

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

SB 118
Supporting

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

The contributions of graduate students to the university are vast and significant. Indeed, without graduate students much of the work that allows the university to function and be successful would not be performed. For example, while instructors provide lectures to the students at-large, they have minimal one-on-one interactions with their pupils. In contrast, teaching assistants like myself lead bi-weekly discussion sections, prepare problems and activities for students, administer quizzes, proctor exams, and grade mountains of work. Additionally, while professors secure funding from various government agencies and industry partners, it is the research assistants that deliver the promises this funding is contingent upon. Similarly, many metrics for the quality of the university are a function of its research contributions, which are quantified by publications, patents, and citations. It cannot be understated that scoring high in these areas depends upon graduate students' ability to perform quality research.

Thus, there is an obvious throughline between graduate student wellbeing and university quality, and there is an obvious connection between wellbeing, wages, benefits, and working conditions. Viewed in this way, it is only reasonable that the agents responsible for the success, quality, and essential daily operations of our institution, i.e., graduate students, be allowed to negotiate the terms of our employment, and therefore quality of life.

Sincerely,

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