

Program Review

THE DEPARTMENT OF ENGLISH

LEHMAN COLLEGE

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Reviewers:

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I. Introduction

The review team visited the Department of English at Lehman College on March 22, 2024. We were provided an extensive 435-page departmental self-study, met with approximately 2/3 of the faculty at morning and afternoon group sessions that lasted about three hours; met with the department chair, David Hyman, the provost, Jorge Silva-Puras, and an associate provost, Karen Beck, for one hour; met with three undergraduate English honors students in a one-hour session in the afternoon; and held a debriefing led by Hyman and the deputy department chair, James Anderson, at the end of the afternoon.

We found a vibrant, intellectually ambitious, and socially responsible department that holds a unique place among English departments at US colleges and universities. The Department of English at Lehman College has a visionary and ambitious curriculum. At the urging of its students, it used the years right before and during the covid shutdowns to develop a curriculum that places literature relevant to Lehman's student body at its center. The required Core courses now include Latinx and African American and Black Diasporic literatures. Also, many traditional classes on authors in the "white canon" are being reconceived to take account of new ways of knowing developed by race, gender, and sexuality scholars. Nonetheless, the department will need significant help in fully realizing its vision.

This crucial and ambitious curricular initiative, which will be dealt with in more detail below, was resoundingly embraced by the two-thirds of the faculty with whom we met in the course of our day at Lehman. To them it represents a responsible commitment to serve its students who are overwhelmingly drawn from the Bronx and northern Manhattan. Lehman is an Hispanic Serving Institution (HSI) where 48% of undergraduates identify as Hispanic, 32.8% as Black, 22.4% as White, 7.5% as Asian. In its re-imaged curriculum, its outward facing scholarship, its public outreach programs, its hiring, and its tenuring of faculty the Lehman Department of English has committed itself to a more intentional engagement with the surrounding community and the students who matriculate from that community.

The department is also thinking strategically and imaginatively about expanding training in the Digital Humanities for its students; and faculty are mounting imaginative courses that bridge both faculty and students to the surrounding community, including such projects as The Literary

Bronx. The department has also introduced new foundational courses in its literature, professional writing, and creative writing tracks. In short, it is in a very fertile period of curriculum innovation.

At the same time the department, thanks to some retirements, has been able since 2018 to make eight new faculty hires, and seven of these new hires come from historically underrepresented groups, though one of these hires has recently left Lehman. This represents a significant commitment to changing the demographics of the department so as to more closely resemble the make-up of the student body, although a large gap still remains between the racial and ethnic make-up of the students and that of the department's faculty.

The payoff of these changes and the ambitions they represent promises to be significant and far-reaching for the department and for Lehman College as a whole, helping to spur student matriculation and graduation rates, breaching barriers separating the college from the community, and bringing national attention to a CUNY campus.

In short, we came away with a largely positive view of the department and its vision both for itself and for its usefulness to the community in which it is situated. In our conversations, the Chair and Deputy Chair, the Provost and Associate Provost, a significant percentage of the full-time tenure-track faculty (as well as some lecturers and adjuncts), and a handful of students outlined an intellectually coherent and forward-looking vision of the department that was widely shared. At the moment the department has the largest number of majors in the school of Arts and Humanities (totaling 324 students in 2023), signaling that protecting and improving this major is important in and of itself, not to mention how crucial the department is to the college at large through the large number of service courses it offers.

It was also apparent that some things are holding the department back. The most important of these will be discussed in the following pages, though we would like to emphasize here the lingering impact of upper administrative turnover and the pandemic on the department. Many of the people we spoke to felt that the fortunes of the department had been affected by the numerous changes in college leadership. Furthermore, nearly all the faculty and students to whom we spoke felt that the department would provide a better learning environment and greater community cohesion if more classes were in person than is currently the case. Consequently, we urge the administration to clarify policies regarding online teaching post-covid and to encourage a return to campus whenever it is feasible.

Below, we will consider the individual elements that make up the department's wide-ranging curricular contributions to the College and its pivotal role in introducing students to the campus and forging links to the surrounding community. We will end by presenting recommendations concerning hiring, new funding, and programmatic changes. Many of these suggestions are fairly easy to address and will require negligible expenditures, but some will require new resources from the central administration and deliberate support for the department's wider vision of its role vis-à-vis the community in which it is located.

II. The Service Functions of the Department

In reading the departmental self-study we were surprised by the scope of its curriculum commitments to the College. In our conversation with the Provost and Associate Provost, the English Department's service duties were singled out as one of its most valued contributions.

The Department of English provides a large number of required courses that serve the needs of first-year students, second language learners, and those seeking to fulfill general education requirements or specialized courses in majors other than English. The department is responsible for the Required Core English Composition courses that serve all matriculating students. In 2023-24 there were a total of 158 sections of such classes, plus 10 sections of English as a Second Language, almost all of which are taught by adjuncts. In the self-study, the department stresses that its writing courses are all attuned to the linguistic and cultural diversity of Lehman's student body and teach writing as a socially embedded practice that must align itself to the multiple contexts in which written communication is required. We also learned that it had already been decided that portfolio evaluations would replace the current method of assessing student work in composition classes.

Besides introductory composition classes, the English department this year has offered 93 sections of 9 different courses that fulfill the Creative Expression component of the CUNY Flexible Common Core and many other classes, taught under the rubric "Studies in Literature," that satisfy the general education requirements unique to Lehman College. In addition, the English Department contributes courses to Macaulay Honors College and College Now, a program that provides college courses for high school students, mostly from the Bronx. English also offers classes that fulfill requirements in Business, Health Sciences, and Social Work.

Reliance on Adjunct Faculty

While the department has 26 full-time faculty members, it relies on 65 adjunct instructors to largely deliver the service part of its curriculum. In other words, almost all service courses are taught by adjunct faculty.

As noted, the department teaches writing as a socially embedded practice and has moved to a system of portfolio evaluations to assess student work in composition classes. Faculty need to be trained in these new modes of assessment. Yet, in our meetings, adjuncts expressed dissatisfaction about the lack of professional development and training opportunities that would make it easier to teach these courses. We learned from the adjuncts we met who regularly teach these classes that many of them had little experience with Lehman's strategies for teaching composition when they were hired and that they received almost no training after their appointments. They indicated that more professional development was urgently needed in this area, echoing the self-study. Adjunct faculty members also expressed dissatisfaction with low wages and the vanishingly slim opportunities to advance from the adjunct ranks to lecturer or tenure-track positions.

Integrating Writing

A number of lecturers and tenure-track faculty also expressed an ambition for better coordination between the kinds of writing instruction given in the first-year course and the writing instruction that occurs at other points in the English curriculum and across the college in such sites as the Teaching and Learning Center. We strongly agree. Lehman should be known, all across the curriculum, for a brand of writing instruction attuned to the needs and expressive possibilities of its diverse Latinx- and Black American student body. The dependence on contingent faculty and the lack of coordination of service courses with other types of writing instruction presents a lost opportunity for the department to recruit new students and to expose Lehman students to the type of work done by the Department of English.

Hiring a Writing Coordinator

We learned that the importance of these composition courses has warranted the hiring, this academic year, of a new Director of Composition who will be taking over supervision and development of this course in the fall.

We concluded, and our views were affirmed by those with whom we spoke, that this new hire will need considerable support and resources to succeed. Beginning this summer, this person will need a summer stipend and then major relief from teaching to do planning, teacher development, and coordination between first-year composition and other parts of the curriculum. They will also undoubtedly need a group of experienced adjuncts or lecturers to take leadership in specific areas, and those people will need to be appropriately compensated with time or money for helping to improve and standardize this crucial part of the curriculum. In future, more hires may be warranted as it becomes clear what the new Director of Composition decides will best support the learning goals of writing courses at all levels.

The hiring of the Writing Program Coordinator cannot be treated as a panacea. Fully developing a coherent and distinct brand of writing instruction that uses portfolio assessment and is attuned to the needs and expressive possibilities of its diverse Latinx- and Black American student body requires a professional and well-trained full-time faculty. The department should consolidate a large number of its 64 adjunct instructor lines and substantially increase the number of full-time tenure track professors and Certificate of Continuous Employment instructors in the area of English Composition.

Recommendations Regarding Service Functions of the Department, Particularly Writing Instruction:

- Develop robust training and professional development opportunities for adjunct faculty, especially those teaching English Composition, and, whenever possible make it feasible for experienced and outstanding adjuncts to advance to other faculty ranks.
- Develop better coordination between the kinds of writing instruction given in the first-year course and the writing instruction that occurs at other points in the English curriculum and across the college in such sites as the Teaching and Learning Center.

- Offer considerable support and resources for the new Director of Composition including: a summer stipend and major relief from teaching to do planning, teacher development, and coordination between first-year composition and other parts of the curriculum.
- Provide release time or monetary compensation for existing writing faculty to assist in training and in the coordination of writing classes throughout the curriculum.
- Consolidate a large number of the department's 64 adjunct instructor lines to substantially increase the number of full-time tenure track professors and Certificate of Continuous Employment instructors in the area of English Composition, in particular.

III. The English Major

As noted in the Introduction to this report, the Department of English at Lehman College has engaged in a radical transformation of literary studies that reflects its Latinx and black student body and the community of the Bronx. It has developed an ambitious curriculum that emphasizes core courses in Latinx and black American and African Diasporic literatures and has reconceived many traditional classes of the “white canon.” There are three tracks within the English major: Literature, Creative Writing, and Professional Writing. In addition, the department offers 12-credit minors in Literature, Creative Writing, and Professional Writing. It also houses two interdisciplinary minors: the Program for Professional Communications (PPC), which presents students with the opportunity to develop high-level skills in multimedia communications; and the Business and Entrepreneurship for Creative Arts Professionals (BECAP). Since 2018, The number of English majors has increased by 10%. The department attributes the “resilience of its enrollment” to a sizable increase in the number of Creative Writing majors and its focus on contemporary black and Latino authors in the revised curriculum. The department asserts that this new curriculum provides flexibility, diversity, and breadth while underscoring the relevance of electives.

The department and the provost's office have attempted to support this visionary curriculum in both hiring and unique retention practices. The department has expanded its recruitment of faculty of color via job advertisements that reach out to diverse organizations and listservs. These advertisements emphasize the importance of ethnic and race studies even as they also value community involvement and creativity. As stated above, since 2018, the department has hired seven full-time faculty members who have come from historically underrepresented groups. For retention and tenure, the department allows significant leeway in terms of publication: not all essays, articles, poems, or stories need appear in refereed venues. It endorses public and public facing scholarship. As a result, full-time faculty members in the Department of English at Lehman appear to us to have varied but exemplary records of scholarly, creative and public-facing research and publication that complements their deep commitments to teaching and service.

Public Scholarship

While faculty seem engaged in the Bronx community with both public and public facing scholarship, their voices don't seem to register when it comes to choices made by the university. Faculty members and the self-study both stated that "Lehman College has the opportunity and in some ways a responsibility to be a center for the arts in the Bronx with an emphasis on Latinx arts and culture. Unfortunately, major capital projects such as the multi-million-dollar Lehman Arts Center have little to no connection with our classrooms. There is a lack of leadership and funding to celebrate Bronx and Latinx authors and artists in a way that authentically integrates them into the classroom and in initiatives across the campus." Department members increasingly see the English department as the place that will link training in the creative arts to the literary and wider cultural scene in the Bronx and Northern Manhattan. The department needs a stronger voice in how the College devotes resources to public-facing engagements with Bronx artists. The self-study urges "*the formation of a college committee with a standing budget that can organize quality events, planned properly in advance to enable integration into syllabi and campus life.*" We strongly concur. There is an opportunity here that the College should seize, and English should be a central part of such an initiative.

Literature

The department partially attributes its 10% increase in enrollment since 2018 to the focus on contemporary black and Latino authors in its more flexible core.

Yet, we noticed that that the mission statement of the college and the self-study of the department were at odds with the observed backgrounds of most of the faculty that we met during our visit. The department lacks faculty of color. Indeed, black American professors either did not come to or were largely silent during the group meeting with faculty. One or two faculty members seemed to bear most of the burden of expressing the concerns of faculty of color. This suggests that faculty of color are still underrepresented in the department and may not consider it a safe space where they can advocate for themselves, their students, and their fields. The department needs to be more aware of the tacit ways it might propagate racial bias in its culture, marginalize faculty, undermine inclusive hiring practices and hamper retention. These issues are crucial because the department has restructured its curriculum in a way that places black and Latinx literatures at its center. The Provost should facilitate the department's engagement of an experienced and impartial outside consulting firm specializing in diversity and organizational transformation to assess department climate and make recommendations for robust diversity and inclusion practices. The department should also be authorized to hire at least two senior scholars to teach black American and Latinx literatures at the levels of full-professor to aid in further recruitment and retention efforts.

These new faculty members could also offer more advanced classes that would build on the new required Core courses in LatinX and in African-American and Diasporic literatures. At the same time, several faculty and the self-study document emphasized the importance of hiring someone in Chaucer and medieval literature, who would be able to link that part of the curriculum to the more diverse Core courses that now anchor all tracks within the major. Critical Race Studies, for example, is now a booming field in medieval studies, which has also for several decades been a center for LGBTQ inquiry. Someone with Global reach or transhistorical interests would also be desirable. Finally, it is important that the department hire a full-time Asian/Asian-American

Literature specialist who might also contribute to an emphasis on ethnic American as well as global and non-Western literatures.

Simultaneously, the literature faculty should continue to revise existing courses to make them fit more easily into the framework the new curriculum emphasizes. This is an example of something which the department must do for itself, but the effort would be made easier were a faculty leader tapped (and provided some kind of remuneration) to lead collaborative curriculum revision workshops. We strongly urge that a bank of course releases be given to the department to be carefully utilized to support high-priority initiatives such as this.

Creative Writing

Since 2018 the number of students in the Literature track has declined from 190 to 134, while the number of Creative Writing students has nearly doubled from 63 to 123. Yet, the Creative Writing team currently consists of only three full-time faculty members. While several other faculty members have MFAs or an active creative writing practice, they are needed to teach in the areas—Literature or Professional Writing or in other departments—where their primary appointments lie. Many courses in this track are taught by adjuncts or lecturers. This is a crisis situation.

As noted above, department members increasingly see the English department as the place that will link training in the creative arts to the literary and wider cultural scene in the Bronx and Northern Manhattan. The department needs more creative writing faculty as a cohesive voice for the arts linking Lehman to the community.

The highest priority should be given to adding at least three more tenure track lines (designed for MFA or PhD holders) to this wing of the department in order to support the growing number of majors; to oversee the teaching of creative writing courses by adjuncts within the major and in service courses; and to link Lehman with the broader arts scene in the Bronx.

The Professional Writing Track

Professional Writing seems to be a worthy addition to the tracks offered within the English major. The new minor in Business and Entrepreneurship for Creative Arts Professionals (BECAP) and the minor in Professional Communication (PPC) also seem to work well for students interested in careers in business or for independent artists, performers, and designers attracted to entrepreneurship. Still, while Professional Writing may provide significant service courses to programs such as Business, Nursing, Social Work, Health Professions, and Data Science, the number of majors in this track has fallen from 36 in 2018 to 23 in 2023.

The department needs to develop a way to assess why its service courses have not led to an overall increase in enrollment. Professional Writing should follow the lead of creative writing and construct an instrument to analyze student outcomes and conduct student feedback surveys to produce qualitative and quantitative data that will lead to a long-term plan for the track.

Recommendations:

- Form a college committee, with English Department representation, with a standing budget that can: organize quality events, better integrate syllabi and campus life into

community arts initiatives, emphasize Latinx arts and culture, help place Lehman College at the center of the arts in the Bronx, and facilitate a better relationship with the Lehman Arts Center

- Engage a rigorous and impartial outside consulting firm specializing in diversity and organizational transformation to assess department climate and recommend robust diversity and inclusion practices and training.
- Hire at the level of full-professor two senior scholars to teach black American and Latinx literature to aid in further recruitment and retention efforts.
- Hire a full-time Asian/Asian-American Literature specialist who might also contribute to an emphasis on ethnic American as well as global and non-Western literatures and hire a medievalist with a similar global or transhistorical reach sometime during the next five years
- Provide appropriate faculty with remuneration or course releases to lead collaborative workshops to revise existing courses to make them fit more easily into the framework of the new curriculum.
- Give the highest priority to adding at least three more tenure track lines (designed for MFA or PhD holders) to the Creative Writing track
- Analyze student outcomes and produce qualitative and quantitative data that will lead to a robust long-term strategic plan for Professional Writing

IV. The MA Program

The MA program is small. It has traditionally prepared students to teach on the secondary or two-year college level or to pursue a doctorate. The loss of a funded cohort of middle and high school education teaching fellows has challenged the viability of the program and led the faculty to suppress for now the foreign-language and the GRE requirements and to reduce to one the possible tracks through the MA. The future of this program was not a topic of discussion during our in-person visit, but in its self-study the department anticipates making a shift toward a more Creative Writing focused MA. In general, however, the faculty's energy right now seems to be focused on its ambitions for a top-notch undergraduate program.

The MA Program is undergoing curricular redesign process based on informal surveys. The program needs to conduct more formal assessment of student confidence, willingness of faculty to serve as mentors and thesis advisors, course completion rates, and success of recruitment efforts.

Recommendation:

- Conduct a formal assessment and create a long-term strategic plan for the MA program

V. Student Mentoring, Advising, and Events

The three students we met with, all part of the department's small Honors Program, praised the faculty to the skies for being accessible, supportive, and dedicated to student growth and well-being. They were very articulate, however, about the degree to which they benefited from having strong mentors for completing their honors projects and getting help with graduate school applications while other English majors did not benefit from this degree of individualized attention. This is a problem the faculty should address, though in saying that we know that the

faculty feels quite overwhelmed by other service needs and many are leery of taking on further advising and mentoring roles without release time to do so. Students also desire to participate in recruiting efforts. They would also like to organize more speaker and performance events than the department currently can support. Money to fund such initiatives would go a long way to building student community and cohesion within the major.

Recommendations:

- Renew the department’s commitment to quality mentoring of all majors.
- Involve students in recruiting efforts.
- Make available more money for students to organize speaker and performer events to build student community and cohesion within the major.

VI. Faculty Support

A recurring point of faculty discussion during our site visit involved the lack of support for their research. This was as true for Creative Writing as for Literature and Professional Writing instructors. Lack of funds to attend even one conference a year or to buy books necessary for research, especially given the paucity of resources available in the Lehman Library, were reiterated complaints. Faculty felt, and we could not judge if this was true or not, that English faculty at other CUNY colleges benefited from research funds. We recommend that enough money be given to the department to sustain a research and travel budget for each faculty member. Untenured faculty should be given priority, but at least half of the fund should be reserved for other faculty, including lecturers.

The faculty members on the tenure track did not bring up in our public meetings any concerns about the tenure process, though we did not have a separate meeting with just those faculty members who might have been reluctant to speak in a broader forum about their concerns. There was, however, considerable discussion about whether the department should have a public statement on tenure and promotion criteria as each department has been requested to do. While there was concern among some faculty that such a statement would be used to disqualify faculty who had not “ticked all the boxes,” we feel strongly that such a statement is needed. On balance, it is likely to protect faculty by laying out broad criteria for tenure and promotion and giving candidates a clear sense of the acceptable range of work that makes for a positive tenure decision. The Chair of the Department shared with us a version of a Scholarship Statement written in February of 2022 that we found capacious and fair-minded. We recommend this Scholarship Statement be formally adopted and publicized by the Department and endorsed by the Provost.

We repeatedly heard that faculty in general get no compensation or release time for service, particularly in undertaking crucial organizational jobs and mentoring and advising roles. As we noted, this is true of composition faculty, but for many other faculty as well.

Recommendations:

- The department should negotiate a small bank of course releases or stipends to be used for faculty undertaking significant service jobs.
- A Scholarship Statement should be formally adopted and publicized by the Department and endorsed by the Provost.

- Money should be allotted for a research and travel budget for each faculty member.

VII. Student Learning Outcomes and Assessment:

Each year, the English Department Assessment Coordinators choose 1–3 departmental outcomes to assess to determine whether or not the English Program is fulfilling its pedagogical and curricular objectives. The annual assessment process begins in the fall semester with the Assessment Coordinators devising an assessment plan, and it ends in the spring semester when the Assessment Coordinators present their findings to the whole department in March or April. The faculty discuss the findings, suggest possible workshops or follow-up actions for the coming year, and determine what outcome(s) it would make sense to assess next.

As assessment instruments they use evaluations of student writing, faculty surveys, digital student feedback surveys, and examinations of syllabi. Their program is robust, often closing the loop through major changes to the curriculum that are then tested through further assessment.

VIII. Faculty Governance

The Department currently has no by-laws and, consequently, has only a vague sense of what officers are needed to lead the various branches of this very complex organizational structure, how they should be elected or appointed, and what compensation they should receive for their work. This seems to mean that a great deal falls to the Chair and consultation is perhaps more haphazard than it should be. We therefore recommend that the department during the next academic year write bylaws that would address, at a minimum, the following areas: officers for the department, their terms, manner of election or appointment, and compensation; standing committees; frequency of faculty meetings; and what matters come to the faculty for a vote, and who votes.

IX. Summary of Recommendations

Hiring Recommendations:

- The highest priority should be given to adding at least three more tenure track lines (designed for MFA or PhD holders) to the Creative Writing track
- Consolidate a large number of the department's 64 adjunct instructor lines to substantially increase the number of full-time tenure track professors and Certificate of Continuous Employment instructors in the area of English Composition.
- Hire at the level of full-professor two senior scholars to teach black American and Latinx literature to aid in further recruitment and retention efforts.
- Over the next five years, hire a full-time Asian/Asian-American Literature specialist who might also contribute to an emphasis on ethnic American as well as global and non-Western literatures and a medievalist with global or transhistorical interests.

Funding Recommendations:

- Form a college committee, that includes English Department representation, with a standing budget that can: organize quality events, better integrate syllabi and campus life into community arts initiatives, emphasize Latinx arts and culture, help place Lehman

College at the center of the arts in the Bronx, and facilitate a better relationship with the Lehman Arts Center.

- Engage a rigorous and impartial outside consulting firm specializing in diversity and organizational transformation to assess department climate and make recommendations for improved diversity and inclusion practices and training.
- Provide considerable support and resources for the new Director of Composition including: a summer stipend and major relief from teaching to do planning, teacher development, and coordination between first-year composition and other parts of the curriculum; provide compensation for existing faculty who assist the new Director of Composition in the transformation of various aspects of the program.
- Make available more money for students to organize speaker and performer events to build student community and cohesion within the major.
- Provide the resources to sustain a research and travel budget for each faculty member. Untenured faculty should be given priority, but at least half of the fund should be reserved for other faculty, including lecturers.
- Provide compensation (stipends or course release) to faculty of all ranks when they undertake particularly important administrative functions including advising, leading course development efforts, teacher training programs, etc. so that these service activities don't exclusively fall to a handful of particularly altruistic faculty, most often women.

Programmatic Recommendations:

- Request the administration to clarify policies regarding online teaching post-covid and encourage a return to campus whenever it is feasible.
- Provide appropriate faculty with remuneration or course releases to lead collaborative workshops to revise some of its existing courses to make them fit more easily into the framework the new curriculum.
- Make more training and professional development opportunities available to adjunct faculty and, whenever possible, make it feasible for them to advance to other faculty ranks.
- Enhance coordination between the kinds of writing instruction given in the first-year course and the writing instruction that occurs at other points in the English curriculum and across the college in such sites as the Teaching and Learning Center.
- Analyze student outcomes and produce qualitative and quantitative data that will lead to a robust long-term strategic plan for Professional Writing.
- Conduct a formal assessment and create a long-term strategic plan for the MA program
- Place a renewed emphasis on quality mentoring of all majors.
- Involve students in recruiting efforts.
- Formally adopt and publicize a Scholarship Statement that is endorsed by the provost.
- Adopt bylaws that would address, at a minimum, the following areas: officers for the department, their terms, manner of election or appointment, and compensation; standing committees; frequency of faculty meetings; and what matters come to the faculty for a vote, and who votes.

X. Conclusion

The Department of English at Lehman College is an exciting Department in an exciting community. That community now pulses through a department that has responded to its students and initiated a radical transformation of what it means to study literature and major in English in the 21st century. Yet, throughout this report, we have observed that this vision is not sustainable without careful and strategic investment in new hiring and existing programs in addition to some further assessment and reorganization of particular areas. The department needs to strengthen its faculty culture and governance structures, to provide better mentoring for many of its students, and to support better the many adjunct and contingent faculty who provide crucial service to students and to the running of departmental programs.

Currently, the department draws on the community of brilliant creative talent living in the Bronx and New York to form a pool of 65 contingent faculty that teach most of their service courses and keep the writing program vibrant and alive. It would be a grave mistake to respond to the recommendations of this report for release time or for a bank of course releases by increasing the number of contingent faculty in the department. Instead, we highly recommend that the College support the program by helping reduce its dependence on contingent faculty and increasing the number of tenure track and CCE faculty. At least three full-time faculty members are urgently needed to teach creative writing. The enrollment in this program has doubled in size since 2018. To support its radical transformation of literary study and its mission to reflect the Bronx community, the Department of English also needs to prioritize the hiring of two senior scholars to teach black American and Latinx literature, a full-time Asian/Asian-American Literature specialist, and a medievalist with a global or transhistorical reach. Finally, we could not ignore the faculty members who asserted that the Department of English has an important voice and should play a leadership role in linking training in the creative arts to the literary and wider cultural scene in the Bronx and Northern Manhattan. The department should be better integrated into the Lehman Arts Center. Funding and forming a committee to help make this possible should be a priority.

It was a pleasure to review the Lehman English Department. It is a unique entity with a special place in the higher education field. It is also a very complex department, a fact reflected in the length of our report and the many recommendations that we are making. These recommendations require financial support, and we know we are saying this in a resource scarce environment. Nonetheless, along with hiring authorizations, relatively small amounts of money dedicated to supporting faculty research, recognizing extraordinary service, and allowing students to organize events would go a long way toward building on the already evident strengths of the department.