

SPOKEN TESTIMONY - OCT 22 BOT HEARING

I have students who work the night shift and fall asleep in class.

There's irony here - my daughter at her freshman orientation was advised to not work more than ten hours per week to "truly learn" her subjects and achieve strong grades.

Our students are choosing between having to work longer hours to pay tuition for college or sacrifice their education.

The Excelsior Scholarship is not supporting our students because they can't meet its requirements.

Yet tuition inexorably increases.

Where are the voices to reverse this course and regain a truly public institution?

And while CUNY adjunct faculty remain without sustainable income for the costs of NYC, Fordham University - a sister institution - recognized the desperate and unjust situation faced by its contingent faculty.

They will receive 200% of the adjunct salary at CUNY.

Because the State has left unfunded our contractual agreements, the institution for which students are making great sacrifices to attend, now provides them with declining support:

- the writing center at LaGuardia can no longer accept walk-in appointments
- the science study center has cut back hours

Will the Board bow to the argument that the State cannot fund contract agreements that the Board itself approved?

There are massive pools of wealth in our State—the money to support a great University *is* here.

Prior to 1981, New York State levied a Financial Transaction Tax - a stock transaction tax still on the books!

This tax could be reinstated instead of being automatically refunded as it is now.

Does the Board recognize - advocate - for this tax?

A tax on massive Wall Street wealth would, to quote the Economic Policy Institute study, "ensure Wall Street works for Maine Street."

The Board's funding proposal for CUNY must reflect the reality of available wealth in our State - not the wishes of a Governor who may want to serve this wealth for purposes that are, perhaps, self-serving...

The great social achievement of our country was its system of public education.

We are losing its power at a time when education in science, history, society are desperately needed to protect what remains of democratic governance, given the ease with which thought can be manipulated by wealth and ubiquitous electronic communication.

You are our representatives.

Thank you

Sarah Durand