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Since 2019, I've taught in the English Department at Hunter College. Though the end of open admissions and the implementation of tuition has [changed the class composition](#) of most CUNY campuses, the majority of my students are from immigrant and working-class families. Hunter students are regularly too exhausted from working 40-hour weeks to engage in class. Once a colleague of mine asked what Hunter students do for fun, to which they replied: "We don't have fun."

These are students that need and deserve support they are not receiving. Mentoring programs have been cut to the point of zero for many. Buildings around them are [falling apart](#). Food services have only just returned to the college this semester.

As for their teachers, we are mostly adjunct lecturers. We make \$5,500 per three-credit class. Even teaching four classes a semester, we fall far below New York's poverty line. I'm regularly lapsing into debt to my partner, and have been forced to take out loans from CUNY when my meager pay has been delayed. To boot, graduate students like me are expected to work far beyond our paid hours, preparing for courses, grading, and advising outside of class. In our last contract, the PSC won one paid office hour, but CUNY has tried to use this negotiation to increase our workload, making composition classes previously worth four credits now worth three, which increases work for full-time faculty and reduces pay for adjuncts.

In my spare time, I'm still a student. I'm coming to the end of my fifth year of study, so my stipend will soon run out. I will have to scrape together funding from various grants and teaching appointments. There is a notion that students should finish their doctorates in five years, but how is one to do that while living on poverty wages?