CHAPTER FIVE: FACULTY

I. Overview

In the last decade, Brooklyn College's faculty has continued to distinguish itself in teaching, research, and service to the institution and the community. Individual members of our faculty received prestigious national grants, fellowships, and awards, including Guggenheim Fellowships, Fulbright Awards, the Carnegie Foundation's Professor of the Year Award, the American Book Award, and a Borough President's Brooklyn History Award. They have contributed to advancing knowledge in all areas of disciplinary inquiry and creative arts. In addition, members of our faculty have lectured widely in the borough and throughout the city and state to community, religious, and civic organizations.

While the faculty continues its traditions of excellence, from a curricular and academic standpoint the most significant and serious challenge facing Brooklyn College has been the continuing loss of full-time faculty through attrition and early retirements. Since the college prepared its Middle States Periodic Review Report in 1994, the size of the faculty has decreased from 540 in Spring 1994 to 487 in Spring 1998. Student enrollment has remained relatively constant over these years. Today, the faculty is half the size it was fifteen years ago. Although the college maintains a strong commitment to sustaining its full-time faculty and has given top priority to replenishing the professoriate by the allocation of full-time positions, the rate of new hiring has not kept pace with losses. Because these losses have occurred through a series of early retirement incentives and, to a lesser extent, through the attrition of regular retirements, the pattern of involuntary downsizing has been unpredictable.

A brief overview of who the faculty is and what they do is central to understanding the issues that affect the faculty's role in the college's pursuit of its mission. By the most recent statistics we are a full-time faculty of 487 (424 tenured), augmented by a part-time faculty of 493. While the percentage of our courses taught by adjuncts varies by department and by year, it has hovered between 30% and 35% over the last ten years. The average age of our full-time faculty is 55. Their average years in service is approximately a quarter of a century. Fifty-nine per cent (59%) of our faculty are full professors, 23% are associates, 13% are assistants, and 5% are lecturers. The City University's de jure course load is twenty-one hours a year, which translates into seven three credit courses. In the last five years financial pressure has forced the reduction of reassigned time for "unsponsored research" and departmental administration and has transformed de jure course load into de facto course load.

II. The Lost Middle Generation

The data suggest the realization that most Brooklyn College faculty have come to: we are missing a generation of scholars and teachers. From 1970 to 1975, when enrollment reached 30,000 or more, budget was available for the hiring of many faculty members. The college experienced a series of drastic budget cuts beginning in 1976, an inhospitable political agenda in
the state legislature, and the abolition of mandatory retirement followed by several retirement initiatives. These events have left a generational hole in the middle of the Brooklyn College faculty, a gap between an aging full-time faculty and very few younger faculty. Twenty-nine percent (29%) of the faculty are 60 or older, and another 44% are between 50 and 59. Only 9% are under 40.

For current faculty and for the incoming generation, service and curriculum development will be demanding and necessary parts of their responsibilities to the college's mission. The loss of that middle generation ripples through every aspect of institutional life and is likely to affect the college for at least the next decade. It will affect intellectual discourse, curriculum, diversity, and faculty participation in governance and planning.

Until recently the challenge to Brooklyn College has been to maintain the integrity of programs in the face of faculty attrition. Departments have had to ask faculty members to re-tool to meet existing needs as well as to keep curricula current. This process is natural to the continuing professional growth of individual faculty members, but most recognize that under current conditions it is at best a stop-gap.

The experience of some departments in the last two years, furthermore, forces the college to realize that it will be faced with an increasing number of retirements each year, probably in unexpected groups within departments. In the very near future, many departments and programs will have to be substantially rebuilt, almost from scratch. For example, at the end of the Fall 1997 semester the Department of History lost one third of its full-time faculty (7 out of 21). Over 64% of the college's faculty have more than twenty years in service, and 23% have more than thirty years in service. In half of the departments 70% of the faculty have more than twenty years in service. Even the profile of departments where hires have occurred leaves 60% or more of the departmental staff with a score or more years of service.

Two profiles emerge that are of concern. In departments like History and Physical Education and Exercise Science over 50% of the faculty have over 30 years in service. Two-thirds of the faculty in Biology have over 25 years in service. At the other end of the spectrum, in departments like Political Science, Education, and Television and Radio, over 40% of the faculty have less than nine years in service. And as a general pattern most departments in the college will, over the next decade, move from the former to the configuration of the latter. For many this move will be abrupt. The Department of Biology, for example, predicts that in the next decade most of its current members will retire. In fact, ten of the thirteen members are over 50; in Chemistry, 12 of 15 are over 50, and nine are over 60. Such numbers are not unusual. (See Appendix 2a and b.)

One of the primary challenges that the college faces in the next decade will therefore be the absence of a bridging generation to help us manage the attendant transformations of departments and academic programs. Junior faculty will inevitably be taking leadership roles.

The absence of a middle generation of faculty members is also reflected in the college's rather limited faculty diversity. Because there was such limited college-wide recruitment, there was no opportunity to develop and implement an effective affirmative action plan.
These patterns leave the college with five clear challenges for the next decade. First, to address the needs and continuing development of our current faculty. Second, to carefully consider and balance the demands placed on new hires in light of the development of their entire career at Brooklyn College and within their discipline. Third, to hire a meaningful proportion of scholars who are in mid-career. Fourth, to pursue at the college and departmental levels planning that will substantially increase the diversity of the faculty. Finally, a comprehensive college dedicated to liberal learning must recognize the diversity of fields and endeavors that define those fields, and reward their faculty for professional activities appropriate to the various disciplines as well as the needs of the college.

The college has happily begun to rebuild its faculty. In 1997 there were 22 new appointments to tenure-track positions; in 1998 there were 23; and 47 are scheduled for 1999 -- a total of 92 new faculty members over a three year period. These appointments are being made with full awareness of the challenges cited in the preceding paragraph.

III. Faculty Development: Research, Curriculum, and Teaching

Brooklyn College approaches its challenges with some substantial resources that may need reconsideration and refocusing around these issues. The college and, to a lesser extent, the City University have in place a variety of mechanisms to support faculty development in three broad areas: research, curriculum development, and teaching.

The administration has initiated means to encourage and support faculty in their various endeavors. The Brooklyn College Foundation has created a number of named professorships and faculty fellowships. The Provost now administers a special fund supporting reassigned time for new faculty as well as veterans. The Center for Teaching has begun a series of events designed to consider effective methods of assessing teaching. A collegial outcomes assessment plan is being designed, as described later in this self study. The revival of Faculty Day in Spring, 1997, institutionalized a new approach to sharing and recognizing the faculty achievements in research, teaching, curriculum development, and community service. Through a series of seminars and other presentations faculty members gathered with their colleagues to share their current research. In the Spring of 1998, Faculty Day was also the occasion for the college to present three $5,000 awards for distinction in teaching, citizenship, research, and creative achievement. These awards add to the recognition provided by three existing endowed chairs, the Broeklundian, Tow, and Koppelman.

The best known system-wide effort in faculty development is the Professional Staff Congress-CUNY Research Award Program. University funds are set aside to award research grants of up to $12,000, although, as they say, "the typical award is considerably less." The greatest strength of the PSC-CUNY grants is not their size, but the consistency of their availability. In the 1997-1998 academic year, 500 projects were supported university-wide. These awards play a significant role in the development and completion of research projects by Brooklyn College faculty members. CUNY also has a modest but persistent record of sponsoring semester-long and year-long faculty development seminars on issues such as
"Balancing the Curriculum for Race, Gender, and Equity." These seminars draw participants from across the system, and Brooklyn College has participated in each offering.

A. Research and Professional Development

Brooklyn College currently has eighteen centers and research institutes that devote their energies to enhancing research, sponsoring scholarly projects, publishing and disseminating information, sponsoring conferences, and supporting curriculum initiatives. Their activities range from the highly active to almost entirely inactive. The following summaries examine some of the more vital centers and institutes. They suggest a range of possible configurations available to the college to support the professional development of the faculty.

1. The Ethyle R. Wolfe Institute for the Humanities established in 1972 and renamed to honor its founder, Provost Emerita Ethyle Wolfe, in 1989, focuses broadly across disciplines, bringing faculty members together around intellectual issues of common interest, while promoting individual scholarly development in the humanities at Brooklyn College. The Wolfe Institute supports faculty development through a series of linked initiatives:

   • **Ethyle R. Wolfe Fellowships in the Humanities:** In 1989 the Institute received a Challenge Grant from the National Endowment for the Humanities to support its general activities and to underwrite a series of annual faculty fellowships. The Institute therefore conducts an annual competition for fellowships among full-time faculty who submit research proposals in the humanities. The awards usually consist of a year of research time at full salary.

   • **Faculty Research:** The Institute sponsors two monthly series. An Interdisciplinary Faculty Study Group brings together faculty from various departments for a series of readings and discussions focused on issues and methods of current concern. A Humanities Colloquium meets monthly with presentations of current research by a member of the faculty or an outside person whose work responds to areas of concern to the faculty.

   • **Scholarly Conversation:** The Institute organizes scholarly lectures for several distinguished Visiting Professorships (the Ewen, Kramer, and Hess, among others), as well as conferences, seminars, colloquia, workshops, and lectures. All of these are designed to assure the highest level of scholarly discussion in support of the college's programs, departments, research initiatives, and curriculum development.

   • **Dissemination:** The Institute publishes flyers, calendars, and other appropriate materials designed to keep the campus and its community aware of the activities and events the Institute is planning and sponsoring. Working papers are sometimes distributed, and faculty members often use the Institute as a means for sharing their research with colleagues, students, and the larger community. Distinguished speakers and programs on the cutting edge of research have made the Wolfe Institute’s Calendar of Events a point of reference for the entire campus community, attracting
attention and participation for the entire City University as well. Many events specifically involve community groups and leaders in planning and implementation, so that the Institute’s programs remain in lively contact with the cultural and economic life of the borough and city.

- **Honors Academy:** The Institute shares its space and many of its goals with the Brooklyn College Honors Academy, and often designs events to promote the agenda of the students and faculty in these programs.

- **Supporting Curriculum Initiatives:** Throughout its years of operation, the Institute has served as a ready resource for faculty and administrators developing new programs and other curricular initiatives. The Institute often sponsors programs designed to explore new possibilities in emerging programs, or else to share with the college community the needs that a new program intends to meet and the resources it brings to the task.

2. **Institute for Studies in American Music** part of the Brooklyn College Conservatory of Music, is a research center dedicated to studying, preserving, and presenting American folk, popular, and art music. It publishes a semiannual newsletter and has published more than thirty monographs, bibliographies, and discographies. It sponsors conferences, symposia, and concerts focused on contemporary composers and local music traditions (such as the "Sounds of Brooklyn" concert and workshop series featuring artists from Brooklyn's African-American, Puerto Rican, Caribbean, Haitian, Jewish, Irish, and Indian communities). With support from the Rockefeller Foundation, it has hosted Senior Research Fellows studying a range of relevant topics.

3. **Children's Studies Center,** founded in 1997, the first of its kind in the United States, is affiliated with a new interdisciplinary minor in Children's Studies. Looking at children as a distinct and coherent class, it is designed to enrich liberal arts education by providing interdisciplinary instruction in research and knowledge about children and youth and help students explore careers related to the welfare of and knowledge about children and youth. A high priority of the Center is to promote an awareness of child-related issues among students, parents, citizens, and professionals.

   The Center promotes a unified approach to the study and teaching of and about children and youth across the disciplines in the arts, humanities, natural and social sciences, medicine, and law. It participates in national and international research efforts on behalf of children and youth. It helps governmental and advocacy agencies and community-based organizations formulate strategies for helping children and youth; promotes interdisciplinary symposia, concerts, broadcasts, exhibitions, and films in partnership with arts institutions; and develops resource and information materials for undergraduate and graduate research.

4. **Center for the Study of World Television** established in 1996 to study the national and international use of television and related media to respond to social, cultural, political, and economic needs, will become a repository of information, a stimulus to research, an arena for
discussion among scholars and practitioners, and a venue for envisioning possible future constructive uses of these media.

To establish itself as a major resource, the Center has been developing data bases not available elsewhere. These include data on the penetration of European media companies by American interests and the penetration of American media by Europeans, Australians, and South Americans. The Center has also maintained a resource for studying television broadcasting in all 109 United Nations member countries. It publishes this information by means of a wall size Mercator projection of the world and a forthcoming database in cooperation with the International Council of the American Academy of Television Arts and Sciences.

In addition, the Center has participated in conferences in Australia and at the Carter Center of Emory University on management and conducted a seminar on cable television for China Central Television in Beijing.

5. Research is a significant part of faculty activity at Brooklyn College. Slightly more than one-third of the faculty serves on the doctoral faculty of CUNY. Appointment to the doctoral faculty means that those faculty members are eligible to teach doctoral courses and, in addition, to serve as research mentors for doctoral students. Many of these students, particularly in the sciences, carry out their research in laboratories on the Brooklyn College campus. In addition, all members of the Brooklyn College faculty are eligible to participate in our masters degree programs including supervision of masters thesis research.

Support for the research activities of the faculty comes from many sources, most notably grants and contracts. For the 1998 fiscal year, Brooklyn College faculty received more than $12.4 million through external grants administered by the Research Foundation of CUNY and another $300,000 in internal City University research awards. The number of members of the faculty and administration who received grant awards in the 1998 fiscal year is 211. There are also additional sources of funding which are administered at Brooklyn College such as a grant from the Howard Hughes Medical Institute, and New York State support via the Higher Education Technology Program, the Center for Advanced Technology, and the Graduate Research and Technology Initiative. A complete listing of Brooklyn College research grants taken from the 1998 Chancellor’s Report is available for review.

The opportunities for research provided by the grants and contracts awarded to the faculty become outstanding educational opportunities for our undergraduate students as they work with faculty and graduate students on significant research projects. Some particular recent examples of research projects are the following:

- The Center for Advanced Technology (CAT) in Ultrafast Photonic Materials and Applications is just one of 13 such centers funded by New York State. Funding for CUNY is at the level of $1.0 million per year for 10 years with matching funds provided from both federal sources and New York State industry. Brooklyn College’s contribution to this five-campus CUNY collaborative effort is directed by Professor Fred Pollak (Physics).
- The Higher Education Applied Technology (HEAT) program is a second New York State funded program that provides an infusion of money to CUNY with emphasis on applied
technology and economic impact. HEAT allocations to Brooklyn College over the length of the program total $4.7 million of which $3.8 million was for equipment and $0.9 million for support funding.

- Professor Theodore Raphan (Computer and Information Science) received a grant of $119,000 and additional support from the New York State Higher Education Applied Technology Program to study the effects of changes in gravity on human balance during space travel.
- Professor Martin P. Schreibman (Biology), who has achieved renown for his studies of fish in space, received a grant of $1,000,000 from the state’s Higher Education Applied Technology Program to create an Aquatic Research and Environmental Assessment Center at Brooklyn College.
- Professor Anthony Stevens-Arroyo (Puerto Rican and Latino Studies) has been funded with grants totalling $1.4 million to conduct a national survey of Latino parishes and congregations as part of his ongoing examination of the role of religion in Latino society and culture.
- Professor Ray H. Gavin (Biology) received a second grant of $1.2 million from the Howard Hughes Medical Institute to strengthen undergraduate biology education and expand programs that encourage students in the sciences.
- The United States Department of Defense awarded a $2 million grant to Brooklyn College scientists to set up a Center for Computationally Demanding Applications. The team, led by Professor Kenneth W. McAloon (Computer and Information Science), simplifies complex computer applications.

6. **Academic Information Technologies (AIT)** a division of the Library, conducts a Faculty Development and Workshop series, now in its fourth year. This series offers faculty at least two opportunities a week to further enhance their computing knowledge and skills. Currently, workshops have been grouped into three series: a “master class” series (nine separate classes), an “advanced user” series (six topics, thirteen classes), and a “just the basics” series (five topics, ten classes).

**B. Curriculum Development and Teaching**

The continuing revitalization of the curriculum and the support of innovative teaching methods is of great importance to the college’s mission. The Provost sponsors regular faculty development seminars in various formats. Since 1996, the Dean of Undergraduate Studies has sponsored "Transformations," a series of semester-long faculty development seminars centered on issues of curriculum and pedagogy for first-year students. The Advisory Committee on Academic Computing (ACAC) and the Virtual Core Task Force have sponsored a number of faculty development events to introduce the faculty to new educational technologies and to encourage discussion and debate about their role in teaching.

A small amount of released time has been annually awarded by the Provost to enable individual faculty members to re-tool, renew, or to reconsider recent innovations in their fields. Since 1993, as much as six hours annually have been awarded for a variety of faculty projects. Unfortunately, many more requests went unfunded because of the budgetary crises which
threatened CUNY and Brooklyn College in 1994, 1995, and 1996. Some configurations of full-year, partial-pay research, or sabbatical leaves attract twenty to thirty faculty annually.

1. **The Core Faculty Development Seminars** have been the college's most enduring effort in faculty development. These programs—which began with the inauguration of the Core in the early 1980s—have earned a reputation for spirited, invigorating exploration of the range of issues confronting the Core, its constituent courses, and the changing student body. In the last five years, summer seminars have been held on such topics as "Cultural Diversity: Teaching and Learning," "The Core: Assessment, Concerns, New Directions," and "Webcore/Virtual Core: Using Technology in Core Courses." Winter seminars were held on "Reconceptualizing the Core Curriculum," "Perspectives on Commonality," and "Shaping the Core Science Curriculum for BC 2000."

The response to these efforts has been positive, even if the conclusions drawn from the tasks assigned have not always been unanimously endorsed. Most faculty members discover that the unique perspectives of another discipline shed useful light on the ways they practice their own teaching. More importantly, the seminars have given the faculty a sense of ownership of the Core. The seminars provide residual encouragement for participants to spread the gospel of innovation within their own departmental curricula and to persuade their home departments to consider correlating their curricula with the Core courses or new areas on which to build advanced courses. Finally, the seminars help diminish the neglect some faculty or departments feel who do not teach in the Core.

2. **Transformations** is a series of faculty seminars begun in the Spring of 1996 and coordinated by the Dean and Associate Dean of Undergraduate Studies. It promotes activities centered on learning and teaching, and on the challenges and opportunities afforded by the new Freshman Year College. "Transformations" has received the high distinction of winning the Theodore M. Hesburgh Award for faculty development to enhance undergraduate teaching. "Transformations" builds awareness of the critical importance of integrating first year students into the college community. It encourages faculty members to establish connections between courses and to consider what analytic skills and disciplinary perspectives should be represented across the curriculum.

In its first three years the program has run seminars on "Freshman Year Experience," "Science Instruction in the Freshman Year," and "Social Science Instruction in the Freshman Year." Faculty prepare written and oral presentations for these seminars with the intent of creating dialogue about how to improve the presentation and connectedness of information and points of view, and how to capture the imagination and excite the intellects of first year students most effectively.

"Transformations" also involves creation of a handbook for faculty participating in Freshman Year block programs and the appointment of faculty fellows who coordinate the block programs and facilitate communication between block faculty and peer tutors. The program has fostered a number of important curriculum enhancement grants to faculty and administrators, including NSF-funded work on quantitative reasoning across Freshman block sections, and a
Howard Hughes grant funding a program to emphasize scientific literacy among new students. To date, about half the full-time faculty at Brooklyn College have participated in "Transformations."

3. **Workshops on Collaborative Learning** under the leadership of Professor Kenneth Bruffee, have taken place in each of the last five years. Approximately thirty faculty members participated in each one-day session; by now, faculty representing every department and program in the college have benefited from the experience of working with their colleagues to develop more effective classroom engagement. In addition to the workshops themselves, follow-up sessions were held and annotated bibliographies and articles on collaborative learning were distributed to participants.

Again, the format for these sessions remained reasonably consistent. The individual outcomes varied widely. Some discovered ways in which the techniques of collaborative learning could be immediately employed in courses they were currently teaching. Others found that existing syllabi needed serious restructuring to accommodate the techniques, but came to believe that the potential rewards justified the efforts. Some felt that the expense of time would too severely restrict the content being taught. Whatever the individual responses, the collective impression has been positive. Whenever discussions about teaching take place on campus, regardless of the sponsor or venue, collaborative learning and everything about learning that this method implies is consistently a major part of the discussion. The happy notion that students must take an active part in shaping their own learning is now pervasive in all the disciplines at the college. A very large percentage of our faculty have developed a respect for collaborative learning and, even if they reject it completely, feel called upon to consider it in relation to their own classroom practice.

4. **The Center for Teaching** instituted in 1996, intends to focus its efforts in three "wings": (1) a drop-in location which sponsors regular, informal sessions exploring problems in practical pedagogy and more formal conferences which feature well-known scholars leading discussions and exercises; (2) a media-and-technology studio and workshop that will enable computer novices to explore the range of opportunities provided by media and technology, and permit accomplished users of technology to refine their skills by developing course home pages, interactive media components for their courses, and the like; and (3) a research center that would encourage study of pedagogy as practiced on campus, assess effectiveness of various techniques in various settings, and suggest or devise new strategies and practices to improve teaching across the campus. The Center has concentrated its efforts on exploring problems in practical pedagogy with monthly sessions devoted to such topics as "Keeping It Fresh," "What Should a Syllabus Include?" "Writing to Learn," "Building a Teaching Portfolio," "Are You a Good Teacher? How Do You Know?" "Teaching the Sciences." In 1997 the Center sponsored a day-long conference on "Teaching the World in Our Classrooms" and offered a conference on "Scholarship and Pedagogy: Can They Cohabit?" in 1998. The Center also annually sponsors a get-acquainted luncheon for new faculty.

The goals and offerings of the Center have not yet become an established part of campus life. Still, those who have participated have been unanimous in their esteem for the events they encountered, and have been encouraging to the Center's future, suggesting topics and approaches
for future sessions. The media and technology "wing" awaits final space renovation and
equipment installation. The research "wing" depends on the successful results for a number of
pending grant applications. What is clear, however, is that a growing number of faculty are
discovering the Center and its goals, and are engaging in lively, collaborative scrutiny of their
own teaching.

IV. Diversity

One of the unfortunate consequences of the college's inability to hire substantial numbers
of faculty members in the last decade has been a corresponding inability to diversify the faculty.
This fact is true for women and is especially true for minorities. While the average percentage of
minority faculty members at CUNY's senior colleges is 22.6%, Brooklyn ranks near the bottom
at 14.9%. Unfortunately, the college enters the market for minorities and women at a
particularly difficult time, with a package that is not always competitive enough to attract the
types of candidates it would like to hire.

In recent years the college has developed a variety of strategies to increase faculty
diversity. In 1993, President Lattin created the Office of Affirmative Action, Compliance, and
Diversity with its own director. That office consolidated oversight and reporting on various
federal, state, and university affirmative action and anti-discrimination laws and policies. That
office also actively pursues policies to diversify the faculty and staff, and its director, in
collaboration with the Dean of Undergraduate Studies, oversees the implementation of the
college's "Five Year Diversity Plan."

The latter plan was developed by a task force from the Center for Diversity and
Multicultural Studies (see below) and adopted in 1996; it addresses issues involving
administration, faculty, students, and curriculum. For the faculty the plan calls for a six point
program:

1. Developing new faculty lines and hiring protocols, including articulation with minority
pipeline programs and departmental retention programs that will protect talented, diverse
junior members of the faculty and promote diversity.

2. Allocating funds for outreach efforts directed toward recruiting, enhancing, and
upgrading faculty searches at both junior and senior levels for departments and fields
where affirmative action goals have been established, in order to build a critical mass in
areas of underrepresented minorities and women.

3. Developing formal methods and strategies for mentoring and advising to improve the
status of women and people of color in the sciences and other academic areas where
underrepresentation or clustering exists.

4. Reviewing and implementing, where warranted, appropriate pay equity differentials.
5. Developing methods, forums, and workshops for helping faculty incorporate information on diversity into their courses.

6. Including material on diversity in content and pedagogy in the orientation programs for new faculty.

The college has begun the implementation of the "Five Year Diversity Plan"; some of its elements are already in place. The college is able to offer all new faculty up to six credits (two courses of three credits each) of reassigned time to support their research in the first year of their employment. It is also able to increase financial incentives to minority faculty members where we need to remain competitive. In the key areas of supporting research, much of what the college will be able to do is dependent on our ability to raise non-tax levy funds to broadly support the research of our faculty.

The Center for Diversity and Multicultural Studies, a catalyst and campus leader in advancing multicultural interaction across campus, has been active, in various configurations, since 1990. Its work is guided by the Five Year Diversity Plan. Center leaders have delivered papers on the psychology, politics, and curriculum of multiculturalism, and have participated in relevant conferences in New York City and nationally.

The Center sponsors or organizes programs such as the Office of Community Service Learning and the CUNY Affirmative Action Committee. It has helped organize students with disabilities; the Lesbian, Gay, Bisexual, Transgender Alliance; the Caribbean Students Union; Black Students Union; Students for a Free Tibet; and the Chinese Language and Culture Club. Center leaders guide entering freshmen and mediate conflicts among diverse college groups. In addition, the Center works with local community groups such as the Crown Heights Youth Collective, Special Sprouts in Park Slope, El Puente Academy, Women's Survival Space, the Center for Anti-Violence Education, and student-faculty groups at a number of Brooklyn junior high and high schools.

The Center has been funded by the Diamond Corporation, the Valentine, Perry, Snyder Fund, NYC Department of Youth Service, and the Brooklyn Borough President. Center leaders have received Harvard University Management Training Certification.