

Testimony of John B. Van Sickle  
Professor of Classics & Comparative Literature,  
Brooklyn College & Graduate School  
City University of New York

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Teaching since 1976 at Brooklyn College and CUNY I have been proud to counsel students from diverse ethnic and social backgrounds who have gone on to success in such areas as medicine, law, academia, the arts, and business.

Yet the quality of my service as an advisor, as a professional mentor, and as an exemplary scholar-teacher has suffered from the excessive caseload of students per teacher: a situation that is notorious and remarked in correspondence from deans and professors at other institutions. Their letters to our Committee on Promotion and Tenure affirm the excellence of our faculty; yet these leading professionals marvel that CUNY faculty manage to produce such significant scholarship despite the caseloads deemed extraordinary by the standards of comparable public institutions. The issue of caseload haunts not only such exchanges with colleagues but limits our ability to compete in hiring and retention: faculty caseload in short an ill-kept secret, the shame of CUNY.