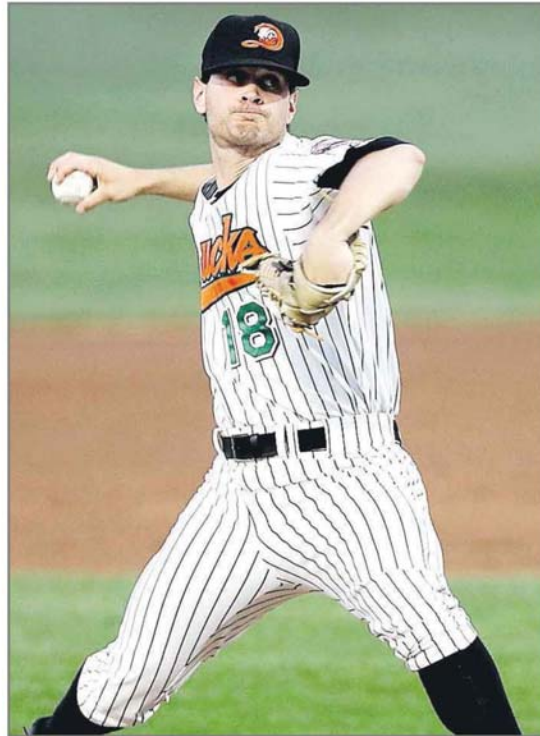
"That's the great attitude he has, and that's one of the things we love about him," Ducks manager Kevin Baez said. "He's quiet but he has that attitude that when he takes the mound, he's a fierce competitor."

Levine has pitched in 17 games for the Ducks through Friday, including three starts. The 24-year-old righthander is 2-0 with a 4.41 ERA that jumped up from 3.26 after his toughest outing of the season Friday in the Ducks' 8-7 loss at Bridgeport. The fourth-year pro went 4 $\frac{1}{3}$  innings and allowed six earned runs, six hits and four walks with three strikeouts. On the season, Levine has 23 strikeouts and 15 walks in 34 $\frac{2}{3}$  innings. The 5-11, 195-pounder throws first-pitch strikes at a 64.9 percent clip.

"My goal is to give my team the best opportunity to win," he said. "If I'm not doing that, I have to say, 'Where did I go wrong and what do I have to do to get better?'"

The fact that Levine has found his way into a career in professional baseball is nothing short of amazing considering the road he's traveled.

Levine pitched two seasons on the varsity level at East



Tyler Levine of East Meadow has been an all-purpose pitcher for the Ducks this season, including three starts.

## DUCKS' LEVINE MAKES A PITCH FOR PLAYING



Meadow High School, where he was a shortstop and pitcher. He went to SUNY-Old Westbury with the hope of playing both positions there, too. But a spot opened in the starting rotation and Levine went on to win the Skyline Conference Rookie of the Year award with a 4-1 record and a 3.12 ERA with 27 strikeouts and 12 walks in 49 innings.

However, a serious car accident slowed Levine, who pitched just 30 innings his final three seasons with no record.

Still, he found a way to make it to the now-defunct United League in 2014 with

Brownsville, and the former North Country Baseball League (now the Empire Professional League) in 2015. Last season, he spent time in the Frontier League with both Joliet and league champ Evansville, posting a combined 2.58 ERA with 40 strikeouts in 52 $\frac{1}{3}$  innings.

Surprisingly, he was released on Feb. 1, but eventually found a home very close to his own backyard less than two weeks into the Ducks season.

Levine hopes his time in the Atlantic League leads him closer to his ultimate dream of playing in the majors. "I can show [people], 'Hey, if you work hard enough your dreams can come true, and this is where you could be,'" Levine said. "It's an unbelievable feeling. It really is."

**On Deck:** Ducks at Bridgeport, 1:12 p.m. today.



## Alex Mendes joins Inspirus Credit Union as Chief Financial Officer

SEATTLE, Aug. 9, 2017 /PRNewswire/ -- Inspirus Credit Union welcomes Alex Mendes as Chief Financial Officer.

In his role, Mendes will lead the development of the organization's financial strategy. He will oversee the accounting and finance operations of the credit union and work to continually ensure the security of member-owner dollars.

"Alex is a great fit for Inspirus because of his expertise in accounting and finance and his passion for education," said Inspirus Credit Union President Scott Adkins. "He will be an incredible asset to our organization and we're very happy to have him."



Mendes comes to Inspirus with 28-years of experience in the financial services industry. He started his career in Manhattan with some of the largest financial institutions in the United States. Mendes has strong credit union experience and most recently worked as Chief Financial Officer for Navy Army Credit Union in Texas.

Mendes graduated from **SUNY Old Westbury** with a double major, obtaining Bachelor's degrees with concentration in both Finance and Accounting. Afterwards, Mendes attended New York University in Manhattan and is currently working towards his Master's Degree in Accounting.

Prior to joining Inspirus, Mendes's volunteer experience included serving as the President of the Coastal Bend Children Advocacy Center and as Educator for Junior Achievement Programs in Texas, which helped students learn about financial education. Mendes is excited to be part of an organization that gives back to education and he plans to continue his volunteer efforts in Washington.

"I love working to support the community and am passionate about teaching our youth about financial education," Mendes said. "I come from a family who shares this same love and passion and I'm eager to become more involved with Inspirus and giving back."

In his free time, Mendes enjoys spending time with his wife and three children. He puts an emphasis on education and all three of his children have attended or are planning to attend college.

### About Inspirus Credit Union

Founded in 1936 by a Seattle math and journalism teacher, Inspirus serves 80,000 members across Washington who share a passion for education. With \$1.1 billion in assets, Inspirus operates branches in Seattle, Spokane, and Lynnwood. Its philanthropy model includes education-giveback programs that allow members to direct charitable contributions to schools in their communities. Inspirus team members donate upwards of 1,000 volunteer hours each year in support of education. Inspirus Credit Union is a 2017 winner of Puget Sound Business Journal's Corporate Champion Awards, honoring their contributions to education. For more information, visit [inspirusCU.org](http://inspirusCU.org).

View original content with multimedia:<http://www.prnewswire.com/news-releases/alex-mendes-joins-inspirus-credit-union-as-chief-financial-officer-300501595.html>

SOURCE Inspirus Credit Union

# William Floyd Board of Education Appoints New Trustee

BY LONG ISLAND NEWS & PR PUBLISHED: JULY 06 2017

Mastic Beach, NY - July 6, 2017 - The William Floyd Board of Education has appointed a new trustee, Lorraine Mentz, a 15-year resident of Shirley and longtime school and community volunteer. Mrs. Mentz, who will fill the vacancy of former trustee Anthony Speruta, who moved out of state, will have to run for election in May 2018 to fill out the remainder of Mr. Speruta's original term expiring on June 30, 2019. She will be sworn in at the Board of Education's reorganization meeting on Tuesday, July 11.

"The Board is very excited to have Mrs. Mentz fill the vacancy created by Trustee Speruta's resignation," said Robert Vecchio, President, William Floyd Board of Education. "Mrs. Mentz has been a regular attendee at our board meetings, has participated in our Budget Advisory and State Aid Advocacy committees for many years and her leadership involvement with school PTOs also speaks to her commitment to serve our children and community in this new role."

In addition to her roles serving on the executive boards of the William Floyd Elementary School and William Floyd Middle School PTOs over the past nine years, Mrs. Mentz has served as a member of the Just Kids Parent Organization and various district committees including Budget Advisory, State Aid Advocacy, Parent University and Professional Development Planning.

Mrs. Mentz and her husband, Christopher, currently have two children in the William Floyd School District – one entering William Floyd High School and the other entering William Floyd Middle School in the fall.

"I am extremely grateful to the Board of Education for this opportunity to serve William Floyd residents as a board trustee," said Mrs. Mentz. "I have spent the last decade volunteering and learning about our schools and community and look forward to helping ensure that our students continue to receive the best opportunities in their academic careers at William Floyd."

Mrs. Mentz is an educator by trade, currently serving as an elementary special/general education substitute teacher in the Westhampton Beach School District. She has previously been employed by the William Floyd School District and the New York City school system. She is also a 2013 recipient of SCOPE Education's "Shining Star Award" for community service. She holds an Associate's degree in Business Administration from SUNY Farmingdale, a Bachelor of Science degree in Business Management from [SUNY Old Westbury](#) and a Master of Science degree in Secondary Education from Mercy College.



The William Floyd Board of Education has appointed Lorraine Mentz as a new trustee.  
Photo by: William Floyd School District



## LI BUSINESS

A31

# LI firm takes video production ON THE ROAD

## Taking video production on the road

VIDEO from A31

vices can be turned around quickly, sometimes in a day.

For example, take a busy CEO who wants to post fresh "ask the expert" video segments regularly on his or her company website. The RV pulls up, the CEO steps aboard, the Quick-Cast staff films the segments, and the CEO gets back to work. Quick-Cast staffers edit the videos, adding music and graphics. The CEO has the videos by the end of the day.

The company's business model is to sell ongoing subscriptions for regular half-day or full-day sessions, during which clients can make as many videos or other content as they like.

Richardson said he prefers to have subscriptions of at least four half-day sessions a year. A half day runs \$500; it's \$1,000 for a full day.

Richardson started his first company, a computer networking and support business, at age 14 to help pay his way at home because, he said, "McDonald's money was never going to cut it" in a single-parent household. He started the software firm, Neurologix, 10 years later.

He sold the computer business, Graphic Arts Design Systems, which kept him busy through college at SUNY Old Westbury, where he earned a bachelor's degree in marketing, in 1999. A year later he sold Neurologix, but he kept at video editing as a hobby.

The sale of those businesses gave him the money to buy a house and cars, with extra left over. He later became a technology director at several schools, but he said he always felt more secure as an entrepreneur than an employee. In January 2016, he came across the RV,



Quick-Cast CEO John Richardson invested in a mobile studio. Among his challenges is winning over potential customers to the mobile concept.

which had already been retrofitted for corporate use.

He bought it and immediately set to transforming it into the QCC Reliant, which he said took a lot of customization, trial and error.

Felicia Fleitman, founder and CEO of the Westbury-based startup recruitment consulting firm Savvy Hires, was one of Quick-Cast's first clients. She set up a strategy call with Richardson first about doing a set of video clips on interview tips and spent a half-day in the RV studio. She plans to launch a YouTube channel soon.

Fleitman said the Quick-Cast experience "really worked with my timing and my schedule," and while she was not used to standing in front of a camera, the staff made her feel comfortable and gave her tips on how to make her message best resonate.

She said she could envision taking Quick-Cast on the road to campus career fairs. "A student could hop into the RV and record a digital cover let-

ter to one of the companies they met that day" as a way to humanize the recruitment process, she suggested.

Among the challenges Quick-Cast faces is winning over potential customers to the mobile concept; many will need to actually see the scale and depth of the operation to fully understand its potential.

Donna Drake, who runs an independent production company and hosts the interview show "Live It Up!" that airs on WLNY-TV, said clients also want to know that their content will be seen by a wide network.

Richardson said most of his customers play to their existing audiences, but if there's a need to assist in distributing the message, he partners with digital marketing agencies.

As bookings pick up, Richardson said, he hopes to expand his fleet with other, smaller vehicles. "We have to feel out the market," he said. "That will shape the construction of the vehicle."

BY CARL CORRY  
Special to Newsday

John Richardson has always wanted to take video production on the road.

Ever since the late 1990s, when he owned a software company with an in-house ad team that produced videos using a model he felt took too long and cost too much, he saw a need to make the process more accessible to businesses and other clients looking to tell their stories.

"The set-up time and the breakdown time took forever, and the results were mediocre at best," Richardson said. "I wanted to do the 'Jetsons' — where a suitcase would explode into a ready-made studio. And the only way I could figure to do that was to do it with a truck and show up at the customer's location. At the time, the technology didn't really exist to do that."

It does now.

After spending more than a year retrofitting a 40-foot RV and packing it with technology such as Canon HD cameras, top-of-the-line editing capabilities, miles of Ethernet cable and a 6-foot Wi-Fi antenna, Richardson, 42, of Lawrence, launched Quick-Cast, a mobile production studio, on May 1. It's based out of Omega Self Storage in Amityville, but it's ready to travel wherever the RV can roam.

Richardson invested about \$250,000 of his own money in

### At a glance

- COMPANY: Quick-Cast, Amityville
- FOUNDER AND OWNER: John Richardson
- LAUNCHED: May 1
- EMPLOYEES: 7
- SALES: About \$92,000 expected by end of July
- PROJECTED 2017 SALES: \$225,000
- TOTAL INVESTED: \$250,000

the build-out and has hired a staff of seven.

Before the company's official launch, it had taken on clients here and there since he bought the recreational vehicle — dubbed the QCC Reliant (for Quick-Cast Coach) — in January 2016.

Targeting the ever-growing demand for online content, his services include interview videos done against the RV's green screen, memes, whiteboard animations, drone footage, livestreaming and even a finger-puppet theater.

Using the souped-up RV means "trial and error is taken out of the process" for the client, Richardson said. "We buy the expensive equipment and leverage it over multiple customers."

A big selling point: The ser-

See VIDEO on A32



LI BUSINESS

newsday.com  
NEWSDAY, MONDAY, JULY 17, 2017

# Professionals on the Move – August 1, 2017

BY: TAIJA SPARKMAN, ASSISTANT EDITOR - CPA PRACTICE ADVISOR ON JUL 31, 2017

## Marks Paneth Names New Directors, Partner-in-Charge

Marks Paneth LLP recently announced the promotion of Timothy J. McMaugh, MST, CPA, Sally Wang, CPA and Christopher D. Wright, JD, CPA to director and the addition of Salvatore A. Collemi, CPA as partner-in-charge. McMaugh manages complex business, personal and multi-state tax income issues and represents clients in federal, state and local tax examination matters. He received his Bachelor of Science degree in Accounting from the [State University of New York, Old Westbury](#) and his Master of Science degree in Taxation from Long Island University.

Wang specializes in high-net worth individual taxation, family office tax planning, trusts and investment partnerships. She graduated from the Queens College, City University of New York with her Bachelor of Arts degree in Accounting.

Wright specializes in the legal, tax and compliance components of estate planning and gift, estate and trust taxation strategies. He received his Bachelor of Arts degree in Accounting from Linfield College and his Juris Doctorate degree from Lewis and Clark College, School of Law.

As partner-in-charge of the Professional Standards Group, Collemi will oversee the firm's compliance with, and implementation of, accounting, auditing and attestation standards, independence and ethics requirements and quality control standards. Collemi has more than 20 years of experience in U.S. and international financial reporting, internal controls, corporate governance, attest compliance and risk management practices.



## Celebrating their time at the Trade School

Posted August 17, 2017



Along with serving as a reunion for Trade School students, the July 29 get together honored scholarship winners Shania Miller, Sierra Moore, Bryan Terrant, Tianno Brown and Na-Tai Grayson.

Former Trade School students reveled in their friendships and good times at the annual reunion at the Five Towns Community Center in Lawrence on July 29.

The event began in the late 1960s with the formation of the Trade School Reunion Committee headed by Inwood resident Annette “Pat” Jones. The school was a recreational and educational center where children ranging from toddlers to teens could play or learn hoe to cook or photography.

Trade School officers and committee members presented scholarships to eight Lawrence High School graduates, including Tianno Brown, Na-Tai Grayson, Shania Miller, Sierra Moore and Bryan Terrant. Brown is headed to **SUNY Old Westbury**; Grayson is attending Alabama State University; Miller is going to Dominican College; Moore will attend Delaware State and Terrant is going to Nassau Community College.

## Carol McManus, actor-director extraordinaire

By Johanna Crosby news@barnstablepatriot.com

Posted Aug 24, 2017 at 3:24 PM

Updated Aug 24, 2017 at 3:24 PM



Over the last 40 years, Carol McManus has acted in and directed more than 100 productions at theaters around the Cape.

A 12th-generation Sandwich resident, McManus left the Cape when she was four. Her father worked for an international pharmaceutical company and the family lived in the West Indies and Latin America. She got to know the world and speaks three languages: English, Spanish and Portuguese. Her parents sent her back to the states to attend Wellesley High School in her senior year.

"I had the best of both worlds," she said.

McManus met her husband when both were students at the American Academy of Dramatic Arts. She jokes that he was a "pickup on the subway. I used to see him and he was so handsome." They were married in 1961 and have three children, three grandchildren and one great-grandchild. She's tickled that her 14-year-old granddaughter Christine Norton has inherited her love of theater and has appeared in local productions. After completing school, McManus went to work for a Brazilian airline.

"I love theater but I wasn't prepared to suffer and sacrifice," she said.

After her third child, McManus decided to return to school. She earned a bachelor's degree in comparative histories, ideas and culture at the [State University of New York at Old Westbury](#) and a master's degree in world literature from C.W. Post. Her first taste of theater was directing two medieval plays in college. The couple moved to Sandwich in 1977. McManus sought a job at the Sandwich Broadside, where she worked as editor for five-and-a-half years.

"I loved every moment of it," she said.

But her interest in community theater kept tugging at her. She made her local acting debut in a community production of "The Crucible" at Sandwich High School as the West Indian character Tituba.

"I argued my way into the role," she said. "I convinced them I could pull it off."

Over the years she played the character with five different companies. Soon after, she was cast in "The Imaginary Invalid" at the Barnstable Comedy Club. In the late 1970s she directed her first Cape play, the comedy club's production of "Enter Laughing." Around the same time, she also supplied the voices for original plays presented by the Cape Cod Radio Mystery Theater. McManus is a familiar fixture on local stages either as an actor or director. She's performed for almost every theater on the Cape. Her home base for the past several years has been the Cotuit Center for the Arts. McManus vied with another local actress, Karen McPherson, for the role of the grandmother in Neil Simon's "Lost in Yonkers" at the Barnstable Comedy Club. McPherson got the part but fell during the dress rehearsal. The director asked McManus to take over the role. She had only six days to learn the part.

Her favorite roles:

"Your favorite role is usually the last one you did," she said.

The roles she's loved the best are Tituba, Amanda in "The Glass Menagerie" and the grandmother in "Lost in Yonkers." A highlight of her theater career was being invited to go backstage and meet Helen Hayes, who was starring in "The Glass Menagerie" at City Center in New York in 1956. McManus has played the roles of Laura and Amanda and directed the Tennessee Williams classic at the Chatham Drama Guild.

"I've always loved the play," she said.

On choosing roles:

"I'm not very picky. I do a role if it looks like it will be fun to do. You have to love it. I've been fortunate. ... Very few clunkers. I was disappointed sometimes. I steer away from any problems with the cast and directors. There is one director for a play and I go along with it."

Her acting approach:

"It's never been difficult for me to get into character. It takes me about 10 minutes of concentrating before I go on. I want the character to be believed and interesting even if it's the most boring character in the world."

Have you been typecast?

"Luckily I'm a character actor. When you do characters you don't get pegged. I like to hide behind the character."

Her directing approach:

"I sit down with the cast and tell them what I think about the play. I'm a hands-on director but I'm open to suggestions. I get the actors as comfortable as I can in their roles. I go for the lightness when it's possible. It's so much fun to find the different levels that are going on, like real life. When I directed "The Beauty Queen of Leenane" I asked the cast to find the humor and the lightness even though it's a tragic, intense, horrifying play."

Her preference, for acting or directing:

"I love them both. It's easier if I love a play and have a good cast. ... As a director you get to be the boss. You get to see the whole idea of yours put out in the flesh. Once you are finished, you are set free from opening night on. I tend to go to most of the shows. I'm constantly tweaking it. I'm anal about that."

How does being an actor inform your directing?

"It's helps tremendously. You have a lot of tricks, even with memorization. I have been in the actor's seat. I try to be as encouraging as possible but pretty darn honest. The actors can be vulnerable. There has to be some kindness."

She and her husband have acted together. She's also directed him.

"Don't ever direct your husband," she laughed.

Her take on community theater:

"Professional means you are paid for it. Amateur means you do it for the love of theater," she said. "There are some companies that are as good as what you see on Broadway. Others are a group of people who get together and love to act. I reviewed plays for four years and thought, "Is it fair to set the same standards?"

"We have a lot of theater on the Cape and islands. It's really competitive."

Some theaters have very high production values and some very serious actors gravitate there and don't go out for the lesser theaters."

"It's wonderful that the community is so pro arts. We are No. 1 in seasonal areas in the amount of theater and visual arts. There is always something to see."



## 14 Swimmers and Divers Named Conference Nominees for 2017 NCAA Woman of the Year Award

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The NCAA has announced the 145 female student-athletes who are their conference's nominee for the 2017 NCAA Woman of the Year Award. Fourteen swimmers and divers have been named. That's an impressive five more than the nine swimmers and divers named Conference nominees last year.

View full list of swimmers and divers, their school, and their conference below:

Anika Apostalon	University of Southern California	Pac-12	I
Chantal Van Landeghem	University of Georgia	Southeastern Conference	I
Danielle Galyer	University of Kentucky	Southeastern Conference	I
Blaise Wittenauer-Lee	Seattle University	Western Athletic Conference	I
Aerika Wieser	Urbana University	Mountain East Conference	II
Caroline Conboy	Hobart and William Smith Colleges	Liberty League	III
Anna Corley	University of Mary Washington	Capital Athletic Conference	III
Eliana Crawford	Kenyon College	North Coast Athletic Conference	III
Jaquelyn Creitz	Washington College (Maryland)	Centennial Conference	III
Naomi Gaggi	College of Staten Island	City University of New York Athletic Conference	III
Margaret Olock	Cedar Crest College	North Eastern Athletic Conference	III
Meg Stanley	Illinois Wesleyan University	College Conference of Illinois and Wisconsin	III
Sara Bey	State University College at Old Westbury	Skyline Conference	III
Valerie Urban	Connecticut College	New England Small College Athletic Conference	

From a program-record pool of 543 school nominees, 145 female student-athletes have been nominated by conferences and an independent selection committee for consideration for the 2017 NCAA Woman of the Year Award.

The nominees represent college athletes from 16 different sports spanning all three NCAA divisions. Of those recognized, 58 nominees competed in Division I, 34 in Division II and 53 in Division III.

For the first time, nominees competing in a sport not sponsored by their school's core conference were placed in a separate pool to be considered by a selection committee. Up to two independent nominees could be selected to move forward in the process with the conference nominees.

In early September, the Woman of the Year selection committee will name the Top 30 honorees, which include 10 women from each division. At the end of September, the selection committee will select and announce nine finalists, with three from each division. The NCAA Committee on Women's Athletics will select the 2017 NCAA Woman of the Year from those finalists.