

Delores G. Kelley, Chair
Brian J. Feldman, Vice Chair
3 East Miller Senate Office Building
Annapolis, MD 21401

SB 521
Supporting

Dear Chair Kelley, Vice Chair Feldman, and Members of the Finance Committee,

We ask you to support and pass SB 521, to legalize collective bargaining rights for all Maryland's higher education public employees.

My testimony hasn't changed from that last year's bill, but here it is again if you'd like to review.

I am certain you will receive plenty of testimonies from other students sharing with you the many pragmatic reasons for this that the effects of SB 658, if adopted, are to stimulate and promote Maryland's higher education, science, and technology, furthering the long-term interests of all parties involved. I am certain you will also see plenty of social proof: how collective bargaining has been adopted by other University systems in this country to great success and benefit of all. Hence, in my testimony, I will focus on ethical, moral reasons.

This country was founded on the principle of equality before the law, and on the principle that hard work eventually leads to earnings, success, and upward mobility. Over centuries, these principles were reinforced and spread about to encompass any and every minority, for this system was designed to serve the interests of all people, not just some elite class. The right to unionize and bargain terms of employment became a universally applied and recognized right...

Except in the realm of higher education, and, in particular, not for graduate employees. This is the single domain which was widely regarded as the place of privileged, white, predominantly male elite in the past, those with the financial means, proper connections, and time to spend on education and enlightenment, to earn a status symbol of high society. However, over the last several decades this domain has utterly transformed, while the outdated public perception of it, in many circles, has endured.

The graduate students of today usually come from a much poorer background. These are often single people, who traveled from a poorer country because this situation represents an opportunity and somewhat-better conditions for them. Sometimes, these are people with families, struggling to support their spouses and kids. In yet other cases, these are people who have decided to sacrifice higher wages for a number of years in the name of science and research, brave enough to face the remaining frontiers of human knowledge. The more affluent, on the other hand, often steer clear of graduate school, for it is no longer a symbol of economic prestige, and, for many, does not truly yield additional material gains.

Yet, here we have, some of the brightest minds in our country, all having Bachelors' and some -- Master's degrees, toiling away at some of the most qualified intellectual labor anywhere in the world, for wages comparable to those of the cleaning personnel at the same institution. And they, unlike the cleaning personnel, are not allowed to unionize. How do we, as a society justify this?

For one, we say that this work they do all just part of their training, hence they don't deserve to be treated as other workers. They're "just students". Let us dwell on this point for a bit. Can you think of a single intellectual job that doesn't require some amount of on-the-job training? Does this preclude the employees' right to collectively bargain with their employer? The answers are obvious, and we are faced with a vicious double standard.

Secondly, we say that these employees are just "assistants", they just do the grunt-work. The reality is they come and "assist", from 20 to 60 hours a week, doing the bulk of both on the teaching and research fronts. Discussion sessions, laboratory sessions, office hours, grading, proctoring, and subbing for lectures are all tasks performed -- often times, solely -- by the teaching "assistants". The bulk -- virtually, all -- of data gathering, experiment design, coding and tool-building, and analysis is performed by research "assistants." Not to leave out other graduate assistants, those often do the same work they would often do in the private sector, but for a tiny fraction of the pay. And all this is leaving aside the fact that, even if they *were* some kind of low-level assistants doing grunt work, how could that diminish their role from any other employee, public or private? Again, we see a double standard, and one based on false pretenses.

Finally, there is the question of "who is going to pay for it?". Hypothetically, let us consider any other minority out there. African Americans. Native Americans. Women. Hypothetically, let us imagine they were for whatever, as a group, deprived of the collective bargaining rights of other workers. Imagine now, that someone would use, as an argument against granting those rights to such a group, the phrase "who is going to pay for it?" The simple truth is that it would go against the very principles I spoke of earlier, principles of equal opportunity for all, to speak those words. Hence, we see yet another double-standard which cannot be overlooked or justified.

To repress someone's right to collectively bargain on grounds of prospective costs is to, in effect, recognize the importance of their role, recognize that they actually *would* be able to bargain for higher wages *because* their role is pivotal, and yet to deny them this simple right, effectively oppressing them through loopholes in the legal system, in order to save a dime for the tax-payers, as well as further secure the cozy positions of University bureaucrats and lofty salaries of tenured professors.

When you consider SB 521, keeping the points I covered above in mind, please ask yourselves how else failure to pass SB 521 can be morally justifiable, and, if it is not passed, what it speaks of us as a state and a people.

Sincerely,

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