

**The meeting will come to order:**

Chair Simone L. Yearwood called the meeting to order at 3:37 p.m.

**1. Approval of Agenda:**

i. MOTION: Duly made by Chair Yearwood:

“To make an amendment to item 7a. from Dr. Deirdre Flowers to Dr. Deidre Flowers”

ii. MOTION: Duly made by Senator, James Lowry:

“To amend the agenda and add 7b. Land Acknowledgements”

iii. MOTION: Duly made to by Chair Yearwood:

“To approve agenda as amended”

Hearing no objection to the motion, the agenda was approved as amended.

**2. Approval of Minutes:**

i. MOTION: Duly made by Chair Yearwood:

“To amend the minutes dated October 8, 2020 on page 5, from Ping Lee to Ping Li”

ii. MOTION: Duly made by Dave fields, Parliamentarian:


“To approve the minutes as amended”

Hearing no objection to the motion the minutes were approved as amended.

**3. Announcements, Administrative Reports and Memorials:**

3a. QC Navigate: Cheryl Littman, Dean of Institutional Effectiveness and Eva M. Fernández, Associate Provost for Innovation and Student Success

Dr. Eva M. Fernandez and Dr. Cheryl Littman gave a presentation and an overview to show what navigate is, who’s using it and what has been learned. Thoughts and questions were taken from Senators.



**QC Navigate implementation:  
what, who, for what, and where to?**

Eva Fernández (Associate Provost) and Cheryl Lillman (Dean of Institutional Effectiveness)  
Presentation to Queens College Academic Senate  
November 12, 2020

**EAB Student Success Platform: 2 linked components**

**Navigate Staff**

For anyone who advises students: faculty, advisors, peer tutors, etc.

Advisor-facing tools for:

- Messaging students (email and text)
- Running appointment campaigns
- Managing cases (continuity of support)
- Carrying out "early alert" interventions

Advanced tools for:

- Tracking groups of students, tracking interventions
- Managing advisor/tutor caseloads
- Using historical and current data to guide advising and decision-making

**Navigate Student**

For students: undergrad or grad

Student mobile app (also works on a browser) for:

- Scheduling appointments
- Seeing class schedule
- Connecting to resources
- Exploring majors
- Getting reminders and to-dos
- Finding study buddies

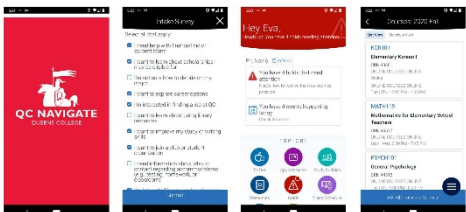
**QC Navigate as part of the larger student support network at QC**

- What is QC Navigate?
- Who is using it?
- What have we learned?
- Where should we go from here?

• A Senate committee on student success?

*"Technology is not the sum of the artifacts, of the wheels and gears, of the rails and electronic transmitters. Technology is a system. It entails far more than its individual material components. Technology involves organization, procedures, symbols, new words, equations, and, most of all, a mindset."*  
Ursula Franklin (emphasis added)

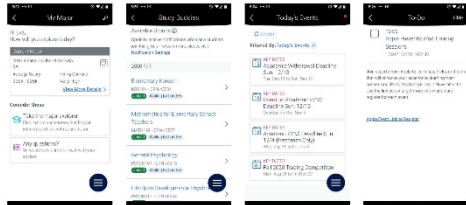
**QC Navigate: Student App**



Slide 4

- EMF1 Good place for a poll:  
Eva Fernández, 11/6/2020
- EMF2 Have you downloaded QC Navigate? Yes, Downloading it right now, No, Wish this existed when I was a student! What's an app?  
Eva Fernández, 11/6/2020
- CL1 Have you used Navigate? 1. Looked up a student 2. Used advanced search 3. set my availability 4. submitted alert for a student  
Cheryl Lillman, 11/8/2020

**QC Navigate: Student App**



**Who is using the QC Navigate Student App?**

Since launch in March 2020: **10,070 users** (36% new, 64% return users)

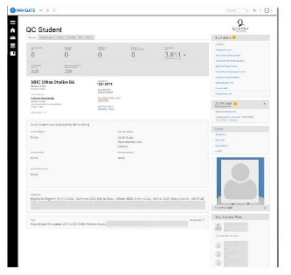
- 26,922 responses to items in the intake survey
- 2,244 looking for study buddies (ENGL 110, ANTH 101, MATH 122 in the lead)
- 3,366 with one or more to-dos checked off
- 2,574 have responded to the program explorer

If you're a student:

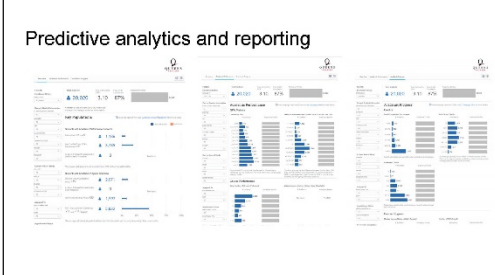
- More information at: <https://navigate.qc.cuny.edu>
- Log in at: <https://qc-cuny.navigate.eab.com/app>
- Or download at Apple Store or Google Play

### QC Navigate Staff

- Student profiles assemble data from CUNYfirst in user-friendly screens
- Platform provides methods for contacting students and connecting them to others
- System also has comprehensive appointment and calendar management functions



### Predictive analytics and reporting



### QC Navigate Staff

QC Student

MHC Online Studies EA

3,811

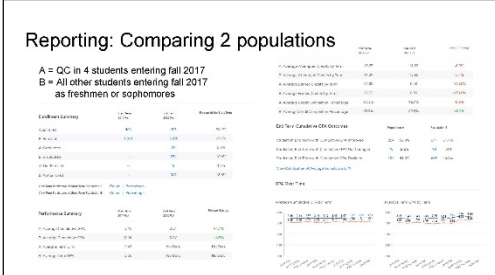
If you're faculty or serve as advisor to students:

- Check out implementation site: <https://eab.qc.cuny.edu>
- Login to live site: <https://qc-cuny-campus.eab.com>

### Reporting: Comparing 2 populations

A = QC in 4 students entering fall 2017  
B = All other students entering fall 2017 as freshmen or sophomores

Academic Category	A	B	Academic Year	Population
Advised	1,127	1,127	2017-2018	1,127
Not Advised	2,684	2,684	2017-2018	2,684
Total	3,811	3,811	2017-2018	3,811



### QC Navigate makes our work easier, and helps us do things we couldn't do before

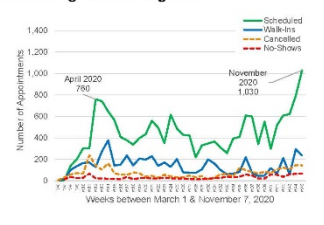
- Academic Momentum
- Achievement Gaps
- Retention
- Graduation

### Appointments made using QC Navigate

From March 1 (launch) through November 7:

- 25,132 appointments
- 11,203 students
- 1,227 no-shows
- 2,976 canceled

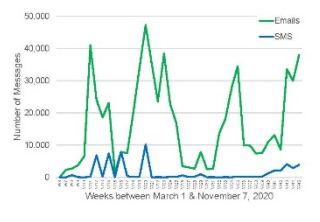
Average per week:  
439 scheduled  
142 walk-ins



### Who is using QC Navigate to communicate?

Primary senders:

- Academic Advising
- Keep Learning
- SEEK
- Career Center
- CUNY Service Corps
- Social Sciences
- Dean of Faculty
- QC Learning Commons

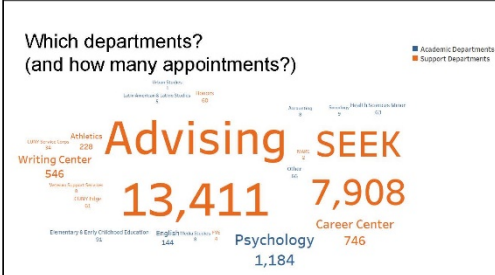


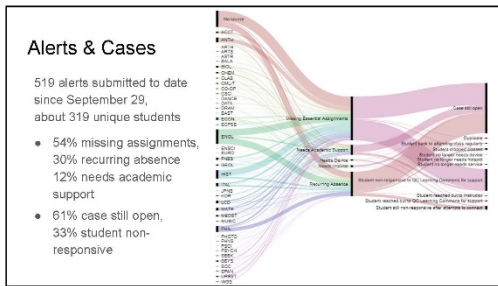
### Which departments? (and how many appointments?)

Academic Departments (blue)  
Support Departments (orange)

**Advising** 13,411  
**SEEK** 7,908

Writing Center 546  
Psychology 1,184  
Career Center 746  
Athletics 228  
Other 2  
Elementary & Early Childhood Education 144  
English Studies 190





### Questions

- How does the Academic Senate want to engage with QC Navigate? Anyone want to volunteer to help develop, train, advertise, ...?
- Should the college have an ad hoc or standing student success committee? How does the Academic Senate keep abreast of and influence ongoing changes in tech at QC?
- How can you learn more about how to use QC Navigate?

If you're faculty or serve as advisor to students:

- Check out implementation site: <https://eab.qc.cuny.edu>
- Login to live site: <https://qc-cuny-campus.eab.com>

### What have we learned?

- Cross-departmental work to support students is important ... but it's challenging
- Faculty and Staff are finding Navigate relatively easy to learn and are finding the system helpful to their work
- Navigate was instrumental in helping us transition to online instruction and online support
- Students are hungry for peer interaction and collaboration
- This project is encouraging and facilitating QC's exposure to best practices within CUNY, and at the national level

3b. Memorial for Harry Hoehn - Department of Family, Nutrition, and Exercise Sciences

Senator Ray Fredrick, on behalf of Dr. Ashima Kant and the department of Family, Nutrition and Exercise Sciences, read a memorial for Dr. Harry Hoehn. Dr. Hoehn passed on October 20. He served the department continuously for 63 years as an associate professor and a member of the Department of Family, Nutrition, and Exercise Sciences. He was hired in 1957 to support the three-credit basic skills program of Physical Education. Dr. Hoehn was predeceased by his wife and two sons. Recently A memorial was held on Rockaway Beach in remembrance for Dr. Hoehn.

The Senate paid its respect with a moment of Silence.

3c. Chair Yearwood, on behalf of Rosenthal library, announced that the library will be reopening for student study space beginning November 30 through December 21 from Monday through Friday, 10 a.m. – 5 p.m. Notices will go out and the reservation link will be placed on the library's webpage.

3d. Senator Jeffrey Greenberg, Drama Theatre and Dance, announced the department is going to be presenting and streaming two productions in December. The first one is called, "Scenes from a Quarantine", directed by Claudia Feldstein on December 10-12 at 7 p.m. and December 13 at 3 p.m. The second is the annual dance concert on December 3-5 at 7 p.m. and December 6 at 3 p.m. Tickets for both productions are available at <http://kupferbergcenter.org/> or by phone at 718 793-8080. Tickets are free for QC students and 5 dollars for everyone else.

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- 3e. President Frank Wu thanked the Senate for who they recommended to Strategic Planning. Strategic Planning has already started and all were encouraged to attend the town halls. President Wu announced there will be a series of presentations that will offer the Senate an insight of the borough.
- 3d. Chair Yearwood announced there are still open full-time faculty seats on the Faculty Student Disciplinary Committee. If interested please email: Simone.Yearwood@qc.cuny.edu or Brenda.Salas@qc.cuny.edu.

### 4. Special Motions: (None)

### 5. Committee Reports:

#### 5a. Undergraduate Curriculum Committee

- i. MOTION: Duly made by Ken Lord, Chair of the UCC:

“To accept the UCC minutes dated October 8, 2020”

Hearing no objection to the motion, the Chair moved unanimous consent.

#### A. General Education

Numbered proposals available for review at [senate.qc.cuny.edu/Curriculum](http://senate.qc.cuny.edu/Curriculum)

1. General Education Advisory Committee  
*No report.*
2. Mathematics and Quantitative Reasoning Advisory Committee  
*No report.*
3. Writing Intensive Advisory Committee.
4. STEM variant courses.  
*None.*

## Academic Senate Minutes – November 12, 2020

(5a. UCC continued)

### 1. English

#### a. New Course:

English 206: Writing Studio.

1 hr.; 1 cr. Prereq: ENGL 110 and permission of the instructor and/ or department.

An advanced writing workshop requiring students to extensively write, revise, and edit their own work. This class requires students to submit two completed pieces of writing by the end of the semester. Students must apply for this course and have two clear projects to complete over the semester.

#### b. New Course:

English 221: Editorial Practices.

3 hr.; 3 cr. Prereq: ENGL 110.

An introduction to the practices of professional editors for traditional and multimodal texts, including development, editing, copyediting, proofreading, and production.

### 2. Physics

To:

**PHYS 242. Thermodynamics. 3 hr.; 3 cr.** Prereq.: PHYS 146.4 and MATH 201. Coreq.: PHYS 233. Thermodynamic systems in equilibrium, entropy, thermodynamic potentials, phase transitions, and kinetic theory.

To:

**PHYS 243. Thermodynamics and Statistical Mechanics. 4 hr.; 4 cr.** Prereq.: PHYS 146.4 and MATH 201. Coreq.: PHYS 233. This course covers the thermodynamic laws and potentials, entropy, phase transitions, and classical and quantum statistical physics with application to physical systems.

To:

**PHYS 260. Introduction to Modern Physics. 4 hr.; 4 cr.** Prereq.: PHYS 146.4 and MATH 201. Coreq.: PHYS 233. An introduction to quantum and nuclear physics and the principles of special relativity. The objective is to explain the experimental basis for the transition from classical to modern physics.

### 3. Linguistics and Communications Disorders

Change to the major: Communication Sciences and Disorders.

To Read:

...

Second Level: LCD 207, 208 216 (each with a grade of B- or better); and SOC 205, DATA 205, or SOC 206 and SOC 207, or PSYCH 107.1 and 107.3, or MATH 114 or MATH 114W, or LCD 283

## Academic Senate Minutes – November 12, 2020

(5a. UCC continued)

### b. New course

LCD 350. Introduction to the Education of Multilingual Learners

3 hr.; 3 cr. Prerequisites: SEYS 201/201W or EECE 201/201W

This course offers teacher candidates across certification areas an introduction to the education of multilingual learners (also referred to as English language learners or ELLs). The course will examine policies, programming, and pedagogical practices for multilingual learners to support their language practices, literacy practices, and content knowledge. (Includes 15 hrs fieldwork).

### c. New Course

#### **ASL 111: American Sign Language I**

4 hr.; 4 cr.

Introduction of the fundamentals of American Sign Language (ASL) as used by the Deaf community, including vocabulary, syntax, grammar, semantics, and language in use. Students will be exposed to Deaf Culture in the U.S. and elsewhere, and learn about Deaf history. The course focuses on the development of language and communication competencies.

### d. New course.

#### **ASL 112: American Sign Language II**

4 hr.; 4 cr. **Prerequisite:** ASL 111

This course is designed to continue development of ASL 111: American Sign Language I, and emphasizes development and refinement of the fundamentals of American Sign Language (ASL) as used by the Deaf community, including vocabulary, syntax, grammar, semantics, and language in use. Students will be exposed to Deaf Culture in the U.S. and elsewhere, and learn about Deaf history. The course focuses on the development of language and communication competencies.

## 5. Honors in Math and Natural Sciences

### a. New course.

HMNS 100. Writing and Tools for STEM Research.

3 hr.; 3 cr. Prereq: C+ or better in English 110.

Examination of the scientific method, introduction to research skills, discussion of research safety and ethics, introduction to STEM opportunities at Queens College, and an introduction to literature (both fiction and nonfiction) involving STEM disciplines. Students who complete this course and have the appropriate GPA in DMNS (and related) classes will be eligible to apply for admission into the Queens College STEM Honors Program. Enrollment preference will be given to students with an interest in the STEM Honors Program.

## 6. FNES

### a. Change to the major

To:

Proposed major and degree: BA in Food Management Studies

## 7. Art

**Change in Course Number:**

To read:

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(5a. UCC continued)

PHOTO 370. Photography Internship

### 8. Library

a. New Course:

LIBR 110. Information in the Digital Age.

2 hours, 2 credits. Co-requisite: English 110.

In an age in which information is quickly and easily reproduced and recirculated, we often lose sight of its context. In this course, we will think critically about information: where it comes from, how it finds its way to you, how it's used in the world, and what you can do with it. We will learn how to find and use (and cite) relevant sources. We will examine how information resources are structured, identify and critique the markers of authority, and reflect on and improve our own research practices.

\* Items below approved at the September 10, 2020 Academic Senate meeting but inadvertently left off the minutes.

### 3. Family, Nutrition, and Exercise Sciences

#### JUSTIFICATION

##### **Background for proposed deletions and additions.**

The department has submitted a letter of intent to remove the Food Management Studies specialization from under the Family & Consumer Science umbrella. With this requested change, the specialization in Food Management Studies will be changed to an independent degree as a BA in Food Management Studies. The requested curricular changes support the knowledge base required for the BA in Food Management Studies.

##### **Justification for removal of FNES 106 (Introduction to Family and Consumer Sciences), FNES 147 (Family Relations), FNES 151 (Families as Consumers), FNES 380 (Seminar in Family and Consumer Sciences—1 credit)**

FNES 106, 147, and 151 are foundational courses in the Family and Consumer Science curriculum and FNES 380 presents an overview of the family and consumer sciences profession including its scope, trends, and new developments. The content of these courses has no relevance to Food Management Studies. Food Management Studies graduates find careers in the institutional and commercial food service industry or choose to become entrepreneurs in food operations and management.

##### **Justification for addition of BALA 200 (Introduction to Entrepreneurship)**

BALA 200 introduces students to problem solving in any business whether new or established. These skills are an essential component of managing food service operations which encounter problems related to suppliers, human resources, operations, vendors, and delivery. (We have approval of the Associate Provost, Alicia Alvero, Interim Director, BALA program, to offer this course as part of the Food Management Studies curriculum.)

**BALA 200. Introduction to Entrepreneurship.** 3 hr.; 3 cr. Prereq.: ACCT 100, and CSCI 12 or CSCI 48. An introduction to the process of beginning a new enterprise; learning how to take an idea for a new or improved product or service and turn it into a business. Students will create a full-fledged business plan, suitable to be sent to possible investors and lenders as well as serving as a blueprint for operating the enterprise. Emphasis will be placed on creating the plan, and then presenting that plan in an effort to convince investors of the viability of the business. Students will learn the thought processes and skills required to succeed when tackling the problems faced by the entrepreneur. Open only to students enrolled in the BALA minor



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### **Justification for addition of BALA 3983 (Introduction to Brand Marketing)**

BALA 3983 aims to develop fundamental skills in brand or business marketing and effective business communications. These skills are essential for all managers, including managers of institutional and commercial food service industry. (We have approval of the Associate Provost, Alicia Alvero, Interim Director, BALA program, to offer this course as part of the Food Management Studies curriculum.)

**BALA 398. VT: Special Topics in Business.** 398.1, 1 hr.; 1 cr., 398.2, 2 hr.; 2 cr., 398.3, 3 hr.; 3 cr. Prereq.: Permission of the program director of BALA. Selected issues in business, topics to be announced in advance. Any combination of BALA 391 and 398 may be taken for a maximum of nine credits. The topics of the 398 courses must differ.

### **Justification for addition of BIOL 44 (Food and Human Microbiology)**

BIOL 44 introduces students to the food and human microbiome. This content knowledge is essential for all careers in the food industry to ensure safe food handling practices to protect against food-borne illnesses.

**BIOL 44. Food and Human Microbiology.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 11, BIOL 40 or BIOL 106. The student will be introduced to general microbiology. Emphasis will be placed on the microbiology of food and human disease and immunology. The laboratory will deal with the characteristics of microorganisms and their role in the preparation of food. May not be used to fulfill biology major or minor requirements.

### **Justification for addition of FNES 305 (Seminar in Food Management Studies: Career Advancement)**

FNES 305 will introduce students to available career paths and the skills and resources essential for career advancement options in Food Management Studies.

**FNES 305. Seminar in Food Management Studies: Career Advancement.** 1 hr.; 1cr. Prereq.: FNES 275. Exploration of career paths in Food Management Studies. Development of skills, resources and professional ethics, and their application for career advancement in in Food Management Studies.

### **Justification for increase in 1 credit of required courses for the major**

BIOL 44, a 4-credit course, will replace a 3-credit course from the required course work. This change will increase the number of required credits in the major by 1 credit and reduce the number of electives by 1 credit. However, the changed curriculum is stronger and exposes students to critical content areas in Food Management Studies.

## **5b. Nominating Committee**

- i. MOTION: Duly made by Chair Yearwood on behalf of Peishi Wang, Chair of the Nominating Committee:

“To accept the Nominating Committee report dated November 10, 2020”

Hearing no objection to the motion, the Chair moved unanimous consent.

### **1) Committee on Undergraduate Admissions & Re-entry Standards**

The following faculty members were elected by unanimous consent:

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(5b. NC continued)

Saima Cheema            Math & Natural Sciences            through December 2022

Steven Leventhal        Social Sciences                        through December 2022

**2) Graduate Curriculum Committee**

The following faculty was elected by unanimous consent:

John Pellitteri            Education                                through December 2021

The following student was elected by unanimous consent

Jean-Philippe-Morisset Bruneskidvi    M&NS                                through December 2021

**3) Subcommittee on Honorary Degrees**

The following student was elected by unanimous consent:

Elizabeth Ying            Math & Natural Sciences            through September 202

**4) Undergraduate Curriculum Committee**

The following faculty was elected by unanimous consent:

Kenneth Lord            Math & Natural Sciences            through December 2022

The following students were elected by unanimous consent:

Siddharth Malviya        Math & Natural Sciences            through December 2022

Matthew Rosenblatt      Social Sciences                        through December 2022

**5) Undergraduate Scholastic Standards Committee**

The following students were elected by unanimous consent:

Rita Igbino                Math & Natural Sciences            through December 2022

Christa Louissaint        Arts & Humanities                    through December 2022

Jyoti Varghese            Education                                through December 2022

## Academic Senate Minutes – November 12, 2020

### 5c. Elections Committee

- i. MOTION: Duly made by Jeremy Czerw, Chair of the Election Committee:

“To accept the Elections Committee report dated October 14, 2020”

Hearing no objection to the motion, the Chair moved unanimous consent.

#### Elections Committee Report

October 14, 2020

#### Student & Faculty Elections 2021:

##### Nominations 2021:

Beginning 12:01 a.m. on Sunday 2/14/21 – 2/27/21 Saturday at 11:59 p.m.

**Date of record:** 2/19/2020 Friday at 11:59 p.m.

##### Elections 2021:

**Student:** Beginning 12:01 a.m. Sunday 4/11/2021 – 4/17/21 Saturday at 11:59 p.m.

**Faculty:** Beginning 12:01 a.m. Sunday 3/14/21 – 3/20/21 Saturday at 11:59 p.m.

Please Note: Spring break and Passover is: 3/27/21-4/4/21

### 6. Old Business

#### 6a. Nominations to the Nominating Committee:

Faculty – Social Sciences (no nominees)

Arts and Humanities (no nominees)

### 7. New Business

Chair Yearwood announced we will start to have Queens College diversity presentations that will allow faculty to present findings on racial issues. Today we have Dr. Deidre Flowers and Dr. Francois Pierre-Louis.

7a. Queens Diversity Presentation: Dr. Deirdre Flowers and Dr. Francois Pierre-Louis

1. Dr. Deidre Flowers, History department and Interim Chair for Africana Studies, gave a presentation on The Great Migration and New York City.

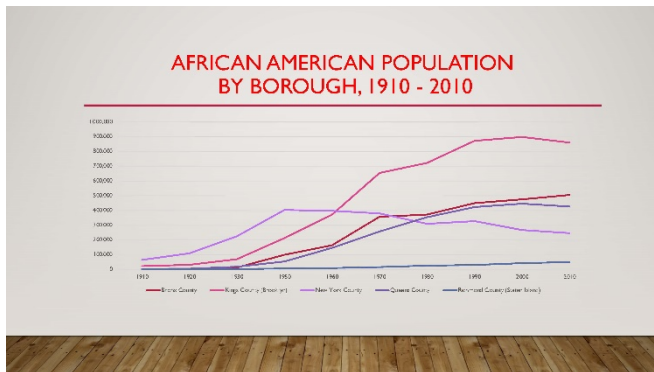


### NEW YORK CITY'S INCREASING AFRICAN AMERICAN POPULATION

- New York City is composed of 5 counties
- During the Great Migration NYC's African American population increased by 1.5 million
- In Queens the African American population grew by more than 250K between 1910 and 1970

COUNTY	YEAR											
	1910	1920	1930	1940	1950	1960	1970	1980	1990	2000	2010	
<b>Richmond County</b>	63*	62*	180	210	63*	9483	15,100	27,000	31,120	38,100	47,211	60,211
% Change			17%	21%	63*	196%	12%	20%	15%	18%	25%	31%
<b>Westchester County (Westchester)</b>	63*	22,304	31,942	38,321	63*	23,907	31,441	41,444	52,312	62,312	68,312	82,312
% Change		19%	21%	17%	63*	20%	27%	26%	21%	16%	11%	19%
<b>New York County</b>	63*	640%	5,110	24,510	63*	40,902	85,901	130,701	170,201	210,201	250,201	290,201
% Change		640%	10%	35%	63*	80%	25%	30%	24%	24%	19%	16%
<b>Queens County</b>	63*	3,100	1,100	1,100	63*	10,770	44,031	72,620	95,310	110,310	125,310	140,310
% Change		100%	35%	0%	63*	240%	300%	28%	15%	14%	13%	12%
<b>Refined County (Queens Borough)</b>	63*	1,112	1,100	1,100	63*	10,000	40,000	65,000	85,000	100,000	115,000	130,000
% Change		100%	0%	0%	63*	800%	300%	15%	15%	15%	14%	13%
<b>Initial New York City</b>	63*	61,300	112,000	112,000	63*	251,000	1,125,000	1,125,000	1,125,000	1,125,000	1,125,000	1,125,000
% Change		100%	82%	0%	63*	100%	100%	0%	0%	0%	0%	0%

\* 1910, 1920, and 1940 Census data are available  
\*\* 1910 Non-white population



### GREAT MIGRATION LITERATURE RELATED TO NEW YORK CITY AND HARLEM

- **The Great Migration**
  - Isabel Wilkerson, *The Warmth of Other Suns: The Epic Story of America's Great Migration* (2010)
  - Marcus Christian, *Seven Sides: Going Up* (In *The Great Migration*) (2015)
  - Isabel Wilkerson, "The Long-Lasting Legacy of The Great Migration," *Smithsonian Magazine* (2016)
  - Elizabeth Alexander, *Jacob Lawrence: The Great Migration Series* (2017)
  - Keresha N. Grant, *The Great Migration and the Democratic Party* (2020)
- **Harlem**
  - James Melton Johnson, *Black Manhattan* (1930)
  - Gilbert Osofsky, *Harlem: The Making of a Ghetto* (1963)
  - David Levering Lewis, *When Harlem Was in Vogue* (1979)
  - Stannoon King, *Whose Harlem Is This, Anyway?: Community Politics and Activism During the New Negro Era* (2017)
- **New York City**
  - LeShawn Harris, *Sox Workers, Psychics, and Numbers Runners: Black Women in New York City's Underground Economy* (2016)
  - The Schomburg Center for Research in Black Culture, *The Black New Yorkers: 400 Years of African American History* (2000)

2. Dr. Francois Pierre-Louis, Deputy Chair of Political Science, gave a presentation on The Haitian-American Community in the U.S.A.

**The Haitian-American Community  
in the U.S.A**

Francois Pierre-Louis, PhD  
Professor of Political Science  
Queens College CUNY  
[fpierrelouis@qc.cuny.edu](mailto:fpierrelouis@qc.cuny.edu)

**Haitian Slaves Fighting in Savannah,  
Georgia**



**US American Occupation 1915-1934**

Marines with Haiti's President Louis Borno



**Haitian Boat People and Exclusion**



- The American government refused to recognize Haitians who arrived by boat as political refugees in the 1970s and 80s
- Haitians had to mobilize political and legal resources to obtain asylum for the "boat people". At least 40,000 Haitians arrived in South Florida by boat between 1975 and 1980 (NYT,1980)

**Protest for Asylum for Haitian Refugees**



- Stepick and Portes (1986) estimated the number as high as 70,000.
- Second wave of refugees came after the coup that overthrew President Aristide in 1991
- 12,000 were jailed in makeshift tents in Guantanamo Bay and over 10,000 more were picked up at sea (Wines, 1992).



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## Haitian Immigrants in the US

- 1960: 4,816
- 1970-1980: 92,395
- 1990 225,393
- 2015 676,000
- New York State: 165,000
- New York City: 118,769

(Sources US census and MPI)

## Haitian Immigrants in Flatbush, NY



## Haitians in New York City

- In 2011, Haitians were the third largest immigrant group in Brooklyn accounting for 61,550 immigrants (Salvo 2013: 37).
- As Queens experienced increasing demographic changes in the 1970s and 1980's from a predominantly white borough to a mixed race community, more housing in previously restricted neighborhoods became available to Haitian immigrants.
- Haitian small businesses such as bakery stores, barbershops, libraries and restaurants are found on Linden Blvd, Springfield and Hillside Aves in northern Queens.
- About 27% of Haitian immigrants in the city live in Queens and most of them are concentrated in southeastern Queens in neighborhoods such as St Albans, Cambria Heights, Jamaica and Queens Village.

## Socio-Economic Status

- A quick socio-economic background of the Haitian immigrants living in the city showed that more than half of them are over 25 years old.
- Less than 1/3 lived in their own home and more than half are in the labor force.
- Over half of them had a household income of \$38,000 which is almost equal to the rest of the city's population.
- More than 45% of the Haitian immigrants had a high school diploma or higher degree (Salvo 2011).
- More than 18% of Haitian immigrants are found in the government sector.
- There is also a great participation of Haitian women in the labor force (56%).

## Haitian-Americans in Queens

- Briarwood, Fresh Meadow, Hillcrest 2,414
- Jamaica, Hollis, St Albans 10,268
- Far Rockaway, Breezy Point 2,039
- Queens Village Cambria Heights 19,173

US census American Community Survey (2009-2013)

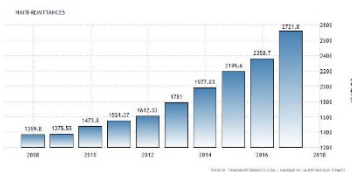
## Social Service Agencies



### Haitian American United for Progress

- The Haitian American United for Progress (HAUP) is the oldest agency in Queens that provides services to Haitian immigrants. These services range from afterschool program, English as a Second Language (ESL) classes and employment referral. HAUP also advocates on behalf of the community on education, housing and healthcare issues.

## Impact of TPS on Haiti



## The Haitian American Community in New York City

- The Haitian community is represented in the City Council, Albany and even Washington DC when Mía Love (Rep) was elected to the US Congress from Utah.
- Data from the Department of Homeland Security showed that the rate of naturalization among Haitian immigrants has been increasing.
- In 2010 the Office of Immigration Statistics reported that 12,291 immigrants became naturalized.
- In 2012, the number jumped to 19,114. As more Haitian immigrants become US citizens, they will have more opportunities to impact public policy in their community as we have seen in New York City in the past two decades (Lee, 2013).

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### Conclusion

- A younger generation of Haitian Americans is emerging in New York and the rest of the country.
- These young people are active in all sectors of American life and are empowering the community.
- Haitian Americans singer like Wyclef Jean, elected officials and politicians like Carrie Solages, Vanel Andre, Karine Pierre and professional athletes like Pierre Thomas, Patrick Dalembert, as well as writers like Edwidge Danticat, Roxanne Gay have done a great job in changing the narrative about Haitians in the United States.
- They are not embarrassed to speak Creole, to celebrate Haitian flag day and to promote Haiti.
- Despite President Trump's unwelcoming comments about Haiti and Haitian-Americans, the community in New York and the rest of America is definitely here to stay.

### 7b. Land Acknowledgements

Senator, James Lowry initiated a discussion on Land Acknowledgements. He asked the Senate if there is a protocol for doing Land acknowledgements at Queens College and should there be. Land Acknowledgements is a short statement made at the beginning of meetings that acknowledge that we are operating in an environment that is still characterized by colonialism. Chair Yearwood stated that the Executive Committee will meet on Thursday, November 19, 2020 and will add this to the agenda for further discussion.

MOTION: Duly made by Dave Fields, Parliamentarian:

“To Adjourn”

The meeting was adjourned at 4:50 p.m. The next Academic Senate meeting will be on Thursday December 10, 2020.