

DRIVING FORCE

“With this program, as much as you want to learn, you can learn.”



A.D. Quinn, 29, rediscovered her passion for cars through Washtenaw's custom cars and concepts program. The Ypsilanti native will soon head to California for a summer internship with Toyota Research.
GRAY BANCROFT | WASHTENAW VOICE

BY MYISHA KINBERG
Staff Writer

Cars are a huge part of most Americans' lives, but when it comes to knowing how cars actually work and how to fix them when they are broken, a lot of people have to rely on mechanics.

Aideen Quinn, known to friends as A.D., dropped out of college a long time ago because she didn't know what she wanted to study. In 2011, Quinn came back to school at age 29, and she is now an soon-to-be Washtenaw Community College graduate with certificates in auto body, auto services, and custom cars and concepts.

When A.D. and her 27-year-old brother Desmond Quinn

were young, their mom had cool cars around that she worked on frequently, A.D. said.

The Quinn siblings used to work alongside their mom on a 1950s Chevy, Desmond said. Both of their parents worked as pipe cleaners in factories and did welding throughout their lives.

A.D. worked for a comic book company traveling around the country to different comic book conventions selling T-shirts for a number of years before coming back to school in 2011. She also lived in Kansas City, Missouri and Portland, Oregon for a number of years. She was accepted to Portland State University, she said, but didn't enjoy being out on the west coast or living out of

a backpack, so she came home to go back to school.

Desmond started out at WCC and then went on to graduate from Eastern in 2014 with a Bachelor of Science with a major in biology.

“A.D. and I were both going to WCC when she came back and even though our fields were so different we really supported each other a lot,” Desmond said.

Currently, A.D. works as a tech in the auto department at WCC and is one of a handful of women in the program. In just a few weeks she will be heading out to California to do a summer internship with Toyota Research. The internship is scheduled to end in August and when A.D. returns she will only have one class left before

graduating in the fall of 2015. After graduation, A.D. said she doesn't have a set plan, but her dream job is fabricating on older versions of custom cars.

During her time at WCC, A.D. worked extensively with Timothy VanShoick and Gary Sobbry. Sobbry, an auto services instructor at WCC, started out as a full-time instructor in 2000. In his years at the school, Sobbry has seen a lot of people find their passion in cars through the automotive program.

“A lot of my students don't know what they want to do or study when they come to WCC. A.D. was one of those students,” Sobbry said. “She didn't always have it easy, but now she has great opportunities, like the internship

being offered to her.”

Despite working on that Chevy with her mom, when A.D. joined the program she had never seen a tire off a car, she said. Now she feels like she knows what she is doing.

“When you start this program they expect you to know nothing and they start out with the basics. The more time you are willing to put in, the more time the instructors will work with you,” A.D. said.

A.D.'s experience at WCC has been great, she said, and she's accomplished so many of her personal goals in her time being here.

“With this program as much as you want to learn, you can learn,” A.D. said.

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5 THINGS YOU MISSED

AT THE APRIL 28 BOARD OF TRUSTEES MEETING

BY NATALIE WRIGHT
Editor
AND TAYLOR ROBINSON
Staff Writer

1. BOARD APPROVES NEARLY \$1 MILLION FOR ROOF REPAIR PROJECT

The repairs consist of a \$388,000 replacement for the Student Center skylight and a \$531,748 bridge and roof replacement.

Despite comments by former WCC physics instructor William Campbell protesting the project, the board unanimously approved funds for the repairs.

Campbell, who owns a roof thermography company, requested reports from the college and found “inconsistencies,” he said. There were 16 parts of the roof that were marked wet, but only eight were shown in the images in the report, he said.

“I have a lot of support in the community that you really need to get a second opinion on this roof,” Campbell said. “You need a thermographer to get a professional opinion on it,” he suggested, insisting that he was not there for business or personal gain.

When it came time for the vote, the trustees asked Vice President of Facilities Damon Flowers if he had gotten a second opinion.

“We got a third,” Flowers said and went on to explain more about the necessity of the repairs and the bidding process for the project contract.

The images that Campbell referenced were infrared photos, Flowers explained, which only give you a certain range. He would not expect them to capture every inch of the roof, he said.

“We're monitoring and inspecting the roof with my own staff on a quarterly basis, and so we know the condition of the roof, even without a third party,” Flowers said.

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VISUAL STORYTELLING

Photography alumnus takes spirit of collaboration worldwide



Rob Woodcox, a 24-year-old WCC graduate and professional photographer, gives advice to eager photographers attending his meet-up on Belle Isle. SOFIA LYNCH | WASHTENAW VOICE

BY SOFIA LYNCH
Features Editor

Before coming to Washtenaw Community College in 2009, Rob Woodcox had never used or even held a DSLR camera. The first one he picked up was rented from the college's photography lab. After deciding against his original career paths of aviation or urban design, Woodcox turned to the idea of photography as a career – an idea whose origins he traces back to his high school yearbook and his mother taking lots of pictures in his childhood.

“I convinced my parents



ROB WOODCOX | COURTESY PHOTO

to help me go to the photo program there (WCC), and I instantly fell in love with photography,” said Woodcox. “That was my first time really creating with a camera.”

His affinity for photography was clear in his transcripts at WCC. Photography instructor Terry Abrams said he took just about every photo class he could.

“He had strong ideas about the kinds of photographs that he wanted to make, so he took the initiative to pursue the path towards making those images,” Abrams said.

“So, in other words, he wasn't waiting for me to give him an assignment and go out and take certain kinds of pictures, but rather I pretty much just kind of got out of the way while he brought forth the images,” Abrams said.

Woodcox developed a very distinct style, which he describes as fine art, conceptual and storytelling. This development of his personal niche was clear early on in his days at WCC, Abrams pointed out.

“During my time at WCC, I made my first conceptual image that I was really proud of,” Woodcox said. “It was a photo titled, ‘All in our Boxes,’ and it was one of my most viewed online.”

What started as just a hobby, quickly started budding into a passion with the

help of his supportive friends, Woodcox said. Rather than going to the movies in their spare time, Woodcox and his friends would go out on what he calls “photo adventures” – which consisted of going somewhere in the surrounding area they had never been and creating art.

“He was very resourceful in terms of pulling people together and organizing these sessions where he brought in people and objects and things to create his images,” Abrams said.

The idea was to be creating as a team, Woodcox explained.

This spirit of collaboration has been clear throughout Woodcox's career. In 2013, Woodcox and a team of four friends – including Washtenaw alumni Jakob Skogheim and Tabbatha Plomaritas – started on a philanthropic art project titled “Stories Worth Telling.”

“At that point, I was pretty in love with photography and my skills had progressed pretty decently, so I was like, I need to use this to benefit something,” said Woodcox. “I had recently worked at a foster camp called Royal Family Kids Camp, and after that it was like, I just had to do something to benefit those kids. So I decided to do a photo project.”


The project includes 20 storytelling photos to bring foster children's stories to the general

public. About half of the models the creative team used had been in the adoption system at some point, according to Woodcox. By offering art pieces as a reward for funding, Woodcox and his creative team raised \$11,000 on an indiegogo.com campaign page – the exact amount a local camp needed to establish their first year.

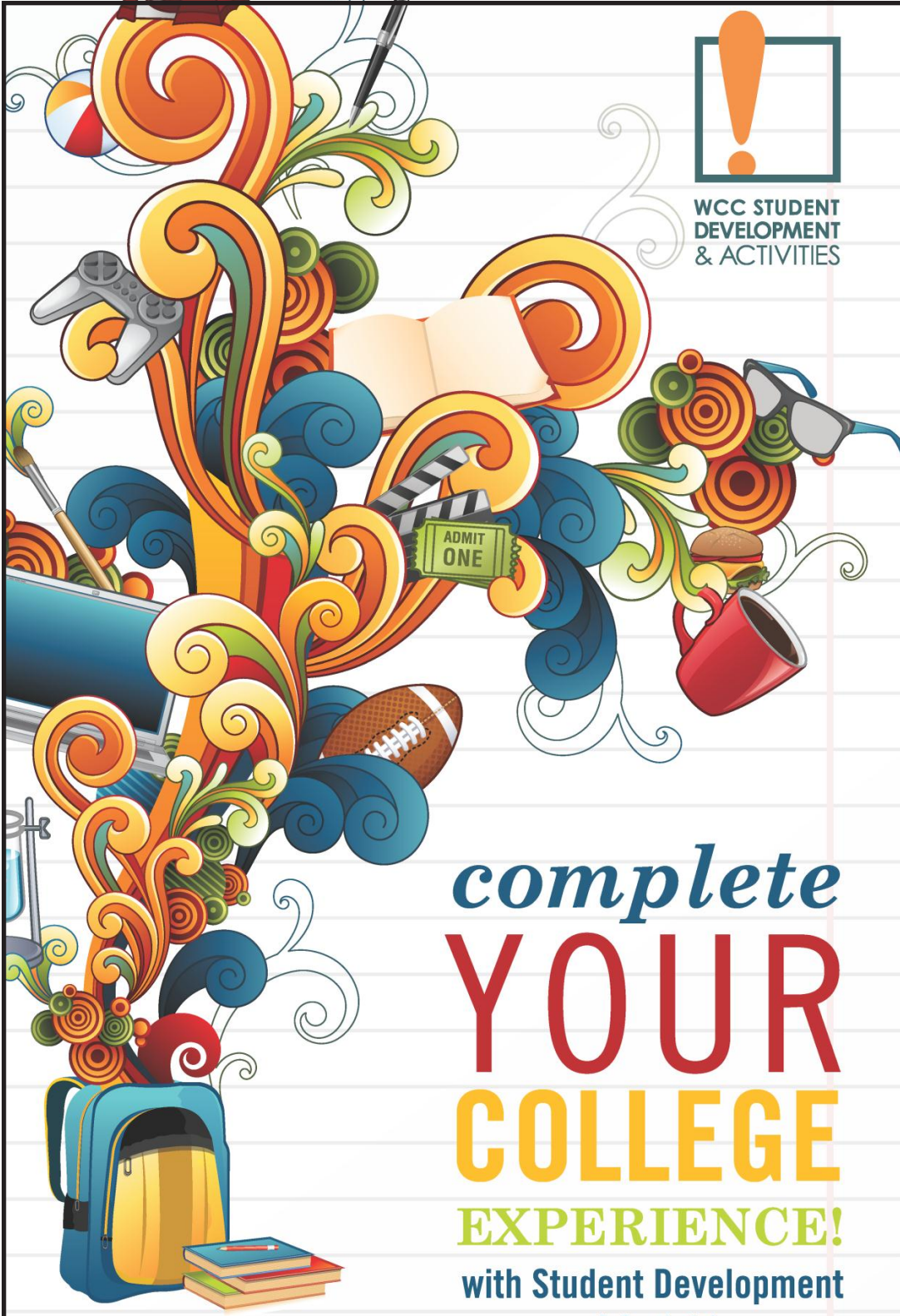
“I definitely think ‘Stories Worth Telling’ had a huge impact on what I do because people really want to hear what you have to say if they see that you care,” Woodcox said. “So showing that I had a passion for something and kind of being raw with my own story of being adopted, I think that helped a lot more people connect to me directly and want me to be successful.”

Since then, Woodcox says his growth in his photography career has been exponential. The growth was evident in not only personal gains – like building his own career and learning to market himself

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WCC STUDENT
DEVELOPMENT
& ACTIVITIES



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UPCOMING CLUB ACTIVITIES

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<http://tinyurl.com/ss15clubs>

UPCOMING SPORTS

- **Club Women’s Softball:** Our women’s softball team is looking for more players. If interested, please register in the WCC Sports Office.
- **Drop-in Sports:** With the semester wrapping up, our drop-in sports season is set to begin on Monday, May 11th. Our drop-in sports include: **Softball, Flag Football, Sand Volleyball, Soccer, Basketball, and Kickball.** For more information about dates and times, check out the new WCC Sports portal on Campus Connect:
<https://orgsync.com/108999/chapter>

To explore more activities on
WCC’s social network for student
life, make sure to visit:
<http://campusconnect.wccnet.edu>

Student Activities: SC 112
Student Organizations: SC 112
WCC Sports: SC 118



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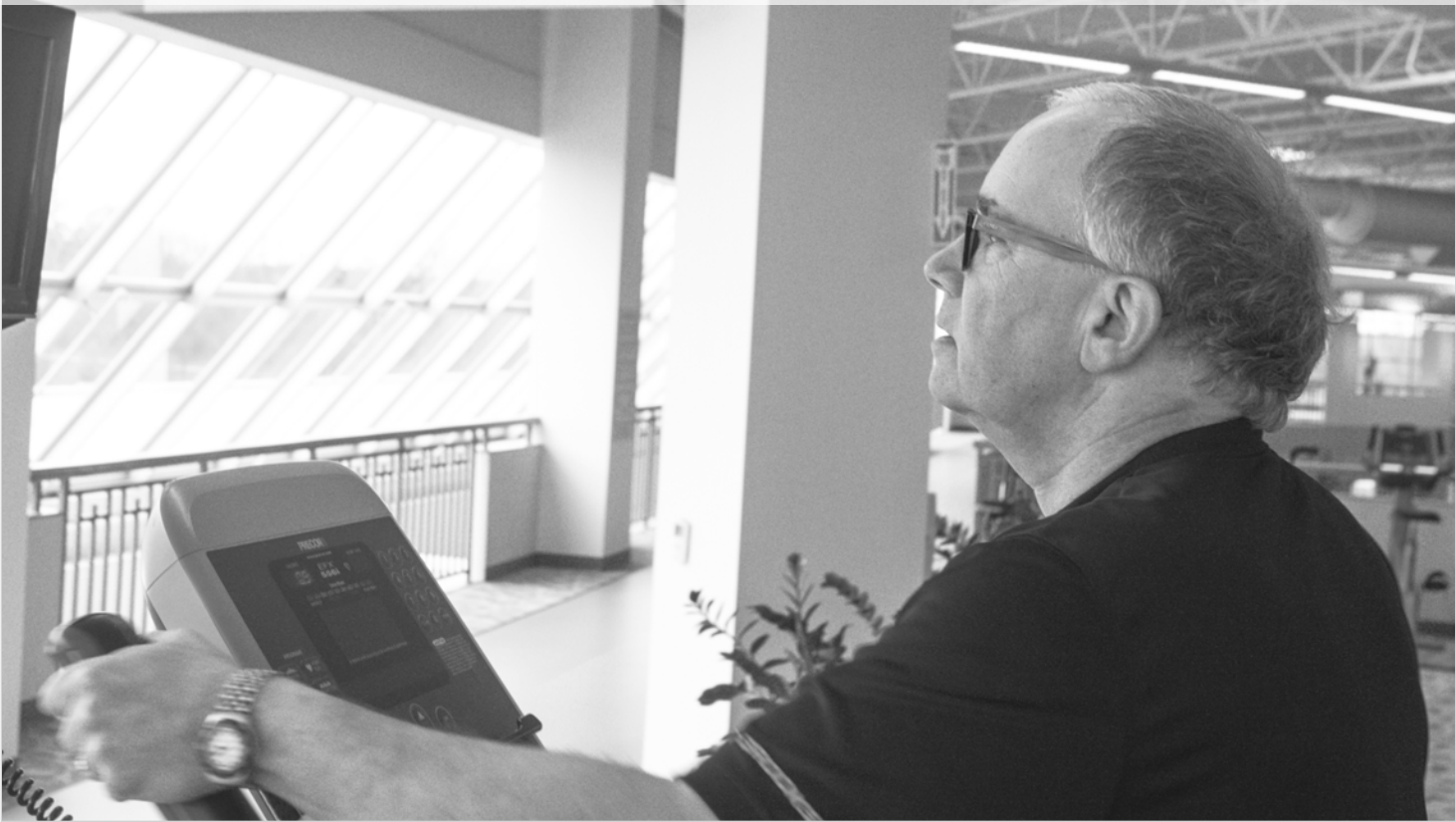
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STEPHEN GILL

Trustee devotes life to education



Washtenaw Community College trustee Stephen Gill is a regular visitor to the college's Health and Fitness Center. Outside of his consulting business, Gill also finds time to write books and blog about 'how to create a work environment where people continue to work, grow and develop.' EJ STOUT | WASHTENAW VOICE

THE SIXTH IN A SERIES OF TRUSTEE PROFILES

BY TAYLOR ROBINSON
Staff Writer

A thinker, an intellectual, a modest man, an athlete. These are just a few of the ways one could describe Washtenaw Community College trustee Stephen Gill.

From his early college years, attending the University of Minnesota and majoring in psychology, Gill knew that he would have a career focused on students, higher education and, most of all, learning.

As Gill reminisced about when his passion began, he recalled being active in student life. Maybe even a little too involved, he revealed.

“My grades suffered because of it,” Gill said. “It taught me a lot about what students go through in terms of balancing work and social life and campus activities with studies. That whole experience was very interesting to me.”

After finishing his degree at the University of Minnesota, Gill relocated to a mental health state hospital in the Chicago area where he held his first job out of college. Although he was continuing to pursue his

love for psychology, he missed higher education.

Wanting to combine his two areas of interest, Gill always desired to work in college counseling services. He enrolled at Northwestern University and pursued a Ph.D. in counseling psychology.

The degree concentrated on college experiences, focusing on psychological and mental health needs in different crisis situations, especially in a university-based setting. This area of expertise led Gill to the University of Michigan, where he taught in the school of education for seven years, specializing in college counseling services.

Outside of the university, Gill directed a small counseling service for a couple years. After leaving Michigan, Gill set his eyes on another position.

“I joined a consulting group that was doing program evaluation work, which is actually a lot of my skills,” Gill said. “It had to do with interviewing, small group facilitation and helping organizational improvement.”

Being a consultant allowed Gill to intertwine his interests of psychology and counseling. He worked for the firm for

about 10 years, and during his time, he became a partner in the business. After leaving, he worked for another firm for a couple years. Then Gill decided he wanted one of his own.

With the experience he had gained, that dream became a reality about four years ago. He is assisted by long-time best friend and business partner, James Stilwell.

“I’ve known Steve for north of 20 years,” Stilwell said. “We’ve done some consulting work together, and about three or four years ago, we formed this business, Learning to Be Great.”

Stilwell explained the business is used as an online tool to obtain materials for training, learning, organization and development.

“I think what’s really important with working with Steve and the business is he has, as do I, a strong and passionate desire to help organizations create sustained learning cultures,” Stilwell said. “I think what captures who he is just how important the concept of learning and continuous learning is to him.”

Not only have Gill and Stilwell shared a business,

they’ve shared a strong friendship. One of the most meaningful aspects of their bond is their ability to be honest, even when faced with opposing viewpoints, Stilwell said.

“It’s a very important partnership and relationship for me. It allows us to have very different perspectives on things and to be able to talk about that, and for me, that’s what really makes this partnership rich,” Stilwell commented. “Although we share the overarching belief in the power of learning, we have very different approaches to it, and that’s a great value. I really appreciate that about him.”

When the two aren’t busy running a business, the friends find themselves spending time outdoors and in the community. Gill and Stilwell go biking during the warmer months and spend the cooler months cross-country skiing when they get the chance. Stilwell’s also recognized Gill’s involvement and care for Washtenaw County.

“He very much gives back to the community, and, of course, all of his work at WCC is a great example of that,” Stilwell said.

Board of trustees Treasurer Pam Horiszny was elected to

the board at the same time as Gill and can attest to the great impact he has had.

“We always joke that we’re the best class,” Horiszny said. “He has a totally different background than I do, so we complement each other in terms of expertise. We have great conversations, and I very much respect him.”

WCC President Rose Bellanca couldn’t agree more. Although the two haven’t known each other for a long period of time, it’s no doubt that his noticeable qualities shine through in and outside of the boardroom, she said.

“He’s an excellent trustee. He’s very open-minded and thoughtful. He allows different viewpoints and is very careful in making sure he doesn’t steal the stage so that others can speak,” Bellanca added.

While Gill finds time between writing his blogs and books, and fulfilling board duties, he frequents WCC’s Health and Fitness Center about two to three times per week. Gill has been on the board of trustees for about 10 years, and the HFC was built during that time. He added, the HFC has around

6,500 members, including 1,500 WCC student members and receives a lot of praise from those who attend.

“It’s a community center,” he said. “It’s a great mix of people, and I know some who go just to be there. That’s where they see their friends. That’s where they have time to socialize, which is great. I think it’s terrific.”

Currently living in Ann Arbor, Gill will be celebrating his 45th anniversary in June with his wife, Nan. Nan works as an educational leader in a Detroit charter school district. Stephen stays busy between being a board member, a writer and a business partner. But among all of his involvements, there is a principle standing true throughout.

“I enjoy trying to build a business and enjoy continuing to write. I write a lot about learning in organizations and how to make organizations a learning environment,” Stephen said. “That’s what I think we need to continually make businesses, nonprofits and government agencies successful. I consult and write about how to create a work environment where people continue to work, grow and develop.”

TUITION, From A1

debated topics that the board has seen in years and resulted in the first split votes in recent memory.

“There’s kind of been a tradition that we don’t come to a vote until everybody agrees, which I’ve never really agreed with,” said board Treasurer Pam Horiszny. “To me, this is the way it should be. It reflects a lot of thought, and so I’m comfortable with it instead of always being unanimous.

“We have a different mix of board members now, so I think you will see more of that going forward,” she added.

After the college’s administration presented several tuition scenarios at the board’s February retreat, trustee Dave DeVarti set his sights on achieving a zero percent increase for in-district students.

Through their taxes, county residents already fund nearly half of the college’s budget, DeVarti said. This should be reflected in substantially lower tuition.

“Why should an out-of-state person pay, what the staff is proposing, just a dollar more per credit hour (for online classes)?” DeVarti asked, “It’s almost comical.” The trustee presented an alternative tuition resolution that kept in-district tuition at the current rates for both on-campus and online classes.

At the previous meeting, trustees and administrators shared concern that with unpredictable enrollment, the college could not afford to risk decreased revenue.

DeVarti’s proposal suggested a hefty hike in online tuition for out-of-district, out-of-state and international students.



Trustee Dave DeVarti presents his tuition proposal to the board. GRAY BANCROFT | WASHTENAW VOICE

After these hikes, his proposal produced greater revenue than the administration’s scenario.

WCC Chief Financial Officer Bill Johnson warned that DeVarti’s scenario did not account for enrollment, which would likely be negatively impacted by the online tuition increases.

“We are still a bargain,” DeVarti countered. “We’re the second least expensive if we choose my rates.”

Only Wayne County Community College would be cheaper he noted.

WCC President Rose Bellanca interjected, pointing out that Wayne’s online offerings are “very, very, very robust” and are stiff competition.

But that doesn’t necessarily mean WCC’s enrollment would decline if rates were higher, said trustee Ruth Hatcher.

“Distance learning is very popular, and they can’t get it any cheaper anywhere else,” Hatcher said. “So I don’t see how it affects the enrollment as much as you’re implying. Students want distance learning.”

Distance learning is

expensive to provide and develop, she added, and that cost should be reflected in the tuition.

DeVarti finished his petition by aligning his goals with President Obama’s.

“There is a great debate in this country about keeping college affordable, and even the president has weighed in that community college should be free,” DeVarti said. “Well, we should do what we can. We may not be able to do free without federal support, but if we can hold the line, we should do it.”

But when it came time to vote, DeVarti’s arguments did not have the desired effect. He and the two other trustees that are new to the board, Hatcher and Christina Fleming voted ‘yes,’ and the other four trustees voted ‘no.’

After DeVarti’s resolution was struck down, the board voted on the administration’s proposal, which passed 5-2, with only DeVarti and Hatcher voting ‘no.’

MEETING, From A1

2. ADMINISTRATOR “MYSTERIOUSLY DISAPPEARED”

Washtenaw’s Chief Information Officer Amin Ladha stopped coming to campus sometime in February, confirmed WCC President Rose Bellanca, after faculty union President Maryam Barrie said he “mysteriously disappeared.”

As for where he went?

“There are some things you can’t say,” Bellanca said. “He’s still an employee of the college, and they have probably been saying that because he hasn’t been on campus.”

Although he is still listed as a college employee, Barrie spoke about him as though he would not be back.

“Amin reliably welcomed faculty input for his projects and has long been an intelligent communicative and warm resource for many of us here on campus,” Barrie said. “He is missed.”

3. CURRICULUM LEADERS VOICE CONCERNS

Among the long list of concerns raised by faculty in the last several years, one of the most commonly repeated is that curriculum is not being properly filtered through the academic chain of command.

There is a trend in non-academic vice presidents interfering with the traditional curriculum process, said Kelley Gottschang, chair of the Curriculum Committee.

“Faculty chairs, deans and, in some cases, the vice president of instruction have not been consulted regarding the

institutional academic initiatives,” Gottschang said.

Michelle Garey repeated year-old concerns about the college’s dual enrollment courses.

“It is both alarming and concerning,” she said.

These courses have been offered for more than two years without the inclusion of the committees, she said. Sometimes courses will be pushed through without approval on a special basis, to meet a deadline and will be put through the process at a later time, said Vice President of Instruction Bill Abernethy.

Trustee Ruth Hatcher asked the instructors how many courses are being offered without passing through the chain of command.

“We don’t know,” Gottschang said. “We are investigating and trying to unearth the answers to those questions.”

4. COLLEGE PROPOSES 2015-16 BUDGET

In the second year of a new budget preparation process, Chief Financial Officer Bill Johnson said that it went smoother than last year. When the new process was introduced last year, it drew much criticism from faculty and staff, but this year, Johnson told the trustees, he got “100 percent support” from the department chairs and organization leaders who helped write their budgets.

“Engagement is getting better,” he said.

The budget plans for a \$2 million surplus at the end of the year.

5. TEACHERS FEAR WCC LACKS ADEQUATE COUNSELING

Barrie opened the meeting with a speech emphasizing the need for more counselors on campus.

“Sadly, I’ve heard of several instances within the last month that involved troubled students being told at the counseling front desk that ‘personal counseling is no longer available,’” she said.

After the meeting, Vice President of Student and Academic Services Linda Blakey said that the college absolutely still offers counseling, and that it is not true students had been turned away.

“There are counselors that are probably really offended by that statement,” Blakey said.

English instructor Maxine Gibson said that she recently took a student to the counseling office after learning she was running from an abusive boyfriend. The student was asked to wait and left, without being helped, by the time Gibson’s class was over.

“In fairness to the counselors, they were probably with another student who was in a state of crisis,” Gibson said. “As Maryam suggested, there are a lot of crises right now.”

Although there are counselors meeting with students at the college, they are not able to meet the demand, Barrie said.

“We have excellent counselors here – we just need more,” she said.

“Unless we believe that we are in a position to only admit and enroll students who have little stress in their lives, who come to us with excellent self-esteem and wonderful skills in hand, then we’re not meeting their needs by not providing more counselors.”

EDITORIAL

Black vs. red, white and blue

Look at the world around us. Look at the distress, the riots, the cries for equality and for justice. Look at the blood in the streets and the gut-churning stories broadcast by media outlets.

Look at your social media newsfeeds and read the anger.

In all of the uproar about what's happening in Baltimore and what happened in Ferguson, everyone is blaming the people involved, on either side. But where are the condemnations for the root of the issue, for the system that has created this racial tension?

When fire and blood paint the newsstands and TV screens, watchers can't help but see two sides - and choose one: Either the rioters are savages or the police are racist, power-hungry tormentors.

There is a war going on between black and blue - that's the easy narrative to see. But that's not the real war.

The war is between black communities and the greater American society, which

has suppressed them for far too long. It is a war on the system, which, when met with accusations of inequality, turns a smiling face and laughs, "Racism doesn't exist anymore - that battle ended in the '60s."

We've seen these riots before. Living in such close proximity to Detroit, Michiganders, more than anyone else, have felt first hand the long-term effects of race riots: "white flight" from the city, abandoned and decaying buildings and homes, failed businesses, more crime, more violence, more discrimination, more riots, more poverty.

These problems hit Detroit first, but the city won't be the last. Baltimore in 2015 looks a lot like Detroit in 1967. With the destruction that Baltimore has seen in the last week, it will surely take the city years to recover, in the best case. Worst case, in 30 years, Baltimore is still trying to claw its way out, facing the same blight Detroiters have witnessed.

And as long as the media and the government and every citizen sounding off on the Internet continues to choose sides and

place blame, that blight is only going to spread nationwide, hitting cities like a disease.

We need to stop blaming individuals, be they rioters or police. None of these people woke up thinking, "I want to go to war today." They are fighting for what they believe is right, or doing their job, caught up in something so much bigger than themselves.

The only way to save our country and to right history's wrongs is to fix the system.

To those that deny this is a systematic problem, we saw it first-hand at Washtenaw a few years ago, when *The Voice* revealed that every target on the gun range used by WCC's Police Academy depicted an African-American male. They were literally training the minds of future police officers to see black men as targets.

Let's raise the conversation to a level higher than personal blame. Let's start talking about the system and how we're going to fix it because, when shameful pieces of our country's history repeat themselves, we can't expect the response or its severity to be any different.

The green monster



TAYLOR ROBINSON
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Money. The root to a sustainable future and, unfortunately, the root of all evil. When a person stops to think about it, money is the driving force behind most peoples' lives. We need it to provide food for ourselves and loved ones. We need it to quench our daily thirst. We even need it to sleep, to make sure we have a sturdy roof over our heads. And ironically, it keeps some of us awake at night.

As the cost of housing, food and education continue to rise, it's no surprise that those who are not in the top 1 percent of earners are starting to request higher wages. What frenzy the "Fight for \$15" has caused.

In November 2012, fast-food workers walked out of their places of employment in New York, demanding higher pay. Since then, the cries have only grown louder.

I know what a lot of people are probably thinking. Why should people who cook burgers and fries get more pay than some professional chefs or a dental assistant? The answer is they shouldn't. The answer is if those workers start to get paid more, then other businesses won't have a choice but to raise their wages as well.

Otherwise, cashiers, nursing assistants, personal care aides and others will quit those jobs, throw on a McDonald's cap and start flipping burgers, too.

This isn't something that will magically happen overnight. Economically speaking, if businesses all of a sudden increased wages by double, then, yes, there would be some problems. However, steadily increasing wages over time would allow the economy to adjust.

People are upset. Not just those who demand more money, but also those who feel they had to work to get to where they are today and finally live comfortably. They didn't get \$15 per hour when they started out. They had to pull themselves up by their bootstraps since the average age of 16 and work.

But did they get enjoyment out of that? They know the struggle better than anybody. So why would they want the same thing for those people? Why watch history repeat itself?

I work in the service industry as a waitress and have been doing so for the last seven years. Although I don't get minimum wage per se, and instead rely on tips (as long as I get those refills fast enough and your steak isn't overcooked), I empathize with those who struggle on a daily basis to provide for themselves and their families.

I thank the fast-food workers who realize people don't get paid enough regardless of the jobs they have. According to a "Fortune" article published in early April, 42 percent of all U.S. workers make less than \$15 per hour. Fast-food employees clearly don't make up nearly half of American jobs. This means other people who have jobs that required higher education still aren't getting paid accordingly. I say, rock on #Fightfor15 and thank you.

Voice Box

Who is your favorite WCC teacher and why?



"My philosophy teacher, Charles Johnson, is my favorite teacher because he's extremely knowledgeable about the subject. One of the main reasons why he's such a good teacher is that he's not biased at all, but at the same time very passionate and enthusiastic about the subject. He also lets us do revisions on our tests so we can improve our grade and show what we really know. The class is very interactive and he's able to make the lectures interesting and understandable to students."

Ari Robinson, 16, Ypsilanti, undecided



"Nicole Cullin is a great communications teacher. She tries really hard to make the students less nervous by having us do activities or short speeches in front of small groups at the beginning of the semester. She's also really friendly, which is good because she's teaching a class that students are generally nervous about participating in."

Elizabeth Stofflet, 18, Ann Arbor, business



"My English teacher, Julie Kissel, is my favorite because she has high expectations, and she also treats her students like adults. She wants everyone to do their best so, she's strict, but she's also knowledgeable and passionate about what she's teaching. She really seems to love what she does, and I really appreciate that because she's not just one of those teachers that's teaching because they have to. She wants to, and that makes the class more interactive."

Gregory Eddins, 20, Ypsilanti, physical therapy



"My English 111 teacher, April Riedy, is a really good teacher because she talks about a lot of topics that people normally wouldn't hear about. She's able to really understand what students are interested in and then present it in a way that captures our attention. She has a range of teaching methods; she plays movies, but also has us do book readings and reviews. Each essay topic she gives us is very different from one another. She's also really open minded and funny, and she really cares about students."

Jenna Hassan, 18, Ypsilanti, entertainment and design



"My communication teacher for this semester, Claire Sparklin, is a really good teacher. She's always really helpful when it comes to explaining the material. She's also really nice and friendly to her students, which makes the class less stressful. The way she structures the class is also really helpful because we do speeches in front of small groups and work our way up to longer speeches in front of the whole class towards the end of the semester."

Moussa Conde, 24, Ann Arbor, clinical psychology



"My favorite teacher is Kevin Cosgrove. He teaches sociology. He is very outgoing and helpful. He's always very prepared and has thoughtful lectures. He also wants all of his students to understand and succeed as well as really take away material we learned. So his examples apply to real life scenarios, which makes the class more interesting."

Shaely Colosimo, 18, South Lyon, child development

What do you do to give your students a standout learning experience?

INTERVIEWS AND PHOTOS BY MYISHA KINBERG, STAFF WRITER



"I help students learn how to explore the strengths and difficulties of the ideas and allow the students to form their own opinions on the topic. There's a lot of fascinating ideas in the world, and some may have crossed a student's mind. So, by looking at the work of others, my students walk away from my class with a sense of security to further explore those ideas. They also walk away with skills to do more complex critical thinking, and since we live in a democracy, we need people with those kind of skills. At the beginning of every class, I ask how everyone is doing, and once the students get more comfortable, I notice that people share good things - but also horrible things - and we as a class can support that student. By the end of the semester, we as a class have built a community of friends."

Charles Johnson, 17 years at WCC, philosophy



"The thing I enjoy most about teaching is the relationships that I develop with the students and the confidence build up that I see the students gain ... I do a lot of group activities and, from student feedback, the trend is that group work helps students get comfortable with each other and with me. I'm president of my chapter of "Toastmasters," which is an organization designed to help people improve public speaking and learn communication techniques for speeches. I give frequent speeches at my organization, and I practice them in front of my students so they get to see me on their level. I think it shows them that, even though I have more experience, I still get the same insecurities as they do when I speak. But, by using my confidence, I can deliver the speech, and they can too."

Nicole Cullin, 15 years at WCC, communication



"The connections that I make with students and what I can learn from them is my favorite thing about teaching. I use a strong organization method in my class. I keep a folder and the students are required to keep a folder. Organization is such a small but important technique, and they will use it no matter where they go. Students generally don't want to be in English classes, so I try to teach them the basics so they can take that into the real world and be as comfortable and confident as they should be."

Julie Kissel, 11 years at WCC, English



"I enjoy watching students grow over the semester to become college level writers and college level thinkers. They walk away with writing skills that will help them throughout their college career and after. They become more critical thinkers, which will make them a better and more responsible citizen. The students watch two very thought provoking and engaging films, and, for the first two papers, that's what they write on. Because they enjoy the films the students get more excited about writing the papers and once the students are interested in the subject they write better papers. I also try to make the class fun by doing contests and activities throughout the semester, and the students seem to really enjoy them."

April Riedy, three years at WCC, English



"The students are my favorite thing about teaching because I'm an expert in my field, but the students are experts in so many fields. I am constantly learning new things from them. I give them the opportunity to learn skills that will set them apart from others. I want them to feel confident and more secure when they have to present, and I want them to walk out with better communication skills that they can use in the workplace and also in their community. I try not to talk in front of the class; I try to encourage my students to engage with the information from the course, and I like to have them do things. If we are talking about a theory, I have them read it and try it out in a small group. When I lecture I try not to talk at students. I want everyone in the class to be a part of the discussion, and actively participating in the lecture."

Claire Sparklin, 10 years at WCC, communication



"I like helping the students see different points of view and showing them the connection with what they are learning here and how it applies to the outside world. I hope they walk away from my class with critical thinking instead of having them memorize names, dates or statistics. We talk about stuff that happens in the real world. I want them to have more than just the facts. I treat my students as adults and equals. I try to be open and honest with them, because I want the students to be able to express their opinions in class. I rely a lot on class discussion. I also try to make the class fun and interactive because I've noticed that the students learn better when they like what they are learning."

Kevin Cosgrove, five years at WCC, sociology

HEALTHY VOICE

Fat talk is cheap, but the cost remains high



M. M. DONALDSON
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A few weeks ago, I attended an event that hosted a potluck dessert reception. Making conversation with the gentleman who took the plate of cookies from my hands, I asked if he was on the food committee.

“I’m the fat guy, you know. I take the food,” he replied.

I was left speechless, and I was devastated for the part of him who had just suffered abuse by his own hands.

My friend and workout buddy and I often engage in “I’m so fat” comments to be funny. Or so I thought.

Scientists started using the phrase “fat talk” in the mid 1990s to describe comments

and conversations involving weight. The detrimental effects to the psyche are studied more often because negative fat talk is more common than positive comments encouraging healthy body image.

College students, regardless of having an eating disorder or not, engage in fat talk more often than the general population, according to a 2008 study published in “Eating Disorders.” Ousley and colleagues noted other studies that identified fat talk as a method of group acceptance.

Engaging in fat talk leads to lower body satisfaction, and lower body satisfaction leads to more fat talk, creating a self-perpetuating cycle. Denigrating comments can create feelings of shame, self-loathing and guilt.

But saying and hearing fat talk has different outcomes investigated in the study published in the “Journal

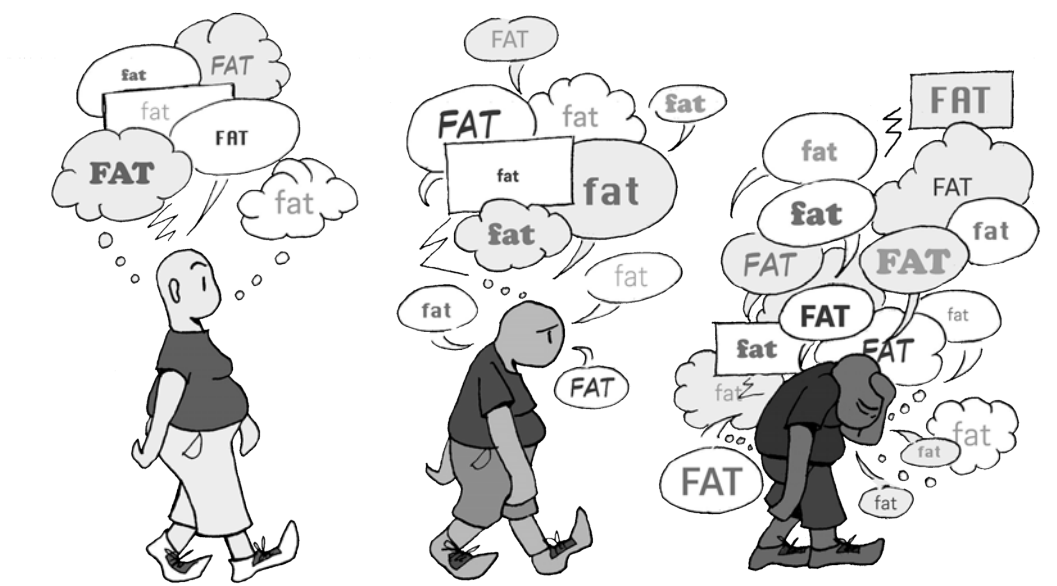
of Applied Communication Research” in 2012.

The study notes the unexpected finding that saying negative fat talk was linked to depression, but hearing it was not. While the researchers Arroyo and Harwood realize the need to further test the effects of saying/hearing fat talk, they consider self-deprecating comments to be more harmful than peer influence.

But that is not to say peer influence has no effect.

Another study published in “Social Behavior and Personality,” in 2013, looked at the impact of observing fat talk via social media and concluded peers can affect a person’s body satisfaction and psychological well-being.

Lee and colleagues found that even limited amounts of exposure to fat talk on Facebook had an impact on study participants. They also observed that positive talk



SANAA NAEEM | WASHTENAW VOICE

regarding weight could show positive results.

Designed as a cross-cultural study, Lee indicated that women from the higher social comparison society of Korea were affected by fat talk at a greater rate than U.S. women.

Another cross-cultural study between the U.S. and the United Kingdom identified that women engage in fat talk more often and have more of a negative body image than men.

The social norm for women to engage in negative fat talk is theorized to be the result of objectification of women’s bodies, as described in the 2011 study published in “Sex Roles” by Payne and colleagues. Across cultures, fat has been associated as a feminizing characteristic through centuries of fine art to current mass media.

Until recently, men have been more concerned with body image surrounding musculature. With the rising rate of obesity in developed countries for both males and females, there may be implications surrounding masculinity for overweight men.

While those in the U.S. are more likely to engage in fat talk than the U.K., Americans are more likely to have positive fat talk than the British.

Multiple studies identify the negative consequences of fat talk and researchers advocate for positive fat talk messages.

A popular method for reducing negative thoughts and reducing stress is cognitive-behavioral therapy. Based on the premise that negative behaviors have to be identified

first before they can be replaced with positive behaviors is a recognized and used form of behavior modification.

Stuart Smalley may have it right in his “Daily Affirmations” skit on Saturday Night Live: “I’m good enough; I’m smart enough, and, doggone it, people like me.”

Next time I think about saying something funny about fat, I’ll just leave the humor to the professionals.

M. M. Donaldson is a staff writer with The Voice and a journalism student at WCC. She has a Bachelor of Science in family and community services from MSU and has several years of experience with nutrition issues affecting infants through older adults. Follow @mmdonaldson1 on Twitter.

VOICE in Vogue

Finding passion in fashion



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For Ericka Vonyea, a 30-year-old Washtenaw Community College student and fashion entrepreneur, the idea that would shape her career came to her while daydreaming company names in her medical assisting class.

“I hate to admit it that way, but that’s when my best idea came to me, and I’m glad I didn’t ignore it,” said Vonyea.

Vonyea cited her two-year-old daughter, Halaena, as her driving force for wanting to immerse herself in entrepreneurship as soon as she could.

“She’s the main reason I hit the ground running to really create a business,” Vonyea said. “I just wanted to create

something that I could leave for her and something she could inherit.”

So when the idea for her online fashion boutique company, Dantoir, came to her that one fateful class period, she didn’t hesitate. Immediately after, Vonyea bought her domain name and then registered for her LLC.

At that point, Vonyea’s inspiration continued flowing, but she wasn’t sure what the next step for her business would be. That is when she discovered the WCC Entrepreneurship Center. She called before the center had even opened its doors and was soon involved as a weekly volunteer.

Vonyea began helping out around the center by doing research for her own business. Kristin Gapske, mentor to Vonyea and the Entrepreneurship Center Manager, said she has volunteers do this so that they can help their own business knowledge while they’re providing quality information for the center and its future entrepreneurs.

“I was able to meet with one of the mentors there, and he actually told me a lot about trade-shows,” Vonyea said. “He had me thinking about things I really didn’t consider going into fashion.”

“I was just so impressed that she had a business idea and that she wanted to get involved, knowing that it would be important for what she wanted to do,” Gapske said.

Vonyea had been planning to attend a tradeshow in New York in late April, but had a change of heart after a Lake FX Summit she attended in Chicago. Prior to the Lake FX Summit, a conference for practicing artists and creative professionals, Vonyea was looking to purchase pieces for her boutique’s fashion line from the tradeshow. However, bumping elbows with those in the fashion industry left her inspired to change her company’s direction.

Since the summit in Chicago, Vonyea has decided to take on designing her own clothes.

“Although the tradeshow would have been much easier at the time, I think it’s more important for my brand for me to create as my own and come out as Dantoir,” Vonyea said.

Another thing she discovered at the summit was that most designers start with designing and go into business later. Vonyea has gone about it a little differently. She’s honing in on all the business aspects first to build a foundation so she can then focus on design.

“I also learned it’s not about ‘Who is your target audience?’

It’s about ‘Who can I see representing Dantoir? Who do I want the Dantoir woman to be?’ So I’m just going to focus and design everything based off of that,” Vonyea explained.

So, who is the Dantoir woman?

“I want the Dantoir woman to be able to go to work, look great, maybe throw on a pair of jeans with the look she already has on and go out and enjoy herself,” Vonyea said. “I just want the Dantoir woman to be able to jump in and out and be versatile.”

“To me, she embodies that Dantoir image - the image of what her business is going to be about. She just has a presence,” Gapske said. “So much about the branding of a business is your personality – especially if you’re an independent entrepreneur. You have to have that passion for that thing – in this case, you’re living it – and it just seemed like, to me, she

Ericka Vonyea, 30, Ypsilanti, pre-law



SOFIA LYNCH | WASHTENAW VOICE

just came so set with that.”

About a year ago, Vonyea deactivated her personal Facebook page for the purposes of relaunching again as her company in the fall.

“I wanted to detach myself away from people that know me,” Vonyea said. “I don’t want them to be like, ‘Oh, okay, I’m just going to buy from her because this is Ericka Vonyea’s stuff.’ I want you to focus on the brand. Do you like it, or do you not like it? What is your honest opinion?”

As for what is next for Vonyea and Dantoir, her goal is to launch the company by October and eventually have a prototype made that she can bring to manufacturers. Another thing she wants to achieve is having pop-up shops down the road as her customer base expands.

She also has fellow WCC student, design major Sophia Zhou, working on a logo for

What is your fashion philosophy?

I personally change up a lot. I don’t feel like I have one particular style - if I like it, I’ll buy it, and then I’ll mix it together with something else. So that’s how I want the women who buy my items to feel: that they can just switch it up.

What is your favorite trend?

I’m a bohemian type. I like anything with a nice heel, nothing too high, and I like form fitting pants

What’s your favorite pattern?

I would say solid colors because I can mix them together.

Do you have a fashion icon?

Actually I don’t. That’s so weird. I’ll pull inspiration from everyone but I think the person I like the most – and I can just say “Oh my goodness, everything she wears is just so cute”-- would probably be Rihanna. She’s edgy but she can be really classy.

What is your favorite season of fashion?

I love spring and summer because you can like... shorts! The thing about the winter is like, you think about the boots – that’s what most women are excited about – but in the summertime you can wear whatever you want. You can be a little more creative and a little brighter.

What is your favorite style of shoe?

I like wedges but I also like the gladiator shoes

What’s your favorite go-to piece?

My favorite go-to would be what I have on now. Like it’s not too dressy but it’s somewhat casual.

Dantoir. She plans on employing Zhou down the line to photograph models wearing her designs.

“It’s nerve wracking but, man, at the same time I can’t believe all this is happening. I can’t believe I’m going to meetings about my business,” Vonyea said. “This is the beginning of something beautiful. Look out and listen out for Dantoir.”

For those interested in following a similar path in fashion, Vonyea offers this advice:

“Don’t do away with the business side of things first; definitely make that your foundation, and build off of that,” Vonyea said.

“You’re going to always be creative, but if you’re extremely serious about it, I would say go to resources like the Entrepreneurship Center where people can help you, give you advice and to teach you how to do it the right way.”

THE WASHTENAW VOICE

A NATIONAL PACEMAKER AWARD NEWSPAPER

The Washtenaw Voice is produced fortnightly by students of Washtenaw Community College and the views expressed herein will not imply endorsement or approval by the faculty, administration or Board of Trustees of WCC.

Student publications are important in establishing and maintaining an atmosphere of free and responsible discussion and in bringing matters of concern and importance to the attention of the campus community. Editorial responsibility for The Voice lies with the students, who will strive for balance, fairness and integrity in their coverage of issues and events while employing the best habits and practices of free inquiry and expression.

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A copy of each edition of The Washtenaw Voice is free to everyone. Additional copies are available at The Voice newsroom, T1 106, for 25 cents each.

Volume 21, No. 14

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A family affair: Mother and son to cross stage together



Nick Hilliard, 23, an engineering and welding student, and his mother, Pornpimo (Tym) Hilliard, 61, an occupational studies student, both from Ann Arbor, prepare to graduate together at the end of this semester. GRAY BANCROFT | WASHTENAW VOICE

BY PAULETTE PARKER
News Editor

Washtenaw Community College’s student demographic spans many ages and stages of life, from those just beginning their college education to those looking for a career change. Nowhere will this be more apparent than at May’s commencement ceremony when mother and son, Pornpimol (Tym) and Nicholas Hilliard will both graduate from WCC, moving on to the next phase

of their lives. Occupational studies major, Tym, 61, of Ann Arbor, took her first English class at WCC in 1982, shortly after moving to Ann Arbor from England with husband, John Hilliard. She returned to WCC in 2010 after losing her job in the Ann Arbor public schools system, a position she held for more than 10 years. For her, WCC became a place of second chances and self-discovery. Engineering major, Nicholas, 23, of Ann Arbor,

will leave WCC with associate degrees in math and science, and welding and fabrication. For him, the start he received at WCC has prepared him invaluablely for his transfer to Michigan Technological University in Houghton, where he will study material sciences.

Both believe they wouldn’t be where they are today without WCC. When Tym lost her job, she decided to continue her education at WCC because it was local.

“I didn’t realize how wonderful the school was until I started,” she said. She started out in the culinary arts program, motivated by her ability to cook. Her experiences included working in WCC’s Sweet Spot. She realized how different it is to cook in a restaurant.

“You really need to love to cook for people all the time, and that wasn’t me,” she said. Tym decided to take her focus off of a specific occupation, and instead began exploring possibilities.

“I’ve just been working through, trying to find a niche for myself,” she said. “(WCC) gave me the opportunity to explore the sort of stuff that I didn’t know that I might enjoy.” She took an unexpected liking to psychology, communications and math.

“I always thought I would have a lot of trouble with math because I’ve never been really good at it,” Tym said. “But, surprisingly, I did really well and quite enjoyed it. I find it challenging and fun to do math now, and it used to be something I would dread.” She also faced her fear of technology.

“I learned how to type on a manual typewriter,” she said, but WCC forced her to interact with computers.

“The computer is a great tool – I love using Blackboard and all that now – but I’m always kind of afraid of losing stuff. I’m always anxious when I’m using the computer,” she said.

Nicholas took a motorcycle course at WCC when he was 16 years old. Unsure of exactly what he wanted to do after high school, WCC seemed like the best choice for him at the time.

“It turned out to be a great choice in the end,” he said.

“I’ve never been to a place where everyone is so friendly and so eager to help you no matter where you’re going to school. Math department, science department, English department, the welding department, just all the people are willing to bend over backwards to make it so you can succeed,” Nicholas said. “Everyone on the staff seems to have that ideal.”

WCC has also helped cut his costs with scholarships and grants, including the Foundation Scholarship and a welding scholarship, he said.

Nicholas is proud of all the hard work his mom has put into her education. He knows it hasn’t been easy, he said.

“I was really glad she got to experience how welcoming Washtenaw can be and how helpful,” he said. “I can’t wait to see what the next step holds.” John also takes notice of his wife’s resiliency.

“There’s one word for [her]: Tenacious. She simply will not give up until she gets the job done,” John said.

Tym is equally proud of her son, she said, and points to the qualities they share that help them both succeed.

“He’s got similar attributes as me: He’s conscientious, hardworking. He had to go to work and go to school at the same time. He’s got great work ethic,” Tym said. “I’m really proud of him also. He’s sticking to his commitments and setting goals, and he works hard to try to achieve that.”

Nicholas aspires to work with metal after completing his bachelor’s degree.

“Just basically making stuff and putting my mark on the world would be ideal,” he said. John, a former professor

at the University of Michigan, sees a bright future for his son after WCC.

“Let’s be perfectly honest, some parents view the choice of a community college over a standard four-year college somewhat disparagingly,” John said. “That must be because they fail to recognize the wisdom, flexibility, safety-net and cost savings of the community college transfer process.”

For Nicholas, graduating is bittersweet.

“It’s really satisfying, but, at the same time, it’s really sad because I’ll always view Washtenaw Community College as my home,” he said. “I’ve been there for a few years now. I’m really going to miss the place, and I really hope I can come back and visit again. Maybe later on down the road I’ll take some more classes at Washtenaw.”

Tym plans to take a break after graduating to contemplate her future plans, and reflect on how far she has come.

“There’s been times when I didn’t think I could continue, but I kept on, and I feel quite proud that I’m achieving this goal for myself,” she said. “I’m proud that I didn’t give up when things got tough, and I kept going. I’m really happy that I’m leaving WCC with an associate degree.”

2015 WCC GRADUATION	WHEN:	Saturday, May 15 at 9:20 a.m.	WHO:	1,879 students will be graduating
		Graduates expected to arrive by 8:15 a.m.	WHAT:	Graduates will be finishing with degrees
	WHERE:	Eastern Michigan University Convocation Center		in seven different programs from WCC
		799 N. Hewitt Rd., Ypsilanti		



Saba Ibraheem, a 24-year-old journalism student from Ann Arbor, listens intently while her instructor prepares the class for their final. GRAY BANCROFT | WASHTENAW VOICE



Karly Stanislovaitis, 24, a journalism student from Dexter, has struggled through great diversity. She found her independence and regularly joins in on class discussions. GRAY BANCROFT | WASHTENAW VOICE

Students push through disability barriers for education

BY PAULETTE PARKER
News Editor

In 2009, Washtenaw Community College journalism major Saba Ibraheem, her parents and siblings, fled Syria to the United States. Faced with culture shock and a language barrier, Ibraheem’s journey has been further challenged by having Spina Bifida, a birth defect in which the spinal cord fails to develop properly. It makes her dependent on a wheelchair for mobility.

Despite the rocky path she has navigated, Ibraheem, 21, of Ann Arbor, will graduate from WCC in May with her associate degree in journalism and is looking forward to the next challenge she can overcome.

Her story of determination, in spite of things that some may consider disadvantages, is one of many that fill the halls and classrooms of WCC.

Ibraheem was born in Iraq, a factor that doctors said caused her birth defect.

“They said it’s because of the environment,” Ibraheem said, attributing it to the presence of chemical weapons. None of her siblings have the defect.

“It was difficult for me, especially because my siblings are just, like, normal,” she said. “I felt jealous or like I’m different or something.” Ibraheem spent 13 years in Iraq before moving to

Syria, where she lived until coming to the U.S. Her family left Syria after her father, who was working as a photographer for Reuters, began receiving threats.

“He just captured whatever was happening. Then he sent the pictures or video to them,” Ibraheem said. “When some people knew he was doing that, they told him to stop; it was not safe for us to stay there because they were going to kill him anyway, even if he said he’d stop.”

Ibraheem arrived in the U.S. speaking no English. In the fall of 2012, she began taking ESL classes at WCC.

“It was really challenging. I used to use the online translator. The teacher would write it, and I’d read it, and I didn’t even get it,” she said. “I wasted my time with that; I feel like learning English, it’s with time.” Ibraheem originally wanted to study to become a pharmacy technician.

“I thought, well, it would be more difficult for me to do pharmacy because they would have to reach things for me,” she said. “So it’s a lot of accommodation that needs to be done for me.” With her love of reading and news, she decided to pursue journalism.

This decision was met with opposition. Her family expressed their concerns due to journalism’s fast pace and her physical limitations. But she is

up for the task, she said.

“They still disagree with me, but I’m still going to take the challenge,” Ibraheem said. “If I fail doing it, at least I tried.” Her limitations have presented her with few challenges in her time at WCC.

“Getting into a classroom is probably a little bit difficult or challenging because somebody has to hold the door for me, or I will have to push myself to get into it,” she said.

“I feel that WCC is really accessible. You can get anywhere in here,” Ibraheem said.

WCC offers assistance to students who do need accommodations on campus in the Learning Support Services department.

“They have to identify as a person with a disability. There’s nowhere in the college where we gather that information until they come to us, so it’s their choice to do that,” said Debra Guerrero, director of Learning Support Services. “If a person can access everything without accommodations that’s even better, because then, as an institution, we’re doing what we should be doing.”

Karly Stanislovaitis, 24, another journalism major from Dexter, has faced a similarly rough road after being diagnosed with Cerebral Palsy at birth. She relies heavily on a motorized scooter.

“I’ve used a walker since the age of two or three,” Stanislovaitis said. She started physical and occupational therapy at a young age.

“My parents wanted me to go to public school and be as accessible as I could be,” she said. “I don’t know if I would have gotten the opportunities that I did unless my mom would have pushed for that.” Up until her sophomore year of high school, Stanislovaitis had the assistance of a paraprofessional to help her get through her school day.

“Eventually I got to the point where I was kind of complacent, and I was so used to having someone with me 24/7 that it’s like it was almost like a security blanket,” she said. One day her mom decided to take that security blanket away to build her independence ahead of graduating.

“As I got used to it, it was fine, and I don’t know why I didn’t do that a lot earlier,” Stanislovaitis said. After high school, she went away to study journalism at Grand Valley State University. While there, she struggled with anxiety.

“Some days I literally felt like the world was on top of me, like I couldn’t breathe,” she said. There was cause for concern when the trouble she had always had with organization and remembering things

began to affect her education. Stanislovaitis mentioned these difficulties to her doctor.

After testing, she was diagnosed with Hydrocephalus, excess fluid on the brain that can occur at birth. The condition can affect executive reasoning, planning and organizing.

“For me that was a big deal because at the point I was at when I went there, I thought it was all in my head,” she said. “And I think even my mom was becoming so frustrated; we were just stuck in a spot.” With the help of a team at the University of Michigan, Stanislovaitis began using a tablet to help keep herself organized and on-task, a preferable alternative to paper.

She began using a scooter to get around in college, finding it easier than her walker, though she was initially hesitant.

“I remember it was hard for me at first because I was using my walker at that point, like, my whole life,” she said. “Obviously, if people look at someone in a scooter they’re like, oh, she can’t do anything for herself. I’m not that person at all. I’m really independent, and I can do what I can do.”

After three years at GVSU, Stanislovaitis made the decision to move back home with her parents to reduce her stress. She enrolled at WCC, where she could focus on her classes.

Here, she has utilized Learning Support Services accommodations, including extended test times, alternative note-taking methods and leniency with transportation issues.

“We assess with, under the law – the Americans with Disabilities Act – it’s called reasonable accommodations. So we look at their request; we look at what we’re able to do as an institution, and then we just set that up,” Guerrero said.

With all the accommodations she has available to her, she still feels some hassles are unavoidable.

“A lot of times it’s the little things I run into,” Stanislovaitis said. This includes the fact that not all bathrooms are barrier-free.

“I feel like I’m pretty lucky because, if I have to, I can get out of my chair and do whatever I need to do, but I also know that there’s people that aren’t able to do that,” she said. “So it’s not just for me, but it’s also about people that face the same or worse challenges than I do. What would they do? So it’s just one of those things where I try to think about where other people might be in that situation.”

Ibraheem and Stanislovaitis have both found success by pushing through their disabilities, inspiring others in their journey through the halls of WCC.

PHOTO, From A1

– but also through the reach of his work. Woodcox went from 10,000 to 100,000 Facebook followers in the matter of three months and is now verified on Facebook.

Over the past year, Woodcox has been keeping his spirit of collaboration alive by traveling the U.S. doing meet-ups with photographers of all skill levels in major cities. Most recently, Woodcox came to his hometown of Detroit. Woodcox, who now lives in Portland, Oregon, received a warm welcome from his hometown.

Gathering on Belle Isle, Woodcox and about 30 eager photographers – the largest group Woodcox has had for a meet-up – met at the James Scott Memorial Fountain for an evening of learning, networking and collaborating. After Woodcox gave a demonstration

of his process for a new series he’s working on, he opened up the floor for artists to collaborate together or with him.

One attendee, 22-year-old Linda Guevara, posed for Woodcox’s demonstration photo and exemplified Woodcox’s purpose for these cross-country meet-ups.

“I just like being creative and being surrounded by artists. I get inspired when I meet new people,” Guevara said. “The meet-up is awesome for networking, and I met so many talented people there.”

However, attendees weren’t driven there solely by a love of photography, but also a love of Woodcox.

“What I love about Rob is I think he’s very talented, but he’s also very humble,” Guevara said. “It’s really hard to find people who have such great hearts and like to give to others.”

Woodcox has had a non-stop

schedule of projects, tours and meet-ups this year. The rest of 2015 is booked solid, he said, but he hopes that new opportunities will arise in 2016. Beginning this year he will be traveling to five different continents to teach and share his passion internationally.

Next on his list are three more meet-ups in the U.S., and then one in Seoul, South Korea.

“A year and a half ago now, I quit my part-time job and went full time with photography. I was finally at a point that I felt like I’m getting enough business, and I could do that, and I started teaching workshops, and now, I’m here today,” Woodcox said to his Detroit meet-up attendees. “This year, I’ll be traveling to about five continents teaching workshops. I’m very blessed to be able to continue creating and doing what I love.”

For those interested in following Woodcox on his travels or learning more about his work, visit: <http://robwoodcox.com>.

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Washtenaw students bring home four Emmys

From left, Michigan Emmy award winners Shane Law, Brian Puninske, Matt Wilken and Dalia Alsadi are joined by WCC instructors Dan Kier and Matt Zacharias and nominees Jacob Corbitt and Dontez Jones at the awards ceremony on April 18. MATTHEW ZACHARIAS | COURTESY PHOTO

BY ERIN FEDESON
Staff Writer
AND TAYLOR MABELITINI
Contributor

When 10 Washtenaw video production students found out they were nominated for student Emmy awards last month, it was a proud moment. When four of those students brought home trophies, they helped solidify Washtenaw’s video program’s standing among the best

programs in the state. The National Academy of Television Arts and Sciences Michigan Chapter presented the awards. 21-year-old Brian Puninske received the Emmy in the sports category for his video “The Art of Parkour.” Parkour, currently a popular activity among teens and those in their early twenties, is a sport where participants run, jump, flip and vault around urban environmental obstacles.

Puninske, despite being told that his video was a “visually striking piece,” was baffled to learn that he had won an award for it. “I was shocked at first, and I didn’t understand why,” he admitted. “Ypsi-24,” Shane Law’s commercial for the 2014 Ypsi-24 Hour Film Shootout, received the Emmy in the commercial category. “It’s good to have a reward for hard work,” Law said. He

explained the commercial was reminiscent of old-western style films. Another NATAS Michigan Chapter Regional winner was Matt Wilken, a 36-year-old WCC student from Ann Arbor, whose “Sprachlos” won the Emmy’s directing category as well as the festival’s Best Editing award. “It’s a black and white silent film,” Wilken said. He explained the title is German for “speechless.”

The last winner was 31-year-old Dalia Alsadi. Her piece, “Len Sinclair,” a documentary on the music photographer won the award in the long-form documentary category. The Ypsilanti resident admitted she didn’t expect to get an Emmy after all the hard work, but “it was a good feeling,” she said. Out of 17 videos submitted and the 10 videos nominated, Alsadi, Wilken, Law and

Puninske were the four who brought back Emmys for WCC. “Dan (Kier) and I are really proud of the students work and how hard they push themselves,” said Matt Zacharias of his fellow video production instructor. Each year, Zacharias explained, the videos are stronger, the stories better and the individual styles of the students increase from the start of the year to the finish.

Graduates display portfolios at annual DMA Gala



Christine Ellis, left, a 38-year-old graphic design student from Canton, chats with Nick Strieter, a 22-year-old graphic design graduate from Ann Arbor, about his design work. GRAY BANCROFT | WASHTENAW VOICE



Crisandra Welch, 35, a photography student from Ypsilanti, and Lauren Slusarz, 32, of Detroit, crack smiles as Welch takes pictures of guests' funny faces at the gala. GRAY BANCROFT | WASHTENAW VOICE

BY TAYLOR MABELITINI
Contributor

The evening of April 29 was the mother of all art exhibitions. More than 60 students from the graphic design, photography, animation and video programs presented their best work in Washtenaw’s annual Digital Media Arts Gala. Most of the students were soon-to-be graduates, with exceptions in the animation and video programs for students who showed exemplary work but have yet to complete their degrees. The gala is an exit requirement for students graduating with graphic design and photography degrees, as well as an opportunity to show off their pieces to friends, family, faculty

and even potential employers. Animation students displayed their work every hour on the hour starting at 5:30 p.m., and film students began the viewing for their work in the Towsley Auditorium at 7:30 p.m. Awards were given for Best in Show, Most Creative, Best Documentary and more. “The show is like that huge milestone accomplishment. You’ve put in the time to get this degree and now you made it, so just show yourself off,” said Ashlee Rothfuss, a 20-year-old graphic design major from Manchester, who is graduating this year. Crisandra Welch, however, likes to show others off. The 35-year-old photography major from Ypsilanti headlined her

portfolio “WhySoSerious?” The project featured portrait photos of 20 different people pulling funny, silly and downright side-splitting faces for the camera. “I’m kind of goofy; I like to have fun. Photography is like a side thing for me, so I try to make it as enjoyable as possible,” Welch said. “I don’t like pictures of myself. The only ones I like, I’m doing funny faces, so it inspired me to do this.” Welch also kept the project going at the event by keeping a Polaroid camera at her table and snapping the goofy mugs of any willing participants, giving them a mini to-go keepsake. Some students chose a different path for their art. Nick Strieter, 22, chose a career in graphic design because it’s his passion.

“This is all that I can think of. Not all that I can do, but it’s the only thing that I want to do,” Strieter said. The Ann Arbor native fell into graphic design after being exposed to it while taking a first-year experience course at Siena Heights University in Adrian. He’s now graduating as a graphic design major. His table featured redesigns for Better Made Potato Chips as well as Strunk & White’s Elements of Style, and he finds inspiration in great typography. Sophia Adalaine Zhou was one of the few at the gala that dabbled in both mediums, displaying photography and design work. The 25-year-old graphic design major originally always viewed photography as only a hobby, but after getting

interested in visual communication while working as an architect, it became more. “I’m really inspired by nature, so I do a lot of photos and portraits. I really like the human face and form because I find it so expressive,” Zhou said. “And then I can explore ideas that are less conventional, and people can be like ‘Oh, but it’s got a person in it,’ so it feels more relatable.” As for design, she’s most inspired by a passionate client and works around their needs. One day, she hopes to work as an in-house designer and do freelance. Benjamin Bear Suydam, 26, from Adrian, also draws inspiration from nature. It’s the main focus in most of his works, which is readily explained when he speaks of them.

“Through being outside for long periods of time, going on really long hikes by myself, kind of centering and grounding and finding myself in nature, my genre of photography is, like, healing art photography, similar to the idea of reading a self-help book.” The photography major viewed the medium as his own form of healing. He formerly struggled with things such as depression, anxiety, shyness and loneliness. He’s a strong proponent of healing oneself in nature and hopes to pass that along to others through his work. “You need to find out what makes you different than everyone else. Find what your differences are, and really sell them,” Rothfuss said.

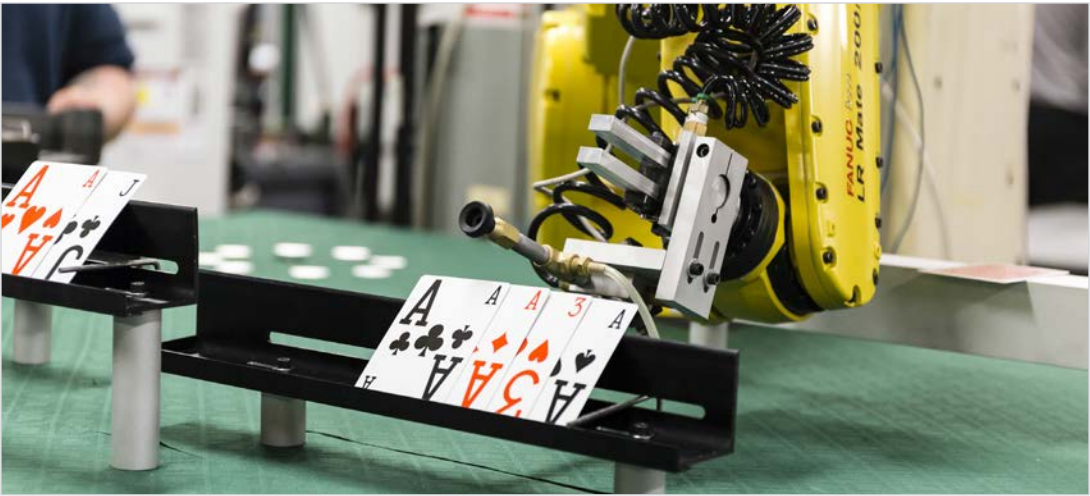
Visitors eye robots at IT open house

BY MYISHA KINBERG
Staff Writer

Picture a robot. Most will recall images of human-like androids, the stuff of science fiction lore, but to students in the automation technology and mechatronics programs at Washtenaw, “robot” means something entirely different. And attendees of the April 29 Industrial Technology Department Robotics Open House learned that there’s more to these machines than meets the eye. In their fourth semester at WCC, students in these programs take a class called Robotics IV taught by David Braun and his assistant, Ed Grabow. The course gives the students the first 14 weeks of the semester to find a group and create a project to display at the IT open house during the last week of the semester. The project, along with very few other things, will determine the student’s final grade in the course. Mike Scoffins, 25, of South Lyon, worked with a group to create a robot that dealt a game of blackjack.

“We have multiple systems working together right now. We programmed a camera to identify the cards and we have a Programmable Logic Controller program for game logic. It tells the robot when the game is over, when to pick up the cards and prepare for a new game,” Scoffins said. “We also programmed the robot to do certain actions at different times. There’s a touch screen that lets players start a new game and pick if they want to ‘hit’ or ‘stay.’” Scoffins expressed that this automated machine version of blackjack is actually very similar to a simple blackjack computer game. WCC houses one of the leading community college robotics programs in Michigan. Many people come to school at WCC in particular for the program and the teachers because of the skills the students can gain. Logan Thorn, 20, of Pinckney can attest to this. “Pinckney High School has a great robotics program that’s available for students for all four years they attend. I took classes there before I graduated. A lot of graduates from Pinckney High

School come here to continue in robotics,” said Thorn. Thorn was part of one of the four groups with projects on display. Thorn’s group used two robots, one to handle materials and the other to use the material to do welding. Thorn did the wiring for his group’s project. For almost a year now, Thorn has worked for a robotic welding company in Howell called Hatch Stamping Company. After gaining more skills and getting his associate degree in automation, Thorn may continue his education to pursue a bachelor’s to bring back to his job in the field. Bob Nahas, 48, works for a machine shop called A.D. Heller in his hometown of Milford. “After getting our associate degree in mechatronics from here, my co-worker (and fellow group member) Justin Anderson and I will be part of an engineering program at Heller,” Nahas said. Nahas and his group used a machine to create and grind down a pegboard with holes and programmed their robot to grab the board from the machine after it was done being shaped, putting pegs in the



The automated blackjack-dealing machine deals cards to guests during the IT open house. BRANDON HOWELL | WASHTENAW VOICE

holes on the board one-by-one. The final product resembled the peg board game seen at places like Cracker Barrel. Nahas said he and Anderson, 34, used resources from work and ordered a lot of material online to bring the project to life. Fellow group member Matt Hole, 25, primarily worked on the electronics of the project. The final project displayed a robot that engraves 64 squares on a blank piece of material to create a checkerboard. The robot also engraves assorted black and white checkers and then puts all the finished pieces in a box. One of the students working on this project was

29-year-old Louis Dumas. “I programmed the robot to teach it location and how to place the chips in the right spot and how to grind and engrave them. I helped program PLC to allow the computer to actually operate the machine,” Dumas said. Instructor and WCC alumnus David Braun has worked in the IT department for almost 30 years. “Our program here at WCC is great for gaining skills because we have a very diverse group of robots and we teach by giving more of an overview rather than details about every robot,” Braun said. “We would rather have students understand the

system because it gives you more opportunities and lets students take away a broad understanding that can be applied to many different jobs.” Although the market is tough, students can find success if they work hard, Braun said, and the open house is a way to connect them with career paths. “We want everyone to understand that you can really make money in this field. So many people shy away from robotics without realizing how many opportunities there are in this field,” Braun said. “The industry is very demanding. At this event alone I have probably around 10 different employers ready to hire.”

Pinterest

FOR PROCRASTINATION OR PRODUCTIVITY?

While many can attest to the power of Pinterest to distract from classwork, some WCC instructors have turned the website into an educational tool, asking students to instead use it for inspiration and collaboration.



Vol. 21, No. 14 — May 4, 2015

4 2

Found in
Washtenaw Voice



Danielle Barski, 27, Canton, photography

4 2

Created in
Photography 1



Gray Bancroft | Washtenaw Voice

4 2

Created in
Farm Harvesting & Management



Alexis Wilson, 21, Ypsilanti, occupational sciences

4 2

Created in
Photography 1



Lee Marshall, 17, Ypsilanti, dual enrolled (tech)

4 2

Created in
Photography 1



Ray Dennis, 29, Ypsilanti, photography

4 2

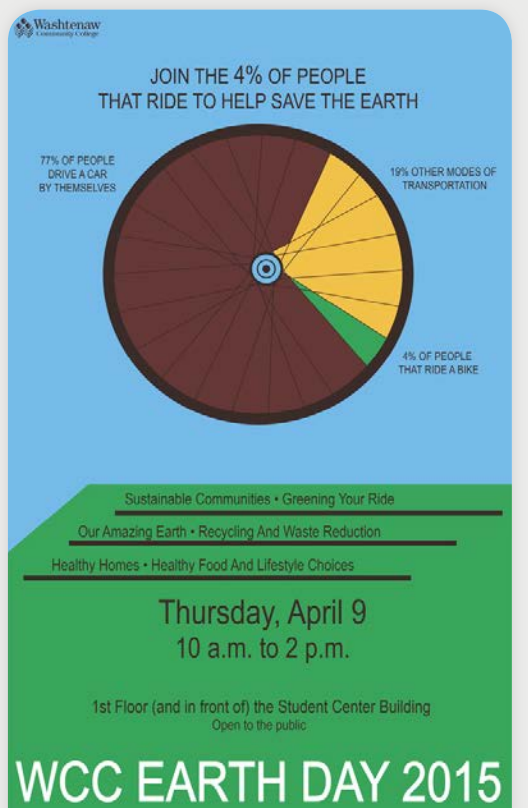
Created in
Photography 1



Meghan Laskowski, 20, Pinckney, photography

4 2

Created in
Photography 1



Julie Williams, 19, Brighton, graphic design

4 2

Created in
Introduction to Graphic Design

BY TAYLOR MABELITINI
Contributor

With the last traces of finals week still ebbing away, students have been scrambling to wrap up the end of the semester, noses to the educational grindstone.

But it's not as though vices have ceased to exist: sometimes "study, study, study" turns to "pin, pin, pin." Before you know it, you're lost in the abyss where productivity goes to die, also known as Pinterest. Some WCC instructors, however, have decided to turn this procrastination trap into a resource – creative or otherwise.

Jennifer Baker, a WCC photography instructor, was one of the first advocates for the tool, and remains one of the strongest. Last year, she pitched a presentation to the digital media arts department about the site. Since then, she has built up her own page for her students to use as a reference for many of the things they've learned while taking her photography classes.

"It gives you an instant way to show a huge variety of examples that then behind them have more work by that photographer. So it's a huge resource as far as just being able to look at really good quality work and

dive deeper into other work by any given photographer," Baker said. She's also required some of her students to build their own boards of work to use as personal inspiration and as a resource.

Ingrid Ankerson, a graphic design and media arts instructor, has also been a supporter of Pinterest as a creative tool and frequently encouraged the use of it in her introductory-level classes. Students are prompted to create boards of inspiration while creating their projects and to draw examples from the works of others that can be found on the site.

"I had students already collecting images and inspiration

and I found that it (Pinterest) was an easier way for them to quickly collect images as well as for me to look at them and respond to them," Ankerson said.

The use of Pinterest is not limited to only the creative arts. Farm harvesting and management instructor Kim Groce, who also works as a divisional counselor, implemented and pushed the use of the resource in her classes to provide students with gardening tips and inspiration.

Chris Colaner, a 52-year-old culinary student in one of Groce's classes, had been adamantly against Pinterest before using it for gardening, she

said, going so far as to avoid it entirely.

The Ypsilanti native said she saw it as a time consumer, something that she's seen many others get caught up in. But after Groce forced her to be exposed to Pinterest in class, she saw the appeal.

"We had to use it (Pinterest) for the group board, and I was amazed at what you can do. You can plan an entire garden and get inspiration and share ideas. You can even plan the recipes that you're going to make," Colaner said. As with all tools, the key to Pinterest lies in how it's used.

"The most important thing

to do with Pinterest is to be sure that you are citing your sources," Baker stressed. This isn't just for artist's credit – resources become useless when all their links are error pages or sketchy shopping websites. Another important tip is to stay organized. If you can't find anything, you can't creatively use anything.

Currently, Pinterest has a max board limit of 500 and a pin limit of 200,000, so there's plenty of space to compartmentalize. Lastly, make it for yourself. Love cooking? Architecture? Drawing? Fashion? There's a pin for all of them. So get out there, and get pinning!

MEET THE CLUB: ARTS CLUB

Art appreciators *fundraise their way to Broadway*

BY SOFIA LYNCH
Features Editor

Founded and run by humanities teacher Elizabeth Thoburn, Washtenaw Community College's Arts Club has been operating for seven years at the college. In those seven years, the most active and ambitious group the club has seen is the current band of students, according to Thoburn.

Despite what many assume from its name, the Arts Club is not for artists, but rather for art appreciators. The mission of the club is to involve students in the experience and appreciation of art – which they fulfill with frequent field trips to cultural events in the surrounding area.

Originally funded by a membership fee, the club has since moved over to monthly fundraising to back their expeditions.

"I said, 'You guys, if you want to go places, you have

to do fundraisers,'" said Thoburn. "So now, because they are such an active group, they've decided once a month, we are just simply doing it."

Most recently, the arts club set its sights on a Broadway production of "The Phantom of the Opera" in Lansing – despite the steep ticket prices.

"Once we started on it, everybody was so good about being here and helping fundraise," said Kim Evinger, a 21-year-old zoology major and the club's treasurer.

The arts club decidedly strays away from the traditional bake-sale style of fundraising because it wasn't drawing in the funds the club needed for its ambitious adventures, according to Thoburn. Now the club raises funds by selling little trinkets Thoburn has collected over her 40 years of world travels and ceramics, created by her husband and former WCC instructor, David Goldberg.

"I told him, 'We can only have so many ceramics. You cannot keep producing ceramics unless

you donate them to the Arts Club for fundraisers,'" Thoburn said.

After multiple fundraisers and a generous contribution from Student Activities, the group was able to offer a much more reasonable price for the tickets.

"The Phantom is always so extremely expensive that it is simply out of reach for many, many college-age kids," Thoburn said. "I had people on this trip who had never set foot in an opera house. They had never seen anything even remotely like it."

"It was the first time that I've been to an actual Broadway production," said 32-year-old club member, Mike O'Dell Jr. "I've only ever been to, like, school performances and everything. There was a huge difference."

The production was held at the Wharton Center for Performing Arts in East Lansing. Unlike the usual club trips, which average about 10 attendees, the demand for the Phantom warranted two school vans for the 20 eager art lovers.

The group consensus seemed



WCC humanities teacher, Elizabeth Thoburn, gives instructions to Arts Club fundraiser volunteer and 3-D animation student, Mike O'Dell, 32, of Ann Arbor. SOFIA LYNCH | WASHTENAW VOICE


to be that it was worth every penny and every hour of volunteering.


"As a humanities student, quite a few of us have already been in ET's (Thoburn) classes," said one

Phantom attendee, 19-year-old Joe Longo. "It was really funny recognizing all these things we learned in Phantom."

"Doing events with the club you get to go out there and

experience everything, kind of soak it all in and learn appreciation of art," said O'Dell. "Even if your major isn't in art, it's good to be social and appreciate the humanities."





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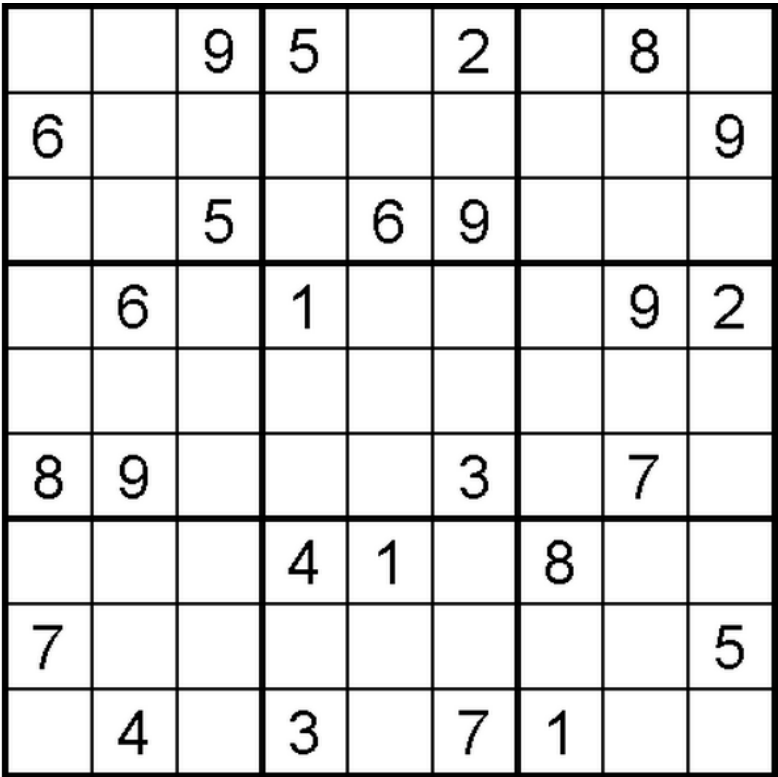
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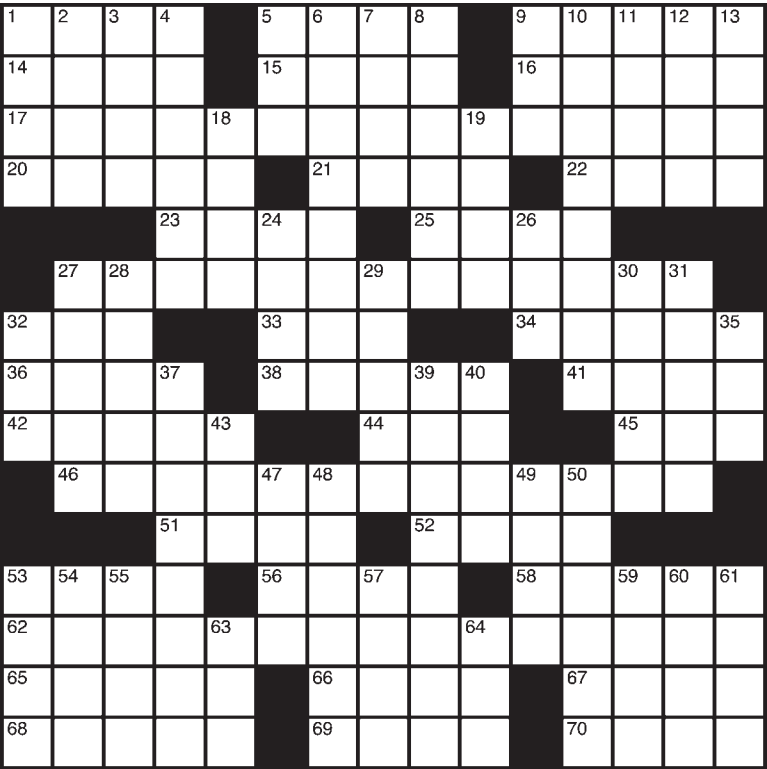
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TRIBUNE NEWS SERVICE



Entrepreneurship Center to host Lemonade Day

On June 6, young entrepreneurs across the country will be setting up shop for this year’s Lemonade Day – a free, experiential opportunity that teaches children how to start, own and operate their own business – a lemonade stand.

WCC’s Entrepreneurship Center will be hosting Lemonade Day preparation workshops to help children plan their lemonade stands with budgeting and marketing activities. The workshops are being held at the center on Saturday May 16, from 3-5 p.m.

and Wednesday May 20, from 5-7 p.m.

Girl Scouts and Boy Scouts who attend on May 16 will be able to earn badges, and children who attend will be entered into a drawing to win one of the prime selling locations on Lemonade Day. If you cannot attend a workshop, you can pick up Lemonade Day planning workbooks during the center’s hours. Register online at <http://wccnet.edu/entrepreneurship>.

-Sofia Lynch



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ACROSS

- 1 Reject, as a sweetheart
- 5 Bee Gees family name
- 9 Beginning
- 14 Emmy winner Falco
- 15 Comédie musicale part
- 16 Beautiful, in Bologna
- 17 1957 Michael Landon horror film role
- 20 ___ Arabia
- 21 Nightclub in a Manilow song
- 22 Tootsies
- 23 Poet Khayyám
- 25 Exxon’s ex-name
- 27 “You’re going to like the way you look” clothing chain
- 32 Isr. neighbor
- 33 Listener?
- 34 “I give up!”
- 36 Sailor’s confinement
- 38 Struck down, in 39-Down
- 41 “Finish the job!”
- 42 Curved like a rainbow
- 44 “So that’s your game!”
- 45 Function
- 46 Place to copy keys
- 51 Baseball stitching
- 52 Animal on the California state flag
- 53 Trig or calc
- 56 Words claiming innocence
- 58 Higher-ranking
- 62 “Not in my backyard”
- 65 Skylit courtyards
- 66 “___ fair in love and war”
- 67 Extremely dry
- 68 ___ to be: destined
- 69 Jeans brand
- 70 Women in habits

DOWN

- 1 New York footballers
- 2 Notion
- 3 In ___ of: substituted for
- 4 Muscle-to-bone connector
- 5 Vaudeville bit
- 6 Banana split ingredient
- 7 Call in a bingo hall
- 8 Paging device
- 9 U.K. honor
- 10 Recently discovered
- 11 Wild plum
- 12 Fashion magazine
- 13 300-pound president
- 18 Goals
- 19 Calamine lotion target
- 24 Fills with wonder
- 26 Almost worthless amount
- 27 Gift from the Magi
- 28 “Fear of Flying” author Jong
- 29 Like a loud crowd
- 30 Clean with elbow grease
- 31 Beethoven’s “Für ___”
- 32 Agcy. that aids start-ups
- 35 French summer
- 37 “Rhapsody in Blue” composer
- 39 Holy Scripture
- 40 Lighten up
- 43 Ike’s initials
- 47 Wind down
- 48 Lacking principles
- 49 Pulled tight
- 50 Many an adoptee
- 53 Polite way to address a lady
- 54 Pot starter
- 55 “America’s Next Top Model” host Banks
- 57 Prefix with gram or graph
- 59 Lima is its capital
- 60 Ireland, poetically
- 61 Chianti and Merlot
- 63 Sombrero, e.g.
- 64 Battleship letters

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Note: Deadline for the May 18 issue is Tuesday, April 12 at 5 p.m.

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WEBMASTER: Wanted for 501(c)3 Dog Rescue. Volunteer position, working with great team to maintain and expand web capabilities. Trustworthy person with self-initiative wanting to work for a great cause, apply using volunteer form at <http://www.milabrescue.com>.

WAIT STAFF: Michigan Catering is looking for student wait staff who are able to interact with guests, work as a team and manage time efficiently – all with a positive attitude. Shifts can be anytime between the hours of 5 a.m. and 3 a.m., depending on your availability. The starting pay is \$3.40 per hour plus tips. Tips are automatically paid by the event sponsor and average \$6-\$7 per hour, making the typical rate about \$9.40-\$10.40 per hour. Apply online at <http://www.jobs.studentlife.umich.edu>, send an email to: workforus@umich.edu, or at 734-615-6759.

DINING STAFF: Michigan Dining is looking for students who enjoy working with people and want to be a part of a team. Flexible schedule, promotional opportunities and a fun social environment. Starting wage: \$9 per hour with a free

meal with a three-hour shift. To apply, visit <http://www.jobs.studentlife.umich.edu>, send an email to: workforus@umich.edu, or call 734-615-6759.

Below is a sample of recent employment want ads which have been posted with WCC Career Services. Students are invited to read these ads and to contact Career Services to find out how to apply for the openings. Career Services is located in ML 104. For more information, phone 734-677-5155, email careers@wccnet.edu or visit <http://www.wccnet.edu/careerconnection/>.

VIDEO PRODUCER: Develop a series of public service announcements. Write and develop core message and key points to convey for six departments.

AFTER SCHOOL ASSISTANT: Provide care and guidance for preschool and school age children. Assistants provide various recreational/educational activities for students, including games, arts and crafts, baking, sports and nature walks.

CAD DESIGNERS: Talented steel

designer for fast-paced, schedule driven, collaborative environment. Primarily responsible for designing systems that support equipment used in manufacturing and industrial facilities.

SALES REPRESENTATIVE: Seeking interns and full time positions available for non-interns. Assignments may include projects requiring industry specific selling skills, research and trend analysis.

SALES ASSOCIATE: Passion for fashion, excellent communication skills, proven sales and customer service skills, merchandising and wardrobe analysis.

IT COORDINATOR: Track and coordinate all tech support, coordinate with vendors for major hardware problems and/or repairs.

FINANCIAL & BUSINESS ANALYST: Provide analysis and interpretation of accounting policies and perform technical research for accounting issues.

ADMINISTRATIVE ASSISTANT: Looking for a fast learner to wear many hats supporting sales team.

DENTALASSISTANT: Full time, self-motivated, meticulous, and highly organized. Enthusiastic, detail oriented and comfortable presenting treatment.

VENUE MANAGER: Exciting

opportunity for someone who can handle the chaos of a new business and help build systems and processes during a busy event season.

FABRICATOR: Multiple openings for experienced fabricators. Work on new and exciting automotive prototypes in a variety of areas. Must have experience with MIG and TIG.

HAND SOLDER: Assembler must be a team oriented player and detail oriented worker. Use Assembly documentation, schematics and wiring diagrams to assemble or rework sub and final assemblies.

EQUIPMENT FLEET MANAGER: Responsible for the daily operation of equipment repair department. Looking for someone who will take charge of the department and be a strong leader who also has strong mechanical knowledge.

TRAILER MECHANIC: 40 hours per week, MIG welding structural steel with some light low voltage electrical wiring. Training provided.

ELECTRONIC DEVELOPMENT TECH: Work with product development team to develop prototypes for new product ideas and concepts.

DESIGN WIZARD NEEDED

MUST BE BE WELL VERSED
IN THE ARCANES OF
TYPOGRAPHY, ADVANCED
PICA THEORY, COLOR
MASTERY AND WHITE
SPACE MANIPULATION.

READY TO WIELD YOUR WAND?
Contact us at thewashtenawvoice@gmail.
com, or (734) 677-5405. Even better, visit
us at the newsroom in TI 106.
DO IT.



Students perform 'Lightning Strikes,' a modern dance routine set to Jorge Quintero's song '300 Violins' at the recent Spring Swing Cafe. BRANDON HOWELL | WASHTENAW VOICE

Spring Swing Cafe captivated audiences

BY TAYLOR ROBINSON
Staff Writer

As the rain and wind pelted against the glass of the Morris Lawrence lobby windows, WCC's Performance Workshop Ensemble class took the stage and put the audience in a far-away place, forgetting about the weather.

The group opened the show for the school's Spring Swing Cafe on Monday, April 20. As the jazz orchestra performed songs such as "What's Going On?" by Marvin Gaye and "All of Me" by Frank Sinatra, the crowd swayed and clapped along.

Shortly after the group performance, audience members began to file into Towsley Auditorium for the rest of the evening's show. WCC students and alumni, and Washtenaw

community members performed a series of dances and solo acts.

Performing arts instructors Noonie Anderson and Gayle Martin and their students were behind the choreography for the dances. The students have been working on them throughout the semester, and Anderson added that the dances are original.

"Every semester, Gayle and I choreograph new material for the students. We present a minimum of three to five concerts a year," Anderson said.

While some instructors might have a set routine, Anderson likes to switch it up and make sure that all of her students are on board with the performances.

"A lot of times, what I do is I'll have a couple pieces of music I'd like to choreograph, and I'll play them for the kids," Anderson said.

"I have this one rule. If one person in the room says they hate it, then we don't use it because then we'll have to listen to it for the next eight or nine weeks."

High school students throughout the Ann Arbor area and Lake Orion participated in the event as well. The Lake Orion Colorguard danced with batons and flags to the song "Summertime" by Kat Edmonson. PatchWerk Dance Company's performance, titled "Toys," included a number of different artists.

Anderson is always captivated by her students' dance and musical talents, and there's no better way to showcase them than to hold a concert right on WCC's campus.

"By and large, it progresses really easily, and it's really enjoyable," Anderson said.



Bihanna Martin, a 16-year-old student from Ypsilanti, performs a piece choreographed by her mother, Gayle Martin, titled 'Try.' BRANDON HOWELL | WASHTENAW VOICE



Dancers perform 'See the Sea,' a ballet choreographed by WCC instructor Noonie Anderson, set to the song 'By the Sea' by Wayne Gratz. BRANDON HOWELL | WASHTENAW VOICE



The Lake Orion Colorguard dances to 'Summertime' by Kat Edmonson at the Spring Swing Cafe event on April 20. BRANDON HOWELL | WASHTENAW VOICE