**Monitor**

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FP Press

**Student receives Letter of Appreciation**

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The first question was, “What professional challenges and rewards do women faculty of color face in San Francisco Bay Area community colleges?” Massimo found that WFOC reporting faces racism and sexism in the workplace, which create institutional barriers. She explained that while the racism is not direct, it is seen through micro-aggressions such as being asked if their hiring was a result of affirmative action, or even colleagues being afraid of faculty members of color as they cross one another in the halls.

She relayed a quotation from one interview, in which the subject pointed out that faculty diversity is severely lacking. “It’s funny because all the other interviews had already passed before someone from the Otis Elevator Co. arrived at the parking garage. The representative from the company was able to easily open the elevator doors with a little gadget,” Rotich said.

Despite the frightening ordeal, Shuai was able to leave Ohlone shortly after being freed from the elevator. Rotich later was presented with a Letter of Appreciation from Ohlone Chief of Police John Worley for her calm assistance.

College officials said that Otis, which installed and manages the new parking garage elevators, has a great reputation, although there have been multiple shut-downs at the parking garage elevators. Since the parking garage opened, one or both elevators have been out at least 10 times, from hours to days at a time.

The elevators are under warranty for a year, and the problems will not cost the college any money, officials said. One of the elevators was facing water intrusion and the other was going into seismic mode, a safety feature that is meant to detect earthquakes and disable the elevator.

Campus Police Services can be reached at 510-659-6111. The office is located on the Fremont campus in Building 29, which is right off Olive Lane.

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the course in Fall 2014 had completed 101A by the end of Spring 2015, compared to 31.8 percent of students in the traditional path.

“We’re not surprised,” Hurley said. “We know that this works.”

Students who complete 151RW are much more likely to succeed in English 101A, compared to students who take the traditional path.

When students take the English placement test, many are placed in the lowest levels and have to take up to four classes to get to English 101A. This process is time-consuming and expensive. We consider this a “social justice issue” because “students are dropping out of high school, not meeting their goals, and therefore this is a tragedy,” Ismail Ayoud, a student who had taken both 151RW and the traditional path explained that in English 151B students learn grammar and teach us thinking things like basic grammar and how to build a sentence. It wasn’t all that beneficial. “I had me feeling kind of depressed. Like am I really that bad at English?”

Taking 151RW helped him realize he was not, and that he was capable of excelling in higher-level classes and college as a whole.

Inda Lee, a current 151RW student, shared the class “creates an environment where students freely ask questions, listen to each other, and debate in a healthy and nonjudgmental way. It makes it so we can speak our minds and value each other’s opinions. This class does all of this every single meeting.”

Students of Ohlone College.

**More intensive English class sees results**

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In an attempt to learn more about the experiences of faculty members who are people of color, she interviewed different faculty members and a core focus on three major questions.

The first question was, “What professional challenges and rewards do faculty members who are people of color know how to support their students? Because it seems like a way to support them, they could have faculty reflect the diversity of our students. That would truly help serve our students.”

Still, she said the rewards are what keep them going. Their rewards come from teaching and their students, and even seeing themselves as agents of change.

Massimo's second question was, “How does gender and race intersect to influence the professional experiences of women faculty of color in San Francisco Bay Area community colleges?” She said the sexism and racism such faculty members face results in the WFOC being questioned about everything. Their integrity is questioned, along with their credentials and even their views and teachings, Massimo said.

Massimo’s final question was, “What influence if any does working at a San Francisco Bay Area community colleges have on their self-perception of women?”

She said the aforementioned conditions and risks on women faculty of color greatly affects their self-esteem, resulting in physical and mental fatigue similar to those to suffer from PTSD.

Massimo concluded by suggesting six different ways to try to fix the problem:

1) Examine and revise the hiring process; 2) Increase the representation of faculty of color on college campuses; 3) Implement diversity awareness workshops; 4) Offer mentorships for faculty of color; 5) Design a way for faculty of color to comfortably voice their concerns without fear of backlash; and 6) Express respect and fairness to your fellow faculty members who are people of color.

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“a little gadget,” Rotich said.

According to Rotich, the firefighters “had all these big gadgets and they were clanging and silenced, but they were only able to open the elevator doors a little bit” to allow some air to ventilate through the elevator car.

The firefighter in charge told Rotich “not to talk to Harry because there’s a lack of oxygen in the elevator.” Talking was using up the limited air in the elevator car. However, talking to Rotich was calming Shuai down and helping him cope with the traumatic situation. So they exchanged numbers and proceeded to text throughout the ordeal.

At about two hours after the call had passed before someone from the Otis Elevator Co. arrived at the parking garage. The representative from the company was able to easily open the elevator doors with a little gadget, Rotich said.

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