

akanksha.singh.pdf

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Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Akanksha Singh, Graduate Student
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Akanksha Singh and I am a 5th year graduate student at the department of Atmospheric and Oceanic Sciences. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

I have been a research assistant for the last 3 years and help in doing work that goes towards fulfilling grant demands. These state and federal level research grants rely on the tireless efforts of graduate students. A lot of times the work we do towards research grants are not directly going towards our dissertation goals. I also work with the Maryland Department of the Environment to help with the state's effort towards reaching our AQ standards. In the past, I have also TAed undergraduate courses and was responsible for leading discussions for about 100 students.

As a graduate student, I face numerous challenges in pursuing my education and research. These challenges include limited financial support, inadequate healthcare coverage, high levels of stress and mental health concerns, and a lack of representation in decision-making processes.

Enacting this bill into law would provide graduate students with the opportunity to engage in collective bargaining, giving us a voice to advocate for improved financial support, comprehensive healthcare benefits, better mental health services, and increased representation in university governance. This would help alleviate the financial burdens and stressors associated with graduate education, ultimately fostering a more supportive and inclusive environment for graduate students in Maryland.

Members of the Committee, This state has for decades viewed collective bargaining between state employees and management as the best way to promote democracy in our workplaces and public institutions. The right to collective bargaining has long been recognized as not only a fundamental human right, but also as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the nation, and indeed to many private, prestigious institutions in our own state. The reasons to exempt four-year public higher ed institutions from this path make no sense. I again therefore call for a favorable report to this Bill.

Sincerely,

Akanksha Singh, Graduate Student
Atmospheric and Oceanic Sciences
University of Maryland, College Park

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akankshasingh2797@gmail.com

This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).

Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.

alicia.volk.fishbein.pdf

Uploaded by: Alicia Volk Fishbein

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Alicia Volk Fishbein, Professor
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Alicia Volk. I am a Professor of Art History and Archaeology at the University of Maryland, College Park, where I have worked for seventeen years. I ask this committee to issue a favorable report concerning HB 493. This right is granted by the state to nearly every other state employee, including to faculty at community colleges and to non-academic workers at four-year institutions of higher education here in Maryland. Clearly this right should be extended to the rest of higher education in our state.

I teach courses in art history, from large introductory undergraduate classes of approximately 100 students, to small capstone undergraduate courses and graduate seminars. I advise graduate students and have served as the Director of Graduate Studies or as Scheduler for my department nearly every semester of the past twelve years. I am also an active researcher, creating knowledge that I share with students in the classroom and in publications that reach specialists and general readers alike.

I believe, as our new governor Wes Moore states, that we must "Leave no one behind." Faculty and graduate students at our institutions of higher learning deserve the right of collective bargaining, which is fundamental to our democracy. Our university system suffers from a dire lack of faculty governance to the detriment not only of faculty but of students at all levels. The right to collective bargaining will buttress faculty governance and in so doing improve the quality of education we educators offer to our students and to the state of Maryland.

Members of the committee, faculty and graduate students are dedicated workers whose voices nonetheless go unheard in university governance. We deserve better so that we may also do better. It is time to allow us the right to collective bargaining. I call for a favorable report to HB 493.

Sincerely,

Alicia Volk Fishbein, Professor
Department of Art History and Archaeology
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This testimony has been submitted on behalf of this individual by the University of Maryland

*Graduate Labor Union (GLU) and the Chapter of the American Association of University
Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

Harding_SB0823 testimony.pdf

Uploaded by: Alison Harding

Position: FAV

Oral Testimony in favor of SB0823 on 3/7 in the Senate Finance Committee Hearing:

Good afternoon Chairwoman Beidle and members of the Senate Finance Committee. My name is Alison Harding and I am a third year PhD candidate in Information Studies at the University of Maryland, College Park and a homeowner in Maryland Senate District 47A.

One of the many misleading points that will be raised by UMD administrators such as Provost Rice is the same point they raise year after year. They tout that we are students first and workers second. That all of us on assistantships are getting valuable and meaningful educational experiences out of the labor we are providing the university. I would add that Provost Rice or whomever she has sent in her stead is here testifying even after being directly requested to refrain from testifying against our right to collective bargaining by the more than 2000 graduate workers who have signed union authorization cards.

The statement that our work is always and solely educational is demonstratively untrue. I am only one of many examples of that. In my three years as a PhD student and candidate I have had two major assistantship assignments. I have provided the university with a convenient substitute for a full time, tenure track subject specialist librarian position while they dragged their feet finding replacements for people who had left their positions. A job, I might add, that I was being asked to do while being paid a stipend for 20 hours a week. And, a job that I was already more than qualified to hold without the degree I am seeking.

The other major assignment I have had is as a research assistant on a \$6 million grant project, funded by this very body, on digital literacy in the state of Maryland. Worthwhile and necessary, but again – not furthering my education. My own research consistently has to take a back seat to work that will not further it.

And I am not alone in providing the university with labor that they like to believe is educational so that they can continue to exploit our labor. Do you really want to agree with administrators when they say that all of our work is educational when you have people like me covering for hiring failures? What about the graduate worker who is an administrative assistant in the Office of Fraternity and Sorority Life, or the graduate worker in facilities? What about the one working in the South Campus dining hall or as a career counselor for undergrads?

These are not isolated incidents, despite the narrative that administrators try to spin. I urge you to listen to not just me and my fellow colleagues testifying but let the pile of over 2000 authorization cards that you see before you hold more weight than the words of administrators who routinely and consciously deny us the respect we deserve. Please find in favor of Senate Bill 0823.

amanda.lazar.pdf

Uploaded by: Amanda Lazar

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Amanda Lazar, Assistant Professor
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Amanda Lazar and I am an assistant professor at the University of Maryland in the College of Information Studies, where I have worked for 6 years. I call on this committee to issue a favorable report to this Bill. While the state grants collective bargaining to most state employees, faculty in Maryland are missing this right.

I enjoy teaching and doing research at UMD. My dean and colleagues are wonderful, and we are well compensated for our work. But I know that my experience is not universal, and that things shift as certain areas gain popularity and others hibernate. I am concerned that faculty do not have a real form of governance and without this, we can be terminated or have our jobs change (e.g., increased class sizes to the extent that students are no longer able to benefit from our attention) without our collective voice informing processes and policies.

Especially now, it is clear that collective bargaining is a powerful way for workers to preserve rights in a shifting economic world. Thank you for your support.

Sincerely,

Amanda Lazar, Assistant Professor
College of Information Studies
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*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

amrina.rangar.pdf

Uploaded by: Amrina Rangar

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee**

**By Amrina Rangar, Graduate Assistant for UMD Alternative Breaks
SB0823**

State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants

March 7, 2024

FAVORABLE

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Amrina Rangar and I am a Graduate Assistant for Alternative Breaks at the University of Maryland, College Park where I have worked for 6 months. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

I supervise a team of 3 interns to facilitate the Alternative Breaks program through marketing, fundraising, and education. Each week, the intern team and I host 2 hours long trainings for the Alternative Breaks Experience Leaders to prepare them to lead their peers on a 7-10 day long service-learning trip during their spring, summer, or winter breaks. This work involves recruiting participants, experience leaders, staff advisors, and working with community partners all over the country to partner with in service and house our students. The work requires keeping up with multiple partnerships and being on call through breaks when trips are happening. Additionally, I am the only graduate student to co-chair a DEI committee for the STAMP department.

Though I enjoy this work and believe it makes a big difference for our students, I do not believe I am paid enough to sustain myself without an additional position. Last semester, I was able to obtain an additional job on campus teaching a class. It was not required of me through my program, but I needed it to supplement my bills for living my life in college park, even when being frugal with living expenses. Additionally, co-chairing a committee was never in my job description, and I do not get paid for the time I invest in the committee, and I am the only graduate student to do so. This inherent power dynamic makes it awkward for me to say no to joining or chairing a committee, and it is important for me to have a voice that could stand up for me when I'm unable to in these circumstances. Collective bargaining would allow us to have a voice and put measures in place that would prevent graduate workers from being taken advantage of, and allow for us to advocate for an appropriate living wage.

Members of the Committee, This state has for decades viewed collective bargaining between state employees and management as the best way to promote democracy in our workplaces and public institutions. The right to collective bargaining has long been recognized as not only a fundamental human right, but also as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the nation, and indeed to many private, prestigious institutions in our own state. The reasons to exempt four-year public higher ed institutions from this path does not match our values. I again therefore call for a favorable report to this Bill.

Sincerely,

Amrina Rangar, Graduate Assistant for UMD Alternative Breaks

STAMP

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arangar@umd.edu

This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).

Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.

amy.wickner.pdf

Uploaded by: Amy Wickner

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee**

**By Amy Wickner, Electronic Records Archivist & PhD Candidate
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Amy Wickner and I'm a PhD candidate, former Graduate Assistant, and current Electronic Records Archivist (faculty Librarian) at the University of Maryland, College Park, where I've worked for 10 years. I call on the committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

As Electronic Records Archivist since 2017, I run the digital archiving, electronic records management, and web archiving programs in Special Collections and University Archives (a department of the Libraries at UMCP). I preserve digital archival records from sources like old media, cloud and network storage, and websites; in formats like documents, social media, audio, video, and email. I help donors of archival materials and campus offices figure out what to send to the archives, and help other archivists figure out what to keep and how to make sure people can access and use it. I maintain a store of legacy computing equipment to be able to read disks, drives, and files dating back to the 1980s. I train other archivists and current archives students on these methods, providing an education that they didn't get in their masters programs or other professional development.

As a Graduate Assistant in the Libraries from 2014 to 2017, I did all of the above for one quarter to one third of the pay and on an ostensibly part-time schedule. Realistically, being solely responsible for several programs in the archives has always meant working more than the time in my contracts, with few or no others in the department who can help with the work, and while putting in second and third shifts to complete coursework and dissertation research. As my graduate worker colleagues have demonstrated, time and again, GAs in Maryland don't make a living wage. Some of my tasks as a UMCP worker have been relevant to my research over the years, but most aren't. Anyway, being horribly overworked means not being able to apply what I learn in my research to the relevant archival activities; there are too many fires to put out.

I support the current bill for several reasons. First, library workers at colleges and universities in Maryland are overworked and underpaid in every classification. We're not alone in this; read the testimonies of graduate assistants and non-tenure-track faculty from across the state for evidence. Through collective bargaining, we could negotiate to actually staff the library system and every other program at the levels they need to be excellent, for instance with staffing minimums for specific functions. We could negotiate to establish salary equity across units and job classifications, repairing years of compression, redressing years of harm to graduate workers, and removing one of the greatest obstacles to retaining faculty Librarians at UMCP.

Second, colleges and universities in Maryland are too quick to turn to contingent positions (adjuncts, PTK faculty, visiting positions, and more) to temporarily patch up staffing gaps

in core programs like teaching, research, and running an 8-branch library system. As I describe above, many programs and services run largely or entirely on grad labor for this reason. Pleading poverty, administrators at every level expect services to function seamlessly without committing serious, necessary, long-term investment to personnel. This kind of short-term thinking only leads to precarity, instability, and burnout for all workers involved. Administrators in the Libraries have furthermore turned to low-paid temporary positions, like so-called Resident Librarians or Library Fellows for Inclusive Excellence, to pay lip service to diversity, equity, and inclusion (DEI) in staffing. The disrespect for library workers of marginalized identities is stunning and pervasive. Through collective bargaining, we could insist on the creation of good jobs, equitable hiring practices, and safe, fair working conditions that fully and sustainably staff teaching and research programs as well as the large and complex library system they require.

Third, a shared concern among my colleagues in the Libraries (staff, faculty, graduate assistants, and hourly student workers alike) is lack of substantive administrative support for staff-initiated DEI efforts. Through collective bargaining, we could continue to build a united employee voice for library-based actions that support social justice -- beyond the lip service our administrators would prefer to see.

Members of the Committee, I urge you to issue a favorable report for this Bill that extends the right to collectively bargain to all higher education workers in Maryland. We know how to build democratic workplaces and public institutions; give us the tools to do so.

Sincerely,

Amy Wickner, Electronic Records Archivist & PhD Candidate
University of Maryland Libraries & College of Information Studies
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*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

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Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee**

By Anli Peng

SB0823

State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants

March 7, 2024

FAVORABLE

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Anli Peng. Our department doesn't have money to pay for teaching assistants, so the student research assistants volunteer to work as TAs without payment. Like me, I taught master's course each fall semester, with 15 students in each class. The teaching load for master's courses is heavy, as we need to design course materials, teach for 3 hours each week, offer office hours, write for assignment templates (a lot!!!), lead class discussions, and review class feedback each week. The teaching load occupies the research time (we also need to serve 20 hours for research each week as research assistants). Our RA contract will not specifically state the exact hours for research and teaching. It is very common to have an overload.

I really hope the state can increase the salary basis to ensure our right for study and work. It is really hard for phd students to handle study, research and teaching in our limited time with a poor salary of 1000 bi-week. I hope the bill can recognize our contribution to the university and recognize our labor value.

Members of the Committee, This state has for decades viewed collective bargaining between state employees and management as the best way to promote democracy in our workplaces and public institutions. The right to collective bargaining has long been recognized as not only a fundamental human right, but also as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the nation, and indeed to many private, prestigious institutions in our own state. The reasons to exempt four-year public higher ed institutions from this path make no sense. I again therefore call for a favorable report to this Bill.

Sincerely,

Anli Peng
Department of Counseling, Higher Education, and Special Education
University of Maryland, College Park
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This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).

Please contact us at info@umgradworkers.org or umdaaup@gmail.com if you have any questions.

anna.emenheiser.pdf

Uploaded by: Anna Emenheiser

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Anna Emenheiser, Graduate Assistant II
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Anna Emenheiser and I am a Graduate Research Assistant in the Biophysics program at the University of Maryland, College Park, where I have worked for 3 years. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher education workers in Maryland.

As a graduate research assistant, my work is not always related to my thesis project. I am often called upon to train other graduate students or undergraduate students in various laboratory techniques. Additionally, there are extreme time pressures on the project I am paid for and I often need to sacrifice time on my other thesis projects in order to fulfill deadlines for my assistantship. While research on biological systems often requires extended periods of time, I am expected to have new results for my assistantship every two weeks, if not every week. This is an overall detriment to my progress towards my thesis. Additionally, while I am paid for 20 hours of work per week, these responsibilities often require more than 20 hours.

I support this bill for several reasons. My salary is not fair compensation for the work I perform, especially considering the cost of living in this area. This bill would allow myself and fellow graduate students to lobby for better salaries that are more in line with the quality of work performed and hours required to fulfill requirements. As a woman in STEM, this bill would allow university employees to insist on equal pay for professors of underrepresented genders. This would also enable us to put pressure on the administration to focus on increasing racial and gender representation when hiring new faculty. These issues are important to myself and many others, and this bill addressing collective bargaining would allow faculty and students an independent collective voice to make changes on our own campus.

Members of the Committee, This state has for decades viewed collective bargaining between state employees and management as the best way to promote democracy in our workplaces and public institutions. The right to collective bargaining has long been recognized as not only a fundamental human right, but also as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the nation, and indeed to many private, prestigious institutions in our own state. The reasons to exempt four-year public higher ed institutions from this path make no sense. I again therefore call for a favorable report to this Bill.

Sincerely,

Anna Emenheiser, Graduate Assistant II
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7901 Regents Drive, College Park, MD 20740

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This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).

Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.

Dr. Anne McLeer Testimony in support of SB 823.pd

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Position: FAV

Testimony in support of SB 823
Dr. Anne McLeer

March 5, 2024

Dear Chairperson and Membership of the Senate Finance Committee,

You might be surprised when I tell you that there are a group of faculty teaching on the campuses of the University of Maryland who have as much job stability, and enjoy as many employee benefits (that is, none), as Uber drivers. These faculty can earn less than the barista serving coffee in the campus Starbucks for teaching a full load of classes in a year. You might be even more surprised to know that these faculty are 52% of the faculty teaching in higher education in our nation, including in the state of Maryland. They can teach between 40 and 50 percent of students in an institution in any given semester.

I am talking, of course, about adjunct faculty. These are “part-time” faculty who are compensated to teach by the course by the semester, many of whom piece together a living by teaching numerous classes across different institutions. In fact, they have been called “the piece workers of academia.”

These faculty have the same credentials, expertise and teaching experience as our tenure line and tenured faculty. However, they have much diminished working conditions compared to their full-time colleagues despite teaching the same students who pay identical tuition, and who cannot tell from the quality of the education they receive if their professor has substandard working conditions.

Right now, thousands of students in the University of Maryland, are sitting in a classroom being taught by a faculty member they love and want to take more classes from. But if that faculty member is an adjunct, students have no idea or guarantee that their beloved faculty member will ever teach another class in another semester again. Thousands of students have no idea that half their faculty don't have an office to go to after their class, or even the time to meet with students before rushing to another campus to teach another class to make ends meet.

There is no-one directly to blame for this situation, it has been a decades-long creep. However, there is an efficient and grassroots way to solve it. That is, to grant them collective bargaining rights.

For the last 21 years, I have worked organizing adjunct faculty in private and public colleges and universities in DC and Maryland. I have seen that collective bargaining can bring improvements that just don't happen without it. Adjuncts from Georgetown University to Montgomery College have improved compensation, gained access to office space and resources, negotiated job stability and support for professional development through unionization. They have done so without bankrupting or shuttering

institutions. In fact, the adjunct faculty at Montgomery College have had collective bargaining for over 10 years with SEIU Local 500, and the full-time faculty and staff have been bargaining collectively there with their unions for decades. Yet, as you can see, tuition at Montgomery College¹ is on par with that of neighboring Howard Community College² and Anne Arundel Community College³:

Fall 2023 tuition per credit	MC	AACC	HCC
In county	\$134.00	\$124.00	\$142.00
In state	\$273.00	\$291.00	\$265.00
Out of state	\$380.00	\$422.00	\$346.00

The adjunct faculty at the University of Maryland are the last group of these marginalized faculty to lack the right to unionize in the state of Maryland. They deserve that right, as the students of UMD deserve to have faculty who are treated well and equitably.

Thank you,

Dr. Anne McLeer
Director of Organizing
SEIU Local 500

¹ https://www.montgomerycollege.edu/_documents/paying-for-college/tuition/2023-2024-tuition-fee-schedule.pdf

² <https://www.howardcc.edu/admissions-aid/pay-for-college/tuition--fees/>

³ <https://www.aacc.edu/costs-and-paying/credit-costs-and-payment/credit-tuition-and-fees/>

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Uploaded by: Anny Gaul

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Anny Gaul, Assistant Professor of Arabic
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Anny Gaul and I am an Assistant Professor at the University of Maryland, College Park, where I have worked since 2020. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

I teach classes in advanced Arabic language as well as in the history, politics, and culture of the Arab world. On top of this I regularly publish new research on the Arab world in scholarly journals and engage in public outreach activities; and as a tenure-track faculty member each year I spend in the job, I carry an additional level of responsibility for running the academic programs that I am a part of and serve on faculty committees responsible for the day-to-day running of those programs as a part of my job responsibilities.

In my nearly three years at the university it has become increasingly clear to me that faculty have little to no power when it comes to making financial and budgetary decisions about the programs we are tasked with running, even as our administrative burdens increase. This connects to a number of challenges that could be addressed through a collective bargaining process, including:

1. Pay equity: As it stands faculty have little to no power to enact policies that address gender and racial equity issues related to pay, whether at the department level or at higher levels of the administration. I have seen this first hand as a member of my department's Salary & Merit Committee; although our faculty have democratically created and voted to approve a merit policy that takes pay equity into account regarding the money we were supposed to allocate at the department level, our ability to actually implement it according to that policy is subject to the permission of administrators rather than our own democratic governance.
2. Administrative burdens that detract from teaching & research: The number of full-time faculty at UMD has not increased in accordance with increased enrollment since 2016. This means that faculty like myself are increasingly burdened with administrative tasks that take time away from our teaching and research. Meanwhile the number of UMD administrators at the management level has increased significantly -- up 42.4% from 2015 to 2019 and an additional 8.4% from 2020 to 2022, even as office and administrative support staff numbers have declined in the same period. In effect this means that less and less money from the state budget is actually making it to classrooms and to new research. Collective bargaining would empower us with mechanisms to counter this trend.
3. Bargaining rights would not only improve my working conditions but strengthen my program as a whole, which relies on the labor of a team of absolutely outstanding language instructors working under precarious conditions with no mechanism for advocating on their own

behalf regarding working conditions, let alone improving those conditions. Improving their job security and working conditions translates into a better education for Maryland students. Our language instructors actively recruit Maryland high school and community college students into our program, creating clear pathways for educational advancement for a diverse population of Maryland students. If we cannot provide them the means to bargain for competitive contracted working conditions, we risk losing these opportunities.

Members of the committee: this state has for decades viewed collective bargaining between state employees and management as the best way to enroot democracy in our workplaces and public education institutions. The right to collective bargaining has been long recognized not only as a fundamental human right, but it has also in this state been seen as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right that benefits everyone by extending equity and democratic practices, which should be the priority of any system of public education. It is a right granted to many other public higher ed institutions in the county, and indeed to many private, prestigious institutions in our own state. Universities where faculty have collective bargaining rights, including many of the country's prestigious public research universities, are places where professors are empowered to bargain a contract that reflects the issues that matter most to them--which should be a given at a public institution in a democratic society. The reasons to exempt 4-year public institutions from this fundamental right no longer make sense. I again therefore call for a favorable report to this Bill.

Sincerely,

Anny Gaul, Assistant Professor of Arabic
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*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

behnam.tahmasbi.pdf

Uploaded by: BEHNAM TAHMASBI

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By BEHNAM TAHMASBI, Reseach Assistant
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Behnam Tahmasbi, and I am a third-year PhD student and research assistant at the University of Maryland, College Park, affiliated with the department of Civil and Environmental Engineering. I have been part of the academic community here for over three years. I urge this committee to issue a favorable report to this Bill. The state of Maryland already recognizes the right of collective bargaining for nearly every state employee, including faculty at community colleges and the non-academic workforce at our four-year institutions. It is only logical and fair that this right be extended to all higher education workers within the state.

In my role, I am involved in a variety of research projects, not all of which are directly related to my thesis. This variety enriches my academic experience but also highlights the diverse responsibilities held by graduate research assistants. My work spans several disciplines, contributing to projects within the National Center for Smart Growth and other departments. This broad scope of work illustrates that graduate students are more than just students; we are employees contributing significantly to our university's research output and academic prestige. Despite the essential nature of our work, we often face challenges such as limited job security, inconsistent workloads, and a lack of formal contracts outlining our responsibilities and rights.

Supporting this bill is critical for improving the working conditions and overall well-being of graduate research assistants and other higher education workers in Maryland. Many of us face difficulties related to inadequate salaries, large class sizes, limited control over our curriculum, and uncertain job stability. By enabling collective bargaining, we can address these concerns more effectively, ensuring fair treatment, equitable opportunities, and a voice in governance for all employees. This change would not only enhance the quality of education but also contribute to the prosperity of Maryland and its residents by fostering a more supportive, stable, and equitable academic environment.

Members of the Committee, for decades, collective bargaining between state employees and management has been recognized as the best way to promote democracy in our workplaces and public institutions. It is a fundamental human right and a proven method to ensure that the conditions governing our workplaces are fair and beneficial for all. This right has been granted to many other public higher education institutions across the nation, and to ignore its value for our state's four-year public higher education institutions is unjustifiable. I strongly advocate for a favorable report to this Bill, to align Maryland with the best practices of employee relations and to uphold the rights and dignity of its higher education workforce.

Sincerely,

BEHNAM TAHMASBI, Reseach Assistant
Civil and Environmental Eng

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7901 Regents Drive, College Park, MD 20740
behnamt@umd.edu

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

benjamin.lanham.pdf

Uploaded by: Benjamin Lanham

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Benjamin Lanham, Discussion TA
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

I am Benjamin Lanham, a Discussion Teacher Assistant (TA) in the Biochemistry and Chemistry Department at the University of Maryland. I have worked for 5 years. I call on this committee to issue a favorable report on this Bill. The state already grants the right of collective bargaining to nearly every other state employee, the faculty at our community colleges, and the non-academic workforce at our four-year institutions. This right should be extended to all higher education workers in Maryland.

As a Discussion TA, I ensure that over 200 students grasp the Chemistry course material better. My duties entail summarizing and sometimes reteaching material covered in lectures, preparing questions, and answering student emails. Each week, I host six 50-minute in-person discussions where I address students' concerns and play an important role in their academic success. I am contracted to work only 20 hours per week, but as one can expect to ensure my students' needs are met, I often exceed these hours. These hours are definitely exceeded once a month when I have to assist with proctored exams and then turn around and grade over 200 exams, and while I receive help from fellow TA, this is an all-day marathon. Furthermore, like many of my fellow Graduate TAs, I often address students' concerns during the weekend. Due to the time commitment and the nature of research, I often work on the weekend to ensure I progress on my PhD research.

I am from West Virginia, and as such, I grew up in a very strong pro-union family. As a result, I was already sympathetic to collective bargaining and workplace democracy. I also acknowledge that I have been pretty lucky to have professors who try their best to ease the workload that TAs have, but this is not the case for all TAs in my department and the university as a whole. My biggest concern is the lack of communication and input that my department takes from graduate students. As you know, a new wing of the Chemistry department is opening this spring. Many of my fellow researchers do not know the details of the building or the move, nor were we allowed to voice opinions or concerns. This problem existed even when I started, as many department members had a misinformed perception of how much we pay for rent and food, which caused animosity among students and professors. We are told that graduate workers are vital to the department and university because of our dedication and research work, but we cannot voice our perspectives. I believe that collective bargaining would give us that chance.

Another worrying trend I have noticed is that more undergraduate students are becoming TAs now while only doing one lab session, assisting about 20-30 students. The university takes advantage of undergraduates by having them teach this lab for credit. Therefore, I suspect they do this to try to diminish the role of graduate students in campus education. This short-sightedness to save money in the long term will lower the standing of all UMD students to succeed and is disrespectful to our contributions to make the university the best it can be. I trust that collective bargaining will address this problem by limiting when undergraduate students can teach undergraduate students.

Members of the Committee, this state has for decades viewed collective bargaining between state employees and management as the best way to promote democracy in our workplaces and public institutions. The right to collective bargaining has long been recognized as a fundamental human right and the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher education institutions in the nation and, indeed, to many private, prestigious institutions in our state. The reasons to exempt four-year public higher education institutions from this path make no sense. Therefore, I call for a favorable report on this Bill.

Sincerely,

Benjamin Lanham, Discussion TA
University of Maryland, College Park
7901 Regents Drive, College Park, MD 20740
lakebluemoon@gmail.com

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

beth.guay.pdf

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Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee**

By Beth Guay

SB0823

State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants

March 7, 2024

FAVORABLE

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Beth Guay and I am a Continuing Resources Librarian at the University of Maryland where I have worked for 28 years. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

Library faculty members select, acquire, preserve, and describe library collections. We provide access to these collections via archival finding aids, digital repositories, library catalogs, and research consultations. We provide research instruction to undergraduate and graduate students. We partner with research and teaching faculty on grants and applied research. Library faculty members initiate and support open access publishing and open textbooks programs to address the high costs of scholarship. We are respected authors of scholarly works in our fields and disciplines. My work serves to collocate related scholarly resources in library catalogs in support of research discovery. I provide access to and discovery of scholarly works, many authored and edited by USM faculty and published or issued by their institutions. For these works and many others, I create and enhance catalog and authority records as a member of the national Program for Cooperative Cataloging. I contribute these records to the Library of Congress' Name Authorities and Serials databases. These records are distributed by the Library of Congress Cataloging Distribution Service and made available to approximately 16,000 member libraries that rely on WorldCat catalog records.

Retention of library faculty is an ongoing problem. Low salaries and excessive workloads are apparent contributors to the Libraries' retention problem. Librarians' salaries are not competitive with other academic and federal government librarian salaries in the DMV. When librarians leave, their responsibilities are often assigned to those who remain, increasing workloads. In 2018, 9 library faculty members were promoted to ranks with permanent status (equivalent to tenure). Between 2019 and 2022, five of these nine left for positions at other academic institutions or the Library of Congress (4 for positions in the DMV). Three of the 5 were parents of young children. Permanent status track faculty are leaving as well, not due to an inability to meet the requirements for promotion. Of one hired in 2018 who left in 2022, their supervisor's praise of their performance included remarks of appreciation for the additional responsibilities they had taken on in 2022. The State of Maryland's investments in library faculty ultimately reward institutions outside of the University and of Maryland. I believe that enacting HB0493 will lead to fairer salaries and workloads that will help the Libraries retain outstanding librarians who apply their professional, scholarly and disciplinary knowledge in support of the educational mission of the University.

Members of the Committee, this state has for decades viewed collective bargaining between state employees and management as the best way to promote democracy in our workplaces and public institutions. The right to collective bargaining has long been recognized as not only

a fundamental human right, but also as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the nation, and indeed to many private, prestigious institutions in our own state. The reasons to exempt four-year public higher ed institutions from this path make no sense. I again therefore call for a favorable report to this Bill.

Sincerely,

Beth Guay
University of Maryland, College Park
7901 Regents Drive, College Park, MD 20740
bethfamilyguay@gmail.com

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

brian.omalley.pdf

Uploaded by: Brian O'Malley

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Brian O'Malley, Graduate Research Assistant
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Brian O'Malley, I am a graduate research assistant (GRA) at the University of Maryland College Park. It is an excellent institution which I am privileged to be a part of and one that I believe is making legitimate contributions to our society everyday. It is also a very progressive institution and continues to push for greater inclusion and affirmation of students and staff from all walks of life. This should be something to take pride in, but doing so is difficult when administrators continue to ignore the needs and demands of their employees. This is easy to do when many of the its employees come from out of the country, have limited employment opportunities due to their visa status, and cannot afford to negotiate with their superiors. This power imbalance directly contradicts the University's values of being respectful, inclusive, accountable, and open to growth. It's particularly ironic that "united" is listed first among our values when the right to "unite" is denied.

I am sympathetic to many of the administrations concerns, compensation in particular is a difficult issue to address as there are a large number of GRAs and increasing our wages would cost the \$60 million (according to testimony made on behalf of the university in Senate Bill 118 01/27/2022). If additional funds were not generated, the administrators stated that this would cut the number of GRAs by 40%. Coincidentally, the university spent the same amount of money on only 100 employees in 2021 (\$56 million according to open payrolls) but has made no threats to their employment. I have no issue with high value individuals being well compensated for their service to the university, but it is frustrating when these same individuals testify against efforts improve the standard of living for their colleagues while making (on average) 27 times their salary.

I want to thank the committee for taking the time to review this Bill and hope that it finds itself in support of what is a very important piece legislation. It is a represents a critical step towards a better future for the states flagship university and all those who serve it.

Sincerely,

Brian O'Malley, Graduate Research Assistant
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brianomalley99@gmail.com

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

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Uploaded by: Caleb Ruck

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee**

By Caleb Ruck

SB0823

State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants

March 7, 2024

FAVORABLE

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Caleb Ruck, and I am a graduate student with a full-time graduate assistantship at the University of Maryland, Baltimore County, where I have worked for 6 years (since the start of my undergraduate degree). I call on this committee to issue a favorable report to this bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

The terms of my assistantship involve fully teaching (not assisting, but rather, fully conducting/executing the course) two sections of Spanish and providing office hours to my students while also completing my own coursework and volunteer & professional development obligations. In addition, I work a second job, as one job alone does not pay my expenses.

This semester, I am teaching 50 undergraduate students Elementary Spanish, as my graduate program is connected to the Modern Languages & Linguistics department at my university. That being said, while I enjoy teaching, Spanish isn't the subject I'd like to teach, and isn't particularly connected to my thesis. As such, I spend hours researching (both the language, cultural components and teaching practices), lecturing and advising students in addition to conducting my own research and working a second job. I also pick up side work, as currently I'm barely breaking even financially. My contract states that I am to work approximately 20 hours per week on the behalf of my assistantship, but the reality is that teaching a college course isn't so easily compartmentalized into certain blocks of time. I have an immense amount of passion for teaching and researching, but I fear that this seemingly endless cycle of work and desperation will lead me to burn out.

Members of the committee: I really, truly like my job. I aspire to work in academia permanently, and to help amplify the voices of marginalized students (and their communities). With that in mind, achieving such a goal would be far more effective if I didn't have to worry about having enough money to pay rent, being receptive towards my students' emotional, physical and environmental needs and contending with the increasing oversaturation of academia and exploitation of its benefactors. Collective bargaining lessens this load and protects employees from being used up and thrown away by dispassionate institutions. It is a fundamental right that can and certainly will lead to the betterment of our communities, especially in a sphere that is so vital to the development of our society. I therefore call for a favorable report to this bill.

Sincerely,

Caleb Ruck
University of Maryland, Baltimore County
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calebruc@umbc.edu

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

calvin.osinga.pdf

Uploaded by: Calvin Osinga

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Calvin Osinga, Graduate Student
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Calvin Osinga and I am a graduate student at the University of Maryland, College Park, where I have worked for 4 years. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

My work while at UMD entails mostly research, service, mentorship, and teaching. My thesis is on one of astronomy's long-term goals, building a map of the Universe in order to understand the nature of dark matter and dark energy. In my research group, I also serve as the primary advisor to two undergraduates who are working on related projects. Furthermore, I complete service work for the astronomy department, like representing the astronomy graduate students' voice to the department chair and running various events. Beyond that, I also often teach introductory astronomy classes which require 15 hrs/week of work. In total, I would say that I work an average of 60-65 hours per week.

While I enjoy many aspects my work, I have no formal contract that specifies what the department can or cannot ask of me. As a result, I am often solicited for work that doesn't seem to fit into the typical vision of a graduate student, such as administrative and service work. While I am more than happy to contribute to the functioning of my department, the proportion of my workload that has been dedicated to these types of tasks has been increasing. This is very concerning, considering that I have no leverage to deny any requests that the department makes of me at the moment. The professorial faculty provide critical and necessary catalysts for my career in astronomy research (e.g. letters of recommendation, opportunities to present my research, publications) and possess all of the advantages, so disputing any of these requests feels hopeless. The ability to negotiate a formal contract evens the playing field and empowers me to focus on what I arrived at UMD to do: become a better scientist.

Members of the Committee, this state has for decades viewed collective bargaining between state employees and management as the best way to promote democracy in our workplaces and public institutions. The right to collective bargaining has long been recognized as not only a fundamental human right, but also as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the nation, and indeed to many private, prestigious institutions in our own state. The reasons to exempt four-year public higher ed institutions from this path make no sense. I again therefore call for a favorable report to this Bill.

Sincerely,

Calvin Osinga, Graduate Student

Astronomy Department
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calvinosinga@gmail.com

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

chiara.graf.pdf

Uploaded by: Chiara Graf

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Chiara Graf, Assistant Professor
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Chiara Graf and I am an Assistant Professor of Classics at the University of Maryland College Park, where I have worked for 2 years. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

I teach four courses per year at UMD, some of which have almost 200 students enrolled. I love every minute of teaching, and I believe it is incredibly valuable work. I am especially proud when I am able to expose students for the first time to texts that I love--literature that is beautiful, moving, compassionate, and exciting. I know I am making a difference when a science major tells me that taking my class has shown them how interesting the humanities can be. But I am worried about the ways in which the humanities are being undervalued and defunded. I want a union because I think it's my best shot at fighting for a field that matters so much to me.

Sincerely,

Chiara Graf, Assistant Professor
Classics
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cgraf@umd.edu

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

3.6.2024 Senate Bill 823 Testimony_FAV.pdf

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Position: FAV

FAVORABLE
Senate Bill 823
State Personnel – Collective Bargaining – Faculty, Part-Time Faculty, Post
Doctoral Associates, and Graduate Assistants

Senate Finance Committee
March 7, 2024

Christian Gobel
Government Relations

The Maryland State Education Association supports Senate Bill 823. Senate Bill 823 would grant collective bargaining rights to faculty, part-time faculty, and graduate assistants at an institution within the University System of Maryland, Morgan State University, or St. Mary's College of Maryland. We strongly support the expansion of collective bargaining rights to these workers, and this legislation is long overdue.

MSEA represents 75,000 educators and school employees who work in Maryland's public schools, teaching and preparing our almost 900,000 students so they can pursue their dreams. MSEA also represents 39 local affiliates in every county across the state of Maryland, and our parent affiliate is the 3-million-member National Education Association (NEA).

For far too long, many workers in Maryland's public sector have been unable to enjoy the freedom to collectively bargain through their unions. Maryland's development of public sector collective bargaining for workers has been piecemeal, incremental, and insufficient to meet the needs of working families, especially when compared to other states public sector collective bargaining systems.¹ Senate Bill 823 makes meaningful

¹ Maryland State Labor Boards, *Public Schools, Higher Education, State Employees*, slides 7-8 (2014) (noting the development of public sector collective bargaining for certain state employees and higher education employees developed from 1996 – 2012), retrieved from: <https://laborboards.maryland.gov/wp-content/uploads/sites/9/2014/05/Powerpoint-for-Shanghai-Delegation-Feb-2013.pdf>; See also, Jimmy Tarlau, *Many Workers in Md. Don't Have the Right to Form a Union. That Needs to Change*, Maryland Matters (May 20, 2021),

progress to correct this historical error, by extending collective bargaining rights to faculty, part-time faculty, and graduate assistants.

Collective bargaining for public sector faculty and graduate assistants is neither unique, nor is it novel. Rather, there is a long practice of collective bargaining in institutions of higher education across the country that demonstrates the success and flexibility of collective bargaining.² Pennsylvania and New Jersey are two neighboring states that have long granted collective bargaining rights to higher education workers. Collective bargaining agreements between higher education workers and university systems in these states demonstrates the sophistication and flexibility of the parties' ability to address a myriad of issues in the higher education setting.³

Numerous states across the country grant higher education workers the right to collectively bargain, regardless of the partisan lean of the state. For example, the state of Nebraska enacted a broad public sector collective bargaining legal system approximately fifty years ago, which included faculty in higher education.⁴ Collective bargaining relationships in Nebraska persist to this day between institutions of higher education and labor unions representing faculty and other higher education workers.⁵

<https://www.marylandmatters.org/2021/05/20/jimmy-tarlau-many-workers-in-md-dont-have-the-right-to-form-a-union-that-needs-to-change/>.

² See *generally*, The National Center for the Study of Collective Bargaining in Higher Education, *Directory of Bargaining Agents and Contracts in Higher Education* (Apr. 1, 1977) (compiling collective bargaining agreements across the United States between institutions of higher education and faculty dating back to the 1960s and 1970s.), <https://www.hunter.cuny.edu/ncscbhep/assets/files/directory-april-1977.pdf>.

³ See, Agreement Between Association of Pennsylvania State College and University Faculties and The Pennsylvania State System of Higher Education (July 1, 2019 to June 30, 2023), https://www.passhe.edu/inside/HR/LR/Documents/APSCUF_July2019-June2023.pdf; Draft Agreement Between State of New Jersey and Council of New Jersey State College Locals, AFT, AFL-CIO, State Colleges/Universities Unit (July 1, 2019 – June 30, 2023), <http://www.cnjscl.org/AFT%20FT%202019-2023%20FT-PT%20-%20Pending%20Reindexing%20-%20Not%20for%20Final%20Publication.pdf>.

⁴ See, *American Association of University Professors, University of Nebraska Chapter, University of Nebraska v. Board of Regents of the University of Nebraska, et al.*, 198 Neb. 243 (1977) (defining bargaining units of faculty across the Nebraska higher education system).

⁵ See, Collective Bargaining Agreement between The Board of Regents of the University of Nebraska and the University of Nebraska at Omaha Chapter American Association of



Similarly, Florida enacted a broad public sector collective bargaining regime decades ago that encompasses both faculty and graduate assistants in public sector universities and colleges.⁶ Again, these collective bargaining relationships have persisted for decades and continue to the present.⁷ Ample evidence exists across the country dating back decades that collective bargaining is a successful practice and procedure between faculty, part-time faculty, and graduate assistants and institutions of higher education.

Every worker, whether they are in the private sector or the public sector, deserves a seat at the table with their employer to discuss their working conditions. The dignity of labor requires that all workers be able to enjoy the fundamental right to collectively bargain with their fellow workers. There is no rational basis to continue to deny or delay collective bargaining rights for workers, including faculty, part-time faculty, and graduate assistants.

MSEA whole-heartedly endorses this legislation and applauds the sponsors for bringing forth this critical piece of legislation. We continue to urge lawmakers to enact policies that lift up the voices of workers and recognize the dignity of labor.

We urge the committee to issue a Favorable Report on Senate Bill 823.

University Professors (July 1, 2021 – June 30, 2023), https://www.unomaha.edu/academic-affairs/_files/documents/compliance/collective-bargaining-agreement.pdf.

⁶ See *United Faculty of Florida, Local 1847 v. Board of Regents, State University System*, 417 So. 2d 1055 (Fla. Dist. Ct. App. 1982) (holding graduate assistants are public employees with the right to collectively bargain under Florida's public employee relations act and state constitution).

⁷ See Collective Bargaining Agreement between the University of Florida Board of Trustees and the United Faculty of Florida (2021 – 2024), <https://uff-uf.org/wp-content/uploads/2021/07/2021-2024-UFF-UF-Collective-Bargaining-Agreement.pdf>.

christina.hanhardt.pdf

Uploaded by: Christina Hanhardt

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee**

By Christina Hanhardt

SB0823

State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants

March 7, 2024

FAVORABLE

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

Greetings. My name is Christina Hanhardt and I am an Associate Professor in the Department of American Studies at the University of Maryland, College Park where I have worked for over 16 years. I am providing this testimony in support of HB 293. The state already grants this right towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our 4-year institutions. This right should be extended to the rest of higher education in Maryland.

As a tenured faculty member, I balance work expectations in three areas: research, teaching, and service. Although many assume this order reflects the balance of time spent on each, it is most certainly the reverse: service obligations to our departments, affiliated units, college, and university plus teaching classes and advising undergraduate, graduate, and postgraduate students take up most of my worktime, both during the academic year and extending into unpaid summer months; I often sustain my research agenda in the gaps. This type of workload only increases with one's years at the university, shaped by experience and seniority, of course, but also by factors that foster inequality, including that service assignments are most often determined by the individual discretion of chairs and administrators. One outcome of this current system is a gender-based wage gap: women carry a much higher service load but rank promotion is determined by research productivity and not service record. This would be best remedied if service labor was equitably distributed in a way that a union contract might ensure.

Strategies of individual discretion rather than collective bargaining promote inequality across campus, be it in salary and other benefits granted at hire and/or retention; the distribution of teaching, advising, and service; or staff support offered to departments, programs, and other units. While these specific issues affect tenure stream faculty like me, they also exacerbate the unequal treatment of contingent and professional track faculty and contribute to widespread fear and demoralization. Professional track faculty across campus have significantly higher teaching loads, lower pay, often carry considerable service and advising obligations, but are not eligible to receive many of the merit increases, soft funds, and other types of support that tenure track faculty do; moreover, the pay and work structure for professional track faculty also greatly varies between colleges, departments, and individuals; the lack of standardized work expectations combined with no job security makes contingent faculty scared to speak up when they face exploitation. In the past, I have spoken with a professional track faculty member who indicated that they were too anxious to write in support of bills such as this, concerned that it might affect their future work opportunities. This of course suggests the need for more tenure stream positions, but it also points to the necessity of strong union-backed contracts.

It is for this same reason that graduate student workers also need the protection of collective bargaining. At the University of Maryland, graduate workers do tremendous labor, that, as is the case for faculty, is both related and unrelated to their research. They too not only experience great discrepancies in workload and pay between units and individual

students, but they also have no reliable recourse when individual faculty demand more work than graduate student works are being paid for; when they are onboarded late and are neither paid nor receive health insurance until months into their employment; when they receive work assignments with no time to prepare; or have a change in their original terms of work offer. Existing avenues of complaint are not adequate; I know of too many examples in which "meet and confer" or consulting with the ombudsperson has not only failed to remedy their issues but exacerbated them. The opportunity to organize and bargain collectively is the key to a fair and just workplace.

Extending the right to collective bargaining to all public higher education workers promises to be a win for the state of Maryland and for higher education in general. This is already an established right in other states that are home to the country's top-ranking public research universities, such as California, Michigan, Illinois, Washington, and New Jersey. These universities include existing and aspirational peer institutions for the University of Maryland, as well as fellow members of the Big Ten. They also join many other states, such as Massachusetts, Connecticut, New York, Iowa, Oregon, and our neighboring state of Delaware in recognizing this important right. At these universities, it has been shown that a recognized work force benefits not only workers but also the educational experience of its students and the status of its research record. I served for five years as Director of Graduate Studies in my department, and we lost many of our top graduate student recruits (as well as faculty we tried to recruit) to the University of California, University of Michigan, and Rutgers University, in large part due to the kind of support these schools offer to an organized work force.

If the University of Maryland wants to maintain and improve its status among the ranks of the best universities in this country, it is imperative that it, too, recognize all its workers. And let it be clear that there is no contradiction that graduate students are both students and workers, in this case at the same institution; the contradiction is only that the latter status is denied, eroding the integrity of the university itself. Moreover, our ongoing public health crisis has made it even more visible how important it is that all workers have the right to be active participants in shaping the conditions of their labor. Finally, it is important to emphasize that granting all public sector workers the right to collective bargaining is a racial justice issue - this is the case across the country, but especially so given the University of Maryland's location in Prince George's County and the D.C. Metro region.

It is crucial that states like Maryland stand up and reiterate their long-standing support for all the people who live and work there, and to provide a strong, forward-thinking model that will continue to demonstrate Maryland's status as a leader. If there has ever been a time to do what is right, this is it: we are in a key moment for meaningful political change. Passing House Bill 293 is but one crucial step to help protect workers' rights and invest in the lives of all who live, work, and learn in the state of Maryland. Thank you.

Sincerely,

Christina Hanhardt
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chanhardt@gmail.com

This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP). Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.

SB823_FAV_AFSCME.pdf

Uploaded by: Cindy Smalls

Position: FAV



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Patrick Moran – President

SB 823 State Personnel -Collective Bargaining Faculty, Post Doctoral Associates, and Graduate Assistants Finance Committee

March 7, 2024

AFSCME Council 3 supports SB 823. The bill provides collective bargaining rights to certain faculty, part-time faculty, post-doctoral associates, and graduate assistants at certain state institutions of higher education. It also establishes separate collective bargaining units for the faculty, part-time faculty, post-doctoral associates, and graduate assistants. Lastly, it alters the application of certain collective bargaining laws to supervisory, managerial, and confidential employees of a state institution of higher education. We believe that granting this right is not only fair but also beneficial to both the employees and the institutions.

AFSCME Council 3 believes that all workers, regardless of where they work, should be extended the right to collectively bargain. Unions play a crucial role in safeguarding the rights and welfare of workers. By allowing workers to collectively come together, workers gain collective bargaining power that allows them to negotiate better working conditions, wages, benefits, and job security. This ensures that their voices are heard and respected, leading to a more harmonious and productive work environment.

One of the key advantages of workers having a voice in their workplace is the establishment of fair and equitable employment policies. Unions help prevent discrimination, harassment, and unfair treatment by advocating for equal opportunities and fair treatment for all workers, regardless of their race, gender, age, or any other characteristic. This fosters a diverse and inclusive workplace that benefits both employees and the organization's reputation.

In conclusion, granting workers the right to decide if they want to form a union is a decision that should be embraced by our organizations. It fosters a fair and inclusive work environment, promotes open communication and conflict resolution, ensures the well-being of workers, and contributes to the overall success of the workplace fundamental rights.

Thank you for your time and consideration and we ask for a favorable report on SB823.



clara.irazabal.pdf

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Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee**

**By Clara Irazabal, Director, Urban Studies and Planning Program
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Clara Irazabal, and I am the Urban Studies and Planning Program Director at the University of Maryland, College Park, where I have worked for three years. I call on this committee to issue a favorable report on this Bill. The state already grants the right of collective bargaining to nearly every other state employee, the faculty at our community colleges, and the non-academic workforce at our four-year institutions. This right should be extended to all higher education workers in Maryland.

Enacting this bill into law will go a long way to resolve those issues, directly providing the platform to effectively improve working conditions (salary, workload, job stability), racial and gender equity issues, governance, and negative effects on student education, ultimately benefiting the prosperity of Maryland and all Marylanders. collective bargaining can also help reverse attacks on higher education by allowing faculty and students an independent collective voice.

Members of the Committee, let us honor our state history. This state has for decades viewed collective bargaining between state employees and management as the best way to promote democracy in our workplaces and public institutions. The right to collective bargaining has long been recognized as not only a fundamental human right but also as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher education institutions in the nation and, indeed, to many private, prestigious institutions in our state. The reasons to exempt four-year public higher education institutions from this path make no sense. I again, therefore, urge for a favorable report to this Bill.

Sincerely,

Clara Irazabal, Director, Urban Studies and Planning Program
School of Architecture, Planning and Preservation
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irazabal@umd.edu

This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).

Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.

clare.a.lyons.pdf

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Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Clare A Lyons, Associate Professor of History
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Clare Lyons and I am a professor of history, at the University of Maryland, College Park, where I have worked for 26 years.

I call on this committee to issue a favorable report on this Bill, codifying collective bargaining rights to University faculty. The state already grants this right to nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our 4 year institutions. It is clear that this right should be extended to the rest of higher education in Maryland.

As Professor at the University of Maryland I do the work of a teacher for the State.

Each year I teach 150 undergraduate students in my entry-level courses, teaching critical thinking and analytical writing, as we probe the past and consider its impact on the world we now live in. These courses serve the general education curriculum, with students enrolling across the breadth of majors, from STEM to humanities, the arts and sciences. As students focus their studies on a major, I teach more specialized courses in history, and in gender/women/and sexualities studies. I also instruct graduate students, training the next generation of faculty in the discipline of history, typically working with about 20-25 M.A. and Ph.D. students each year. Like many faculty, I also conduct research, publish books and articles, and provide administrative service in my department and on University committees. My teaching of undergraduates and grad students extends to career support which often leads them to professional training in law, public policy, and government, into academics, and into non-profit work for the public interest.

This teaching work is the very heart of the University. Its core mission is in the hands of teachers like myself, because I have demonstrated the skill and expertise to be entrusted with such work. Surely, teachers like myself are due the basic rights to fair employment, safeguarded by the right to engage in collective bargaining, should we collectively determine to do so.

The right to collective bargaining is a fundamental tenet of a democratic society, and has been responsible for establishing thresholds for safe, fair working conditions since the right was recognized in the early twentieth century. This bill would remove the exemption in Maryland state law, that excludes me, and all teachers at 4-year public institutions, from exercising that right.

There are dozens of reasons for this committee to issue a favorable report, and move this bill to the next stage of consideration. First, is the democratic right for workers to collectively bargain, I have just presented.

I am also concerned about a deterioration of the working conditions, job security, and wages we teachers at Maryland face; and the simultaneous emphasis on non-teaching and

administrative spending that promises to make teachers' working conditions worse if they are allowed to continue. Collective bargaining, and even the possibility of such collective action, would bring teachers into the discussions that set these priorities.

Here are just a few troubling trends:

I. Teaching faculty at UMD has shifted from tenure-track Professors, to lower paid, lower status, ranks for teachers, who do the majority of the teaching.

There are currently 1,339 tenured and tenure-track faculty at UMD - These teachers have job security (after 6 years' probation that it takes to earn tenure), that is intended to protect freedom of speech and open discourse and inquiry in research, fundamental to the University's mission. We enjoy the best working conditions, although at lower salaries and poorer benefits than that of our peer institutions at public University nationally.

We have 3,392 "professional track" faculty (PTK) - These teachers were not offered tenure track jobs after earning the Ph.D., earn low wages, and have limited job security, working on short multi-year contracts, ranging from 1 to 5 years. These are the teachers who do the huge majority of the teaching, because the University has made a policy decision to privilege hiring teachers into these ranks, rather than the traditional tenure track.

My PTK colleagues have a teaching work load that is double that of my own, and are thus often unable to conduct research and publish. They are poorly paid. They have no long-term job security. Without tenure they are vulnerable to all the hardships tenure is meant to mediate against.

We also employ part-time faculty, currently approximately 900 at UMD, who work under truly deplorable conditions. These teachers also have earned Ph.D.'s in their field, and have to perform at a high standard as teachers. They are hired semester to semester, like seasonal farm workers, with no job security, paid by the course, typically \$5,000. If they can secure the equivalent teaching load as those at PTK ranks (so 4 courses each semester), they earn \$40,000. Most are cobbling together fewer courses, often working for several different schools in the UM system. And they too are doing the important work of teaching our University students.

This means that 76% of faculty position at UMD are held by non-tenure track faculty, with employment conditions well below those that I, as a tenured faculty member, enjoy. This is not a tenable path forward. We have already seen a trend of the "best and the brightest" making the decision not to go into higher education because it is becoming a non-professional career, poorly paid, without the opportunity to do the important original research that moves our society forward.

Over the twenty-six years I have taught at the University of Maryland, this shift from traditional tenure-track faculty to various levels of temporary, non-tenured faculty has escalated to the point where it is a crisis for the future of higher education. Removing the impediment to collective bargaining by moving this bill forward would give teachers, as state workers, a way to counter this troubling trend.

II. Spending priorities made by the University administrators have favored non-teaching arenas, particularly management.

Since 2015 expenditures on management have increased 50%, significantly increasing salaries, while also adding to the numbers of positions dedicated to administration and not teaching.

In that same period the number of students we serve have increased (by 16% since 2014) and

the number of full-time faculty risen by just 3%. More and more of those faculty positions have been filled with lower paid, PTK and part-time teachers, as explained above.

Teaching now accounts for 28.7% of UMD's budget, with another 24.5 % of the budget supporting research.

Faculty currently have no seat at the table in setting priorities or even presenting our experience. This bill would allow us to make use of collective bargaining to change this.

III. UMD faculty salaries are negotiated within the academic unit at the time of employment, and increases (when possible) likewise leveraged by the individual. There are no step increases for faculty who are adjudged to achieved merit in performance reviews, unlike many universities that have such policies. Unsurprisingly, this leads to special treatment and inequities.

In the absence of clear and consistent administration of employment conditions such as salary and workload, discrimination, bias, and preferential treatment takes place. I have experienced this and witnessed it among my colleagues.

I recently served on the internal review committee for my department to evaluate the current status on diversity, equity and inclusion. In that capacity I and another faculty member wrote a survey, for all members of our teaching faculty, to contribute information on their experiences, relating to DEI, anonymously. The majority recorded that they had experienced what they understood to be discrimination or bias in interaction with colleagues and administrators. The specifics ranged from inappropriate comments to inequities in workload and compensation. Sensitivity training and DEI education can redress the insensitive/bias comments; but the issues concerning workload and compensation are the result of having no clearly articulated, uniform, predictable, and enforceable standards.

Here too, the possibility of collective bargaining could encourage equitable treatment.

The state of Maryland has a long history of support for fair, equitable, employment and standing with workers to ensure our voices are part of the conversation as we face difficult issues. The right to collectively bargain is essential for those traditions to continue. I ask that you stand with the University teachers and support this Bill.

Sincerely,

Clare A Lyons, Associate Professor of History
History
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*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

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Uploaded by: Clarisa Zarate de Leon

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee**

By Clarisa Zarate de Leon

SB0823

State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants

March 7, 2024

FAVORABLE

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Clarisa and I am a graduate coordinator for education and outreach in the office of student conduct. I am also on the restorative justice committee to start implementing non-punitive forms of justice. I have worked at UMD for 2 years. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

I do much administrative work for the University as well as outreach to students across campus. This looks like giving presentation on academic integrity, student conduct and hazing, as well as coordinating large-scale events to spread the values of ethics, character, and integrity. None of this work is NOT related to my thesis nor my research.

Collective bargaining could help my quality of life immensely. For example, this past year, at University-owned graduate housing, my rent increased 4% while my pay only increased 2%. While that doesn't seem as much, that's not accounting for the inflation of groceries, graduate fees that the school requires (which can range up to \$900, a good \$100-200 short of my full paycheck).

Members of the Committee, This state has for decades viewed collective bargaining between state employees and management as the best way to promote democracy in our workplaces and public institutions. The right to collective bargaining has long been recognized as not only a fundamental human right, but also as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the nation, and indeed to many private, prestigious institutions in our own state. The reasons to exempt four-year public higher ed institutions from this path make no sense. I again therefore call for a favorable report to this Bill.

Sincerely,

Clarisa Zarate de Leon
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*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

conor.j.donnan.pdf

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Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Conor J. Donnan, Visiting Lecturer
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Conor Donnan, and I am a lecturer at UMBC, where I have worked for two years. I call on this committee to issue a favorable report on this Bill. The state already grants the right of collective bargaining to nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

As a professor of American Studies at UMBC, I teach classes on nonviolent social movements, indigenous heritage, and the history of American culture and society. Around 200 to 250 students enroll in my classes each year. My workload involves lecturing multiple times weekly, meeting with students for office hours, advising student organizations, and grading papers and exams. I work with my students on their intellectual and personal journeys because UMBC is devoted to producing well-rounded, compassionate young minds. Over the past few months, I have invested in helping my students engage in productive political dialogue surrounding global issues.

I support this bill because our faculty members are working tirelessly to produce the next generation of leaders in Maryland while balancing their research agenda. UMBC is an R1 university, but our faculty teach a higher workload than comparable schools nationwide. They teach more classes on average, and they have to produce the highest standard of research. Moreover, as a visiting lecturer, I am not entitled to the funding opportunities that my colleagues receive because university policy does not treat visiting faculty as long-term commitments. I front the costs of research and conference presentations, but the university benefits from the success of my work as a teacher and a scholar. These expectations are way above the industry standards for academics, but our faculty has been denied a collective voice to bargain for better conditions.

Members of the Committee, this state has for decades viewed collective bargaining between state employees and management as the best way to promote democracy in our workplaces and public institutions. The right to collective bargaining has long been recognized as not only a fundamental human right, but also as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the nation, and indeed to many private, prestigious institutions in our own state. Over the last few years, we witnessed attacks across the nation on higher education funding and the rights of academics, particularly scholars from marginalized communities, but Maryland has an opportunity to build a positive future for higher education. As the wealthiest state in the country, we should demonstrate our commitment to higher education by allowing four-year public higher ed institutions the right to collectively bargain. I again therefore call for a favorable report to this Bill.

Sincerely,

Conor J. Donnan, Visiting Lecturer

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*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
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Uploaded by: Daniel Greene

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Daniel Greene, Assistant Professor
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

I am Dr. Daniel Greene and I am an Assistant Professor of Information Studies at the University of Maryland in College Park, where I have worked for 5 years as faculty, and, a decade ago, another six years as a graduate student. I call on this committee to issue a favorable report to this Bill. The state already grants the right to collectively bargain to nearly every other state employee, as well as our brothers and sisters at our community colleges and the staff in our 4 year institutions. It is clear that this right should be extended to the rest of higher education in Maryland.

I study how technology changes the workplace, and I train the undergraduates and graduate students who go on to fill urgent gaps in our state and national workforce as data scientists and software developers. As a graduate student in 2010-2016, the two classes I taught every semester had nothing to do with my research on labor and technology--I taught classes on everything from pop culture to the history of race and racism--and were never supervised by my advisor. They were simply how I made rent; along with plenty of other odd jobs, from administering SATs to refereeing basketball games. I was lucky to have those--my colleagues here on a student visa are forbidden from working off campus. The dissertation, the thing I was supposedly there to do, was completed on nights and weekends. Of my graduate cohort, I am one of the lucky few to secure a tenure track faculty position--let alone one near my daughter's grandparents! Most of my peers are contingent faculty, teaching four or five classes a semester on semester-to-semester contracts, without an office for office hours.

After receiving my PhD, I worked at Microsoft. The job was terrific and the money was great (more than I'll make for some time as faculty), but I felt a pull home to serve the great state of Maryland. Especially when some of my old students wrote to me in distress after the murder of Richard Collins III on campus. They felt the university wasn't working for everyone. And despite my new job, I have to agree. Our bosses talk about shared governance but there is no shared governance over university budgets. Instruction units control their expenses but have no control over the largest sources of revenue: undergrad tuition and state funding. The provost has frozen our college's undergraduate revenue, and as a result, my undergraduate classes rarely have less than 75 students. I cannot train the workforce of the future when I can't even learn their names. Our working conditions are their learning conditions. My peer faculty who are women and people of color do not feel safe speaking up about workplace harassment because, instead of a collective bargaining process where we face management as independent equals, we have various HR systems through which the university can protect itself, rather than its workers. Plus an ombudsperson with no arbitration power, simply a license to contact offender and offeree and talk things out. And frankly, a non-union workplace is not a competitive one. When Maryland acts like conservative, right-to-work state, it prevents me from recruiting the best graduate students, who seek out the security of U Michigan or Berkeley's union contracts, or the best faculty, who worry we won't have any way to fight back when a Republican takes the governor's mansion again and starts banning books like Florida. We need to match the standard set by our peers in New Jersey, California, Illinois, Michigan--where faculty and graduate student unions have long been a part of their

vibrant public universities. Governor Moore has said he will sign this bill. He demands we leave no one behind in Maryland. But year after year, Annapolis has chosen to leave behind 27,000 members of the state's academic workforce and the 100,000 students we teach every year.

I urge the members of this committee to issue a favorable report to this Bill. The right to collective bargaining would put us on equal footing with other state workers, ensuring that we can negotiate with the administration for the resources we need to do our jobs, create safer workplaces, and recruit top students and faculty to our great state. Maryland has long recognized that collective bargaining is a fundamental human right, one that ensures the public sector works not only for its workers but the public at large. We must live up to our labor values within our greatest resource: The universities training Maryland's future workforce.

Sincerely,

Daniel Greene, Assistant Professor
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This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).

Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.

david.kaloustian.pdf

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Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By David Kaloustian, Professor
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is David Kaloustian and I am a tenured Full Professor at Bowie State University (BSU), where I have been employed continuously since

1999.

I write today in support of HB 0275 and SB 0247 that would allow collective bargaining for faculty within the University System of Maryland and some other institutions of higher

education in the state of Maryland. I have served as Chair of the Department of Language, Literature, & Cultural Studies and have held numerous service positions at BSU, including on the Executive Committee of the Faculty Senate. I am a member of the American Association of University Professors (AAUP), as well as a member of the BSU Chapter of the AAUP. I am advocating for the legal right of faculty of the University System of Maryland to bargain collectively if we choose to do so because I am convinced that this would serve not only faculty, but the general welfare. In the following testimony, I assert that collective bargaining is not simply about fair compensation and working conditions--though these things are of great importance--it is also about creating a system of higher education that actually values knowledge and the free exchange of ideas and thereby promotes the very democratic principles that higher education, as a public good, is supposed to cultivate and safeguard. This important mission cannot be accomplished in any institution, and particularly in those that call themselves institutions of higher education, unless shared governance is taken seriously and not simply given lip service in the often hypocritical "meet and confer" model. The legitimacy of an institution of higher education does not reside in a few administrators making top-down decisions about matters in which their understanding can only be but partial; it resides in a collective determination of the goals, standards, and bases of

knowledge hard won through years of learning, research, teaching, and service that make faculty expertise the primary foundation of institutional legitimacy.

First, a few words about wages. There are some unfortunate lay misconceptions about the

professoriate spread by those with political axes to grind: that all college instructors enjoy cushy jobs protected by tenure, are lavishly rewarded, have their summers off, etc. The fact of the matter, however, is that most instructors in higher education both across the nation and right here in the state of Maryland are not tenured or even on the tenure track. Far too many are contingent faculty who must scrape together a partial living by teaching a course or two here and there for very little pay, no benefits, and no job security from semester to semester. The AAUP has extensively documented the decline in tenure-track positions across the nation and the deleterious and unsustainable results of this decline¹, so I needn't speak about this in general terms here; but a few words on how this works out at BSU are in order.

At BSU, despite years of imploring administration to raise wages for adjuncts, they still typically pay adjuncts only about \$3500 per course and BSU administration caps the number of courses an adjunct may teach at 3 in order to avoid having to extend any benefits whatsoever. BSU administration steadfastly refuses seriously to negotiate and instead clings to an unsustainable and exploitative employment model that prioritizes the use of highly skilled, highly motivated, low-paid, disposable per-course faculty without benefits to make up a disproportionate part of the instructional faculty. While we understand that some degree of flexibility in a workforce is necessary, contingent faculty should be employed to fill in when full-time faculty are unavailable or when adjuncts themselves prefer part-time status. Instead, the system of partial employment for a large segment of instructors has become the status quo. But the expectation that an institution can have the most qualified and experienced instructors on call and then pay them such low wages is unrealistic. It is also hypocritical, because when it comes to administrative positions, the basic principles of recruitment and retention are the order of the day--if you want to recruit and retain the best, then you have to pay them accordingly. I note that according to the latest publication of the University System of Maryland Dashboard Indicators, in 2021 the percentage of total operating expenses devoted to administration at BSU was 21% (far above the 15% prescribed benchmark), while at College Park, it was only 9% (below the 16% prescribed).

Despite repeated calls for reform, this has been a long-term trend here at BSU, with our administrative costs hovering near the top of all USM institutions for well over a decade. Surely BSU administration could make a better effort to reign in administrative costs and observe the same frugality and efficiency that they enjoin upon faculty, and then redirect some of these monies to hiring and retaining the best and brightest instructors. But, absent collective bargaining, it has been demonstrated time and again that BSU administration

will not engage in good faith negotiations or even acknowledge the relationship between a top-heavy administration and low remuneration for contingent faculty, even when they have the resources to do so. BSU's coffers are seeing an unprecedented expansion, what with the Coalition Lawsuit funds (\$97.7 million over the next decade), The MacKenzie Scott funds (\$25 million), and the recently announced American Rescue Plan Investment in HBCUs (\$44.4 million). But despite these welcome new sources of funding, BSU administration has also stingily denied contingent faculty the most recent 4.5% COLA that former Governor Hogan announced would be extended to all state employees.

And now let's do a little math. If adjuncts make \$3500 per course, and are limited to teaching 3 courses at most, then that comes to just \$10,500 per semester or--if they are lucky and lower Spring enrollments do not require a reduction of the sections they are offered, they might make \$21,000 per AY at BSU, which, owing to inflation these days, doesn't take one very far. The 2022 US poverty level for a family of three was \$23,030. BSU apparently cannot see fit even to extend the 4.5% COLA, which, even if they did, would still leave BSU contingent faculty below the poverty line.

This low pay also comes with a cost to students. In order to make ends meet, many adjuncts have to carry another load of classes at another institution or two or more, which, of course, cuts into the time necessary to do a good job of correcting papers, overseeing projects, holding office hours, and prepping for classes, let alone doing research and publishing so that they can move on up into the increasingly rarified position of going on the tenure track. (There are only so many hours in the day.) Administrators, however, seem unconcerned about how this situation adversely affects the level of instruction provided to our students. They seem interested only in numbers. Contingent faculty are exploited and unfairly treated on a number of fronts besides direct pay and job security: health benefits are often denied as well as paid sick leave and unemployment benefits; intellectual property rights, academic freedom, and a voice in shared governance are also negatively impacted by their contingent status. And all of this also adversely affects tenured and tenure-track faculty. The over-reliance upon contingent faculty erodes our wages, threatens the tenure system, and is inimical to a system of higher education that protects independent thought

and academic freedom. The proliferation of contingent labor erodes shared governance because many adjuncts, fearing for their jobs, are reluctant to engage in healthy critique--if they even have time to attend meetings. It also necessitates that full-time faculty take on many, many more jobs and wear an increasing number of hats as administrative demands for new measures of productivity increase. There has been an explosion in extra-instructional expectations for faculty and however laudable these new initiatives and expectations may be, there is no commensurate expansion of labor to accomplish these tasks. (And these additional duties and expectations are often imposed from above without even the courtesy of a discussion, let alone a negotiation.) The higher the number of contingent faculty means the fewer full-time faculty to do all these extras, and this reality is pretty much ignored at the administrative level where, apparently, there is the mistaken notion that faculty time is fungible.

The second issue I'd like to discuss concerns the decision-making process with respect to

academic programs and the curriculum. The University System of Maryland's Policies and Procedures states that "At all institutions, faculty will have a primary role in the development of academic policies through representative bodies advisory to the chief executive officer or designees of the institution. The faculty handbook shall include a statement emphasizing that faculty role" (Section II--3.00--Statement on the Role of Faculty in the Development of Academic Policy). Chapter 5.1 of the BSU Handbook explains the relationship between academic freedom and teaching and makes many important points about why curriculum and standards must be primarily faculty-driven. Among them is the simple but important fact that faculty are experts in their academic fields and are therefore "uniquely qualified to determine the directions and standards of their profession." At BSU, however, we see an increasing penchant for administrative fiats that simply strip faculty of this primary role in the development, implementation, and curation of the curriculum.

An example is in order. Traditionally about 30-35% of incoming first-year students at BSU need some form of remedial work in English composition. This is not unique to our institution; the Kirwan Commission's report established the growing need for remedial classes in higher education across the state, so this should come as no shock to anyone. At BSU, we pride ourselves on providing educational opportunities for students who might not otherwise have access to a baccalaureate degree. It is a role that faculty at BSU have cherished and in which we considered ourselves second to none and for which we make no apologies. When administrators came to us and directed us to phase out our remedial composition courses, we had many misgivings but nevertheless worked in good faith to put together a plan to do so. I won't go into all the details, but the original plan would have required students who needed remediation of their writing skills to enroll in a 4-credit course of 1 st -semester composition in lieu of taking an entirely remedial course (with no college credits) their first semester. We vetted this plan through the English Department Curriculum Committee, the College of Arts and Sciences Curriculum Committee, the General Education Committee, and the Faculty Senate. In other words, the whole faculty body approved this plan. That was in 2017. A few provosts came and went with none of them signing off on this curricular change. Meanwhile, we continued to offer our remedial composition course. Then, in Fall of 2020, under cover of the pandemic, in what I can characterize only as a "shock doctrine" move, BSU administration unilaterally discontinued the remedial course. They even discontinued placement testing and collecting SAT scores with the result that we no longer even had the resources to determine the reading and writing levels of the incoming cohorts. (So much for administration's claims of being "data driven.") The results of the "one-room schoolhouse" approach that we were forced into have been disastrous, with failure rates among unprepared students skyrocketing and class content diluted for students who are prepared. We have remonstrated with administration by providing data and case studies to

bolster our position, and otherwise engaged in good faith efforts to move the needle on this issue, but to no avail. Administrators who have little understanding of our students' needs and have never taught 1 st -year composition to struggling students have no business making

these cynical and harmful decisions about the curriculum. But again, without the teeth of a collective bargaining agreement, administrators, in various postures of misguidedness, will continue to enforce decisions poorly thought out because they are made without regard for faculty expertise.

Collective bargaining would be the first step in levelling the playing field so that USM

institutions could make real progress in addressing the issues that actually matter. Asymmetrical power in negotiations between parties, since it allows the more powerful to dispense with accountability, rational analysis, pluralistic approaches, and even moral considerations, stands in direct contradiction to the very principles upon which the rationale of the university rests, which is the disinterested search for truth, the establishment of knowledge, and the empowerment of all constituents, not just a few. Accountability is not a one-way street. I have watched over the years as administrators trundle out their carefully staged and controlled "townhall meetings" in order to engage in a kind of self-sanctification of their agendas. They think that these spectacles absolve them of the difficult task of winning hearts and minds with argumentation, data, and logic--all the things that we in academia must honor or lose all credibility. This is why I maintain that the right to bargain collectively is not only a labor issue; it is a freedom and democracy issue and an indispensable cornerstone of institutional legitimacy. I urge you, therefore, to vote to approve the bills guaranteeing this fundamental right in the state of Maryland.

Sincerely,

David Kaloustian, Professor
Department of Language, Literature and Cultural Studies
Bowie State University
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*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

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**Written Testimony Submitted to the
Maryland Senate Finance Committee
By David Sartorius, Associate Professor
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is David Sartorius, and I am an associate professor of history at the University of Maryland at College Park, where I have worked since 2007. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to the rest of higher education in Maryland.

As a tenured professor, teaching undergraduate and graduate courses in the fall and spring semesters represents a fraction of the work that I do. In any given week, I spend far less of my time teaching, researching, and producing scholarship than I do on invisible labor--that is, unremunerated and not contained within my course responsibilities: university committee work and other service obligations at the department, college, and university level; service to my discipline and profession, including committee work for professional organizations, serving on journal editorial boards, and writing evaluations for tenure and promotion; and mentoring, writing letters of recommendation, and reading and editing work in progress for students and colleagues at the University of Maryland and beyond. Despite teaching at our state's flagship public research university, the shrinking number of tenured faculty and the university's well-documented administrative bloat mean that most of my workday is spent on activities besides research and teaching.

I support this Bill because I believe that faculty governance is vital to the mission of a public university and that collective bargaining is the most effective way to buttress faculty governance in the face of a university administrative apparatus that frequently prioritizes student "revenue" and athletic programs over teaching and research. When I realize that most upper-level administrators earn over \$300,000 per year, I feel the need to advocate for a more just and equitable distribution of compensation at the university, especially when faculty salaries at my rank are between 17 and 58 percent higher at peer institutions. With infrequent merit raises and only two "job title promotion" opportunities in my career, I have limited opportunities and incentives to work harder to earn a higher salary.

Legislatures in other states have aggressively curtailed free speech, tenure, and faculty governance in recent years, and I am proud to work in a state that has long valued its state university system. Without collective bargaining rights for that system's employees, the promise of public education in Maryland will remain unfulfilled.

Sincerely,

David Sartorius, Associate Professor
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das@umd.edu

This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).

Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.

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Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By David Van Horn, Associate Professor
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Dr. David Van Horn and I am a tenured professor in the Department of Computer Science and the University of Maryland Institute for Advanced Computer Studies (UMIACS), where I have worked for 10 years. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

As a professor, I work closely with graduate workers who work either as graduate teaching assistants (GTAs) graduate research assistants (GRAs). The GTAs do the heavy lifting to make my 300+ student undergraduate classes work. Without their labor, these course would be impossible to offer, causing a severe blow to the workforce development vital to the economic prospects of the state. The GRAs are pushing the frontiers of computer science research. Without their labor, the research engine of the university would grind to a halt. These graduate workers have huge workloads, are compensated poorly, and have very little power to influence the working environment at the university. University administrators like to justify these exploitative conditions by saying graduate workers are students and not workers; that is until they want to dictate the work loads and grounds for dismissing graduate workers, as I've seen during my tenure on the Graduate Council. The university cannot have it both ways and the state needs to recognize all workers at the university and grant them their rights to collective bargaining. Together, we all deserve a greater say in our working environment and the shared governance of the flagship public university of Maryland.

I am writing to offer my strongest support for this bill. Strong unions will lead to strong classrooms and the best possible environment for the teaching and research at the core of UMD and other state university's mission.

Members of the Committee, This state has for decades viewed collective bargaining between state employees and management as the best way to promote democracy in our workplaces and public institutions. The right to collective bargaining has long been recognized as not only a fundamental human right, but also as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the nation, and indeed to many private, prestigious institutions in our own state. The reasons to exempt four-year public higher education institutions from this path is absurd, illogical, and anti-democratic. I respectfully, but strongly, call for a favorable report to this Bill.

Sincerely,

David Van Horn, Associate Professor
Computer Science & UMIACS

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*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
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Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Dia Sekayi, Associate Professor
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Dia Sekayi and I am an Associate Professor at Morgan State University where I have worked for 8 years. I am also a member of the American Association of University Professors. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. This right should be extended to all higher ed workers in Maryland.

As a full-time tenured faculty member my administrative role accounts for 50% of my time, my teaching 30%, research 25%, and service 10%. My planned workload authorized by the university is currently 115%. Working with doctoral students is a heavy lift that only those of us who do it understand. I and all my program colleagues have carried an unreasonable load of doctoral students for as long as I have been at the university, sometimes advising the dissertations of 20 or more students, where a reasonable load is 3- 5 students.

In addition to the planned overload, there are continuous requests for all of us to do more. I am an organized person, and I work nearly every day of the week to keep up with the workload expectation.

Intellectual labor is often cast off as privileged as are those who do the work. Intellectual laborers are often subjected to abusive career-specific practices and need protection. We experience workload issues that are particular to academia. Being unreasonably overloaded is a concern and to be overloaded without appropriate compensation is an even greater concern. Having a collective voice would be a safer way to address this and other concerns.

Members of the Committee, this state favors the right to bargain collectively for many other groups, including some with who faculty work side-by-side. The right to collective bargaining has long been recognized as not only a fundamental human right, but also as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the nation, and indeed to many private, prestigious institutions in our own state. The reasons to exempt four-year public higher ed institutions from this path make no sense. I again therefore call for a favorable report to this Bill.

Sincerely,

Dia Sekayi, Associate Professor
Morgan State University
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This testimony has been submitted on behalf of this individual by the University of Maryland

*Graduate Labor Union (GLU) and the Chapter of the American Association of University
Professors (UMD AAUP).
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Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee**

By Diana Marsh, Asst. Professor

SB0823

State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants

March 7, 2024

FAVORABLE

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Diana Marsh and I am an Asst. Professor at the University of Maryland, College Park, where I have worked for 4 years. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

I teach in archival and museum studies, and regularly teach courses with 30 to 40 Masters students aspiring to become archivists, museum professionals, and digital collections specialists. I often tailor these courses each semester to meet the needs of these graduate and professional students, and also create complex applied projects for course assignments so that students learn real-world skills and build their resumes. Despite the high numbers of students working at the graduate level and the complexity of assignments for Masters students, we are not offered TAs or other assistance with running, organizing, or grading in such classes.

Enacting this bill into law can improve class sizes, and also ensure that we attract the best students and faculty to our growing programs in this important national cultural complex.

The right to collective bargaining is the best method of ensuring that employees have a voice in constructing conditions that govern our workplaces and therefore Maryland's teaching environment. Many other public higher ed institutions in the nation enjoy this right; I therefore call for a favorable report to this Bill.

Sincerely,

Diana Marsh, Asst. Professor
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This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).

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Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee**

By Diane Luchese, Professor

SB0823

State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants

March 7, 2024

FAVORABLE

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Diane Luchese and I am a Professor at Towson University. I urge you to vote in support of the current HB0493/SB0823 bills, which would grant collective bargaining rights to faculty, part-time faculty and graduate assistants. I have taught in the University System of Maryland for the past 24 years. As President Joe Biden proclaims: all American workers should have this right. Please consider supporting our basic democratic right.

I consider myself a dedicated employee of the state, and find value and purpose in my work. I work extremely hard and with passion. I am not disgruntled nor discontent, and recognize that problematic situations can arise in any place of employment. That said, the frustrations that are sometimes experienced by faculty and graduate assistants without a means for support or advocacy can raise situations to a level of unfairness.

Some examples I have experienced in my tenure in which the right to collective bargaining might be/might have been advantageous: 1. under the O'Malley administration when state employees were 'furloughed' for a few days during three years, although aware and accepting of the rationale for that decision to lose pay, we were still forced to teach without pay, rendering us unable to make up the pay loss with a temp job; 2. our service 'workload' progressively and subtly increases yearly, often without extra salary compensation, due to a myriad of reasons, often because of insufficient staffing or extra forms/reports to fill out, 3. many years without COLA adjustments whereby salaries have not kept up with inflation; 4. difficulty finding qualified and experienced adjuncts who are willing to work for the low compensation offered; 5. witnessing part time adjuncts often left hanging until the last minute wondering if they will work the next semester; 6. witnessing part-time faculty and lecturers in their precarious employment situation feeling afraid to exercise their rights of academic freedom and free speech, 7. observing the numbers of administrators continually increasing (and receiving high salaries) while the number of tenure track professors and badly-needed support staff have decreased; and 8. experiencing the number of graduate assistantships as far too low to attract a healthy graduate population. I am also concerned that lecturers, adjuncts, and graduate students are often afraid to express their concerns without the fear of losing their positions.

Collective bargaining rights are a necessary step for Maryland university teachers to raise concerns or bring to light injustices, without fear. Our collective voice has been silenced for too long. Collective bargaining would establish a clearer line of communication and complete transparency between faculty and administration. It would favor compromise and negotiation over top-down mandates. It would open negotiating channels for free speech, conflict resolution, debate, fairness, and equity. These rights should not be too much to ask for. Again, I urge you to support HB0493/SB0823.

Sincerely,

Diane Luchese, Professor

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*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

SB 823 - State Personnel - Collective Bargaining -

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Position: FAV



MARYLAND STATE & D.C. AFL-CIO

AFFILIATED WITH NATIONAL AFL-CIO

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Gerald W. Jackson

**SB 823 - State Personnel - Collective Bargaining - Faculty, Part-Time Faculty,
Post Doctoral Associates, and Graduate Assistants
Senate Finance Committee
March 7, 2024**

SUPPORT

**Donna S. Edwards
President
Maryland State and DC AFL-CIO**

Chairman and members of the Committee, thank you for the opportunity to submit testimony in support of SB 823. My name is Donna S. Edwards, and I am the President of the Maryland State and District of Columbia AFL-CIO. On behalf of Maryland's 300,000 union members, I offer the following comments on granting collective bargaining rights to graduate assistants, postdoctoral associates, part-time faculty, and faculty at the University System of Maryland, Morgan State University, and St. Mary's College of Maryland.

SB 823 grants collective bargaining rights to certain public employees that have been organizing to demand these rights for over a decade. Maryland law currently prohibits collective bargaining for faculty, adjuncts (part-time faculty) and graduate assistants at the University System of Maryland. SB 823 would correct this injustice by granting these workers the opportunity to vote on whether they wish to form a union. The only obstacle between these workers and the same rights granted to thousands of their peers is Maryland's prohibitive law.

Collective bargaining for faculty (full and part-time) and graduate assistants is not new. Across the country, thousands of academic employees have formed unions. At least a hundred higher education facilities from Ivy League universities like Yale and Harvard to small private colleges like Goucher have collective bargaining agreements with their faculty and graduate assistants. In 2021, Maryland expanded unionization rights to community colleges across the state. As of today, there are 9 different higher education institutions with unionized faculty or part-time faculty in Maryland and that number will only grow over the next few years.¹

The Big Ten and SEC athletic conferences recently announced a joint advisory committee to address major changes to the future of college athletics, including the future of university athletic collective

¹ See Appendix 2.

bargaining.² Maryland's outdated position on collective bargaining may cost it a place in premier competitive college sports conferences.

Within the Big Ten Athletic Conference that the University of Maryland College Park participates in, eight universities have graduate assistant unions with collective bargaining rights.³ An additional four universities have collective bargaining rights and graduate assistants are in the process of forming unions. In the remaining two universities in the conference, only the Ohio State University and the University of Maryland College Park prohibit graduate collective bargaining by law.

Graduate assistants are workers. The common law definition of employment is work which "generally requires that the employer have the right to control the employee's work, and that that work be performed in exchange for compensation."⁴ No amount of muddying the waters can ignore the fact that federal labor law, as first ruled by the National Labor Relations Board in 2016⁵, then reaffirmed by the Biden NLRB in 2021⁶, and again in 2023⁷, has emphatically decided that graduate assistants are workers.

The NLRB already dismissed arguments by universities that graduate assistants, "are primarily students and have a primarily educational, not economic, relationship with their university." stating, "We disagree. The Board has the statutory authority to treat student assistants as statutory employees, where they perform work, at the direction of the university, for which they are compensated. Statutory coverage [of the NLRA] is permitted by virtue of an employment relationship; it is not foreclosed by the existence of some other, additional relationship that the Act does not reach."

Since then, the NLRB has gone even further in promoting higher education labor rights, ruling at the regional level that certain student athletes at private universities have an employee relationship and collective bargaining rights.⁸ On March 5, the Dartmouth Men's Basketball Team voted overwhelmingly to join SEIU Local 560 in an NLRB election.

There is nothing in federal law that prohibits graduate assistants, or any other higher education workers for that matter, from forming unions. This is especially true for higher education workers in the public sector who only need enabling language from their state or locality.

The National Center for the Study of Collective Bargaining in Higher Education and the Professions found that, "From January 1, 2013 to December 31, 2019 there were a total of 118 newly certified or recognized faculty collective bargaining units in the United States with a total of 36,264 unit members. There were 65 new units at private non-profit institutions, 50 at public colleges and universities, and 3 at private for-profit institutions."⁹ The same organization found that, "during 2022 and 2023 alone unions won 30 new student-worker collective bargaining units, representing a total of 35,655 workers.

² Blake Topmeyer. "Could SEC, Big Ten leave NCAA? Here are 4 more realistic outcomes of new alliance." USA Today Network. February 6, 2024.

³ See *Appendix 1*.

⁴ *Trustees of Dartmouth College*. Case 01-RC-325633. NLRB. (2023)

⁵ *Columbia University*, 364 NLRB No. 90 (2016)

⁶ Danielle Doublas-Gabriel. "Labor board withdraws rule to quash graduate students' right to organize as employees." Washington Post. March 2021.

⁷ Jeremy Bauer-Wolf. "NLRB: Duke University doctoral students can vote to unionize." Higher Ed Dive. July 13, 2023.

⁸ *Trustees of Dartmouth College*. Case 01-RC-325633. NLRB. (2023)

⁹ "2020: Supplemental Directory of New Bargaining Agents and Contracts in Institutions of Higher Education, 2013-2019." Hunter: National Center. November 2020.

Most of these involved graduate student workers, who comprise 62 percent (19) of the new units including two that include undergraduate workers.”¹⁰

The “meet and confer” process, a USM-led compromise in 2012 to stonewall collective bargaining efforts, has failed. Shared governance, co-governance, and faculty senates are not substitutes for legal rights as workers. The only way for employees to collectively and effectively work with the higher education institutions to improve working conditions is by having the freedom to form and join a union of their choice. It is past time for Maryland to allow faculty, part-time faculty, and graduate assistants to exercise their right to form and join a union.

We urge a favorable report on SB 823.

¹⁰ Herbert, Apkarian, and van der Naald. “Union Organizing and Strikes in Higher Education: The 2022-2023 Upsurge in Historical Context.” 2024.

Appendix 1: Comparison of Graduate Labor Bargaining Rights in the Big Ten Conference

Big Ten University	Graduate Assistant Union Name	Union Recognition Status	Note
University of Michigan	Graduate Employees' Organization (GEO), AFT Local 3551	Already recognized & bargaining.	Graduate workers have been unionized since 1975.
Michigan State University	Graduate Employees Union (GEU), AFT Local 6196	Already recognized & bargaining.	Graduate workers have been unionized since 2001.
Rutgers University–New Brunswick	Rutgers AAUP, AFT	Already recognized & bargaining.	Graduate workers have been unionized since 1972.
University of Illinois Urbana–Champaign	Graduate Employees' Organization (GEO), AFT/IFT Local 6300	Already recognized & bargaining.	Graduate workers have been unionized since 2003.
University of Iowa	Campaign to Organize Graduate Students (COGS), UE Local 896	Already recognized & bargaining.	Graduate workers have been unionized since 1996.
University of Minnesota, Twin Cities	University of Minnesota Graduate Labor Union (UMN-GLU), UE Local 1105	Already recognized & bargaining.	Graduate workers have been unionized since 2023. They voted 2487 to 70 in favor of unionization.
Northwestern University	Northwestern University Graduate Workers (NUGW), UE Local 1122	Already recognized & bargaining.	Graduate workers have been unionized since 2023. They voted 1644 to 114 in favor of unionization.
University of Wisconsin–Madison	Teaching Assistants' Association (TAA), AFT Local 3220	Already recognized & bargaining.	Graduate workers have been unionized since 1969.
University of Nebraska–Lincoln	"Unionize UNL"	Currently organizing and have the right to collectively bargain by law.	Holding regular meetings and rallies to build support among graduate workers.
Purdue University	Graduate Rights and Our Wellbeing (GROW)	Currently organizing and have the right to collectively bargain by law.	Holding regular meetings and rallies to build support among graduate workers.
Indiana University Bloomington	Indiana Grad Workers Coalition, UE	Currently organizing and have the right to collectively bargain by law.	Already delivered 1300 cards (more than majority) to the University President and are asking for an election.
Pennsylvania State University	Coalition of Graduate Employees (CGE)	Currently organizing and have the right to collectively bargain by law.	On February 9, 2018, the Pennsylvania Labor Relations Board ruled that graduate employees are public employees.
University of Maryland, College Park	Graduate Labor United (GLU), UAW	Denied the right to collectively bargain by law.	More than 2,000 GAs have already signed cards seeking recognition.
Ohio State University	No Current Campaign	Denied the right to collectively bargain by law.	Ohio Revised Code Chapter 4117.01 (c)(11) prohibits graduate assistant unionization.

Appendix 2: The State of Faculty & Part Time Faculty Collective Bargaining in Maryland's Higher Education Institutions¹¹

Maryland University	Faculty Union Name	Part-Time Faculty Union Name
Anne Arundel Community College	None At This Time	SEIU 500
Frederick Community College	AFT-MD	None At This Time
Goucher College	None At This Time	SEIU 500
Harford Community College	MSEA	None At This Time
Howard Community College	AFT-MD	None At This Time
Maryland Institute College of Art	SEIU 500	SEIU 500
McDaniel College	None At This Time	SEIU 500
Montgomery College	AFT-MD	SEIU 500
Prince George's Community College	AFT-MD	None At This Time
Wor-Wic Community College	MSEA	None At This Time

¹¹ We are aware of workers at other community colleges that are currently signing cards to form and join unions in the coming year.

dr.aj.baca.pdf

Uploaded by: Dr. AJ Baca

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee**

**By Dr. AJ Baca, Professor/ President of MC-AAUP Chapter
SB0823**

State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants

March 7, 2024

FAVORABLE

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

I am Dr. A. J. Baca and I am a Professor at Montgomery College. The full-time faculty (FTF) at Montgomery College (MC) have been organized and represented by the AAUP national labor group for over 40 years. Up until recently, the MC-AAUP has been the only FTF labor group in higher education with collective bargaining rights in Maryland. So, we are fortunate but proud to play a positive and integral role in the governing process at our institution. In doing so, we complement the decision-making process with our Shared Governance groups in a collaborative solution-oriented effort at MC. This directly impacts students and academics at our institution.

How is our Labor Group different than what you see on TV?

- We cannot and do not strike and do not negotiate in the media;
- We do not publicize internal matters except for verified extreme circumstances;
- We do collaborate constructively, regularly, and effectively with Management to be part of the solution.

What is our overall charge?

- Engage, inform, and mobilize constituents, but also hold them to account to protect the Contract;
- Negotiate terms of the (FTF) contract including compensation, benefits but we also discuss working conditions, and negotiate things like office hours and policy related to online learning, but are also a means of constructive dialogue across the college;
- Protect the Contract by utilizing embedded formal / informal collaborative resolution strategies;
- Serve as checks and balances related to hiring practices, dismissals, and various decisions that impact faculty and / or our work;
- Navigate the grievance process, serve as an informal mediator, find common ground solutions, and work to actually avoid grievances whenever possible;
- Resolve compensation disputes. If our faculty are asked to do work over the summer without compensation, we ask why, when that is contrary to verified policy. But we would do so respectfully and in the interest of finding truth to justify our compensation ask and work to find long term resolutions;

- We meet formally and informally with Management and our Shared Governance groups to discuss issues that arise and to determine an appropriate path forward. In the absence of a binding contract, the role of Shared Governance in terms of faculty input and real change would be quite limited and confined to the ultimate objectives of Management, through their lens. Still, we often collaborate with our Faculty Council when there is overlap, but we stay in our lanes and complement each other quite well.

How do we support students and the institution?

- Testify at County Council Budget Hearings each year to advocate for MC and our students;
- Proudly attend national labor group meetings to share and gather information about our Mission and collaboration efforts with Mgmt.;
- Support faculty and their right to academic freedom, which enhances the educational experience for students and affords students the right to choose classes that suit their needs /interests;
- During the pandemic, we approved the transfer of unused travel funds for 2 years to an emergency student fund to help students who lost jobs and needed assistance with housing, medical care, or food;
- Contribute to MCAAUP scholarship fund to support several students each year;
- We give faculty a voice and in doing so afford Management the opportunity to make informed decisions, solve problems they may not be aware of, and help to create a sense of community engagement through forums and focus groups.

Most faculty understand Mgmt. prerogative. They do not need to have the final say - they just need to have A SAY, and be heard. With a binding contract in hand that can leverage real change, we can help to ensure consistency and equity across the institution. This affords our Chapter the opportunity to play a critical role across our institution, and we are proud of our contributions.

We do not always agree with Mgmt. and things are not perfect, but we have healthy and productive mechanisms in place to address those differences. At the end of the day, we recognize that one of the most effective ways to support our members includes advocating for a strong and healthy institution and we proudly do so.

To close, on behalf of the FTF at Montgomery College, we humbly but proudly submit this testimony in support of our colleagues at 4-year institutions in higher education across Maryland in their efforts to gain the right to organize, collectively bargain, and advocate for their respective constituents. We know that they can too be part of the solution that moves their respective institutions forward in a similar collaborative and constructive manner. Thank you!

Sincerely,

Dr. AJ Baca, Professor/ President of MC-AAUP Chapter
Health Sciences
Montgomery College
7901 Regents Drive, College Park, MD 20740
aj.baca@montgomerycollege.edu

This testimony has been submitted on behalf of this individual by the University of Maryland

*Graduate Labor Union (GLU) and the Chapter of the American Association of University
Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

eli.mizrachi.pdf

Uploaded by: Eli Mizrachi

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Eli Mizrachi, PhD Candidate
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Eli Mizrachi and I am a PhD Candidate at the University of Maryland at College Park in the Department of Physics, where I have worked for over 6 years. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher-ed workers in Maryland.

For the past four years I have been working as a graduate research assistant. While I am paid to work 20 hours per week on tasks that might not be relevant to my dissertation, any graduate researcher--including me--could tell you that the idea of finishing a dissertation in 20 more unpaid hours per week is laughable. An additional 40 might be considered "reasonable" in academia but I couldn't actually tell you because unlike other workers in academia, graduate researchers do not have a timesheet to track hours spent on a project. That is not to say a timesheet would remedy this problem: in conversations with other postdoctoral and professional researchers, "normalizing" a timesheet is a widely acknowledged practice. This entails scaling down hours reported to avoid exceeding budgets. Unlike in some industries where it is common practice to inflate hours worked, in ours it is an open secret that you are expected to do the opposite. As students, our time is routinely stolen from us under the guise of "receiving an education", but this example should help dispel the myth that only students are subject to a culture that enforces these grossly unfair labor practices.

I support this bill, because we need change to come from the top in order to address systemic issues like these. We need enforceable contracts, and healthy boundaries--not unspoken rules and empty promises that abuse our goodwill. At a time when higher education is under attack in states like Florida, the University should be willing to engage in good-faith bargaining efforts instead of weakening their own position in the political zeitgeist.

To the Members of the Committee, my time as a graduate student is coming to a close. As someone who is now considering postdoctoral positions in academia, one of my top priorities to consider is whether I will have a union that represents my interests. Across the nation and in this state, I have a wealth of choices as other institutions of higher education--both public and private--have unionized research workforces. The University of Maryland is not among those choices, in part because of the issue that this bill seeks to rectify. I urge you to support this bill to support the University of Maryland system, and ensure it can continue to recruit a diverse and talented workforce.

Sincerely,

Eli Mizrachi, PhD Candidate
Department of Physics
University of Maryland, College Park

7901 Regents Drive, College Park, MD 20740
emiz@berkeley.edu

This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).

Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.

Lobel_Testimony Senate B0823_2024.pdf

Uploaded by: Elin Lobel

Position: FAV



TESTIMONY OF ELIN E. LOBEL, PHD

BEFORE THE

FINANCE COMMITTEE OF THE MARYLAND HOUSE

For a hearing on

SENATE BILL 0823: “STATE PERSONNEL –COLLECTIVE BARGAINING – Faculty,
Part Time Faculty, Postdoctoral Associates, and Graduate Assistants”

MARCH 7th, 2024

FAVORABLE

Chairperson Biedel, Vice Chairperson Klausmeier, and distinguished members of the Finance Committee:

My name is Dr. Elin E. Lobel and I serve as a Professor in the Department of Kinesiology in the College of Health Professions at Towson University (TU). I have been a faculty member at Towson University since 2002. I am also the current President of the Towson University American Association of University Professors (TUAAUP)/Faculty Association, which has stood for more than a half century as the longest continuously operating advocacy chapter in Maryland. For decades, the chapter has been a constructive and integral part of our shared governance model: our Senate bylaws include a designated seat for the TU AAUP President, who is *ex-officio* and voting not only to that body, but also to the Resource Planning and Advisory Committee (RPAC). My discussions with past Presidents and the current membership have led to our unanimous endorsement of this bill. We urge this body to pass Senate Bill 0823 to strengthen democracy and equity in our workplace and on all the University System of Maryland (USM) campuses.

Our chapter supports this bill for many reasons; I present here several key ones.

1. The right to bargain collectively is a justice, equity, diversity, and inclusion (JEDI) issue, integral to protecting academic freedom, as educators reckon with inequalities in our state and beyond.

As a legacy normal school and teaching comprehensive college, Towson has a longstanding track record of producing the largest number of K-12 teachers in our state, so modeling inclusive pedagogies matters for creating equal access to educational opportunities. While Towson has always served a majority female identified student population and a significant first-generation college demographic, we are also now a majority students of color campus; this requires being responsive to the evolving learning and teaching dynamics.

Faculty need academic freedom to facilitate discussions about the ongoing challenges facing American democracy; this necessitates equal access to due process rights and robust professional development resources. The Provost has agreed with calls for more holistic teaching assessments and supports, given how research suggests student evaluation(s) may perpetuate other discriminatory dynamics.¹ However, it can still be documented as a “cause” cited in unfavorable promotion, tenure, rank and merit (PTRM) letters and a justification for both tenure track, tenured, and adjunct faculty being non-renewed, without any means to check for biases. The “aspirational R2” directions Towson is taking (cf. point five below) will redistribute workloads unevenly, which impacts course caps and teaching assignments, just as the learning needs become more intense and varied.

2. Collective bargaining can enable professional procedures demonstrated to be equitable and effective irrespective of race and gender, but currently inaccessible to faculty of all ranks in the USM.

As President of the TU AAUP/Faculty Association, I field a range of workplace circumstances experienced by faculty at all ranks. Most of the faculty that I work with to resolve workplace issues are female and/or minorities. The most concerning issues arise when an administrator acts in ways that disregard known shared governance norms and procedures. For instance, faculty have been subjected to *ad hoc* requests for meetings and impromptu class visits with insufficient advance notice, without being told the purpose. This needlessly escalates issues into forms of workplace bullying. As a result, faculty sometimes request accompaniment, to make sure someone can take notes during stressful meetings; however, administrators frequently decline such requests, claiming the issue(s) to be a “private personnel matter.” They assert faculty cannot consent to waive their right to privacy with an administrator during professionally consequential meetings. Some of our College of Education faculty have noted unionized K-12 schools offer educators such rights. We also have adjuncts who have worked at Goucher, McDaniel and MICA, where SEIU Local 500 has used federal NLRB laws to organize contingent faculty. Our educator colleagues throughout the state have access to options for accompaniment at meetings that tenure-line and tenured faculty do not consistently have on the Towson University campus.

3. The right to bargain collectively can strengthen shared governance by enabling transparent frameworks to negotiate equitable options for conflict resolution.

Some workplace issues reflect power dynamics relevant to the Office of Inclusion and Institutional Equity (OIIE), particularly when a situation personally and professionally harms faculty, as they are then “gagged” by Human Resources (HR) from publicly discussing the issues. This works at cross-purposes with efforts to train “inclusion advocates” to serve on hiring committees if little is done to support diverse faculty *after* they are hired. Further, the administration has implemented a Faculty Gradual Intervention Guidelines or F-GIGs for Deans and chairs to use against faculty of any rank, which have raised serious concerns. These F-GIGS

¹ Heffernan, Troy. “Sexism, racism, prejudice, and bias: a literature review and synthesis of research surrounding student evaluations of courses and teaching.” *Assessment & Evaluation in Higher Education*. Volume 47, 2022 - Issue 1, pp. 144-154. <https://doi.org/10.1080/02602938.2021.1888075>

currently have no expiration date so for a faculty member who receives one they can be used against them for their entire career at Towson University without any recourse. Some assume that Faculty Grievance and shared governance mechanisms adjudicate such situations, but even when they rule by majority vote to support a faculty member, the Provost Office and the Dean can and does unilaterally overrule a faculty committee decision. As faculty have no equivalent complaint filing option against administrators, F-GIGs should be regarded as an unfair labor practice. The TU AAUP/Faculty Association proposed a half decade ago a motion to the Academic Senate recommending that the office of the provost commit to hiring an Ombuds, like they have at College Park. Despite overwhelming support, the administration does not view this as a priority, even though it could make a real difference to a range of workplace culture challenges.

4. Collective bargaining rights would prompt clearer decision-making protocols, to discourage inconsistent implementation of health and wellness policies.

As is true for many workplaces, the pandemic highlighted a range of ways Human Resources fields ADA, FMLA and parental leave issues in inconsistent ways; faculty are then limited in how they can use grievance mechanisms when the issues are then turned into a promotion, tenure, reappointment, and merit (PTRM) issue. The Academic Senate Faculty Compensation Review Committee does not currently factor how these issues impact salary compression and inversion, as well as other benefits and workload considerations. Towson still has the majority of female faculty earning less than their male counterparts doing the same job in the same college. The administration otherwise claims these are mainly a “collegiality” coverage issue, which does not acknowledge situations when someone may be the only faculty member who teaches a specialized topic or subject area, nor does it acknowledge how faculty rank differences lead to unequal access to accommodations otherwise extended to most staff and students on the campus.

5. The right to bargain collectively can ensure TU earns its R2 status in responsible and sustainable ways for faculty, staff, and graduate students alike.

Faculty of all ranks have worked tirelessly to make it possible for the USM to affirm Towson’s aspirational R2 status. Despite reassurances that the R2 goals would mainly impact new hires and benefit faculty who prefer reduced teaching loads to focus on research, some are already being subjected to vague standards that require them to formulate professional development plans different from past expectations and not documented in any policy guideline for TU Faculty. Furthermore, R2 becomes invoked as the rationale for changes to faculty workloads, but administrators delegate actual implementation to non-shared governance entities at the college level with no further oversight. This means R2 peer institution comparisons have not yet been put into relevant context(s) with few specifics on ways to support impacted faculty, staff, and graduate students. Many have stated that R2 status and diversity go hand in hand but to date there is little evidence in the USM that this is true. Towson University and many others in the USM system have demonstrated a continued lack of concern over retention of diverse faculty and continue to cite the great resignation as the explanation for this situation. The right to bargain collectively could provide important checks and balances on administrators who

expect faculty “to do as I say, *and* not as I do.”

On behalf of the TU AAUP/Faculty Association, I urge you to vote for this bill and allow faculty at all and any rank to choose whether they want to use collective bargaining to improve their working conditions. You will be demonstrating your commitment to higher education as a public good and acknowledging that employees and employers together know best how to continue developing the institutions that expand and communicate knowledge for the benefit of the entire community.

I thank you for considering these thoughts and enthusiastically reaffirm our chapter’s endorsement of this bill.

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Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Elin Lobel, President TUAAP/Full Professor
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Dr. Elin E. Lobel and I serve as a Professor in the Department of Kinesiology in the College of Health Professions at Towson University (TU). I have been a faculty member at Towson University since 2002. I am also the current President of the TU American Association of University Professors (AAUP)/Faculty Association, which has stood for more than a half century as the longest continuously operating advocacy chapter in Maryland. For decades, the chapter has been a constructive and integral part of our shared governance model: our Senate bylaws include a designated seat for the TU AAUP President, who is ex-officio and voting not only to that body, but also to the Resource Planning and Advisory Committee (RPAC). My discussions with past TU AAUP Presidents and the current membership have led to our unanimous endorsement of this Bill. We urge this body to pass this Bill to strengthen democracy and equity in our workplace and on all of the University System of Maryland (USM) campuses.

Our chapter supports this Bill for many reasons; I present here several key ones.

1. The right to bargain collectively is a justice, equity, diversity, and inclusion (JEDI) issue, integral to protecting academic freedom, as educators reckon with inequalities in our state and beyond.

As a legacy normal school and teaching comprehensive college, Towson has a longstanding track record of producing the largest number of K-12 teachers in our state, so modeling inclusive pedagogies matters for creating equal access to

educational opportunities. While Towson has always served a majority female identified student population and a significant first-generation college demographic, we are also now a majority students of color campus; this requires being responsive to the evolving learning and teaching dynamics. In addition, Towson still has the majority of female faculty earning less than their male counterparts doing the same job.

Faculty need academic freedom to facilitate discussions about the ongoing challenges facing American democracy in 2024 and beyond; this necessitates equal access to due process rights and robust professional development resources. The Provost has agreed with calls for more holistic teaching assessments and supports, given how research suggests student evaluation(s) may perpetuate other discriminatory dynamics.¹ However, it can still be documented as a "cause" cited in unfavorable promotion, tenure, rank and merit (PTRM) letters and a justification for both tenure track, tenured, and adjunct faculty being non-renewed, without any means to check for biases. The "aspirational R2" directions Towson is taking (cf. point five below) will redistribute workloads unevenly, which impacts course caps and teaching assignments, just as the learning needs become more intense and varied.

2. Collective bargaining can enable professional procedures demonstrated to be equitable and effective irrespective of race and gender, but currently inaccessible to faculty of all ranks in the USM.

As President of the TU AAUP/Faculty Association, I field a range of workplace circumstances experienced by faculty at all ranks. The majority of the faculty that I work with to resolve workplace issues are female and/or minorities. The most concerning issues arise when an administrator acts in ways that disregard known shared governance norms and procedures. For instance, faculty have been subjected to ad hoc requests for meetings and impromptu class visits with insufficient advance notice, without being told the purpose. This needlessly escalates issues into forms of workplace bullying. As a result, faculty sometimes request accompaniment, to make sure someone can take notes during stressful meetings; however, administrators frequently decline such requests, claiming the issue(s) to be a "private personnel matter." They assert faculty cannot consent to waive their right to privacy with an administrator during professionally consequential meetings. Some of our College of Education faculty have noted unionized K-12 schools offer educators such rights. We also have adjuncts who have worked at Goucher, McDaniel and MICA, where SEIU Local 500 has used federal NLRB laws to organize contingent faculty. Our educator colleagues elsewhere throughout the state have access to options for accompaniment at meetings that tenure-line and tenured faculty do not consistently have on the Towson campus.

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Some workplace issues reflect power dynamics relevant to the Office of Inclusion and Institutional Equity (OIIE), particularly when a situation personally and professionally harms faculty, as they are then "gagged" by Human Resources (HR) from publicly discussing the issues. This works at cross-purposes with efforts to train "inclusion advocates" to serve on hiring committees, if little is done to support diverse faculty after they are hired. Further, the administration has implemented a Faculty Gradual Intervention Guidelines or F-GIGs for Deans and chairs to use against faculty of any rank, which have raised serious concerns. These F-GIGS currently have no expiration date so for a faculty member who receives one they can be used against them for their entire career at Towson University without any recourse. Some assume that Faculty Grievance and shared governance mechanisms adjudicate such situations, but even when they rule by majority vote to support a faculty member, the Provost Office and a Dean can and do unilaterally overrule a faculty committee decision. As faculty have no equivalent complaint filing option against administrators, F-GIGs should be regarded as an unfair labor practice. The TU AAUP/Faculty Association proposed a half decade ago a motion to the Academic Senate recommending that the Provost Office commit to hiring an Ombuds, like they have at College Park. Despite overwhelming support, the administration does not view this as a priority, even though it could make a real difference to a range of workplace culture challenges.

4. Collective bargaining rights would prompt clearer decision-making protocols, to discourage inconsistent implementation of health and wellness policies.

As is true for many workplaces, the pandemic highlighted a range of ways Human Resources fields ADA, FMLA and parental leave issues in inconsistent ways; faculty are then limited in how they can use grievance mechanisms when the issues are then turned into a Promotion Tenure Reappointment and or Merit issue in conjunction with a Human Resources issue. At Towson University, there is no single human resource staff member who does not report a conflict of interest to faculty in support of administrators (chairpersons and deans) on campus. The Academic Senate Faculty Compensation Review Committee does not currently factor how these issues impact salary compression and inversion, as well as other benefits and workload considerations. The administration otherwise claims these are mainly a "collegiality" coverage issue, which does not acknowledge situations when someone may be the only faculty member who teaches a specialized topic or subject area, nor does it acknowledge how faculty rank differences lead to unequal access to accommodations otherwise extended to most staff and students on the campus.

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On behalf of the TU AAUP/Faculty Association, I urge you to vote for this Bill and allow faculty at all and any rank to choose whether or not they want to use collective bargaining to improve their working conditions. You will be demonstrating your commitment to higher education as a public good and acknowledging that employees and employers together know best how to continue developing the institutions that expand and communicate knowledge for the benefit of the entire community.

I thank you for considering these thoughts and enthusiastically reaffirm our chapter's endorsement of this Bill.

Sincerely,

Elin Lobel, President TUAAP/Full Professor
Department of Kinesiology
Towson University
7901 Regents Drive, College Park, MD 20740
elinlobeltuaap@gmail.com

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

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HOUSE BILL 493

P4, F5

4lr1474
CF 4lr1475

By: **Delegates Foley, Lehman, Acevero, Bhandari, Boaf, Charkoudian, Edelson, Forbes, Fraser-Hidalgo, Guyton, Guzzone, Harris, Harrison, A. Johnson, Kaufman, J. Lewis, J. Long, Lopez, Martinez, McCaskill, Palakovich Carr, Pasteur, Rogers, Ruth, Shetty, Simmons, Simpson, Solomon, Spiegel, Stewart, Terrasa, Turner, Vogel, Williams, Wims, Wolek, Wu, and Young**

Introduced and read first time: January 24, 2024

Assigned to: Appropriations

A BILL ENTITLED

1 AN ACT concerning

2 **State Personnel – Collective Bargaining – Faculty, Part-Time Faculty, Post**
3 **Doctoral Associates, and Graduate Assistants**

4 FOR the purpose of providing collective bargaining rights to certain faculty, part-time
5 faculty, post doctoral associates, and graduate assistants at certain State
6 institutions of higher education; establishing separate collective bargaining units for
7 the faculty, part-time faculty, post doctoral associates, and graduate assistants;
8 altering the application of certain collective bargaining laws to supervisory,
9 managerial, and confidential employees of a State institution of higher education;
10 and generally relating to collective bargaining for faculty, part-time faculty, post
11 doctoral associates, and graduate students at public institutions of higher education.

12 BY repealing and reenacting, without amendments,
13 Article – State Government
14 Section 22–101(a)
15 Annotated Code of Maryland
16 (2021 Replacement Volume and 2023 Supplement)

17 BY repealing and reenacting, with amendments,
18 Article – State Government
19 Section 22–101(d)
20 Annotated Code of Maryland
21 (2021 Replacement Volume and 2023 Supplement)

22 BY repealing and reenacting, with amendments,
23 Article – State Personnel and Pensions
24 Section 3–101 and 3–102(b)(9) and (12) and (d)(2)

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



1 Annotated Code of Maryland
2 (2015 Replacement Volume and 2023 Supplement)

3 BY repealing and reenacting, without amendments,
4 Article – State Personnel and Pensions
5 Section 3–102(b)(10), (11), and (13)
6 Annotated Code of Maryland
7 (2015 Replacement Volume and 2023 Supplement)

8 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,
9 That the Laws of Maryland read as follows:

10 **Article – State Government**

11 22–101.

12 (a) In this title the following words have the meanings indicated.

13 (d) “Employee organization” means a labor organization in which public
14 employees **OR, AS DEFINED IN § 3–101 OF THE STATE PERSONNEL AND PENSIONS**
15 **ARTICLE, FACULTY, PART-TIME FACULTY, POST DOCTORAL ASSOCIATES, OR**
16 **GRADUATE ASSISTANTS** participate and that has as one of its primary purposes
17 representing public employees.

18 **Article – State Personnel and Pensions**

19 3–101.

20 (a) In this title the following words have the meanings indicated.

21 (b) “Board” means the Public Employee Relations Board.

22 (c) “Chancellor” has the meaning stated in § 12–101 of the Education Article.

23 (d) “Collective bargaining” means:

24 (1) good faith negotiations by authorized representatives of employees and
25 their employer with the intention of:

26 (i) 1. reaching an agreement about wages, hours, and other
27 terms and conditions of employment; and

28 2. incorporating the terms of the agreement in a written
29 memorandum of understanding or other written understanding; or

30 (ii) clarifying terms and conditions of employment;

1 (2) administration of terms and conditions of employment; or

2 (3) the voluntary adjustment of a dispute or disagreement between
3 authorized representatives of employees and their employer that arises under a
4 memorandum of understanding or other written understanding.

5 (e) “Employee organization” has the meaning stated in § 22–101 of the State
6 Government Article.

7 (f) “Exclusive representative” has the meaning stated in § 22–101 of the State
8 Government Article.

9 **(G) (1) “FACULTY” MEANS EMPLOYEES OF A SYSTEM INSTITUTION,**
10 **MORGAN STATE UNIVERSITY, OR ST. MARY’S COLLEGE OF MARYLAND WHOSE**
11 **ASSIGNMENTS INVOLVE ACADEMIC RESPONSIBILITIES, INCLUDING TEACHERS,**
12 **SCIENTISTS, RESEARCHERS, ACADEMIC ADVISORS, DEPARTMENT HEADS,**
13 **DEPARTMENT CHAIRS, AND THOSE IN COMPARABLE POSITIONS.**

14 **(2) “FACULTY” DOES NOT INCLUDE OFFICERS, SUPERVISORY**
15 **EMPLOYEES, CONFIDENTIAL EMPLOYEES, PART-TIME FACULTY, POST DOCTORAL**
16 **ASSOCIATES, OR GRADUATE ASSISTANTS.**

17 **[(g)] (H) (1) “Faculty at the Maryland School for the Deaf” means employees**
18 **who have been granted the following status by the Board of Trustees of the Maryland**
19 **School for the Deaf:**

20 (i) after-school program counselors;

21 (ii) American Sign Language specialists;

22 (iii) athletic trainers;

23 (iv) behavior specialists;

24 (v) clerical aides;

25 (vi) dorm counselors;

26 (vii) employment specialists;

27 (viii) instructional technology resource specialists;

28 (ix) librarians;

29 (x) literacy and reading specialists;

- 1 (xi) occupational therapists;
- 2 (xii) orientation and mobility specialists;
- 3 (xiii) physical therapists;
- 4 (xiv) school counselors;
- 5 (xv) school IEP coordinators;
- 6 (xvi) school nurses;
- 7 (xvii) school social workers;
- 8 (xviii) speech–language pathologists;
- 9 (xix) student support specialists;
- 10 (xx) teachers;
- 11 (xxi) teacher aides;
- 12 (xxii) transition coordinators; and
- 13 (xxiii) work–to–learn specialists.

14 (2) “Faculty at the Maryland School for the Deaf” does not include officers
15 or supervisory employees at the Maryland School for the Deaf.

16 **(I) “GRADUATE ASSISTANT” MEANS A GRADUATE STUDENT AT A SYSTEM**
17 **INSTITUTION, MORGAN STATE UNIVERSITY, OR ST. MARY’S COLLEGE OF**
18 **MARYLAND WHO IS A TEACHING, ADMINISTRATIVE, OR RESEARCH ASSISTANT, OR IN**
19 **A COMPARABLE POSITION, OR A FELLOW.**

20 **(J) “PART-TIME FACULTY” MEANS EMPLOYEES OF A SYSTEM INSTITUTION,**
21 **MORGAN STATE UNIVERSITY, OR ST. MARY’S COLLEGE OF MARYLAND WHOSE**
22 **ASSIGNMENTS INVOLVE ACADEMIC RESPONSIBILITIES, INCLUDING TEACHERS,**
23 **SCIENTISTS, RESEARCHERS, ACADEMIC ADVISORS, DEPARTMENT HEADS, AND**
24 **THOSE IN COMPARABLE POSITIONS WHO ARE DESIGNATED WITH PART-TIME**
25 **FACULTY STATUS BY THE PRESIDENT.**

26 **(K) “POST DOCTORAL ASSOCIATE” MEANS AN EMPLOYEE-TRAINEE AT A**
27 **SYSTEM INSTITUTION, MORGAN STATE UNIVERSITY, OR ST. MARY’S COLLEGE OF**
28 **MARYLAND WHO IS A DOCTORAL DEGREE HOLDER WHOSE ASSIGNMENTS ARE**
29 **PRIMARILY RESEARCH OR IN A COMPARABLE POSITION.**

1 **[h] (L)** “President” means:

2 (1) with regard to a constituent institution, as defined in § 12–101 of the
3 Education Article, the president of the constituent institution;

4 (2) with regard to a center or institute, as those terms are defined in §
5 12–101 of the Education Article, the president of the center or institute;

6 (3) with regard to the University System of Maryland Office, the
7 Chancellor of the University System of Maryland; and

8 (4) with regard to Morgan State University, St. Mary’s College of
9 Maryland, and Baltimore City Community College, the president of the institution.

10 **[i] (M)** “System institution” means:

11 (1) a constituent institution, as defined in § 12–101 of the Education
12 Article;

13 (2) a center or institute, as those terms are defined in § 12–101 of the
14 Education Article; and

15 (3) the University System of Maryland Office.

16 3–102.

17 (b) This title does not apply to:

18 (9) an employee of the University System of Maryland, Morgan State
19 University, St. Mary’s College of Maryland, or Baltimore City Community College who is:

20 (i) a chief administrator or in a comparable position;

21 (ii) a deputy, associate, or assistant administrator or in a
22 comparable position;

23 (iii) [a member of the faculty, including a faculty librarian;

24 (iv) a] **AN UNDERGRADUATE** student employee[, including a
25 teaching assistant or a comparable position, fellow, or post doctoral intern];

26 **[(v)] (IV)** a contingent, contractual, temporary, or emergency
27 employee, **EXCEPT FOR PART-TIME FACULTY, A GRADUATE ASSISTANT, OR A POST**
28 **DOCTORAL ASSOCIATE;**

1 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July
2 1, 2024.

SB823 (2).pdf

Uploaded by: Elizabeth Guillen

Position: FAV



For more information, please contact
Elizabeth Guillen
umswasc@gmail.com

TESTIMONY IN SUPPORT OF SENATE BILL 823
State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, Post Doctoral
Associates, and Graduate Assistants
Finance
March 7, 2024

Thank you, Chair Pamela Beidle Vice Chair Katherine Klausmeier, and finance Committee members for considering SB823, which would extend collective bargaining rights to adjunct faculty and graduate assistants at institutions within the University of System of Maryland (USM), Morgan State University and St. Mary's College of Maryland. My name is Elizabeth Guillen, a resident of District 15 and a member of Student Advocates for Social Change, a graduate student coalition at the University of Maryland School of Social Work.

I am writing to express my strong support for SB 823. As someone who has experienced the fear of speaking up for a better work environment and equal treatment due to the possibility of retaliation, I cannot imagine having to work in a place where I don't have equal rights as others. Such an environment would have a negative impact on my self-esteem and my family and would affect how I view the world. The passage of SB823 would be a crucial legislative step towards promoting the rights and representation of faculty, part-time faculty, postdoctoral associates, and graduate assistants in Maryland's state institutions of higher education.

SB823 recognizes the importance of embracing diversity, equity, and inclusion in our public universities to promote the well-being of all individuals and communities. This vision aligns with the University of Maryland's mission to create a safe and inclusive environment where everyone can thrive and reach their full potential.¹ It acknowledges that promoting these values is not only morally right but also educationally sound.

SB823 proposes a significant advancement in the realm of collective bargaining rights for these groups, ensuring that their voices are heard and their interests are adequately represented. By establishing separate collective bargaining units, SB823 acknowledges the unique needs and contributions of these essential members of the academic community.

The inclusivity and fairness promoted by this bill are not just beneficial for the employees at these institutions but also for the broader educational system. A well-represented and supported faculty and staff are fundamental to fostering a thriving, dynamic educational environment, which in turn benefits our students and the state's future.

Social Work Advocates for Social Change supports SB823, a progressive move towards a more equitable and effective higher education system in Maryland. I urge your favorable consideration



For more information, please contact

Elizabeth Guillen

umswasc@gmail.com

and support for this legislation. Thank you for taking the time to read this letter and for supporting SB823.

Sincerely,

Elizabeth Guillen

1. [University of Maryland Diversity and Inclusion Statement](#)

Social Work Advocates for Social Change is a coalition of MSW students at the University of Maryland School of Social Work that seeks to promote equity and justice through public policy, and to engage the communities impacted by public policy in the policymaking process.

elizabeth.leininger.pdf

Uploaded by: Elizabeth Leininger

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Elizabeth Leininger, Associate Professor
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Liz Leininger and I am Associate Professor of Neuroscience at St. Mary's College, where I worked from 2013-2017 and returned to work here again in 2023. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

I teach introductory to advanced courses in Neuroscience, supervise student honors theses, conduct research -- often with student research assistants, and perform service to support the governance of my college. In some semesters I have taught nearly 100 students, but I take the time to get to know all of them on a first-name basis. I love the work that I do and the growth and learning I see in my students. But to continue doing high quality work, it is important that my workload and my colleagues' workload is protected and fairly bargained, and that core principles of shared governance and academic freedom are upheld.

I recently moved back to Maryland from Florida. The state government of Florida has brazenly attacked academic freedom, shared governance, and equity on a large scale. These attacks are alarming because academic freedom, shared governance, and equity form the bedrock of independent, strong universities and a thriving democracy. I personally witnessed attacks on these principles at New College of Florida, where I worked -- which is why I moved out of state and found my way back to Maryland.

When I left Florida, I left behind union membership. Yes, Florida has a union for university workers! Via collective bargaining, the United Faculty of Florida helped ensure that educator workloads were bargained fairly and that policies on issues of academic freedom and shared governance were being upheld. When these key principles were not upheld, the United Faculty of Florida union was one of the main bodies that could speak up on behalf of the faculty, allowing us to have a collective voice that benefitted everyone.

Members of the Committee, this state has for decades viewed collective bargaining between state employees and management as the best way to promote democracy in our workplaces and public institutions. The right to collective bargaining has long been recognized as not only a fundamental human right, but also as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the nation, and indeed to many private, prestigious institutions in our own state. The reasons to exempt four-year public higher ed institutions from this path make no sense. I again therefore call for a favorable report to this Bill.

Sincerely,

Elizabeth Leininger, Associate Professor

St. Mary's College of Maryland
7901 Regents Drive, College Park, MD 20740
elizabeth.leininger@gmail.com

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

elyshia.aseltine.pdf

Uploaded by: Elyshia Aseltine

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Elyshia Aseltine, Associate Professor
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Elyshia Aseltine and I am an Associate Professor of Sociology, Anthropology & Criminal Justice at Towson University. There are many decisions that occur without meaningful faculty input, resulting in poorly researched, ill-fated, and unfair decisions that impact faculty lives and, as a result, those of students on our campuses. While many of our campuses have "shared governance" structures, decisions made by these groups are often symbolic and, when not, easily overruled by campus leadership. Increasingly, faculty are reliant on the benevolence of campus leadership when it comes to decision making about teaching-related decisions, workload considerations, faculty performance evaluations, instructional technologies, etc. As a faculty, we seek the opportunity to determine for ourselves if unionization makes sense for our campuses. Right now, that conversation is not even a possibility. This is deeply troubling for many of us. Please support our ability to have such a conversation.

Sincerely,

Elyshia Aseltine, Associate Professor
Sociology, Anthropology & Criminal Justice
Towson University
7901 Regents Drive, College Park, MD 20740
easeltine@towson.edu

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

emilio.weber.pdf

Uploaded by: Emilio Weber

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Emilio Weber, Graduate Teaching Assistant
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Emilio Weber, a graduate teaching assistant in the Kinesiology Department within the school of public health at the University of Maryland at College park. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

I teach four class sections per semester with 18-24 students in each. I love teaching and our department always preaches the benefit of training and educating the next generation of college students. However, its impossible to imagine continuing with the wages and working conditions we have. We need higher wages to live dignified lives in the DMV region. We also need the ability to collectively bargain for those wages and clear workplace guidelines, because without the labor me and my colleagues provide, the university would not be able to function.

Members of the Committee, This state has for decades viewed collective bargaining between state employees and management as the best way to promote democracy in our workplaces and public institutions. The right to collective bargaining has long been recognized as not only a fundamental human right, but also as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the nation, and indeed to many private, prestigious institutions in our own state. The reasons to exempt four-year public higher ed institutions from this path make no sense. I again therefore call for a favorable report to this Bill.

Sincerely,

Emilio Weber, Graduate Teaching Assistant
Kinesiology Department
University of Maryland, College Park
7901 Regents Drive, College Park, MD 20740
emiliojweber@gmail.com

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

frederick.mills.pdf

Uploaded by: Frederick Mills

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Frederick Mills, Professor
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Frederick Mills and I am professor of philosophy at Bowie State University (BSU) where I have been working full time since 1996. I am also President of the BSU chapter of the AAUP and a member of our campus constitution committee. I have also served on the BSU faculty senate for more than a decade. I urge this committee to issue a favorable report for this Bill. The right to collectively bargain in this state applies to most state employees, including faculty at community colleges. There are good reasons why this right should also be extended to all faculty labor in higher education in Maryland.

I have been active in shared governance bodies on the BSU campus for more than 25 years. I teach both face-to-face and online courses in philosophy, including ethics and public policy. I also conduct research in the ethics of liberation and serve as volunteer deputy director of the Council on Hemispheric Affairs. I focus my argument for granting collective bargaining rights to higher education workers based on the need to fortify shared governance and dignify the labor of all instructors, including part-time faculty.

We need to fortify shared governance. The principles of shared governance and academic freedom, which are informed by AAUP policy and incorporated into the University System of Maryland (USM) bylaws as well as faculty handbooks across the state, allots primary responsibility to faculty in academic matters such as the content of courses; the hiring, evaluation, and promotion of faculty; and program development. The USM policy states "Each institution shall define the subject matter appropriate for faculty, staff, and/or student participation in the shared governance process. The definitions shall recognize [as it pertains to faculty]: The central role of the faculty in the institution's teaching, research and outreach programs, including the assessment of the quality of these activities through peer review." (Bylaws: I, 6.00, 3, c. 5)

Our BSU faculty handbook, in compliance with I, 6.00,3, c.5 states:

The faculty handbook and the University System of Maryland bylaws (I - 6.00 Policy on shared governance) are informed by the AAUP's 1966 Statement on Government of Colleges and Universities. ...It calls for shared responsibility among the of institutional government and specifies areas of primary responsibility for governing boards, administrations, and faculties.

What are these shared responsibilities? The AAUP's 1966 Statement on Government of Colleges and Universities states:

"The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of

student life which relate to the educational process."

These are good policies, but without the right to collectively bargain, faculty lack sufficient

recourse to curtail the erosion of shared governance and academic freedom and depend on the good will of administration. It is a one-sided bargain that too often undermines the appropriate exercise of our primary responsibilities. The right to collectively bargain can provide the mechanism to fortify shared governance and enhance the spirit of collaboration between faculty and administration in pursuit of a common mission.

We have had occasions over the past decades, at BSU, when administration refused to recognize the elected members of the faculty senate or appointed advisory committees that circumvented shared governance bodies and procedures. In 2010, for example, it was only with a great organizing effort by faculty and the intervention of the Board of Regents, that our shared governance bodies persevered.

Most recently our departments and instructors have had very limited input into changes in the management of academic computing which, since the pandemic and the expanded use of virtual classrooms, has become an essential instrument in the development of online and hybrid courses.

During a health emergency, our academic departments and faculty lost a significant measure of control over course content and the pedagogical tools used for their delivery. This clearly violates the policy of our faculty handbook, which states:

Freedom of teaching. ...Faculty members must be able to disseminate to their students the results of pertinent research, by themselves and others in their profession. They must also

be free to train students to think about these results for themselves, often in an atmosphere of controversy that, as long as it remains, in a broad sense, educationally relevant, actively assists students in mastering the subject and appreciating its significance. Freedom of teaching includes both subject matter and choice of pedagogical tools, including technology. (BSU Faculty Handbook, 5.5.1.3, bold added)

A collective bargaining unit could help clarify and establish the appropriate balance between respect for academic freedom and the legitimate need for administrative oversight of academic computing.

Another reason for the urgency of passing this bill is the need to dignify part time academic labor. Our faculty senate voted unanimously in January 2023 to pass a resolution that all BSU Faculty, including Contingent I Faculty (i.e, Adjunct Faculty), receive the 4.5% COLA effective in MD for all state employees on 1 November 2022. The context was the announcement by Governor Hogan that all state employees would receive a 4.5% COLA to commence on Nov. 1, 2022. Since contingent I faculty are state employees, as BSU's administration acknowledges, and they are already insufficiently remunerated for their labor by both market standards and any conceivable measure of economic justice, the senate

resolved to strongly urge administration to honor its own acknowledgement that Contingent I faculty are state employees and accord all BSU Faculty, including Contingent I Faculty, the 4.5% COLA announced by the Governor to commence on 1 November 2022. It is not clear why our individual campus denied the COLA increase without faculty input. The sad reality is that despite already low pay

and inflation, some contingent workers must work at several institutions teaching six or seven courses and still cannot make ends meet. That is not good for them or students. If faculty at BSU had the right to collectively bargain, including contingent faculty, contingent faculty at BSU would have had a better

chance to obtain this modest and long overdue COLA increase. Some contingent faculty have been part of our academic community for more than two decades. They ought to be treated as such.

I urge you to vote for this Bill and grant faculty at any rank the right to choose for themselves

whether collective bargaining can fortify shared governance and academic freedom and advance the cause of just compensation for all instructors in higher education.

Sincerely,

Frederick Mills, Professor
Philosophy
Bowie State University
7901 Regents Drive, College Park, MD 20740

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

gabrielle.lucille.fuentes.pdf

Uploaded by: Gabrielle Lucille Fuentes

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Gabrielle Lucille Fuentes, Associate Professor
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Gabrielle Fuentes and I am an Associate Professor of English at the University of Maryland where I have worked since fall 2017 years. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

Members of the Committee, This state has for decades viewed collective bargaining between state employees and management as the best way to promote democracy in our workplaces and public institutions. The right to collective bargaining has long been recognized as not only a fundamental human right, but also as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the nation, and indeed to many private, prestigious institutions in our own state. The reasons to exempt four-year public higher ed institutions from this path make no sense. I again therefore call for a favorable report to this Bill.

Sincerely,

Gabrielle Lucille Fuentes, Associate Professor
English
University of Maryland, College Park
7901 Regents Drive, College Park, MD 20740
gabriellefuentes@gmail.com

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

gannon.sprinkle.pdf

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Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee**

**By Gannon Sprinkle, Student Liaison for the City of College Park
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Gannon Sprinkle and I am a student liaison for the City of College Park. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

I sit in city council meetings each week, as well as working in multiple subcommittee meetings each week. In all of these, I am a student representative. A minority population within the City of College Park, it is mine and my colleague's job to advocate for the rights and opinions of students within a legislative body. And that is what I am here to do today. Graduate students, like every other labor group, deserve the right to collectively bargain. The right to organize is a human right, and legislative bodies like yours must be conducive to unionizing and labor organizing. It is only when the state's legislative body is proactive, productive, and favorable of union activity that the state will truly work for the worker, help them claim living wages and fair working conditions. Job stability and fair wages are fights that move past equity issues. These impact every single resident of Maryland, beyond partisan lines. Worker rights are not something to be thrown aside, and it is with these views in mind that I request the right to collectively bargain to promote democracy in our workplaces and public institutions. I urge the committee to allow the ability to work together to construct conditions in our workplaces, and pass a favorable report on this bill.

Sincerely,

Gannon Sprinkle, Student Liaison for the City of College Park
University of Maryland
University of Maryland, College Park
7901 Regents Drive, College Park, MD 20740
gannonsprinkle@gmail.com

This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).

Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.

gerard.holmes.pdf

Uploaded by: Gerard Holmes

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee**

By Gerard Holmes, Lecturer

SB0823

State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants

March 7, 2024

FAVORABLE

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Gerard Holmes. I am a half-time Lecturer in the English Department at UMCP, where I have worked since 2020. Because I was a graduate student in the Department before that, I have taught for the University since 2016. I am also a half-time Coordinator in the Biology Department, where I am represented by the university's staff union.

I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. I find it deeply strange that I am eligible for union membership for one-half of my work at the University, but not for the other half. It is self-evident that this right should be extended to all higher education workers in Maryland.

Union representation is particularly crucial for non-tenured and non-tenure-track faculty. I have the same credentials, and in the classroom I do the same work, as tenured and tenure-track faculty, and yet I am protected by none of the benefits of tenure. My pay per course is considerably less; hence the need to work a second half-time job. In fall 2023, I worked a course overload to help make ends meet, as my daughter was herself beginning college. There is, of course, no guarantee of access to overloads, and as a solution to precarious employment, this is ultimately unsustainable in any case. My students insist on calling me "Professor," although my employment has never carried that title; for the students, experiencing my work in the classroom, I might as well be.

I teach a wide-ranging suite of courses in introductory writing and rhetoric, professional writing, and literature. As such, I encounter students from across the university, and I make every effort to show them that they, too, can learn to read, interpret, and write skillfully. It is most inspiring to see their orientation toward their own abilities change as they develop the capacity to articulate their ideas. Students consistently report, in their end-of-semester evaluations, that their sense of what they are capable of doing, and often their career-plans, have changed as a result of taking my classes. Frequently, two or three years later, they return to ask for recommendations to graduate programs or jobs. I wrote two such recommendations last week. Frankly, responses such as this, which should be encouraging, often have the opposite effect, because the reality is I cannot afford to teach on these terms over the long haul.

I am a believer in unions. My father was a union printer, and the protections he enjoyed made it possible for me to remain in school, and for my family to maintain stable housing and food security when he had the first of a series of heart attacks. When, a few years later, my mother got sick with cancer, he was able to adjust his working life to care for her. My brother became a union organizer after initiating and carrying forward a unionization effort at the mental-healthcare facility where he worked. During my working life, I have been a member of four unions, and experienced the formation of a union three times, starting in high school when the public library in which I was a lowly clerk unionized. So, I have

considerable experience with the benefits and the complications of unions and unionization.

In two of the cases in which I experienced unionization, management supported staff's right to form a union. In one, at a small college in Vermont, where union protections are rare, the administration mounted a costly anti-union effort, arguing that the college could not afford the change. In the end, the union was approved, and - as in the instances when management supported the union - negotiations over working-rules, salaries, and benefits were ultimately simplified and standardized, making the process easier for everyone involved. Nor did the union significantly increase operating costs. Contrary to received opinion, my experience has been that unions streamline the often-byzantine processes by which employees are hired and managed, making everyone's life easier in the long run while increasing equity in pay and working conditions.

There is no good reason for disparity in pay between Lecturers in the English Department and the Biology Department. Faculty, regardless of tenure status or subject area, deserve workplace protections including predictable working conditions and fair pay. Or if there is a reason for disparity between people with the same qualifications and work experience, or for insecurity for some but not others, let us have that conversation out in the open. Ultimately, the administration of these higher-education institutions would certainly have ample opportunity to make their case, and faculty would decide to accept or reject the union. In the classroom, my job is to educate students about subjects I know well, and to support them as they encounter obstacles to that education. Students believe I do that job well. I simply ask you for the opportunity to join with my peers in seeking an appropriate level of pay and protections, which will allow me to keep doing so.

Members of the Committee, this state has for decades viewed collective bargaining between state employees and management as the best way to promote democracy in our workplaces and public institutions. The right to collective bargaining has long been recognized as not only a fundamental human right, but also as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher education institutions in the nation, and indeed to many prestigious private institutions in our own state. There is no good reason to exempt faculty at four-year public higher ed institutions from this path; or if there is, let the institutions make that case before their employees and the National Labor Relations Board, like any other large employer. I again therefore call for a favorable report to this Bill. Thank you very much for reading this.

Sincerely,

Gerard Holmes, Lecturer
English
University of Maryland, College Park
7901 Regents Drive, College Park, MD 20740
gholmes501c3@gmail.com

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

gregory.babic.pdf

Uploaded by: Gregory Babic

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Gregory Babic, Graduate Research Assistant
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

In the approximately 6 months that I have been a graduate worker at UMCP, it has been made crystal clear to me by the university why we as graduate workers are in dire need of a union. I have had to deal with seemingly constant payroll mistakes, incompetence on the always changing health insurance rules, and an incredibly bloated university bureaucracy. But these issues pale in comparison to housing. All the housing around UMCP is either grossly overpriced or cheap and very low quality. My current situation is paying \$1000/month and I have 5 housemates. It is unacceptable that we are paid so poorly that that is the only affordable option for most graduate workers at UMCP.

Sincerely,

Gregory Babic, Graduate Research Assistant
Department of Physics
University of Maryland, College Park
7901 Regents Drive, College Park, MD 20740
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*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

gregory.isaiah.espinoza.pdf

Uploaded by: Gregory Isaiah Espinoza

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee**

By Gregory Isaiah Espinoza

SB0823

State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants

March 7, 2024

FAVORABLE

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Isaiah Espinoza and I am a Graduate Student in the Government and Politics Department at the University of Maryland in College Park, where I have worked as a Graduate Assistant for four years. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

My graduate assistant appointments have been for nine and a half months each year since I was accepted into the Government and Politics PhD program in 2020. The type of work I do as a graduate assistant depends on my appointment, for which I may be assigned as an administrative assistant, a research assistant, or a teaching assistant. I have worked in the latter two roles, and my responsibilities between those two positions have varied dramatically. As a research assistant, I have supported on-going research for the Center for Democracy and Civic Engagement by providing insight and expertise, coding, data analysis, producing reports, summary reviews of relevant scholarship, and more. I have attended meetings with faculty, university administrators, various kinds of experts, and have dedicated routine hours to this work whether on or off campus. As a teaching assistant, I have introduced students to the complexities of U.S. government and politics, and I've helped many to understand historic and contemporary civic and social issues therein; I have guided students through the classic philosophical texts of Aristotle, John Stuart Mill, John Locke, Thomas Jefferson, James Madison, and more; I have helped students learn about themselves and others by teaching fundamental social psychology and aspects of cognitive neuroscience, with emphasis on how it relates to today's political climate and controversies. I have graded assessments and read long-form essay exams for hundreds upon hundreds of adult students passing through the University of Maryland, from undergraduate freshman just out of high school to career FBI agents getting their Masters degree. Anyone who has ever taught students will be familiar with spending long nights grading under the pressure of tight deadlines. Whether supporting research or teaching students, I have dedicated the time and effort expected of a professional full-time or part-time employee but with the security and compensation of neither.

Those in opposition to collective bargaining rights would like you to believe that I have done all of this while working only 20 hours a week on average. They know, as do I, that supervisors are able to overload and overwork graduate assistants far beyond this 20 hour average without worry. In the past, I have been made to work the hours of an unofficial full-time employee working overtime without recompense for the length of the appointment. If such was my job, there would be no issue, but I am first and foremost a graduate student and the objective of graduate assistantships is education.

During that time I was unable to make any progress toward my advancement in the program nor work on my own research. I have lost valuable time as a consequence, putting my progress and

livelihood at increased risk. The risk being that my appointment as a graduate assistant and enrollment in the PhD program is liable to be terminated for a variety of reasons such as loss of funding, academic delinquency (i.e., unsatisfactory progress in the program), and more. In addition, the time graduate students have to complete requirements is determined by the funding guaranteed upon acceptance into the program, so any time lost imposes increased risk to graduate students whereas faculty and professors are insulated. There is nothing preventing such occurrences from arising in the future for me nor those like me. There are no mechanisms in place to ensure graduate assistants are not overworked, no guardrails to prevent supervisors from passing all of their responsibilities onto graduate assistants, and no forms of accountability in case they do. Collective bargaining rights allow us to ensure that no workers are exploited, and allows graduate assistants to hold supervisors accountable.

Those opposed to collective bargaining rights for graduate assistants would also have you believe that the roles and responsibilities assigned to us provide many intangible benefits which cannot be reflected on a pay stub. Whatever intangible benefits there may be unfortunately do not help me pay bills nor do they advance my progress within the program. Getting a job as a 'Post-doc' requires I have an actual doctorate--not merely the skills of one. What those in opposition will not tell you is that I, and my peers, are vulnerable and easy to exploit. The departments and faculty we are assigned to work for have come to expect, and likely feel entitled to, an endless supply of the highly professional, highly educated, and highly competent graduate students who may be exploited at the lowest prices acceptable by law.

As has been explained to me by university administrators and department faculty, my position as a graduate assistant is precarious. The terms of my graduate assistant position permit my termination for reasons mostly out of my control. Should a conflict arise between myself and a tenured professor, an instructor, or a faculty member, I am the one easiest to get rid of; I am easiest to discipline; my grievances are easiest to ignore. As it stands now, without collective bargaining rights, our complaints are easiest to retaliate against should any one of us complain too loudly. Despite the work I do and the value I add, there are no guardrails in place to prevent graduate assistants like myself from being overworked and exploited. We rely on a community of good faith actors who mouth sympathies while always fully aware that they can cut the lifelines to our future.

Those in opposition may wish for you to believe that we are graciously compensated in more ways than just a meager living stipend. Our benefits include remission of graduate student tuition for up to 10 credits for the length of our appointments, and we have the option to participate in the faculty/staff health benefits program in order to fulfill the mandatory health insurance requirement for graduate students. Yet these benefits are not compensation, and should not be considered on par with wages. More importantly, such benefits are undermined without the protection of collective bargaining rights. Indeed, tuition remission serves only as a tool to coerce graduate student compliance and demoralize we discontents. As an example, there are no more courses necessary for me to enroll in since I have completed course requirements early on. However, I must enroll in a single-credit graduate course each semester under my advisor in order to remain enrolled in the PhD program. The university charges itself tuition and then that tuition is remitted on my behalf. Should my graduate assistant position be terminated, for whatever reason, I will be charged that very same tuition. Not only would I lose my meager stipend, but I would, in fact, owe money for being fired. The reality is that I no longer need to take classes; rather, I work for the university most hours of the day in whatever way I am told, and I make progress towards a prospective dissertation in the unseen hours at home. Not to mention that I am still required to pay mandatory fees separate from tuition, of which I can only pay with from the very stipend the university provides. In effect, I am charged fees to work (and park) at the place that employs me from the money they provide to me as a stipend; and if my appointment should be terminated, I will owe them the money they charged themselves.

Before concluding, I find it necessary to include that undergraduate students are increasingly being recruited and employed in the same way that graduate assistants are, to the extent where both undergraduate and graduate students may assist together in same capacity. This may not be odd or irregular, but it is very much a pernicious trend. Moreover, graduate teaching assistants are now expected to function in managerial roles superior to undergraduate assistants. I was informed by department leadership that the increased use of undergraduate assistants is for the purpose of expanding the pool of graduate assistants to be appointed as research assistants. I am vehemently opposed to being employed as a manager, but more importantly, I am concerned that undergraduate students working as assistants are at greater risk of being exploited than the whole community of graduate assistants alone. I would hope that some consideration is given to the vulnerabilities of undergraduate students being employed as undergraduate assistants.

Members of the Committee, this state has for decades viewed collective bargaining between state employees and management as the best way to promote democracy in our workplaces and public institutions. The right to collective bargaining has long been recognized as not only a fundamental human right, but also as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the nation, and indeed to many private, prestigious institutions in our own state. There is no valid reason to exempt four-year public institutions of higher education from this path. I again, therefore, call for a favorable report to this Bill.

Sincerely,

Gregory Isaiah Espinoza
University of Maryland, College Park
7901 Regents Drive, College Park, MD 20740
isaiahesp01@gmail.com

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

hal.daum.iii.pdf

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Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee**

By Hal Daumé III, Professor

SB0823

State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants

March 7, 2024

FAVORABLE

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Hal Daumé III and I am a professor of Computer Science and Language Science at the University of Maryland-College Park, where I have worked for 13 years. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

I conduct research broadly in the area of artificial intelligence and am the lead PI and institute director for the recently awarded \$20m NSF/NIST Institute on Trustworthy AI, TRAILS. I also regularly teach over 150 students per semester on topics related to AI, as well as advise 6-10 students regularly on undergraduate and graduate research.

There are minimal formal contracts that specifies my duties, and, in fact, part of being a professor is a bit like running a startup -- if someone else doesn't do it, I do it myself because it needs to get done. The result of this, together with budget cuts especially to staff positions at universities, the increased enrollment in my field, and the general lack of growth of faculty, means that my workload continues to increase just to keep pace.

Members of the Committee, This state has for decades viewed collective bargaining between state employees and management as the best way to promote democracy in our workplaces and public institutions. The right to collective bargaining has long been recognized as not only a fundamental human right, but also as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the nation, and indeed to many private, prestigious institutions in our own state. The reasons to exempt four-year public higher ed institutions from this path make no sense. I again therefore call for a favorable report to this Bill.

Sincerely,

Hal Daumé III, Professor
Computer Science
University of Maryland, College Park
7901 Regents Drive, College Park, MD 20740
hal3@umd.edu

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umgradworkers.org or umdaaup@gmail.com if you have any questions.*

hannah.zafar.pdf

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Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Hannah Zafar, Graduate Research Assistant
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Hannah Zafar and I am a Graduate Student & Researcher at University of Maryland College Park, where I have worked for nearly two years. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

As a graduate student, I am an active participant in the teaching and research at my university. I served as a Teaching Assistant (TAs) for several semesters in my Department, where TAs run weekly course recitations (a supplement to the professor's lecture for review and projects) and serve as sole instructors for the course laboratory, which is an independently-listed course from the lecture. The weekly recitations included reviewing lecture content, distributing project assignments, and grading/evaluation of student papers and presentations. In the laboratory, I was responsible for all instruction, weekly lab assignments, and grading. In total, I instructed nearly 90 students, with almost no training or preparation. Notably, I performed all of these duties on top of my own graduate course load. I have transitioned from TA to Research Assistant (RA), where I contribute to the cutting-edge research at the University of Maryland and provide invaluable assistance to research faculty. Blatantly, research universities in the United States could not operate without the support of graduate students in course instruction and research. Thus, the right of collective bargaining to this group of workers is essential to maintaining proper working conditions and keeping the system operational.

Despite their essential role at colleges and universities, graduate students are often poorly compensated and expected to work long hours. I struggle to make ends meet with my meager salary that teeters on the poverty line, particularly given the high expenses associated with living nearby a large university where real estate is desirable. More than half of my income goes toward housing from a private landlord a few miles from campus. The University of Maryland has a small graduate student housing complex that is old and highly competitive, and students can be on the waiting list for years. Graduate students need to be close to campus in order to work long hours on campus teaching, meeting with students, and doing research, which comes at a high price point. With collective bargaining, graduate students can effectively communicate these struggles to the University and push for initiatives to expand student housing and increase stipends to meet the high cost of living.

Members of the Committee, based on the circumstances of myself and the many graduate students at my institution I documented above, I implore you to support this Bill. As I have described, graduate students play an invaluable role in the operation of higher education and thus are deserving of the right to collective bargaining. Furthermore, the right to collective bargaining has long been recognized as not only a fundamental human right, but also as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed

institutions in the nation, and indeed to many private, prestigious institutions in our own state. I thank you for your time and consideration.

Sincerely,

Hannah Zafar, Graduate Research Assistant
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*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

harjant.singh.gill.pdf

Uploaded by: Harjant Singh Gill

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Harjant Singh Gill, Associate Professor
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Harjant Singh Gill and I am an associate professor in the department of Sociology/Anthropology/Criminal Justice at Towson University, where I have worked for 14 years. I am a scholar whose research focuses on gender, caste, race, and other inequities around the world. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland including faculty at Towson University.

In addition to maintaining an active research agenda - that includes publishing articles in leading peer review journals, applying for competitive grants to support my research, and presenting at international academic conferences and educational settings - I teach nearly 120 undergraduate students every semester, and advise another 40 - 50 students. In addition, I also serve on several university committees and as the head of the anthropology concentration within my department, a position in which my responsibilities including curriculum development, course scheduling, overseeing peer evaluations, and clearing students for graduation. Outside of Towson, I am currently serving on evaluation committees including for Fulbright, American Institute of Indian Studies, Margaret Mead Film Festival, and as the president of Society for Visual Anthropology. I pride myself of being an involved and passionate teacher and endeavoring to transform my students from passive listeners to critically engaged thinkers and social actors. I receive excellent evaluations and take student feedback very seriously.

Over the past 14 years that I have been teaching at Towson University, I have noticed that the university has shifted away from the spirit of "shared governance" and adopted a more top-down hierarchical model. With each new change, new administration, or new initiatives that are introduced, faculty are asked to forgo their agency and comply with the decisions administration is making for us; decisions regarding hiring, teaching/advising load, teaching evaluations, curriculum development, and even timesheets and travel reimbursements. While not all the new initiatives and changes are bad, many are implemented without soliciting faculty feedback - violating the spirit of shared governance. Some of new initiative and guidelines - such as on course evaluations, student retention, and faculty hiring feels quite draconian. They violate the spirit of inclusivity and shared governance that had made Towson University an attractive home for me, as junior scholar 14 years ago. My colleagues and I are often overwhelmed by teaching and research, feel overworked and underpaid (Towson is among the lowest paying universities in the region), and now increasingly we feel under-appreciated as well. I can see that these changes are already having an impact on the university community as the quality of education suffers, and initiative to promote diverse inclusive environments on campus are sidelined for profit and expediency.

Collective bargaining is one of the main ways that faculty can advocate for simple measures that would standardize pay, ensure adequate benefits, protect against employment

discrimination, and improve the ability of workers to focus on our jobs. There are many other reasons that workers need this fundamental right of association to be recognized by the state, but I hope that my brief comments give a sense of the urgency of establishing collective bargaining in order to improve the university and promote well-being among workers across the state. Members of the Committee, Maryland has for decades viewed collective bargaining between state employees and management as the best way to promote democracy in our workplaces and public institutions. The right to collective bargaining has long been recognized as not only a fundamental human right, but also as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the nation, and indeed to many private, prestigious institutions in our own state. The reasons to exempt four-year public higher ed institutions from this path make no sense. I again therefore call for a favorable report to this Bill.

Sincerely,

Harjant Singh Gill, Associate Professor
Sociology/Anthropology/Criminal Justice
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*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

haroon.popal.pdf

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Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Haroon Popal, Postdoctoral Associate
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Haroon Popal and I am a postdoctoral associate (postdoc) in the Psychology Department, at the University of Maryland (UMD), College Park. I have been working at UMD for seven months, conducting research of how people understand and neuronally represent social relationships, with a particular interest in adolescents with and without autism spectrum disorders. Despite my short time at UMD, it is already clear to me that this institution is not an inclusive environment for individuals from disadvantaged backgrounds, and the institution has no mechanism for my concerns to be heard and addressed. I am writing in support of the collective bargaining bill for higher education workers in Maryland, because a union would provide this mechanism to address the financial setbacks of postdocs, where the University has failed.

In my second year of graduate school, my father was diagnosed with Lewy Body Dementia, a disorder in the Parkinson family of dementias but with more significant cognitive symptoms. In hindsight, I should have dropped out and found a career that more accurately rewards my strong computational background than academia does. But I believed I could fulfill my family obligations as a postdoc. When I received my verbal offer from my current mentor at UMD, I made my situation clear to her, as well as my need to be able to afford the significant cost of living in the DC area, and be able to afford starting my own family, as I am not in my 30s. My mentor agreed; she offered me \$70,000, which is significantly above the standard pay of a postdoc in the psychology and neuroscience field (\$56,484). I was excited to be able to continue my desired career path, doing the research that I love, while also being able to take care of my family and be close to their home in Northern Virginia. However, UMD did not approve of this offer, with their justification being that all postdocs in the psychology department must be paid the same. This policy, which I assume is motivated by a desire for equality, fails in terms of equity. A salary of \$56,484 is not enough to save up for a house, start a family, and take care of one's elderly parents in the expensive DC metro area. Perhaps it is for someone who does not have elderly sick parents, or has a wealthy family that can help them with a down payment for a house. Being the son of Afghan refugees, I do not have that privileged background. I am now left with a choice: my career that I have been working towards for over nine years, or my family.

I have tried to make my concerns heard but have been met with walls. My advisor has been able to discuss the low postdoc pay with the Dean in the hopes of increasing our salary caps, but there has been no official communication to us postdocs about their plans. Psychology researchers are aware that postdocs across the country are struggling, as has been published in highly prestigious journals such as Nature. The NIH has also released a report detailing the need for higher salaries and better benefits for postdocs, in order to keep them in academia, as so many of us are forced to find jobs in industry that better rewards our skill sets. UMD must be fully aware of these issues, especially during the pandemic. Their failure to communicate with us on their thoughts and the justification for their restrictive policies indicates that they do not respect our work, do not understand our work, and they do not have our best interest in mind. This is completely undemocratic, and demeaning to us researchers,

who have trained for years in our fields, have earned PhDs, and are doing cutting edge research while earning millions of dollars in grants for the University. A union would provide us with the power to directly engage with the decision makers at the University, rather than the wall of bureaucracy that I have faced in trying to better my situation. I would like to again, encourage members of the committee to pass our bill, so that we can quickly form our union, bargain a fair contract, and return to focusing our efforts on our important research.

Sincerely,

Haroon Popal, Postdoctoral Associate
Psychology
University of Maryland, College Park
7901 Regents Drive, College Park, MD 20740
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*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

harrison.lewis.pdf

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Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee**

**By Harrison Lewis, Graduate Teaching and Research Assistant
SB0823**

State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants

March 7, 2024

FAVORABLE

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Harrison Lewis, and I am a PhD student at UMBC, nearing the completion of my research. I also teach two (if not four) discussion sections each semester, usually in Calculus, a subject that the school heavily relies upon. These courses are a mandatory track for almost every technical career offered at our institution, underscoring their critical importance. Through my teaching, I have experienced firsthand the profound impact that my work--and that of my fellow graduate students--has on both the students and the school at large. The myriad functions on campus that depend on a dedicated group of graduate students are too numerous to count. Yet, despite our integral role, many of us are left to contend with financial instability and constant worry.

Throughout my tenure, I have taught numerous students, directly influencing their academic journey and future career paths. The reliance on graduate students to teach such crucial courses highlights not only our value but also the need for recognition and fair treatment. Despite the essential nature of our work, which extends beyond the classroom to encompass diverse research and administrative roles, our contributions are often undervalued, leading to untenable working conditions.

I strongly support the passage of this Bill because it seeks to address these very issues--providing a pathway to improved working conditions, fair compensation, and greater job stability for graduate students and all higher education workers in Maryland. The challenges we face, including inadequate salaries, oversized class responsibilities, and a lack of control over our curricula and workload, undermine our ability to effectively contribute to our fields of study and to the educational mission of our institutions.

By enabling collective bargaining, this Bill would not only rectify existing disparities but also ensure a more equitable, democratic, and prosperous future for all stakeholders in the higher education system. It is essential for fostering an environment where the voices of faculty and students alike are heard and valued, thereby enhancing the quality of education and research across the state.

Members of the Committee, the recognition of collective bargaining rights for public higher education workers is long overdue. Such rights are fundamental to ensuring that all employees have a say in their working conditions and are able to contribute to their workplaces and institutions in meaningful ways. Many other states and prestigious private institutions within Maryland already recognize this right, and there is no justifiable reason for our state's public higher education institutions to lag behind. I urge you to issue a favorable report on this Bill, affirming Maryland's commitment to democracy, equity, and excellence in higher education.

Sincerely,

Harrison Lewis, Graduate Teaching and Research Assistant

Applied Mathematics
University of Maryland, Baltimore County
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*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

heather.hax.pdf

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Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee**

By Heather Hax, Lecturer

SB0823

State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants

March 7, 2024

FAVORABLE

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

I have been working at Towson University since 2002, first as an adjunct and, since 2016, as a lecturer. That I am still a contingent faculty member with no job security and who has no recourse or labor protections is beyond my comprehension. Faculty and graduate students deserve the same labor protections as any other state employee (or any employee for that matter). I hope my senator, Antonio Hayes, stands on the side of workers in this matter.

Sincerely,

Heather Hax, Lecturer
Sociology, Anthropology, and Criminal Justice
Towson University
7901 Regents Drive, College Park, MD 20740
heatherhax@gmail.com

This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).

Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.

heidi.cm.scott.pdf

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Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee**

By Heidi CM Scott

SB0823

State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants

March 7, 2024

FAVORABLE

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Dr. Heidi Scott and I am an Associate Clinical Professor and Senior Lecturer at The University of Maryland, College Park, where I have worked and learned for 15 years.

In my eight years of work at UMD as a professional-track faculty member, I've had six different titles in four colleges, so I know my way around campus. I've enjoyed many of my jobs on campus. But I'd like to speak specifically to one situation: my time as an Assistant Clinical Professor in the redesigned University Honors program, which I held for a 3-year limited term from 2019-2022. (This year the program changed the title to "Visiting Lecturer," the most degraded title I've ever heard applied to a faculty member. This is to provide cover for their short non-renewable contracts. They apply the glam but meaningless title of "Collegiate Fellow" to these faculty members, an example of the UH's dual vanity and vapidty.)

UH enjoys lavish funding: it is designed to recruit the top high school graduates to UMD instead of an Ivy-league rival. But the faculty are systematically denied promotions and even contract renewals. We know our end date as soon as we begin, and this hopelessness kills faculty morale, program culture, and leads to a lot of early attrition. There's no governance structure to include the faculty in the design and operation of the program -- all is controlled by a few administrative staff. While faculty are "cycled out" (euphemism) based on their contract expiration date, the non-teaching administrative staff are paid more than twice as much, and have enjoyed further promotions of title and pay, all while boasting of the program's success to Deans and the Provost. They boast across the bent backs of their faculty, who teach some of UMD's most promising students within in a toxic work environment of temporary, precarious, employment, denial, gaslighting, and bad management. Legislators of Maryland, this is what your allocation is funding: inequality, resentment, and truncated careers. Parents of Maryland, this is what your high-performing children may not be aware of when they enroll in the Honors College at UMD.

I support SB 247 because it would give a collective voice to the nearly 4,000 professional-track faculty that UMD relies upon to teach 70+% of its courses. We are experienced professionals with terminal degrees and status within our fields - but in many departments we fail to make a living wage. PTK faculty in many cases have absolutely no governance role in the programs to which we've devoted years of our professional lives. As the administrative ranks bloat with more high-salary but non-teaching positions, faculty in the Honors College and other campus units are left wondering whether they will have any job in the upcoming semester. Students suffer from the lack of program culture, the low morale of their instructors, high rates of course turnover, and a stunning arrogance shown by the administrative staff regarding their faculty's plight. This program illustrates the full-scale sellout by tenured administrators against the younger generation of faculty, who comparatively skew toward women and people of color.

We need state legislators to intervene with a complacent administration and grant us collective bargaining so that we can negotiate with some power. Otherwise, we're simply ignored; we're told that the problem is us; we're excluded and discontinued. The administrators continue to earn their 300K+ salaries with zero accountability to their faculty. The Strategic Plan emphasizes "Investing in People and Communities" - well then, let the people who teach most of UMD's classes be heard. The current shared governance based on the Senate and the Faculty Affairs office is not working.

Sincerely,

Heidi CM Scott
University of Maryland, College Park
7901 Regents Drive, College Park, MD 20740
heidiscott@gmail.com

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

helen.craig.pdf

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Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Helen Craig, Graduate Student
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Helen Craig and I am a graduate student at The University of Maryland, where I have worked for 2 years. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

In my two years at UMD I have truly never worked harder in my life. Along with taking classes and prepping for my own research, I have to teach undergraduate classes on various topics that are not always related to what I work on. There are usually 48 students in these classes. Generally, I am responsible for all things related to the lab section of these courses, including creating course material such as assignments, slides, and activities. I've spent numerous hours representing the university as a TA.

I strongly support this bill for collective bargaining rights because of the imbalanced workload and salary that I receive. It is practically unaffordable to live in or near College Park without external support from spouses or parents. I feel as though my work is not valued by the university especially as a woman in STEM.

Members of the Committee, This state has for decades viewed collective bargaining between state employees and management as the best way to promote democracy in our workplaces and public institutions. The right to collective bargaining has long been recognized as not only a fundamental human right, but also as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the nation, and indeed to many private, prestigious institutions in our own state. The reasons to exempt four-year public higher ed institutions from this path make no sense. I again therefore call for a favorable report to this Bill.

Sincerely,

Helen Craig, Graduate Student
University of Maryland, College Park
7901 Regents Drive, College Park, MD 20740
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*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

henry.hausmann.pdf

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Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Henry Hausmann, Graduate Assistant
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Henry Hausmann and I am a graduate assistant in atmospheric and oceanic science at the University of Maryland College Park, where I have worked for 4 years. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

I do research on how to defend our coastlines from sea level rise and natural disasters. Specifically, I'm analyzing the utilization of key eco-systems, such as salt marshes and oyster reefs for the purposes of climate adaptation. It's work that I love and is critical for the future progress and prosperity. I'm just one of the many graduate assistants whose work that makes the university function. We do the research. We do the teaching. We do the administrative work. We, the graduate workers, are the university. Without our work, the USM simply cannot function.

I don't want anything radical. I just want the right to band together with my colleagues and fight for far better conditions. I don't think a stipend that keeps up with the cost of living is too much to ask. I don't think the type of enforceable contracts that are the cornerstone of employment in every other sector, but are denied to graduate assistants, will cause the sky to fall. I don't think a functional grievance procedure that holds advisors and administrators (who hold all the power in academia) is an unreasonable expectation. The USM administration even promises it to us! I assumed the some kind of reasonable grievance procedure was extant up until the day I had to use it. That's when I discovered all I had was a labyrinth of nonbinding and verbal agreements and the aid of a few individuals. No systemic support. No institutions on my side. It's unacceptable. And the basic right of collective bargaining is the best path to right all of these wrongs.

Thank you for taking the time to read my testimony. I again call for a favorable report to this Bill. Help to make Maryland the bastion of academic excellence and equitable work that it has the potential to be.

Sincerely,

Henry Hausmann, Graduate Assistant
Department of Atmospheric and Oceanic Science
University of Maryland, College Park
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henryhausmann@gmail.com

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

Holly Brewer CUSF witness testimony senate bill 82

Uploaded by: Holly Brewer

Position: FAV



COUNCIL of UNIVERSITY
SYSTEM FACULTY

Senate Finance Committee
Senate Bill 823

State Personnel - Collective Bargaining

- Faculty, Part-Time Faculty, Post-Doctoral Associates, and Graduate Assistants March 7,
2024
Favorable

Below you will find two resolutions passed by the Council of University System Faculty of the University System of Maryland. We are the only representative body for the Faculty at all twelve USM institutions.

These resolutions support collective bargaining rights, for faculty, and for graduate students. Both of them passed unanimously at our January 2024 meeting, with abstentions from members who have administrative roles.

It is a fit statement of how well shared governance is working that the USM vice chancellors who submitted witness testimony did not mention the Council of University System resolutions supporting collective bargaining rights. They attend our meetings. They have read our resolutions. But you do not hear our voice through them. Our views are only advisory, and can be ignored.

I write also to address some claims in that USM testimony about how shared governance works, claims that are problematic. In that capacity I write as chair of CUSF last year. I conducted the surveys in question. It was extremely difficult to circulate those surveys, since we needed the permission of the presidents of each university. In most cases the surveys went only to the members of the representative bodies on those campuses, to those already involved in shared governance. In one case, Global Campus, there is no faculty senate, only an appointed council. They refused to share the survey at all (they have 5,000 faculty). The average for most answers was a three, which translates to neutral, neither satisfied nor unsatisfied.

Shared governance deals well with some issues, such as curriculum requirements or approving programs. It deals hardly at all with personnel issues, as the surveys reveal. One issue that arose this week at my campus (College Park), concerned just such an example. Non-tenure track brought attention to the fact that many had very

low pay, in some cases only \$2,000 per course, did not get paid on time, had no office or desk, worked on semester-to-semester contracts, etc. The committee they petitioned to redress these issues was Faculty Affairs. Administrators informed us that we had no jurisdiction to address this issue, that it was an administrative issue, not an issue for shared governance.

Shared governance, in sum, does not currently or normally deal with the issues that a union would address.

Furthermore, it is important to note that according to the shared governance survey from last April, less than half of the respondents felt comfortable speaking openly about issues of concern. Many are afraid they will lose their positions or be punished. Decreasing percentages of faculty now have tenured or tenure track positions, and on some campuses even tenured faculty have had their positions threatened when they spoke up about problems. Those reports are [available here](#).

It is my opinion (and the survey results confirm) that shared governance is an insufficient check on administrative authority. Administrators often make decisions, sometimes in their interest, without consulting faculty, who have the most contact with students. Our input is always, even in the best situations, only advisory. It is in the best interests of the university system that faculty have a stronger voice in setting, and checking, policies, including broad personnel policies.

Respectfully submitted,

Professor Holly Brewer

Chair, Legislative Affairs Committee, Council of University System Faculty 2023-2024
Ex-Chair for the Council of University System Faculty 2022-2023

Resolutions

At our 1/23/2024 general body meeting, CUSF (the Council of University System Faculty) voted to reaffirm our support of this resolution that we have passed eight times previously.

The vote was 21 yea, 0 opposed, 4 abstentions.

**Resolution Reaffirming the CUSF Affirmative Position
for Collective Bargaining Rights for University System of Maryland Faculty**

Whereas, the Council of University System Faculty (CUSF) serves as the faculty advisory body for the University System of Maryland (USM); and

Whereas, CUSF Council passed 23-3 the following resolution on November 16, 2010 which was and still is the current position of CUSF regarding collective bargaining.

CUSF urges the Chancellor and the Board of Regents to support legislation extending the right to consider the alternative of collective bargaining to USM faculty. This is not an endorsement of collective bargaining. Rather CUSF would like each campus to have the right to consider collective bargaining if it chooses based on its circumstances, as other public sector employees, even on some of our campuses, already have done.”

Submitted by Legislative Affairs Committee, 2023/2024

The motion above was passed every year by CUSF between 2010 and 2017.

n.b..The link to the 2017 minutes, which records this fact, is here.

<https://www.usmd.edu/usm/workgroups/SystemFaculty/meetings/gen20171214.pdf>

CUSF Resolution in Favor of Graduate Student Collective Bargaining

Passed by a vote of 20 yea, 0 opposed, 6 abstentions on January 23, 2024.

“Whereas the Council of University System Faculty (the Council) consists of faculty representatives elected by the faculties of the constituent institutions of the University System of Maryland (USM) to represent USM faculty; and

Whereas it is the Council’s responsibility to consider and make recommendations on matters of System wide professional and educational concern to USM faculty; and

Whereas the Council advises the USM Chancellor and reports regularly to the USM Board of Regents on matters of interest to USM faculty; and

Whereas CUSF members and their constituents are committed to supporting graduate students at USM institutions, who represent the next generation of higher education teachers, researchers, and scholars; and

Whereas support for graduate students at USM universities is an excellent investment in the growth of the Maryland economy because USM graduate students contribute substantially to the next generation of Maryland leaders in education, business, health care, and research; and

Whereas pursuing a graduate education is inherently challenging, and unnecessary additional challenges related to financial support and compensation, health care

benefits and working conditions create barriers to recruitment to and completion of graduate programs; and

Whereas CUSF members and their constituents have observed that students pursuing graduate studies at USM institutions face significant challenges relating to working conditions, financial support, compensation, and benefits; and

Whereas CUSF members and their constituents believe that these challenges have a deleterious effect on the education and research mission at USM institutions; and

Whereas USM graduate students have consistently expressed a desire to address these challenges by engaging in collective bargaining; and

Whereas bills proposed in the Maryland General Assembly in each of the last five years that would allow graduate students at USM institutions to engage in collective bargaining have earned consistent, overwhelming support from graduate students and USM faculty and staff; and

Whereas graduate students at many top research universities have formed collective bargaining units in recent years; and

Whereas graduate students are transitory employees with no direct, sustained professional ties to state government; and

Whereas graduate students at USM institutions do not have supervisory or managerial control over their institutions or working conditions; and

Whereas individual graduate students at USM institutions with a collective bargaining unit will have the option not to join or financially support a union;

Be it here resolved that the Council supports the amendment of Maryland law to allow graduate students at USM institutions to engage in collective bargaining.

Reaffirming Support for a Resolution Originally at CUSF General Meeting on February 24, 2023

ian.power.pdf

Uploaded by: Ian Power

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee**

**By Ian Power, Associate Professor & Director of Arts Production & Management
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Ian Power and I am an Associate Professor at the University of Baltimore. I am President of the AAUP Advocacy Chapter at the University. Adjunct professors at University of Baltimore earn approximately \$2500 per course, the same I earned as an adjunct there in 2013. It is abysmally low, and makes recruiting adjuncts difficult and based on privilege. Many grad workers are even worse off.

Community College workers in Maryland have the right to bargain; so do university staff members. Why not instructors in the USM, which includes several HBCUs and PBIs?

This is a diverse, democratically controlled state. There is no reason instructors who are state employees should be legally barred from even *voting* on unionization, especially when K-12 teachers, community college professors, and even many instructors at private colleges have the right in this state.

- a) Almost all Maryland state workers enjoy collective bargaining rights. All 22,000 state university grad workers and faculty should too.
- b) Maryland's community college professors and K12 teachers enjoy collective bargaining rights. All state university grad workers and faculty should too!
- c) Faculty in DC, PA, DE, and NJ, and many other states further afield enjoy collective bargaining rights; Maryland is losing top graduate students and faculty to those states as a result.
- d) Collective bargaining rights would attract more diverse graduate students and faculty, and enable the diverse population of Maryland to earn a living wage. Adjunct instructors at the University of Baltimore earn \$2500 per course. That rate, which is among the lowest in the country for a four-year school, means that only people with privilege can afford to take it, and I know from personal experience it makes recruiting extremely difficult.
- f) Grad workers at Morgan State earn just \$12,000/year, below the poverty line. This amount is even lower at other Maryland universities.

This bill does not create any unions. It simply gives instructors the right to gather and vote. It is a basic right that is already extended to community college faculty and university staff. Please extend it to instructors as well. It is badly needed.

Sincerely,

Ian Power, Associate Professor & Director of Arts Production & Management
Yale Gordon College of Arts & Sciences
University of Baltimore

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ianhpower@gmail.com

This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).

Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.

jade.olson.pdf

Uploaded by: Jade Olson

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Jade Olson, Associate Clinical Professor
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Jade Olson and I am an associate clinical professor at the University of Maryland - College Park, where I have worked for 14 years. I call on this committee to issue a favorable report to this Bill. The state already grants this right towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to the rest of higher education in Maryland.

As a full-time contingent (professional track or "PTK") faculty member, I teach 8-10 courses per year and complete an extensive amount of service to my department, college, and to the university as a whole. The approximately 3,400 PTK faculty at the University of Maryland - College Park teach about 70% of the credit hours on our campus. My teaching workload is twice what a typical tenured or tenure-track faculty member is assigned. It has taken several years for me to get to a point where this is my sole institutional appointment. For many years, I was unable to count on adequate course assignments at the University of Maryland and relied on teaching on an ad hoc basis at other schools in order to make ends meet. This is not an unusual situation; many of my colleagues currently teach at 2-3 different institutions.

PTK faculty like me face a wide variety of working conditions, many of which are inequitable. Some departments properly enforce university policies on appointment and evaluation, but others do not. Contingent faculty members' contracts are violated with little or no accountability. We often learn about our teaching assignments days or weeks in advance, making it difficult to plan financially and to prepare a robust curriculum. In many cases, PTK faculty do not have access to office spaces where we can do our work and meet with students; little or no support is available to purchase books, present our research at conferences, or to engage in professional development opportunities. Most faculty in my role either have a semester- or year-long contracts. Collective bargaining would reduce this precarity, making us more effective educators.

Enacting this Bill would create greater stability, equity, and transparency for Maryland's higher education workers like me. Our state has long viewed collective bargaining as the best way to ensure shared governance. It is a right already granted to workers at many institutions of higher education in our state, both public and private. For these reasons, I call for a favorable report to the Bill.

Sincerely,

Jade Olson, Associate Clinical Professor
Department of Communication
University of Maryland, College Park
7901 Regents Drive, College Park, MD 20740
jade.olson@gmail.com

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

james.ward.morrow.pdf

Uploaded by: James "Ward" Morrow

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee**

**By James "Ward" Morrow, Labor Union Attorney/Adjunct Labor Law Professor
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is James "Ward" Morrow, and I call on this committee to immediately issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions.

This right should be extended to all higher ed workers in Maryland and should have been done so years ago when it was extended to state employees. Although I am a practicing labor attorney, 24 years in public sector labor law, I do not enjoy the rights that I teach my students about in almost all other public sector worksites and K-12 teaching positions. Even in my day job, the lawyers, and most all non-management staff, all enjoy the benefits of collective bargaining and a union contract.

This is not my great grandfather's labor movement. The steel mills of old have essentially closed, but the Maryland Public Defenders Office lawyers, and many other professional employees, now carry a union card. While I am fortunate to have a day job with many benefits, many adjuncts do not. They are forced, due to exceedingly low wages, to teach as many classes at as many institutions as they can. For the most part, we have doctorates or other professional degrees, but have no or limited tenure, unaffordable health insurance, and no retirement as there is generally nothing left to put into a 401k. This is not sustainable, and we cannot keep balancing the state budget on the backs of frontline higher education professionals.

Unions advocate for better wages and working conditions, this translates into attracting the best teaching applicants, and ultimately to the most highly sought after professors and instructors. The reputation of higher education institutions leads jurisdictions to being competitive in economic develop, in turn making businesses in Maryland more profitable. It's not a coincidence that states with the lowest unionization rates have lower levels of literacy.

For those concerned about diversity, equity, and inclusion, I am reminded of my friend Congressman Eligh Cummings who was a keynote speaker at an American Federation of Teachers-Maryland conference years ago. He asked us to look around the room. We lived in different neighborhoods, attended different places of worship, represented many different ethnic groups and backgrounds. He noted that almost nowhere else in many folks lives will they experience such diversity on a daily basis than in a union, where all such folks come together with common interest to improve the wages and working conditions of its members. And in the educational field, we want to continue to attract our better angels, allow them to live in dignity, and focus on the critical mission of instructing our next generation.

They should not be focused on barely having enough money to pay healthcare premiums or having any money left over for a retirement. Without a union, who is left to stand up for instructors when the book banning crowd arrives, who will represent them if they are

improperly accused, will they have any rights at the worksite?

This may not seem like my great grandfather's labor movement, but he'd certainly recognize the similar concerns with wages and working conditions. Please do not play cross over timing type games with this important bill. It should have passed years ago, it should have passed last year, it needs to pass immediately.

There is nothing left to study, there is no need for lengthy debate as this is nothing more than other state employees and k-12 teachers already have. Si se puede!

I again therefore call for a favorable report to this Bill. Vote YES!

Sincerely,

James "Ward" Morrow, Labor Union Attorney/Adjunct Labor Law Professor
Member of Local 2-Office and Professional Employees International Union, Metropolitan
Baltimore and DC AFL-CIO central labor councils
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*This testimony has been submitted on behalf of this individual by the University of Maryland
Graduate Labor Union (GLU) and the Chapter of the American Association of University
Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

janel.niska.pdf

Uploaded by: Janel Niska

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Janel Niska, Graduate Research Assistant
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Janel Niska, and I am a Ph.D. Mechanical Engineering Graduate Research Assistant at the University of Maryland College Park, where I have worked for nearly 5 years. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

Currently, I work remotely from Arizona as my time in Maryland was, to put it lightly, horrific. I moved from Illinois in 2019 to take up a position in a lab on campus. I signed a contract stating I would work 20 hours a week in the lab and spend 20 hours a week on schoolwork. I was never mentored or told much about the project I was working on and, by the end of 2019, I received an "unsatisfactory" review as I had not met deadlines that were never communicated to me. In March 2020, the pandemic hit. My advisor forced me and my lab mates to work in the lab for two weeks after shutdown against university policy. Someone finally advocated for our health, and we were allowed to go home until the university opened up again in June 2020. Once we opened back up, I was promised an undergraduate student to help me with my project specifically. We hired a student, but that student was used on other projects, such as my advisor's personal company (which I find unethical using university funds and staff for his company's benefit). By the fall, I was encouraged to skip class and work overtime in the lab. I came to the university to study but was told that my classes were to take a backseat to the work I was doing for the lab. I was working 30-60 hours a week in the lab (greater than my agreed upon 20 hours) and my lab mates came up to let me know they felt like I was being treated differently than the rest of them. I tried to work through it by throwing more hours at the lab. By May 2021, I reported the university for a pattern of discrimination against me. I had to hire a lawyer, faced retaliation, and was still removed from the lab. The OCRSM (Office of Civil Rights and Sexual Misconduct) was involved but they provided no reasonable solution. The case was closed with no resolution. From October 2020 to August 2021, I had: lost my grandma to COVID, found my boyfriend of 8 years had cheated on me and had to go through a breakup, had an attack on my home, lost someone I knew to suicide, had to drive 700+ miles away the day after my qualifying exam to pick up whatever things I could fit in my car from my ex, and then lost my job due to discrimination. Luckily, a professor had a project available, and it was something that could be done remotely. I was able to move closer to my family in May 2022 and hope to finish by the end of this year (2024).

Having a union would've meant the world to me during my ordeal. The first thing that would have helped me would have been a union representative to speak on my behalf. I struggled frequently to find the words to state what was done to me. I had a long list of actions that showed a pattern of discrimination. While I had the privilege to pay for a lawyer, many students do not have that privilege. I was able to borrow money from my family and, in the end, I had spent over \$3000, with another \$3000 left in my retention. Having a representative could have saved me money, time, and effort that, by this point, I barely had the energy for.

A union could have also helped with the process of finding a new advisor. Currently, there are no processes or structures in place for finding a new advisor. Graduate students' funding and stipend are typically directly linked to the advisor and project, thus finding a new advisor is difficult and inadvisable. I tried to stay with the lab as long as possible but did not have the support to stay there. My new advisor I found by pure luck. Finally, having a union to speak on my behalf before I reached the point of needing a lawyer would have helped significantly. My advisor did not fill out the "Expectations" document that is required of all students. The department says that it is required but does not enforce this. My lab pushed me beyond what is reasonable to finish a project with no help, no mentoring, and I was regularly mocked for not having skills my lab mates were taught. I was asked to ignore my studies and work twice as much as the agreed upon contract. A union could've stepped in for me, as I felt unable to speak up on my own without risk to my stipend, degree, and future. I have wanted a PhD for a long time, and being a woman should not be a barrier to achieve my dream.

Members of the Committee, this state has for decades viewed collective bargaining between state employees and management as the best way to promote democracy in our workplaces and public institutions. The right to collective bargaining has long been recognized as not only a fundamental human right, but also as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the nation, and indeed to many private, prestigious institutions in our own state. The reasons to exempt four-year public higher ed institutions from this path make no sense. I again therefore call for a favorable report to this Bill. Thank you for your time in reading my story.

Sincerely,

Janel Niska, Graduate Research Assistant
Department of Mechanical Engineering
University of Maryland, College Park
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*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

jared.ball.pdf

Uploaded by: Jared Ball

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee**

By Jared Ball, Professor of Communication Studies at Morgan State University

SB0823

State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants

March 7, 2024

FAVORABLE

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

I am Jared Ball and I am a Professor at Morgan State University. Faculty at Morgan State are routinely continuing to play traditional roles serving students and communities whose experiences as students are themselves non-traditional. The routinization of those "non-traditional" conditions is perhaps a topic for another day, however, it remains that we are duty bound to serve communities often abandoned by society. And yet, many of us faculty feel abandoned by a working relationship with our institution that is not commensurate with what should be by now the basics of 21st century labor relations and which makes the highest levels of job performance impossible.

With more than 20 years teaching at Maryland universities, 17 of which have been at Morgan

State, I have seen first-hand the damage caused by the absence of collective bargaining rights. Junior faculty are overrun by course loads, low pay, and few to no benefits while senior faculty are unable to properly negotiate for their own conditions much less those of their less protected colleagues. And while it is certainly true that HBCUs like Morgan suffer gross imbalances in resources compared to their PWI counterparts the absence of genuine

representation or bargaining power continues to assure massive discrepancies in distribution of what resources exist.

In my time alone, I have suffered personally or witnessed first-hand having watched my own work plagiarized and submitted for funding, an erasure of any observable criteria for

advancement or compensation, Deans with Bachelor degrees running schools where in-field

Ph.Ds. are removed for their having any desire for academic freedom, salaries of favored

faculty bumped while the rest are told forever to wait for new studies to conclude women and senior faculty are under-paid, faculty openly referred to as "terrorists" for having been born outside the U.S., direct threats of abuse of power by administration, and an endless list of passive aggressive hostilities. Yet, despite all the complaints, meetings, statements, and efforts to address these and so many other concerns, faculty are forced into silence, encouraged to seek employment elsewhere, or are targeted and told directly that, "if I cannot fire you I will make you quit" as was said to me and several others by Dwayne Wickham, a now retired Dean of the School of Communications.

Teaching, learning, and research all are best served by faculty who are themselves supported, confident in their place, properly compensated, and who have the ability to collectively bargain to assure optimum experience for all involved. The quality of research diminishes when faculty are over-worked and under-paid and have no voice to raise and no ability to make themselves heard. The quality of student experience is only enhanced when engaged by faculty

who are not exhausted by their third or fourth class of the day, having to come from meetings where they are only threatened into doing more for fear of losing their job, or who have the ability to conduct research and teach in stress-free environments. No labor force should be without an ability to collectively bargain and no one interested in the best results of that labor should stand in the way of this fundamental point.

Sincerely,

Jared Ball, Professor of Communication Studies at Morgan State University
Morgan State University
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imixwhatilike@gmail.com

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

jennifer.golbeck.pdf

Uploaded by: Jennifer Golbeck

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Jennifer Golbeck, Professor
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Jen Golbeck. I am a full Professor and I have been on the faculty at UMD since 2007, and as a PhD student and postdoc here since 2001. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

This bill would bring security, fairness, and consistency to faculty across campus. Collective bargaining can help reverse attacks on higher education by allowing faculty and students an independent collective voice.

Members of the Committee, This state has for decades viewed collective bargaining between state employees and management as the best way to promote democracy in our workplaces and public institutions. The right to collective bargaining has long been recognized as not only a fundamental human right, but also as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the nation, and indeed to many private, prestigious institutions in our own state. The reasons to exempt four-year public higher ed institutions from this path make no sense. I again therefore call for a favorable report to this Bill.

Sincerely,

Jennifer Golbeck, Professor
INFO
University of Maryland, College Park
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*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

jennifer.keohane.pdf

Uploaded by: Jennifer Keohane

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Jennifer Keohane, Associate Professor
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Jennifer Keohane, and I am an associate professor at the University of Baltimore, where I have worked for seven years. I call on this committee to issue a favorable report to this Bill. The state already grants this right to nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our 4 year institutions. It is clear that this right should be extended to the rest of higher education in Maryland.

In my role at the University of Baltimore, I teach three classes every semester, and I'm directly responsible for 60-80 students. In addition to teaching my own classes, I direct our program in Oral Communication and the undergraduate program in Digital Communication. This requires me to interface with the General Education Committee, as the Oral Communication courses are Graduation Requirements. In addition to working on learning outcomes and assessment, I staff the oral communication classes by hiring adjuncts to teach at our campus in Baltimore, in our Second Chance Program in Jessup Correctional Institute, and in our Dual Enrollment courses. Finding new adjuncts is a task made exceptionally difficult by the low rate of pay for part-time faculty. In addition to interviewing and hiring new faculty, I also conduct teaching observations to ensure quality courses are being delivered for our students. I serve in many additional roles on campus, such as chairing our undergraduate curriculum committee. Moreover, I pursue an active research program that results in peer-reviewed publications and conference presentations.

I strongly support the passage of this Bill for three reasons.

1. Collective bargaining is a key part of the democratic process in the workplace. Moreover, the fact that other state employees can collectively bargain, while higher ed faculty and graduate students have been excluded is undemocratic on face.

2. Collective bargaining streamlines and strengthens relations between administrators and faculty and graduate students. It ensures an efficient process for pursuing accountability when needed. When I was a graduate student in Wisconsin, a state that then allowed collective bargaining, union officials for our graduate student union (including me) met monthly with administrators to enforce our collective bargaining agreement, meetings that were quick, friendly, and had very real impacts on the quality of life of graduate students. We were able to work with our administrators to track down lost paychecks, ensure healthy and safe environments for graduate student employees, and pursue pay equity among departments.

3. Collective bargaining can improve the working conditions of our lecturers and part-time faculty. As it is, I struggle to hire part-time faculty to staff our oral communication courses because of the low pay and lack of institutional support. Not only that, I want our valuable part-time faculty to feel comfortable speaking their minds, teaching controversial subjects, and pursuing excellence in their roles. Since they teach so many credit hours, it is important to emphasize that their working conditions are our students' learning

conditions. If they had a collective bargaining agreement that facilitated improved working conditions, our departments and university classrooms would reap the benefits.

To conclude, I strongly urge a favorable report to this Bill. This state and many others have for decades viewed collective bargaining between state employees and management as an integral way to foster democracy in the workplace and at institutions of higher learning. Collective bargaining is a fundamental human right that safeguards the employee voice in places of work. Many other public, higher education institutions across the country protect this right for their employees, as do many prestigious, private institutions in our state. I must emphasize that our working conditions are our students' learning conditions. Given that we want Maryland to be a vibrant, educated state ready to meet the demands of the future, I again call for a favorable report to this Bill.

Sincerely,

Jennifer Keohane, Associate Professor
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*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

jermain.mcdermott.pdf

Uploaded by: Jermain McDermott

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Jermain McDermott, Teaching Assistant
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Jermain McDermott and I am a teaching assistant at the University of Maryland at College Park in the Department of Mathematics where I have worked for 6 years. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland. We need to democratize the work environment, the people deserve a say in how things are run.

Sincerely,

Jermain McDermott, Teaching Assistant
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*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

jesse.lee.brooks.pdf

Uploaded by: Jesse Lee Brooks

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee**

By Jesse Lee Brooks, Lecturer

SB0823

State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants

March 7, 2024

FAVORABLE

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Jesse Brooks, and I am a lecturer at the University of Maryland, where I have worked for seven years teaching fiction, a course on writing about the environment, and a variety of others, despite that they are often not in my direct field. I call on this committee to issue a favorable report to this Bill. The state grants this right towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our 4-year institutions. This right should also be extended to the rest of higher education in Maryland.

For most non-tenured faculty, we entered our graduate degrees with the belief that if we worked hard enough, we could succeed into financially stable tenured positions. It's safe to say that we have done this, we have worked as hard as we possibly could, and yet we remain overworked and underpaid. I have done so for ten years now. I have done my best to write and research and publish to qualify for a tenured position while teaching two to four times the number of courses tenured faculty teach. Tenured positions support academics in their research and writing by offering less courses, higher pay, and paid sabbaticals. When non-tenured faculty devote time to their own work, it fills us with anxiety and dread, because the more time we devote to our writing and research, less time is given to our excessive teaching load. Focusing on advancing our careers puts our very positions at risk when we are, in the present, prevented from teaching as well as our more privileged counter parts with such an unbalanced number of course. And so non-tenured faculty like me are trapped in a catch-22 devised by an apathetic administration looking to tamper costs.

Our situation has become so bad, that myself and many colleagues (who I will not name in order to protect them) often do not read our teaching reviews. This is not because we have lost our passion; rather, we are simply all too aware of what our problem is: we do not have enough time. Teaching a hundred students each semester makes it logistically impossible to offer them the quality education they deserve. The added stress placed on me as someone living with bi-polar disorder manifests in physical symptoms for which I am currently taking added medication for. This of course further impacts my teaching and has stretched me to the point where I can literally do no more, physically, mentally, nor intellectually. Teachers like me live every day with a personal defeat fashioned by someone else, and yet we are the ones forced to take the blame as the recipients of student review while the administration operates with impunity. Reading my reviews is simply too painful when there is literally nothing I can do to help my students nor myself.

Again, I am calling for a favorable report to this Bill. Members of the committee, collective bargaining is a fundamental human right that is granted to many other public higher ed institutions in the county, and indeed to many private, prestigious institutions in our own state. The reasons to exempt 4-year public institutions from this path does not make sense, and I ask that you please consider making this change. I can assure you that my situation is not dissimilar from many of my colleagues. I hear these stories from other co-workers every day. We did not choose these careers based on money, but to mentor and educate the public,

and we cannot do our jobs adequately if much of our focus is on literally surviving. We end up failing our students and therefore ourselves for being unable to achieve our purpose in life, and we are currently powerless to end this vicious cycle.

Thank you for reading.

Sincerely,

Jesse Lee Brooks, Lecturer
English
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*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

joel.chan.pdf

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Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Joel Chan, Assistant Professor
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Joel Chan and I am an Assistant Professor at the University of Maryland College Park, where I have worked for 6 years. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

Let me first give some context about me and the work I do for the State of Maryland as part of my job. Each year, I teach 3 courses, across undergraduate and graduate programs (a total of approximately 100 students a semester), and serve as primary advisor for a group of 6 graduate students at the doctoral and master's level. The other parts of my workload involve research (including sponsored grants from federal and private sources), and service to the College, university, and my profession. For instance, I am currently serving as the Assistant Director of the Doctoral program in my College, supervising the curriculum and mentorship for more than 80 doctoral students who are training to (and already) produce cutting-edge research in the information sciences.

The work I do relies on working conditions that are not always guaranteed: among other things, this includes the financial conditions for the doctoral students I supervise, policies on telework that enable me, my colleagues, and my students, to balance the demands of our home lives, our health (as we now have an additional family of coronaviruses added to our seasonal illness cycles), and the work that we do. On this last point, I am particularly concerned about public health policy on campus, and how it interacts with the rush to return to pre-pandemic normalcy (and possibly erasing the gains in accessibility from health interventions and telework, for instance). Making wise and just decisions about these issues depends critically on collective input from us, the workers of the state of Maryland.

Members of the Committee, This state has for decades viewed collective bargaining between state employees and management as the best way to promote democracy in our workplaces and public institutions. The right to collective bargaining has long been recognized as not only a fundamental human right, but also as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the nation, and indeed to many private, prestigious institutions in our own state. The reasons to exempt four-year public higher ed institutions from this path make no sense. I again therefore call for a favorable report to this Bill.

Sincerely,

Joel Chan, Assistant Professor
College of Information Studies
University of Maryland, College Park

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This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).

Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.

john.keniston.pdf

Uploaded by: John Keniston

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By John Keniston, Senior Faculty Specialist
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is John Keniston and I am a Senior Faculty Specialist in the Department of Geographical Sciences at the University of Maryland, College Park, where I have worked for 6 years. I call on this committee to issue a favorable report to this Bill. The state already grants this right towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our 4 year institutions. It is clear that this right should be extended to the rest of higher education in Maryland.

As a Faculty Specialist in the Dept. of Geographical Sciences I work as a geospatial programmer and developer, primarily supporting the activities of the NASA Harvest consortium, a unique consortium hosted by the Dept. of Geographical Sciences, whose mission is to enable and advance adoption of satellite Earth observations by public and private organizations to benefit food security, agriculture, and human and environmental resiliency in the US and worldwide. NASA Harvest and many other special research projects in this department and across the university are supported by employees like me who are performing research, creating operational software, or performing other essential activities beyond traditional teaching.

In this role, I am part of a unique group of employees within my department and across the University. This group is made up of full-time non-teaching professional-track (PTK) faculty who perform a wide variety of duties which are essential to the functioning of each department. Yet, despite our important role, our opportunities for promotion and our standing in both department and University-wide governance is limited. It is my belief that this bill, and the ability for me and my peers to collectively bargain, would help address these concerns by providing clearer lines of communication between faculty and the administration while also strengthening the voice of PTK faculty in shared governance.

Most importantly, collective bargaining is an essential democratic right in a just society. Every worker in this state should have the right to collectively bargain and university employees should not be treated any differently. Therefore as a faculty member at the University of Maryland and a lifelong Marylander I again call for a favorable report to this Bill.

Sincerely,

John Keniston, Senior Faculty Specialist
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This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University

*Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

john.macintosh.pdf

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Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee**

By John Macintosh, Lecturer

SB0823

State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants

March 7, 2024

FAVORABLE

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Dr. John Macintosh and I am a lecturer (or professional track, adjunct professor) in the English Department at the University of Maryland, College Park, where I have worked since 2019. Prior to this appointment, I was a graduate student at UMCP and an instructor of record (meaning I ran my own classes from course design to teaching to assessment) on the same campus beginning in 2012. I am here to call on this committee to issue a favorable report to this bill. The state already grants this right towards nearly every other state employee in addition to the faculty at our community colleges and the non-academic workforce at our four year institutions. This right should be extended to the rest of higher education in Maryland.

I generally teach three courses per semester, which is considered 75% of full time equivalent for professional track faculty. When offered to me, I also teach a business writing course in the summer to supplement my contract. This brings my teaching workload to six or seven courses each year. As a lecturer, I generally teach academic writing, which is a foundational course required of students in all majors. In academia, this is what is sometimes referred to as a "service course," meaning that its subject is not related directly to my research-- instead, it helps students hone the skills they need to succeed on writing assignments in their classes in other departments. It's not a dream teaching assignment for most professors, but I enjoy watching my students progress as critical thinkers and persuasive writers. I also teach a wide range of lower and upper division literature courses when possible, as well as the introduction to the English major.

I support this bill because the conditions of my work require that I do. Academic Writing courses are capped at 19 students, which may not at first seem like a lot, but these courses are extremely labor intensive given the amount of writing students are expected to complete and the extensive commentary I am required (and wish) to give on these assignments. The nature of writing instruction necessitates individualized feedback; during a semester with three academic writing courses, I give this feedback on six major assignments for nineteen students in three classes for a total of 342 essays graded. That's not counting lesson planning, teaching, assessing shorter activities, or mentoring. My literature courses are capped at 30 students. Although I am not considered "full time" teaching three courses a semester (and sometimes a summer class) on the professional track, I teach either 1.5 (or 1.75) times the number of classes that tenure track faculty generally teach. For this, I am compensated less. In fact, I have worked part-time in the hospitality industry throughout my graduate and lecturer career to make ends meet. In addition to issues with workload and compensation, being on the professional track means that I work on a yearly contract, which is not guaranteed, and I get paid by the course, the number of which are not guaranteed. Across my campus, these contracts vary by department. They are neither transparent, nor consistent. Instead, they are left to the whims of department chairs, enrollment expectations, and other factors. I have been fortunate with the leadership in my department, but my professional track colleagues and I shouldn't have to rely on the favor of another to maintain our jobs. Like in many other sectors of the labor market, it is hard to plan a life

when you don't know if you'll have work in a couple of months or how much. I like my job. I enjoy teaching our students and watching them grow as thinkers and writers. But my colleagues and I would like to have a voice in our working conditions, which we currently lack. Enacting this bill would allow people like me to have a say. Because they are on contract, many of them are afraid to speak out. I'm not, so I'm going to say it loud: collective bargaining would enable fair compensation, more stability, more dignity, more transparency, and more workplace democracy.

In my view, members of the committee, this is what it comes down to: collective bargaining between state employees and management promotes democracy in workplaces. Collective bargaining is a fundamental right granted to many public institutions of higher education nationwide, as well as private institutions in the state of Maryland. The right is also granted to other educators in the state. This is something that Marylanders already believe. Exempting four year public institutions from this right to have a say in their work isn't working. Employees have a right to play a role in the conditions that govern our workplaces. I therefore call for a favorable report to the bill.

Sincerely,

John Macintosh, Lecturer
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*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

joshua.davis.pdf

Uploaded by: Joshua Davis

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Joshua Davis, Associate Professor of History
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Joshua Davis and I am an associate professor of history at the University of Baltimore, a state university for working adults and first-generation students of all ages that has been recognized by the U.S. Department of Education as a predominantly Black institution. I have taught at UBalt for nine years.

I am also a member of our university's chapter of the American Association of University Professors. AAUP chapters at Ubalt, Towson, College Park, Bowie, Salisbury, Frederick Community College, Howard Community College, and Montgomery County College have all voted to strongly endorse legislation enabling collective bargaining rights for state university faculty and graduate assistants.

I am testifying to respectfully ask that your respective committee issue favorable reports to House Bill 493 and Senate Bill 823, because university faculty and graduate assistants, like all other state workers, deserve the right of collective bargaining.

To anyone having doubts about supporting this bill, I'd ask: K-12 teachers can do collective bargaining in this state, and so can non-faculty staff at state universities as well as community college faculty. So why are USM faculty denied the right of collective bargaining? How can anyone who claims to support workers and to support education in Maryland not trust our university faculty to responsibly exercise the right of collective bargaining?

For those opposing this bill, I would ask, why aren't you willing to provide University System of Maryland faculty the dignity and respect that we deserve as state workers?

Collective bargaining rights for our state faculty would allow our state schools to retain more faculty who otherwise leave our state for other states where faculty have those rights. It would allow us to attract prospective faculty who pass on jobs in Maryland in favor of states with collective bargaining rights for faculty. In short, because collective bargaining rights for faculty would allow us to retain and attract faculty, it would be a net boon for our undergraduates.

At the University of Baltimore, I'm proud to report that many of our undergraduates go on to pursue fulfilling careers in K-12 public education. We've had at least four alums of our History program become teachers in Baltimore City and Baltimore County public schools directly after graduation in the last five years.

One major reason I'm happy to encourage our students to pursue K-12 teaching is because our public school educators in Maryland belong to unions with collective bargaining rights.

It's this feature of public school employment that makes teaching in Maryland much more appealing to college graduates than teaching in states like West Virginia, where teachers are prohibited from collective bargaining.

Sadly, the lack of collective bargaining for USM faculty is a chief reason why I'm less inclined to encourage our graduates to pursue faculty teaching jobs in our state university system. Unlike neighboring state university systems in Pennsylvania, Delaware, and Washington, D.C., our USM faculty are barred from collective bargaining.

This strikes me as not only unfair, but also short sighted. Our state is losing out on talented graduate students and university faculty to neighboring states where the university systems allow collective bargaining. Faculty and graduate students want the protections of union membership, as a wave of recent unionization drives on college campuses such as Johns Hopkins University and Northwestern University illustrate.

I suspect that most of you support the right of our K-12 teachers to do collective bargaining, and that you also supported the Kirwin bill because you wanted to strengthen our state's public education system. If passed, House Bill 493 and Senate Bill 823, would have a similarly positive effect on public education in Maryland by improving our universities' ability to attract faculty who can boost our state's university system, in turn helping to keep it one of the best in the country.

This legislation is good for state workers and good for our state's college students.

In conclusion, I respectfully ask that your committee issue favorable reports on House Bill 493 and Senate Bill 823.

Thank you for your time and consideration.

Sincerely,

Joshua Davis, Associate Professor of History
University of Baltimore
7901 Regents Drive, College Park, MD 20740
joshuaclarkdavis@gmail.com

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

joshua.lucker.pdf

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Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee**

By Joshua Lucker

SB0823

State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants

March 7, 2024

FAVORABLE

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Joshua Lucker. I am a 4th year PhD student at the University of Maryland, College Park. I am calling upon this committee to support this bill that will benefit me and over 75,000 graduate students and countless other university faculty members. Although many graduate students are employees at universities throughout the state of Maryland, we have no say as to our working conditions, salary, benefits, and the like. Graduate students are one of the few employees throughout the state to have collective bargaining rights.

I am a current graduate student who has worked as both a teaching assistant and a research assistant. In my research assistantship, I have worked over 50 hours, being paid for only 20 of those hours. As a teaching assistant, I am often 'TAing', as we call it, over 500 students, grading as many as 80 lab reports a week, holding as many as 4 office hours, and having weekly TA meetings on top of the research mentioned above that is completely unrelated to my teaching; this workload is quite common for people who are TAing in my department, and we often work more hours than paid for. This has caused many mental health issues in my life, including intense anxiety, depression, and thoughts of suicide due to the intense workload. I often TA as many advisors including my own do not have their own money, but it is also a pertinent aspect of our university. TAing is also not guaranteed in my department and many students in my department, which is in the sciences, are often left without a TAship OR RAship.

I support the collective bargaining bill for many reasons. I will be able to have a salary to cover my basic needs, and adequate health insurance of which I have often had severe difficulties obtaining. This would also allow me to decrease my intense TA load listed in the previous paragraph, and will allow me to work only hours in which I am paid for as a TA. This will also bring positive conversations to increase the number of TA positions from my department. This will also break down the growing rift between the university administration and graduate students. I myself have faced much tension with the graduate school due to graduate working conditions that would diminish greatly with collective bargaining, which would lead to more open conversations.

Members of the committee, I have the highest esteem of our state government to make the right decisions for its citizens. Collective bargaining has shown to relieve employer-employee tensions and facilitate open conversations between employees and management. It has been crucial in this aspect for decades, and has shown to promote democracy among workplaces and public institutions. To deny employees the right to collectively bargain is not only to deny a basic right and necessity, but also will lead to increasingly greater rifts between the management and employees at all Maryland public universities. I thus ask again that you make the right decision and vote to approve this Bill.

Sincerely,

Joshua Lucker

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This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).

Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.

joshua.shannon.pdf

Uploaded by: Joshua Shannon

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee**

By Joshua Shannon, Professor

SB0823

State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants

March 7, 2024

FAVORABLE

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Joshua Shannon, Professor in the department of Art History and Archaeology at the University of Maryland, College Park, where I have worked for over eighteen years. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining to nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

I am very worried about the threat to our democratic culture posed by the transformation of universities in this country over the last few decades. As the number of administrators, and the salaries paid to them, have exploded, universities have come to rely more and more on proletarianized teachers. These adjunct professors often teach many courses at several institutions every semester and still earn less than a living wage. Our collective disinvestment in learning will hobble our state and our nation. Collective bargaining is the only serious tool university teachers have to fight the re-allocation of spending away from learning and toward administration, athletics, and student lifestyle amenities. If you support the centrality of research, knowledge, and teaching to a flourishing democratic society, please support the right of the teachers to collectivize their needs.

Members of the Committee, this state has for decades viewed collective bargaining between state employees and management as the best way to promote democracy in our workplaces and public institutions. The right to collective bargaining has long been recognized as not only a fundamental human right, but also as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the nation, and indeed to many private, prestigious institutions in our own state. The reasons to exempt four-year public higher ed institutions from this path make no sense. I again therefore call for a favorable report to this Bill.

Sincerely,

Joshua Shannon, Professor
Art History and Archaeology
University of Maryland, College Park
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*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

Roseblatt_Testimony_Senate 2024.pdf

Uploaded by: Karin Roseblatt

Position: FAV



A BETTER UNIVERSITY IS POSSIBLE

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 umdaaup.org

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**Written Testimony Submitted to the Maryland House Appropriations Committee
By Karin Alejandra Roseblatt, Professor of History
President, UMD-CP Chapter, American Association of University Professors**

SB 823

**State Personnel – Collective Bargaining – Faculty, Part-Time Faculty, Postdoctoral
Associates and Graduate Assistants**

March 7, 2023

FAVORABLE

Good afternoon, Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee. I am Karin Roseblatt, and I am a Professor of History at the University of Maryland, College Park, where I have worked since 2008. I serve also as President of our College Park chapter of the American Association of University Professors (AAUP), and I am on the AAUP's National Council. I urge this committee to issue a favorable report to SB 823.

As you know, the bill before you does not prescribe unionization and collective bargaining. It only allows for that possibility. Passage of this bill should be uncontroversial. The Maryland legislature should not fear what may happen if they allow faculty and graduate assistants to choose freely how they want to speak and organize themselves. Nor should the University System of Maryland. After all, unlike legislatures elsewhere, the Maryland legislature is not anti-union. Unlike legislators in Florida or Indiana, Maryland legislators have not been trying to undermine institutions of higher education, curtail the free speech rights of instructors, or dictate what and how we teach. It is logical that you allow to speak through democratically elected representatives in negotiations that allow us a degree of power and autonomy. We have demonstrated, I hope, that we know how to use it and that the claims of University administrators about the harms of this bill are wildly overblown.

Universities are under threat in many states, where State governments seek to limit the free inquiry that has made our universities the envy of the world. But institutions of higher education are also threatened by the longstanding defunding of higher education, the Uber-ification of our workforce, and by top-down management styles that erode shared governance and the collective wisdom and expertise of the academic community. Maryland faculty and graduate assistants, like their colleagues around the country, feel very deeply the fragility of our higher education institutions and our livelihoods. My colleagues and I feel acutely that we must have every tool available to us to be able to speak loudly, with a collective voice. Collective bargaining is an effective form of faculty voice, one which the AAUP has long viewed as compatible with—and indeed able to complement and prop up—institutions of shared governance.

In my role as faculty member, I regularly teach and advise graduate and undergraduate students interested

in the History of Latin America and the Caribbean. I also run a Center for Historical Studies in my Department. I headed our Latin American Studies Center for five years. And I am Principal Investigator for a five-year National Science Foundation Grant to promote and develop the History of Science, Technology, Environment, and Medicine in Latin America and the Caribbean. I do a lot of service to my profession as well, conducting tenure, promotion and department reviews for other institutions; peer reviewing books and articles; serving on prize, nomination, and program committees for professional organizations and my university; mentoring graduate students from other institutions and early career scholars. I have been a mentor to two Presidential Postdoctoral Scholars. This program aims to recruit and retain outstanding faculty from underrepresented groups.

I find this work very satisfying, but since the ranks of tenured professors has dwindled, the workload for those of us remaining has become untenable. Tenured faculty do a lot of unremunerated work, but at least we are paid decently—if not well—by our employers. A crisis within academia is reaching a breaking point as the majority of our non-tenure-track faculty members (75% of all higher education instructors in Maryland's institutions of higher education) do not have the ability to take on this work. Their teaching is simply too taxing for them to do unpaid service work. The Universities that have produced so much cutting edge research and given so much luster to the United States and to the State of Maryland are imperiled.

As President of our campus AAUP chapter, I have learned a great deal about the issues our faculty face on the College Park campus. Let me underscore the three issues that come up most frequently: the failures of shared governance; poor working conditions for non-tenure-line faculty; and working conditions for graduate students. Collective bargaining can provide a democratic means of addressing all three areas of concern. University administrators will claim that these issues can and have been addressed through mechanisms of shared governance, but those mechanisms (and other mechanisms of redress) have been in place for decades without and pressing problems have not been addressed. It's time to make a change and try something different. Research suggests that academic institutions with collective bargaining are in many ways better off.

Faculty Governance is not working. I have long observed that on my campus, committees in which faculty are meant to play key roles according to the Universities own guidelines are chock full of administrators. This was clearly the case with my university's Strategic Planning Committee. Its members had an average salary of over \$300,000. Last year, a hiring committee for a Dean of the Graduate School had two students and two faculty members among its sixteen members. And a Budget Subcommittee of the University Senate, which was meant to increase transparency and accountability, has not been able to function because the administration has not given it the information it needs. Almost all University committees are like this, even ones dealing with curriculum. Tenure is another area in which the faculty is supposed to weigh in. USM procedures stipulate that changes to tenure guidelines must be approved by faculty committees of the University Senate. Yet guidelines have been changed by fiat. This contravenes the letter and spirit of shared governance. So does the draft manual for promotion of non-tenure track faculty that was recently released by our administration. Administrators claim that it is not a policy but rather just a stipulation of procedure and by so doing they avoid consulting elected faculty leaders and instead rely on a committee they have selected. The average salary of the fifteen members of that committee was \$176,000 (median \$169,500).

More troubling still is the proliferation of programs staffed by non-tenure track faculty. In these programs, administrators make all the curricular decisions—again in contravention of the principles of shared governance. Moreover, faculty who are worried about whether their contract will be renewed are loath to

raise their voices. The non-tenure-track faculty who are closest to our students—and who teach 70% of the credit hours on our campus—are effectively muzzled. This situation pleases administrators who think they know best and often follow the latest fad (often based on shoddy research). But it is not good for our students. Those who teach our students, who are closest to our students, need a firmer voice in curricular policies and policies regarding research.

Collective bargaining can strengthen faculty governance. For instance, a 2021 AAUP Survey on Governance found that part-time faculty on campuses with collective bargaining were much more likely to have a voice in shared governance (42.3% v. 31.5%) and to have representation on governing boards (26.7% v. 19.9%).¹ Faculty at universities with collective bargaining also had greater say over selection of chairs and deans, salary policies, teaching loads, course delivery, and intellectual property policies.²

The AAUP's statement on this issue notes that

Formal negotiation can improve communication between the faculty and the administration or governing board... Collective bargaining can secure consensus on institutional policies and procedures that delineate faculty and administrative participation in shared governance. Finally, collective bargaining can ensure equitable implementation of established procedures.

Collective bargaining should ensure institutional policies and procedures that provide access for all faculty to participation in shared governance. Employed in this way, collective bargaining complements and supports structures of shared governance... From a faculty perspective, collective bargaining can strengthen shared governance by specifying and ensuring the faculty role in institutional decision making. Specification may occur through bargaining of governance clauses that define faculty responsibilities in greater detail; assurance of the faculty's negotiated rights may be provided through a grievance procedure supporting the provisions of the negotiated contract. From an administration perspective, contractual clarification and arbitral review of shared governance can reduce the conflicts occasioned by ill-defined or contested allocation of responsibility and thereby enhance consensus and cooperation in academic governance.³

Working conditions for non-tenure-track faculty are abysmal. To say that non-tenure-track faculty on our campus are upset would be a gross understatement. They are fearful and resentful. They work very hard for our students but feel unappreciated. They cannot teach or give opinions freely because they fear that their contracts will not be renewed. Many declined to write testimony for this hearing because they feel vulnerable to reprisal. Some have submitted anonymous testimony. The most common complaint we hear at College Park is not about low salaries, but about job insecurity. It is one thing to face unemployment if you are in a field where there is job mobility and/or decent wages. But academic jobs are scarce, people have family responsibilities that limit mobility, and low pay means that there is no buffer to cushion unemployment.

I know of one colleague, who has worked at the institution for over twenty years and had her salary cut in half simply because the Chair of her Department felt she was too abrasive. A group of instructors in an Honors College received their contract days before the start of classes to find that their teaching load had

¹ Hans-Joerg Tiede, "The 2021 AAUP Shared Governance Survey: Findings on Demographics of Senate Chairs and Governance Structures," <https://www.aaup.org/Report/Statement-Academic-Government-institutions-engaged-collective-bargaining>.

² AAUP, "The 2021 AAUP Shared Governance Survey: Findings on Faculty Roles by Decision-Making Areas," p. 91, <https://www.aaup.org/sites/default/files/2021-AAUP-Shared-Governance-Survey-Findings-on-Faculty-Roles.pdf>

³ AAUP, "Statement on Academic Government for Institutions Engaged in Collective Bargaining," <https://www.aaup.org/report/statement-academic-government-institutions-engaged-collective-bargaining>.

been increased. Some faculty have their salaries cut arbitrarily after classes have begun; some are not paid on time. To give just one example—collected by a faculty member because the faculty senate and our administration has not taken the time fully to understand working conditions: “In 2021, my compensation was reduced by half, despite being tasked with coordinating a lab course with nearly a thousand students and 30 teaching assistants. As a result, my take-home pay after taxes amounted to just \$402 every two weeks.”

These types of stories are common because policies do not provide security or stability, and there (by design) is no enforcement of existing policies that are in reality only “best practices” suggestions left to the discretion of department heads. Some of these department heads are fair minded. Others are not. Some are frankly bigoted. The result is a majority of faculty cowed and beaten down. Despite the admirable job these faculty do teaching our students, students cannot learn to be innovative, entrepreneurial, and creative when their instructors are just trying to keep their heads down.

Graduate Assistants are overworked and underpaid. You will hear University administrators say that unionization will ruin the relationship between advisors and mentees. But they have never asked faculty our opinion! Most faculty I know feel that the low stipends and poor work conditions endured by graduate students is one of the main issues our University faces, and that it undermines the standing of our institution.

Because I have supervised more than 12 PhD and MA students and sat on the committees of dozens more, I can speak from personal experience. I have personally supervised graduate assistants who worked as bartenders on the weekends. One of my advisees taught a course at Prince George’s Community College to make ends meet. I routinely sign papers that allow my students to take on work above and beyond the twenty hours a week that graduate assistants are normally permitted to work. I do so reluctantly, because this is time that they should be devoting to their studies. But I sign nevertheless because the students cannot survive without a supplement to their income. I note that this no doubt makes it more difficult for graduate assistants to complete their degrees in a timely manner, and this is an important metric against which our university is measured. It is exceedingly difficult to recruit top graduate students when stipends are low and working conditions are (by design) unregulated.

The international graduate students who powerfully contribute to the prestige and finances of our campus are particularly vulnerable. They are by law prohibited from working outside the universities where they study. They have additional travel costs. And many come to the United States with their families. US immigration legislation prohibits the spouses of these students from working. Can you imagine trying to support a spouse—or a spouse and child—with \$25,000 while paying for books and other research expenses? I personally know a student in that situation. He is, unsurprisingly, food insecure.

Many graduate assistants are asked to work more than the required twenty hours a week. I have seen this more than once in my own department. During the COVID19 crisis, one of my own advisees had to take over a course when the instructor of record disappeared. He had minimal support, and he was not teaching in his area of expertise. But he did the best he could and did not receive a penny more for his efforts. Many departments are not good at informing graduate assistants about their rights and obligations. Nor are many faculty members aware of what is appropriate. A graduate assistant union would help clarify and publicize the rights and obligations of graduate assistants. And it would give students access to support from someone who does not have the power to ruin their careers.

The Bottom Line. You may be asking how much unionization might cost the State and its Universities. Keep in mind that only about 28.7% of the UMD budget goes toward instruction and that every year the University takes in about \$130 million more than it spends. Current administration has chosen to increase the number of administrators 42% from 2015 to 2019 and an additional 8.4% from 2020 to 2022. The

largest increases in spending are in the institutional expenses category, which includes the salaries of upper administration. The second largest increases are in the category that includes Deans and Associate Deans. Budgets are about choices. University administrators have made their choices. Now let faculty and graduate students make theirs.

kate.drabinski.pdf

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Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Kate Drabinski, Principal Lecturer
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Kate Drabinski and I am a teaching track faculty member at UMBC, where I have worked for 13 years. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

I love working at UMBC. Teaching our students is my favorite thing to do. They are brilliant, creative, and the future of our state. It is an honor. I also work for a great department. My colleagues are supportive and caring. When I had to undergo cancer treatment during the spring semester five years ago, they pulled together to make it possible for me to do my job while doing really hard work at Hopkins oncology. A colleague taught a class for me, another drove me to and from work, and many pitched in to help me with my service responsibilities. I was lucky, and I never forget it, and I always pay it forward.

People in other departments and at other universities have not always had this good fortune. This is why I support the right to collective bargaining. As workers, we should have an enforceable contract that ensure we all have what we need to succeed at our workplaces, even when our lives are going through some kind of upheaval.

I also urge you to support this bill because it gives faculty the *right* to collectively bargain, but it does not force anyone into a union. If UMBC faculty decide we don't need a union, that shared governance is sufficient, then we won't form a union. This bill simply gives us the right to organize if we choose to do so. This should be a right for all workers, and we are one of the last groups of state workers to get these rights. It is beyond past time.

Please move this bill out of committee and to a vote. We deserve a vote.

Sincerely,

Kate Drabinski, Principal Lecturer
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*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

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Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Katherine O'Neill, Senior Lecturer
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Katherine O'Neill and I am a Senior Lecturer in the English Department at University of Maryland, College Park, where I have worked for 9 years. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

I teach in the Professional Writing Program, which teaches students how to write at work. These students are juniors and seniors. This involves understanding the audience, what information they need to make a decision. Mostly I teach Science Writing, but I have taught Technical Writing and Writing for the Healthcare Professions. I teach 3 courses a semester, but over the course of the 9 years, I sometimes teach 4 courses. These courses are capped at 19 students, because the students produce 35 pages of writing each semester, and they have drafts and revisions. I wouldn't be able to read and make comments on the drafts if I had any more students than 19.

While I teach in the English Department, I am a scientist, like most people who teach Science Writing. I have a Ph.D. in Neuroscience, and I have worked as a bench scientist for a pharmaceutical company and have written journal articles. During my career, I have written all of the documents that I teach. I also got a grant from the University of Maryland 2 years ago to create a specific Science Writing course for chemistry majors.

I taught Human Development in the Psychology Department at Howard County College for 5 years from 2014 to 2019.

I make extensive comments on the students' drafts. I am not one of those teachers who writes "awkward phrasing". I don't think students know what to do with that feedback. I tell them how to improve the sentence. So I spend a lot of time making comments. Based on the feedback for 9 years of teaching, the students' appreciate the feedback. This is from a course evaluation: "Dr.O'Neill always gave in-depth feedback after we turned in the rough drafts for assignments., I really appreciated the time that she took to read through our papers and give comments. I thought that it really drove the points home on what I needed to work on from what she went over in class and directly showed how I could improve. She made sure to directly point out what issues there were, and it made it easier to understand what I was doing wrong and fix those mistakes."

I have a lot of students who are applying to medical school or vet school, or graduate school. In any given semester, I probably have 2 to 3 people from each class who ask me to write a letter of recommendation for them for professional school application or grad school application. I take these letters of recommendation very seriously. I spend a lot of time on letters of recommendation because I know it will impact the student's future.

I update my course every semester. I look through the readings, assignments, instructions for assignments, sample documents, etc.

Collective bargaining is the negotiation between employers and employees to create an agreement about the employees' working conditions and salary. Non-tenure-track faculty make up 71 percent of faculty in US universities and colleges, 20 % are full time and 51% are part time and include research, teaching, professional and clinical faculty based on US Dept. of Education's Integrated Postsecondary Education Data System (IPEDS, 2021). The number of tenure track positions is shrinking. My son has several friends that have PhD's, and they cannot find tenure track positions. This should concern all of us. Do we want to discourage people from going to graduate school? If they can't get jobs at livable wages, people are not going to go to grad school. Foreign students come to the US to get a college degree or to go to grad school. The universities and colleges in the US are considered the best in the world. But the shrinking of tenure track positions threatens that idea. I teach 3 courses per semester, and I get paid \$7319.46 for each course. That is not a livable wage.

Members of the Committee, this state has for decades viewed collective bargaining between state employees and management as the best way to promote democracy in our workplaces and public institutions. The right to collective bargaining has long been recognized as not only a fundamental human right, but also as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the nation, and indeed to many private, prestigious institutions in our own state. The reasons to exempt four-year public higher ed institutions from this path make no sense. I again therefore call for a favorable report to this Bill.

Sincerely,

Katherine Oneill, Senior Lecturer
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*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

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Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Katherine Wasdin, Associate Professor
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Katherine Wasdin and I am an associate professor of Classics at the University of Maryland, College Park, where I have worked for 4 and a half years. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

At UMD, I conduct research and teach both large (c. 35-180 person) undergraduate courses in topics such as Greek Mythology and smaller (c. 5-12 person) advanced courses in Latin literature. As part of my larger classes, I work alongside graduate teaching assistants in my program. One of the reasons I support this bill is that I feel that my assistants are employees and should have a right to collective bargaining. Far from creating a barrier between us, I believe that graduate student representation would clarify our relationship and allow my assistants to fully appreciate their role as co-workers. They are also laughably underpaid, especially given the high cost of living in the greater DC area. This can lead to living conditions which undercut their purpose for being at UMD. During the pandemic, for example, two of our students lived together in cheap and unsafe housing and had a difficult time breaking their lease to find an affordable and appropriate place to live. This took away from their abilities to perform their tasks as TAs and students. Graduate student workers deserve to be paid enough to focus on their studies and TA-ships in a supportive environment.

I also strongly support this bill because it could provide collective bargaining for faculty, both tenured and non-tenured. My colleagues and I are not paid enough to account for the relatively high cost of living. When we hired a new colleague in our department, the most challenging part of the interviews was when candidates asked about housing options in the area. We struggled to honestly describe the options available based on the salary we offer, and were worried about losing candidates to schools who could pay more. This is especially true for my colleagues who are not on the tenure-line and receive even lower salaries, even though they teach much higher course-loads. While my department would like to pay our PTK (Professional track/non-tenured) members more, we are constricted by the budget amounts given to us by the College and University. Collective bargaining rights would allow their salary to reflect the high levels of teaching and student support that they perform. Finally, collective bargaining would also increase the shared governance at UMD. Currently, this is performed through the University Senate, which can provide some space for discussion, but which serves primarily as a rubber-stamp or advisory body, in my experience, without full powers to set the university's agenda or respond to issues such as overspending on sports or administrative salaries. Recently, the administration almost implemented a review process for out-of-state faculty without senate approval, something that should not be possible and would be prevented with the protection of collective bargaining.

I therefore urge the members of the committee to support SB 247. Collective bargaining rights already protect community college employees and workers, both faculty and graduate students, at many of our peer institutions in the Big Ten. These institutions are arguably stronger for this, and workers in the University System of Maryland should have the same protections. I again therefore call for a favorable report to this Bill.

Sincerely,

Katherine Wasdin, Associate Professor
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*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

kimberly.coles.pdf

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Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Kimberly Coles, Professor
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Kimberly Coles and I am a full professor at the University of Maryland where I have worked for 18 years. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

I teach two courses per semester with 25-30 students in each class. I teach one lecture course each year with 50-75. Which is to say, that I teach roughly 100-150 student per academic year. I supervise students pursuing Masters degrees in English and currently have three PhD students under my supervision. In addition, I assist with all of the administrative work of my department and university, as we all do: while not trained in administration, academics are nonetheless tasked with the running of the institution at all levels. I am a university senator, have served on the Senate Executive committee, the university Athletic Council, and numerous fellowship committees. I have, with my colleagues, helped steer the university through some of its most fraught and painful transitions, including navigating its course through the crises of the murder of Lt. Richard Collins III and the death of Jordan McNair.

None of this is easy work. But it is work in which every member of the university faculty--both tenure and professional track--and its graduate student body participates. Our efforts assure that the University of Maryland maintains its position as both an institution of higher learning and one of high moral standing. In the latter task, much work still needs to be done, and collective bargaining is a key piece in its pursuit. It largely falls to the faculty and student body to assure that the institution(s) at which we work are accessible, inclusive, diverse and humane. It largely falls to the faculty and student body to assure that the labor of each member of the communities in which we work is recognized and properly compensated. And it largely falls to the faculty and student body to assure that the administration is held accountable for the inevitable shortfalls and oversights that attend the running of a large institution. We are, in fact, the collective body that assures that the University of Maryland earns its status as a flagship institution.

Members of the committee, this state has for decades viewed collective bargaining between state employees and management as the best way to enroot democracy in our workplaces and public education institutions. The right to collective bargaining has been long recognized not only as a fundamental human right, but it has also in this state been seen as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in

the county, and indeed to many private, prestigious institutions in our own state. The reasons to exempt 4-year public institutions from this path just no longer make sense. I again therefore call for a favorable report to this bill.

Sincerely,

Kimberly Coles, Professor
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*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

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Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Lasair ni Chochlain, Graduate Assistant
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Lasair ni Chochlain (she/they) and I am a graduate assistant and Masters student, where I have worked for 2 years. I call on this committee to issue a favorable report to this Bill. I work on my research in the Department of Entomology, and I also have provided general lab and campus support. I work with many students, undergraduate and graduate, across the disability spectrum, in a volunteer capacity because the kind of support I had access to as an undergrad doesn't exist at UMD. I had multiple, caring counselors, who checked in with me multiple times a semester. They listened to my problems, provided a much more extensive range of accommodations and services, and even helped me get to doctor's appointments and pick up prescriptions. I was also in a program that organized weekly talks and workshops for underrepresented minorities in STEM that exposed me to minority scientists (grad students, faculty, etc). I try to recreate this type of support for as many students as I can, and make connections across our community so that no one has to go through this alone. I enjoy all of this work greatly, but I am compensated for none of it, which shows that UMD doesn't value it. I want to have more power in my workplace so that I make things better for all of these students that I meet and talk to every day. I am sick of paternalistic meetings and "advisory board" that smother the voices of actual disabled students and employees in favor of what administration wants to here. The famous slogan "NOTHING ABOUT US, WITHOUT US", applies here. I see a lot of decisions being made for and on behalf of disabled students and absolutely zero acknowledgement or respect of the fact that we are autonomous beings capable of reasoning and decision making and that we (no one else!) are the experts on our own situations. Even when they seek or allow us to offer input, the final decision is always up to someone non-disabled. We need collective bargaining to achieve disability access at UMD.

I directly see the impact that the lack of disability representation and disability supports has not only on other disabled employees but also undergrads and general campus culture here at UMD. Accessibility is an afterthought unless the event is hosted by the ADA office or a passionate disabled person is involved. It has prevented me from participating in many campus organizations and efforts, as I would often be the only disabled person reminding everyone about the existence of disabilities and that gets tiring. I am also a research assistant that often does work not related to my project -- either related to my advisors research, my fellow students' research, or just general supervising/lab tasks. This work that goes in from grad students, staff, and faculty to cultivate positive lab spaces and mentor students, especially underrepresented students, is important but I see it fall by the wayside in many labs and departments. The essential staff roles that support this work are not created, or go unfilled. Service as an unpaid effort is an expectation, which sends the message that the needs of underrepresented/disabled groups are not worth supporting with actual resources. Instead, we are supposed to get what we need by everyone else donating their spare time, which they probably don't have any of to begin with. Expectation without compensation is ableist and exploitative, and it needs to end. As someone with limited energy and chronic pain, I can already do less than others. Then I am additionally burdened with ableism, which on a personal basis adds several hours to my week, every week. I am constantly educating people, asking for information that shouldve been public, asking for things to be accessible

that already should've been. Or figuring out how to complete lab/field tasks with my mobility and pain challenges. Then add the advocacy and work I do to support others and maintain community. It makes it almost impossible some days to do the work I came to UMD to do, which is entomology. In many ways, it has turned me away from that work, as I have never felt like a part of scientific community, only a disability community.

These are just some of the difficulties I have encountered as a physically disabled graduate student. UMD doesn't employ enough support staff for the disabled students they have, and even though I am an employee, I am not eligible for HR services or support. Even now that I have a disability counselor, all they can do is approve accommodations for my classes and sometimes help arrange them. Often, I am left to arrange them myself with the professors, since no one on staff has experience with field or lab accommodations. Getting assistive technology is virtually impossible, as the money would have to come out of my PI or my department's budget. Most of my requests have been flat out denied. For example, my request for a left handed microscope stage was denied (even though the department owns probably hundreds of right handed microscopes). Instead, I had to ask someone to remove the stage for me and manually move the slide every time I used a microscope which both costs their and my time and denies me the convenience and comfort of a proper stage. I was able to get some free software from the university and a few office ergonomic items from my lab and that was about it. Any discussions of larger, more expensive tech that would help increase my participation and the participation of those with disabilities like mine is off the table. The fact that I need more physical help with tasks means we have to pay for more hours of labor, which means that research funds deplete quicker. UMD and USM as a whole do not have supports in place for when their student employees are physically disabled and/or when they get sick, and the campus climate is very inhospitable to anyone with physical disabilities. I was literally told to "come back after I get better", which just isn't possible for students with chronic illnesses. I have a right to work and learn on campus just like everyone else, and no one can convince me that what I bring to campus isn't worth the additional costs/work that I may bring. The alternative is the exclusion of people like me from higher education, and I will never believe in that. The graduate labor union (GLU) is committed to supporting ALL students in their ability to live and work in a way that makes them healthier and happier, and that is what I believe in.

Members of the Committee, Maryland has for decades viewed collective bargaining between state employees and management as the best way to promote democracy in our workplaces and public institutions. It is the only way to ensure that employee voices can play a vital role in constructing conditions that govern our workplaces, which makes workplaces better. Many public higher ed institutions in other states, and indeed many private, prestigious institutions in our own state have improved conditions for everyone through collective bargaining. I want to see my university follow this example, so that we can hope to compete with and compare to our peers, not be left behind. For all of these reasons I ask that you give a favorable report to this Bill.

Sincerely,

Lasair ni Chochlain, Graduate Assistnat
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*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

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Uploaded by: Laura Suzanne Gordon, PhD

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Laura Suzanne Gordon, PhD, Lecturer
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is L. Suzanne Gordon and I am a non-Tenured/non-Tenure-Track (non-T/TT) Lecturer at the University of Maryland, where I have worked for more than a decade (and where I worked as a Graduate Teaching Assistant for a decade previously). I call on this committee to issue a favorable report to this bill. The state already grants this right towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our 4-year institutions. It is clear that this right should be extended to the rest of higher education in Maryland. As a non-tenured, non-tenure-track faculty member, although I have worked in this role at UMD for more than a decade, I have no job security at all. Instead--like all the rest of the non-tenured and non-tenure-track faculty at UMD, which comprise 75% of its faculty--I am an "at-will" employee, as I have been at other Maryland colleges and universities where I have taught, along with teaching at UMD. This means that, however highly I am rated by my students, I can be let go at the will of the employing institution, e.g., if not enough students sign up for my classes, or for any reason at all.

Further, we non-T/TT faculty make substantially less salary than T/TT faculty. As a result, at age 77, I cannot afford to retire on my savings and teacher's pension, though I have made full-time-work contributions to the plan for many years. So I continue to work, teaching a half-time load. At UMD, we have a food bank for students. We need one for non-T/TT faculty including Graduate Assistants as well. Enacting this bill would give me and other non-T/TT faculty and staff collective bargaining rights, much needed, given the inequities in employment status and salary between T/TT faculty and the rest of us at-will employees.

Members of the Committee, for decades this state has viewed collective bargaining between state employees and management as an important democratic and fundamental human right in state workplaces, including public education institutions. It has long been viewed as the best way to ensure that employee voices play a vital role in the establishment of workplace conditions. In fact, it is a right granted to many other public higher ed institutions in the county, and to many prestigious, private institutions in our state. The reasons given for exempting 4-year public institutions from the right to bargain no longer make sense. Therefore, I again call for a favorable report to this bill.

Sincerely,

Laura Suzanne Gordon, PhD, Lecturer
Department of Communication
University of Maryland, College Park
7901 Regents Drive, College Park, MD 20740
lsgordon@umd.edu

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

lauren.salig.pdf

Uploaded by: Lauren Salig

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Lauren Salig, PhD Student
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Lauren Salig, and I am a PhD student at the University of Maryland, where I have worked and studied for four and a half years. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

During my time at the University of Maryland, I have spent time working as a graduate research assistant and as a graduate teaching assistant. As a graduate teaching assistant, I assisted in classes of approximately sixty students with my responsibilities including: running classroom activities, giving lectures, grading papers, and meeting with students outside of class. This work was always in addition to my dissertation research, service to my program and department, and involvement in the broader community through outreach work.

As a PhD student at the University of Maryland, I have experienced first-hand how low graduate assistant stipends can be. The FY2024 minimum salary that can be given to full graduate assistants on a 9.5 year appointment (which is the only appointment length that I have ever been offered) is \$26,958. I live in Silver Spring, Maryland and am on the Moderately Priced Dwelling Unit program. Even as part of that reduced housing program, my rent and parking alone cost me over \$20,000 a year. If I opted to live in a studio apartment in the available graduate housing (Graduate Hills & Gardens), housing would still cost me over \$16,000 a year. The minimum salary is largely what is being offered to graduate assistants, and it is not sufficient for the work we do to support students' learning and University research. I am fortunate enough to have additional fellowships that make my salary livable; I sought external fellowships because the stipends at the University are insufficient. Without my extra fellowships (which most students don't have), I am unsure how I would be able to make ends meet. I am in my fifth year of my PhD program. Many graduate students work for the University for many years as we get our degrees. Being able to have collective bargaining is a democratic right that we deserve. It can be a force for equity and allow for clearer communication between administration and employees. Many other universities already have collective bargaining to everyone's advantage--consider Montgomery College, for example. Collective bargaining rights could do a lot of good for improving the lives of graduate student employees by giving us power to advocate for changes when they are needed.

Members of the committee, employees' needs and voices deserve to be heard. The right to collective bargaining is a fundamental right; it should not be arbitrarily withheld from certain individuals at four-year public institutions. Therefore, I again call for a favorable report to this Bill.

Sincerely,

Lauren Salig, PhD Student

University of Maryland, College Park
7901 Regents Drive, College Park, MD 20740
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*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

sb823- labor rights, state system- FIN 3-7-2024.pd

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Position: FAV



Delaware-Maryland Synod
Evangelical Lutheran Church in America
God's work. Our hands.

Testimony Prepared for the
Finance Committee
on
Senate Bill 823
March 7, 2024
Position: **Favorable**

Madam Chair and members of the Committee, thank you for the opportunity to support the dignity of human effort by acknowledging the human right to organize and bargain collectively. I am Lee Hudson, assistant to the bishop for public policy in the Delaware-Maryland Synod, Evangelical Lutheran Church in America. We are a faith community with three judicatories in every part of our State.

Our community supports the human rights of workers, to include a right to organize and bargain collectively in the interest of fair wages and safe and just work conditions. A 2017 message among us concerning human rights as principle and instrument, affirmed a 1999 ELCA statement about justice in the *oikos*, the economy. Among the pillars of economic justice is, *(t)he principle of participation (meaning) all are entitled to be heard and to have their interests considered when decisions are made.* Support for the right to organize and bargain is in the written record of the predecessor bodies of our church going back at least to the 1930s; it is implied in the 1948 United Nations Universal Declaration of Human Rights; and it is law in the United States.

For those reasons we support the right of workers to organize and bargain when that right is under public discussion; and we support **Senate Bill 823**. We ask your favorable report.

Lee Hudson

Knowles Testimony CBSB823_2024.pdf

Uploaded by: Lenora Knowles

Position: FAV

TESTIMONY OF LENORA RENEE KNOWLES
BEFORE THE
FINANCE COMMITTEE OF THE MARYLAND SENATE
For a hearing on
SENATE BILL 823: "STATE PERSONNEL –COLLECTIVE BARGAINING –
Faculty-Part-Time Faculty and Graduate Assistants"

MARCH 06, 2024

Chairperson Beidle, Vice Chairperson Klausmeier and distinguished members of the Senate Finance Committee:

My name is Lenora Renee Knowles. I'm a member of the Graduate Labor Union and a Ph.D. candidate in the Harriet Tubman Department of Women, Gender, and Sexuality Studies at the University of Maryland-College Park. I'm also a Black and Honduran first-generation college graduate. I've lived in District 40 for six years and I'm involved in community-led development work in District 45. If graduate workers had the opportunity to bargain collectively, it would clarify work expectations in ways that shorten time to degree and lead to more equitable work and learning conditions.

During my first year as a graduate worker I learned a hard lesson, the backbone of the University of Maryland, College Park is low-wage graduate labor. That first year, I had a supervisor who tried to elude paying their portion of my summer stipend which was outlined in a vague portion of the funding letter issued by my department. During this same year I was assigned two other supervisors who expected me to work past the term stipulated in my work agreement. Graduate workers do not get standard, enforceable contracts. Instead, stipend levels and work conditions vary from student to student and across departments. As someone who grew up Black and Latina in a working-class single parent household, I know how difficult it is to reach the level of doctoral studies, because of this country's deeply inequitable education system. The stress and isolation of being a low-wage graduate worker, on top of completing a demanding doctoral program makes it that much more challenging to complete the degree in a timely manner, which is an important metric when assessing the quality of a graduate program. Nevertheless, I've persisted because I want to make a meaningful contribution to my communities and the State of Maryland.

Graduate workers at University of Maryland-College Park, Morgan State University, Towson University, University of Maryland-Baltimore and elsewhere in the system need the same right that Johns Hopkins University grads now have. If I and my fellow graduate assistants had a standard contract and representation facilitated by a graduate labor union (and enabled by collective bargaining rights), supervisors would be informed about workplace norms and our experience as workers would be more equitable.

I ask for a favorable report on SB 823.

lilah.draftsjohnson.pdf

Uploaded by: Lilah Drafts-Johnson

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Lilah Drafts-Johnson, Graduate Assistant
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Lilah Drafts-Johnson and I am a graduate assistant at the University of Maryland, College Park, where I have worked for 2 years. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

I am a graduate assistant who recently completed my MA at UMD and will continue as a PhD student in the fall of 2024. I was offered a Flagship Fellowship to stay to do my PhD, which is the most competitive recruitment offer UMD can offer a prospective student and adds additional funding to the base stipend that my department gives graduate workers. Even with the highest award that UMD can give to a graduate worker, my salary will not meet the cost of living in College Park. Additionally, I am currently in the process of grievance with my department as they terminated my health benefits before the date outlined in my appointment letter. It took over a month for me to learn that my benefits were terminated and I in fact did not have health coverage, and I am now facing thousands of dollars in medical bills with no formal grievance process to guide me.

What a lot of people don't realize is that something like low pay or lack of worker protections isn't just a labor issue, it's a gender equity issue. Academia generally has a lot of steep power dynamics between graduate students just starting out and professors well-established in their fields and careers. My research at UMD focuses on preventing gender-based violence--things like sexual harassment and misconduct--in sport communities. As an advocate, I know that it's very dangerous to mix financial and job insecurity into a context where power differentials are already at play. That's how people get trapped in situations they aren't sure how to navigate and are unable to access the resources they need to get help.

Last fall, two of the students I taught in a core Kinesiology undergraduate course reached out to me and asked if I would participate in an interview for a speech and debate class in which they were enrolled. I agreed and was surprised when they asked me questions about the number of hours I worked and how much the university paid me. It turns out they were arguing for graduate workers to have the right to collectively bargain. Hopefully, this committee as well as the university will see what my freshman undergraduate students do, that investing in the agency of educators at Maryland's public university system is not only the right thing to do, but the smart thing to do.

Sincerely,

Lilah Drafts-Johnson, Graduate Assistant
Kinesiology
University of Maryland, College Park

7901 Regents Drive, College Park, MD 20740
ldraftsjohnson@gmail.com

This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).

Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.

lillian.e.doherty.pdf

Uploaded by: Lillian E. Doherty

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Lillian E. Doherty, Professor Emerita
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Lillian Doherty and I am a Professor Emerita at the University of Maryland College Park. I am writing to urge you to support SB0823 / HB0493 to legalize collective bargaining for instructional faculty in the University System of Maryland. I retired this past summer after teaching at the University of Maryland College Park for nearly 40 years and I can see that the lack of this right is taking us in the wrong direction. The severe earnings gap we see at the national level is reflected at the University, where managing administrators earn nearly twice the average salary for tenure-track faculty and too many courses are taught by seriously underpaid non-tenure-track instructors. There is a lack of transparency in the allocation of salaries and a widespread sense of exploitation among graduate assistants and non-tenure-track (now called "PTK") faculty, who earn much less than even the lowest-paid tenure-track instructors. And these are the people who teach most of our students. Currently, UMD College Park has the lowest graduate assistant stipend in the Big Ten when adjusted for inflation. (At the same time, it has the second highest athletic subsidy in the Big Ten.)

The number of non-tenure-track instructors virtually equals the number of tenure-track faculty. At the same time, the number of graduate assistants has increased, to the point that in all, 74% of instructors are either non-tenure-track faculty or graduate assistants. Tenure-track (TTK) faculty are overworked because there are fewer of them to carry out responsibilities that non-tenure track instructors cannot; but the PTK colleagues are expected to assume an excessive teaching load: the "normal" load for a PTK instructor at College Park is 8 courses a year! As a result, both groups are stretched thin. While administrative positions have multiplied, the number of non-managerial staff, who support the faculty, has declined, increasing the number of non-academic tasks instructors are expected to perform.

Passage of SB0823 / HB0493 does not mandate unionization: it sets the stage for a democratic process in which university workers can engage in open debate and make an informed decision. Our new governor says "Leave no one behind"--let's apply that to the instructors who teach a majority of our college students.

Sincerely,

Lillian E. Doherty, Professor Emerita
Department of Classics
University of Maryland, College Park
7901 Regents Drive, College Park, MD 20740
LDoherty@umd.edu

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

linda.d.green.md.pdf

Uploaded by: Linda D. Green MD

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Linda D. Green MD, Physician
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Dr. Linda Green and I am a retired physician who trained medical residents at Prince George's Hospital which is now part of UMMS. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

Over the years that I taught internal medicine I often collaborated with the School of Public Health at the University of Maryland in research projects. My medical students and residents benefitted from the expertise of the scientists in public health to publish on our Hepatitis C experience. The study on Hepatitis C and Kidney Disease was presented at the national nephrology meetings and my resident is now a practicing nephrologist. Work with the demographics and follow up of opiod users was also very important to our work. Due to the limited resources of our hospital at the time we could not have advanced our research without the support of the University faculty. Much of their effort was voluntary work with minimal if any compensation. Their willingness to support the work of young doctors serving an underserved community was commendable.

Collective bargaining will improve the salary and working conditions of the faculty and graduate students to continue to serve our community. I saw first hand how busy they were and was grateful for any time they could donate to our work. Supporting community efforts is undervalued in their current job situations. Bringing these issues to the table will benefit all of us. For these reasons I urge the members of the committee to report out a favorable response to this bill.

Sincerely,

Linda D. Green MD, Physician
UMMS
UMMS
7901 Regents Drive, College Park, MD 20740
lindadgreen@gmail.com

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

louiqar.raschid.pdf

Uploaded by: Louiqa Raschid

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Louiqa Raschid, Dean's Professor
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Louiqa Raschid. I am a Dean's Professor at the University of Maryland where I hold appointments across several Colleges. I have been at Maryland for over three decades. I call on this committee to grant a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our 4 year institutions. It is clear that this right should be extended to the rest of higher education workers in Maryland.

I will highlight several circumstances that I have personally experienced or witnessed, that have resulted in inequity, frustration and despair among our faculty and graduate students. Collective bargaining is an opportunity to provide us with the rights to address these challenges and will lead to a better university.

The first issue is gross salary inequity across various units of campus. I have been a leader of multi-disciplinary research teams and I work with faculty and graduate students across units. I have first hand experience of colleagues who provide the same high quality of research but whose compensation can differ significantly. While market forces cannot be eliminated, collective bargaining will provide faculty with better tools for negotiation.

The second issue is salary inversion which also occurs across many units. There are many senior and productive full professors who are sometimes paid less than the incoming junior assistant professors that they recruit and mentor. Again collective bargaining will help level these inequities.

I have mentored and employed graduate students for many decades. One of my greatest achievements has been mentoring these young scholars and helping them to deliver high quality research output while facing major life challenges - giving birth, taking care of their children, or facing serious health challenges, etc. These scholars are at the mercy of a system that provides them with zero benefits during these periods. A scholar who does not have a caring and creative mentor is destined to fail or struggle. Collective bargaining will provide a tool to create better conditions for these valuable members of our campus.

The final situation concerns Professional Track (PTK) or other Adjunct or Part-Time faculty. While serving on the Executive Board of UMD AAUP, I have learned about the sometimes horrifying circumstances in which they work. This can range from the lack of an employment contract despite years of working in the same position, to not having any recourse when the terms of the contract are blatantly violated. There are few other professions / sectors where professionals may face such often hostile work environments and unfortunately may not have any means to correct the situation. Collective bargaining will provide a range of tools to address these injustices.

Members of Committee, this state has for decades viewed collective bargaining between state employees and management as the best way to promote democracy in our workplaces and public institutions. The right to collective bargaining has long been recognized as not only a fundamental human right, but also as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the nation, and indeed to many private, prestigious institutions in our own state. The reasons to exempt 4-year public higher ed institutions from this path make no sense. I again therefore call for a favorable report to this Bill.

Sincerely,

Louisa Raschid, Dean's Professor
Smith School of Business and Computer Science and UMIACS
University of Maryland, College Park
7901 Regents Drive, College Park, MD 20740
louiqaraschid@gmail.com

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

luka.arsenjuk.pdf

Uploaded by: Luka Arsenjuk

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Luka Arsenjuk, Associate Professor
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Luka Arsenjuk and I am an Associate Professor at the University of Maryland, College Park, where I have been working since 2011. I am also a member of the UMD chapter of the Association of American University Professors. I call on this committee to issue a favorable report to this Bill. Collective bargaining is a fundamental democratic right. The state already grants this right to nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our 4-year institutions. It is clear that this right should be extended to the rest of higher education in Maryland as well.

Over the past thirteen years of working at UMD, College Park, I have taught on average four courses per year, performed extensive service for my department, college, and the university, and engaged in student advising and internationally recognized research and publication activity. Over this same period, I have seen the working conditions of faculty, graduate student workers, and staff deteriorate due to increasing administrative bloat and mismanagement of the university's resources.

The list of problems faced by faculty in our universities is long, but let me offer some of the most important examples:

- (1) The existing model of shared governance in our universities--faculty senate in an advisory role--is not working. Faculty have no actual mechanism to substantively engage in financial and budgetary decision-making, nor are we able to meaningfully engage in determining our working and safety conditions.
- (2) As a result of the complete and irreparable failure of shared governance, decisions that get made at our institutions typically benefit those that have the power to make them: the university administrators. The ranks of UMD administrators have increased by 42.4% from 2015 to 2019 and an additional 8.4% from 2020 to 2022. During the same period, the number of full-time faculty rose by only 3.1%, while undergraduate enrollment increased by 16%. Instead of investing in the education of our students to better prepare them for civic life and professional careers, our university systematically invest in its own managerial class--a group of people that is typically not involved in teaching and pedagogical work.
- (3) University System of Maryland is slowly dismantling protections for academic security and freedom by decreasing the share of tenured faculty (down 6.9% at UMD-CP since 2014) and increasing the percentage of faculty in contingent, at-will forms of employment (up 19.3% at UMD-CP since 2014). Without the job security afforded by tenure, academic freedom is imperiled and universities have already begun to undermine their core task and may soon become unable to fulfill their public mission and their obligation to the state.

One could add to this list the fact that UMD (College Park) ranks second-to-last among its national peer institutions in cost of living-adjusted faculty wages and gender equity (the "gender pay gap"), and the rosy picture of the situation at our institutions that the

administrators tend to present to the public shows itself to have very little to do with the reality experienced by those who actually make our universities run.

The right to collectively bargain would open the possibility for faculty and graduate student workers to meaningfully participate in the decision directing our higher education institutions and to begin reversing the troubling tendencies I have briefly sketched out above. It is by now a well-established fact that collective bargaining helps improve the quality of instruction by addressing ballooning faculty-to-student classroom ratios. Research shows that collective bargaining makes universities more effective: for instance, by increasing student graduation rates. And it is also the case that collective bargaining would make our universities more efficient by preventing administrative bloat, making sure more state dollars go into the research and instruction that actually benefit Maryland residents. Finally, collective bargaining would not only offer faculty and graduate student workers the security and dignity that should belong to every working individual, it would also help our state's university system to begin catching up to the top-level public university systems in this country. It is namely the case that among our national peer institutions those with collective bargaining for faculty and graduate student workers on their campuses on average significantly outrank those without collective bargaining.

Members of the committee, this state has for decades viewed collective bargaining between state employees and management as the best way to enroot democracy in our workplaces and public education institutions. The right to collective bargaining has been long recognized not only as a fundamental human right, but it has also in this state been seen as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the county, and indeed, to many private, prestigious institutions in our own state. The reasons to exempt 4-year public institutions from this path just no longer make sense. I again therefore call for a favorable report to this Bill!

Sincerely,

Luka Arsenjuk, Associate Professor
School of Languages, Literatures, and Cultures
University of Maryland, College Park
7901 Regents Drive, College Park, MD 20740
arsenjuk@umd.edu

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

marcus.johnson.pdf

Uploaded by: Marcus Johnson

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Marcus Johnson, Assistant Professor
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Marcus Johnson and I am an Assistant Professor at UMD College Park, where I have worked for 3 years. I call on this committee to issue a favorable report to this bill. The state already grants this right towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our 4 year institutions. It is clear that this right should be extended to the rest of higher education in Maryland.

I am a third-year assistant professor (tenure track) at UMD College Park. I am a young, Black man. I am one of the "lucky ones" because tenure-track positions have become much harder to attain over the last few decades. When I finished my PhD studies in 2017, I received the President's Postdoctoral Fellowship at U Maryland. Along with 3 Black women fellows, we were the inaugural cohort in a program that promised to help advance the careers of young scholars in that very uncertain space between graduate school and the tenure track. Unfortunately, when we got to UMD to do our postdocs, we learned that each of our home departments had unequal knowledge about how to transition postdoctoral fellows into tenure track positions. We would also later learn that our academic departments had unequal interest in helping us to make the transition. This despite the fact that the UMD Presidential Postdoctoral Fellowship Program is modeled after similar programs in the University of California system that provide a direct path from postdoc to the tenure track. Ultimately, my path to landing a tenure track position at UMD came from the institutional influence and the extra efforts of my postdoctoral mentor. And if we contrast this to the experience of the other fellows in my cohort (all women of color), none of whom are at UMD today, we can start to see how gender and racial disparities get created when academic workers (such as postdoctoral fellows) are excluded from decision making processes that are critical to career advancement.

If you extrapolate from my experience, we can see how UMD would end up with 1,339 tenured and tenure-track faculty and more than 3,392 full-time PTK faculty-- the latter are paid significantly less, with a significantly higher teaching load, and much less job security. From 2014 to 2022, the number of tenure-track faculty fell 6.9%, while the number of non-tenure track faculty rose to 19.3%. UMD also has the second lowest level of gender salary disparity among its peer institutions. Because workers are not allowed to collectively bargain together, we miss the mark of achieving equitable outcomes in employment, faculty diversity, and compensation--all values that are embraced by this legislative body and our higher education institutions in the USM.

Members of the committee, this state has for decades viewed collective bargaining between state employees and management as the best way to enroot democracy in our workplaces and public education institutions. The right to collective bargaining has been long recognized not only as a fundamental human right, but it has also in this state been seen as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the county, and indeed to many private, prestigious institutions in our own state. The reasons to exempt 4-year public institutions from this path just no longer make sense. I

again therefore call for a favorable report to this bill.

Sincerely,

Marcus Johnson, Assistant Professor
Government and Politics
University of Maryland, College Park
7901 Regents Drive, College Park, MD 20740
mjohnsonjr11@gmail.com

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

maria.joo.lobo.antunes.pdf

Uploaded by: Maria João Lobo Antunes

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Maria João Lobo Antunes, Associate Professor
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Maria João and I am an Associate Professor in the Department of Sociology, Anthropology and Criminal Justice at Towson University. I have lived in Maryland for over 20 years now, and am raising all 4 of my children here. I began at Towson as an adjunct professor, teaching at night. I secured a lecturer position in early 2013 and a tenure-track job beginning in August 2015. My experience in different academic roles provides me with a unique perspective on the Bill being proposed. I call on this committee to issue a favorable report to this Bill. The state already grants this right towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our 4 year institutions. It is clear that this right should be extended to the rest of higher education in Maryland.

Recently, Towson has made a push to become a Research 2 institution. With this designation comes more opportunities for federal and possible state fundings, but the benefits are not likely to be experienced by faculty. Faculty have had no input in how the transition is to take place, no voice in the discussion and the process has been opaque. For example, we have been told that faculty need to pursue more grant funding, and if we did, we would have course releases to help support our work while also mentoring graduate students. However, Towson also decided to make advising obligatory for all full-time faculty. This places an incredible work demand on all faculty, especially those who conduct research. Without clear policies, procedures and good faith, faculty have little choice or voice in workload discussions and there is often evidence of favoritism. For instance, as a faculty member of the College of Liberal Arts, I maintain a high research productivity crafting grant proposals, publishing journal articles and serving on multiple university-level committees, while teaching a full course load of advanced courses in criminology- 3 each semester. Faculty have virtually no avenue for reprieve or to seek help addressing these issues.

To be clear, as I am sure those in opposition to the Bill will state, faculty must provide a workload agreement whereby they designate percentages of effort across research, teaching and committee service. Therefore, in theory faculty could suggest for example 60% teaching, 30% research and 10% service, or any combination. In practice faculty are instructed to put down 75-80% teaching, 15-20% research and whatever remains for service, but also expected to produce quality research and grant-activity. Faculty dedicated to both research and teaching often work beyond the 40 hours a week, well into the weekend. Without the support of collective bargaining, faculty are subjected to the whim of administration who will readily state there are mechanisms for research support but never provide such support. From an administrative perspective this makes sense- require more work with less financial or institutional support and without any oversight or transparency. Towson University does not even have an ombudsperson to help navigate these issues, which makes collective bargaining for many of us a beacon of hope.

The Bill is about faculty choice and agency. Those in opposition will rest their argument on the concept of "shared governance." Shared governance does not exist as it depends on the

moral compass of those in positions of power. Currently, the system is set-up whereby faculty have little say in shared governance. Administrators can impose conditions without consequence. One such example is the allocation of merit funds. Prior to the pandemic, departmental faculty committees were tasked with reviewing faculty portfolios and determining eligibility for merit. Currently, Department Chairs are given sole power over merit. This is problematic in various ways, least of which is abuse by Chairs and Deans. Faculty denied merit can appeal to the department promotion and tenure committee who can, and often do, overturn the Chair's unilateral decision. Sadly, that obvious form of shared governance is frequently undermined by Deans who will overturn the faculty committee. These issues, as well as the Faculty Gradual Intervention Guidelines (<https://www.towson.edu/provost/academicresources/facultyinterventionguidelinesmay282020academicsenate.doc>) have deepened issues with diversity, equity, and inclusion, but faculty are unable to address these problems without fear of administrative retaliation and possible termination. In short, faculty are easily targeted and protections against abuse are scarce. Ultimately, students are the ones affected, as professors face burnout and disengagement from academia. Starting before the pandemic, but certainly during and after it, we are seeing more educators leave, because of pervasive harassment, abuse, low wages and lack of support seen as a USM level. The right to collective bargaining is a first step in creating a more diverse, inclusive, and equitable higher education in Maryland, that will benefit students and faculty alike.

Members of the committee, this state has for decades viewed collective bargaining between state employees and management as the best way to enroot democracy in our workplaces and public education institutions. The right to collective bargaining has been long recognized not only as a fundamental human right, but it has also in this state been seen as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher education institutions in the country, and indeed to many private, prestigious institutions in our own state. The reasons to exempt 4-year public institutions from this path just no longer make sense, especially as they ultimately impact those we hold to be most important in our professions- the students. I again therefore call for a favorable report to Bill.

Sincerely,

Maria João Lobo Antunes, Associate Professor
Department of Sociology, Anthropology and Criminal Justice
Towson University
7901 Regents Drive, College Park, MD 20740
joan.esmail@gmail.com

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

Written Testimony SB 823 (2).pdf

Uploaded by: Matthew Girardi

Position: FAV



Statement of the Amalgamated Transit Union (ATU) Local 689

SB 823– State Personnel - Collective Bargaining

March 7th, 2024

TO: The Honorable Pamela Beidle and Members of the Finance Committee

FROM: Matthew Girardi, Political & Communications Director, ATU Local 689

ATU Local 689 strongly supports SB 823 and urges the Senate Finance Committee to issue a favorable report. This bill is the right step for Maryland's institutions of higher education and the working people that make them run day in and day out.

At Local 689, we represent over 15,000 transit workers and retirees throughout the Washington DC Metro Area performing many skilled transportation crafts for the Washington Metropolitan Area Transit Authority (WMATA), MetroAccess, Fairfax Connector, DASH, and DC Circulator among others. Our union helped turn low-wage, exploitative transit jobs into transit careers. We became an engine for the middle-class of this region.

As such, we know that everyone deserves the right to form and join a union. Whether they be a bus driver, train mechanic, teacher, janitor, or professor, it is a human right to be able to join together with one's coworkers and demand fair wages and conditions in the workplace. As of right now, Maryland already has given collective bargaining and unionization rights to faculty at community colleges as well as the non-academic staff at Maryland's four-year colleges and universities. It only makes sense to grant that right to the academic staff as well.

SB 823 would do just that– requiring the State of Maryland's four-year public colleges and universities to recognize their academic workers' right to unionize and collectively bargain. After all, they are just that: workers. Universities could not run without their academic staff. They, just like any other workers deserve a say in the terms and conditions of employment to make sure that they are fair and reasonable.

Be they post-docs, graduate students, tenured professors, or adjunct faculty, all of the academic staff at a university deserve an equitable seat at the table, especially a public one. After all, healthcare, childcare, housing, groceries, car payments, and insurance costs do not end at the campus gate. All of these workers deserve to have their time, talents, and labor valued as the precious resources they are. We are proud to stand in solidarity with them.

Local 689 thanks Senators Kramer, Benson, Elfreth, Hettleman, Jackson, Kelly, Lam, Muse, Rosapepe, Waldstreicher, A. Washington, M. Washington, and Watson for introducing this powerful measure.

matthew.thomas.miller.pdf

Uploaded by: Matthew Thomas Miller

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee**

**By Matthew Thomas Miller, Assistant Professor of Persian Literature and Digital Humanities
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Matthew Thomas Miller, Assistant Professor of Persian Literature and Digital Humanities at the University of Maryland, College Park, where I have worked in this role for 5 years. I call on this committee to issue a favorable report to HB0493 and SB0823.

I am an educator and researcher working at the nexus of Islamic, Persian, and literary studies and digital humanities. I teach brilliant students at UMD-CP in courses on topics ranging from Sufi poetry and Iranian cinema to gender and sexuality in the Islamic world and digital approaches to the study of culture. Teaching is a passion of mine, but I also am a dedicated researcher, publishing widely in my first few years here and bringing in over \$3 million dollars in grants in the last four years alone.

I support the right to collectively bargain because I am deeply concerned about the health of our university system, both at the national and University System of Maryland (USM) levels. Speaking specifically to my own USM institution situation, UMD-CP, which we have studied in depth, how can a university remain a healthy, enriching workplace that provides the state of Maryland with world-leading research and educational outcomes when:

The fastest rising categories of spending are not the central missions of the university, i.e., to research and educate, but rather the categories dedicated to expanding the top ranks of the university administrative structure.

* Salaries for our faculty (even those who received COLA and merit raises), after adjusted for inflation, actually decreased by 4% between FY 2010-2022.

Top administrators in the academic and athletic divisions of UMD-CP, who regularly make more than \$300,000 per year, increase their own salaries and number of support staff while telling the faculty and graduate students that "there is no money" for real salary increases, new permanent faculty positions, or professional development funds.

*The administration is allowed to substantially raise its revenues through increasing student enrollment and tuition but then turn around and push more of the institution's teaching responsibilities onto its lowest paid and most precariously employed educators (graduate students and contingent faculty), effectively turning the job of teaching UMD-CP's students into a gig job with the corresponding poverty level of wages.

*The administration permits almost no faculty oversight of its financial decisions (showing clearly the myth of "faculty governance"), allowing it to do outrageous things, such as charging all students hundreds of dollars in mandatory fees every year that are nothing more than a subsidy for the athletics program. This accounting trick of calling a mandatory student fee a "revenue" stream for the athletics program took nearly \$132.5 million from the pockets of Maryland students and parents between 2013-2020 and it continues until today.

These same trends can be seen at the USM level more broadly where instructional faculty are paid as little as \$2,100 per course (which equals ~\$14/hr for these instructors with the highest professional degree possible, a PhD) and cost of living-adjusted salaries at many USM institutions are among the lowest when compared to peer institutions.

What these data show clearly is that, while perhaps well intentioned, university administrators are increasingly turning USM institutions into big businesses. Collective bargaining for faculty and graduate students can aid in checking this administrative overreach and help return USM institutions to their core mission of providing high quality education and innovative research to the state of Maryland. We are educators. We care the most about the quality of education students are receiving and we know what we need best to provide Maryland students with the best education possible. We are researchers. We know what we need to do the best research. Let us advocate for ourselves and our students. Let us help refocus USM institutions and make them the best educational and research institutions possible.

Members of the committee, this state has for decades viewed collective bargaining between state employees and management as the best way to enroot democracy in our workplaces and public education institutions. The right to collective bargaining has been long recognized not only as a fundamental human right, but it has also in this state been seen as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the county, and indeed to many private, prestigious institutions in our own state. The reasons to exempt 4-year public institutions from this path just no longer make sense. I again therefore call for a favorable report to HB0493 and SB0823.

Sincerely,

Matthew Thomas Miller, Assistant Professor of Persian Literature and Digital Humanities
School of Languages, Literatures, and Cultures
University of Maryland, College Park
7901 Regents Drive, College Park, MD 20740
mtmiller@umd.edu

This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).

Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.

maura.callahan.pdf

Uploaded by: Maura Callahan

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Maura Callahan, Graduate Assistant
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Maura Callahan and I am a graduate assistant at the University of Maryland, College Park, where I have worked for nearly four years. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

My assistantship of the last two years has been located at an art gallery located on campus, where I organize and execute multiple ambitious exhibitions each semester and manage a team of several undergraduate docents. Although this work is loosely related to my field of study, it is not directly related to my dissertation. Prior to joining the gallery, I was a teaching assistant in the department of Art History & Archaeology, where I taught over fifty students per semester across two sections, grading over 100 assignments per week. This work also did not directly relate to my dissertation research.

My success in my graduate program and in my field has often suffered due to intensity of this work and the financial stress of earning too little to save for the future and, at times, afford immediate necessities like vehicle repairs. This bill would grant me and my fellow graduate student colleagues the right to seek fair working conditions that are necessary for our completion of our graduate programs and future success in our fields.

Members of the Committee, I again ask you to call a favorable report to this Bill and support the exercising of democracy in all workplaces. There is no meaningful reason to exclude public higher education institutions from this standard. Because the wellbeing and success of our graduate students depends on the right to collective bargaining, so too does the reputation and legitimacy of our public higher education institutions.

Sincerely,

Maura Callahan, Graduate Assistant
Art History & Archaeology
University of Maryland, College Park
7901 Regents Drive, College Park, MD 20740
mauracallahanstudio@gmail.com

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

mauro.resmini.pdf

Uploaded by: Mauro Resmini

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Mauro Resmini, Associate Professor
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Mauro Resmini and I am Associate Professor of Cinema and Media

Studies and Italian at the University of Maryland, College Park, where I have worked for 10 years, first as a part-time contingent faculty, and then as tenure-track--and now

tenured--faculty. I call on this committee to issue a favorable report to SB 247. The state

already grants this right towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our 4 year institutions. It is clear that this right should be extended to the rest of higher education in Maryland.

I teach four classes a year, at least one of which is a large lecture course, extremely popular,

with 100 students enrolled. This class would simply be impossible to teach without the labor provided by two teaching assistants. They are most often graduate students, but I have also worked with contingent faculty. They attend all my lectures (twice a week), lead two discussion sections with 25 students each once a week, and grade students' quizzes, exams, and essays. This is for just one course: whether they are graduate students or contingent faculty, they are extremely likely to be assisting on or teaching another course, at the very least. Meanwhile, their primary focus remains to complete requirements for their degree or actively look for a permanent position--or, in the case of graduate students approaching their degree, both at the same time. This happens in a context in which Graduate Assistants stipends are well below the cost-of-living--something that became strikingly clear when I heard that several of my Teaching Assistants had to work another non-academic job just to survive. In fact, at UMD the gap between the cost-of-living and stipends is the largest compared to peer institutions, and in fields as disparate as Atmospheric Science and English Literature, UMD stipends are in real terms at (or near) the bottom on a national level. Foreign students are in a particularly precarious position since they are prohibited from working outside the university and their spouses do not have work visas. In sum, graduate assistants are overworked and underpaid.

The same holds true for contingent faculty. There are 3,392 full time and over 900 part time contingent faculty at UMD (versus 1,399 tenured and tenure-track faculty). Their work conditions are precarious and their duties liable to change without notice, entirely exposed as they are to the whims of department chairs. And yet, the department to which I am primarily affiliated (the School of Languages, Literatures, and Cultures) would simply not be able to function--both at the level of teaching and advising--without their underpaid, precarious labor.

From 2014 to 2022, UMD saw the number of tenure-track and tenured faculty fall by 6.9%, and

the number of contingent faculty increase by 19.3% in that same eight-year span. It is clear that this process of deliberate, structural "adjunctification" at UMD allows the university to rely on cheap, precarious labor whose demands can be more easily silenced or outright ignored (as it has been the case with the meet-and-confer process put in place by university administration in 2010). The proposed bill, if turned into law, would offer the opportunity to change this untenable situation. On the other hand, the shrinking of tenure-track and tenured faculty has also been accompanied by a persistent disparity between UMD salaries and its peers'. COLA-adjusted salaries for tenured and tenure-track faculty are the second lowest among UMD's peers (University of Illinois at Urbana-Champaign and Ohio State University, for instance, offer salaries that are 58% and 48% higher than UMD, respectively). Passage of SB 247 may or may not lead to unionization, but it sets the stage for a democratic process in which university workers can engage in open debate and make an informed decision. The proposed bill, if enacted into law, would offer the opportunity to significantly improve working conditions for all workers in the UM System, from graduate students to contingent faculty, to tenured and tenure-track faculty.

Members of the committee, the right to collective bargaining is a right granted to many other public higher ed institutions in the county, and indeed to many private, prestigious institutions in our own state. The reasons to exempt 4-year public institutions from this path just no longer make sense. I again therefore call for a favorable report to SB 247.

Sincerely,

Mauro Resmini, Associate Professor
School of Languages, Literatures, and Cultures
University of Maryland, College Park
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mauro.resmini@gmail.com

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

mehl.penrose.pdf

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Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Mehl Penrose, Associate Professor
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Mehl Penrose. I am an Associate Professor at the University of Maryland, College Park, where I have worked for the past 17 years. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

As a tenured professor, I typically prepare and teach two courses per semester. The classes I teach, almost entirely upper-division (junior/senior level) undergraduate as well as graduate, range in size from a few students in my seminars to 25 students in our required courses for the major. Besides my teaching load, I also engage in a significant amount of service work, which means that I collaborate on projects and tasks in my department, college, university, and professional associations. For example, right now I serve as Director of Undergraduate Studies for the Department of Spanish and Portuguese. These service obligations normally require a considerable amount of time each week, even though they are weighted little in faculty's annual reviews. In addition to my pedagogical and committee-based assignments, I have a full research agenda. I attend conferences and publish articles and books in my field. Even though, as per the university, this is supposed to be the task that occupies most of my time each week, the reality is that teaching, advising, and service obligations take up the vast majority of my time, leaving little time to read, write, research, and prepare talks. I, like many faculty members I know, spend an inordinate amount of time during the summers on our research, a time period when we are not paid.

The reason I support this bill, however, is not due to my own workload. I am tenured, so I am protected against wrongful or frivolous termination to a great degree. I am concerned about my non-tenured colleagues, full-time lecturers, part-time adjuncts, and graduate teaching assistants, whose pay is extremely low, especially given the high level of education that they have and which the university demands. Often times, professional-track faculty, as they are known here at UMD, have large class sizes, little or no control over the curriculum, and a lack of job security. Over the years, at this university and at others across this nation, senior administration is consistently choosing to hire less tenure-track or tenured faculty members in favor of non-tenure track and non-tenured instructors. Meanwhile, in the past 50 years administrators' numbers have grown exponentially. The long-term effect of this is to degrade departments, curricula, morale, and the academic quality of programs across campus. How can a university be serious in its mission to provide a high-quality education when it is decimating the tenured faculty ranks in favor of instructors who are often less experienced and, because of the precariousness of and low remuneration for their positions, are much more likely to seek employment elsewhere?

Maryland legislators often talk about equity and social justice. They can work toward these goals by collectivizing university instructional professionals, who are the only group of State of Maryland workers who do not have the right to organize a collective bargaining unit

- even though community college instructors do, university administrative and clerical staff do, K-12 teachers do, and state non-university employees do. What logic makes it wise to separate out one group who, as I explain above, could improve the student experience at universities by being allowed to bargain collectively?

This state has for decades viewed collective bargaining between state employees and management as the best way to promote democracy in our workplaces and public institutions. The right to collective bargaining has long been recognized as not only a fundamental human right, but also as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the nation, and indeed to many private, prestigious institutions in our own state. The reasons to exempt four-year public higher ed institutions from this path make no sense. I again therefore call for a favorable report to this Bill.

Sincerely,

Mehl Penrose, Associate Professor
School of Languages, Literatures, and Cultures
University of Maryland, College Park
7901 Regents Drive, College Park, MD 20740
mpenrose@umd.edu

This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).

Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.

michael.canale.pdf

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Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee**

By Michael Canale, Assistant director, professor of practice

SB0823

State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants

March 7, 2024

FAVORABLE

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

Instructors are not all the same and pay should reflect the experience, student feedback forms, and teaching success rather than publication

Sincerely,

Michael Canale, Assistant director, professor of practice
University of Maryland, Baltimore County
7901 Regents Drive, College Park, MD 20740
canale@umbc.edu

This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).

Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.

michel.boudreaux.pdf

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Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Michel Boudreaux, Associate Professor
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Michel Boudreaux and I am an Associate Professor at the University of Maryland. I have worked at UMD for 9.5 years as a faculty member. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

My time at Maryland has been productive, but the administration refuses to provide for basic working conditions that only collective bargaining can achieve. For example, my department does not have a proper sink on the entire floor. Employees are instructed to wash their dishes in the bathroom. The bathroom sink is not designed for this activity and water spills on the floor and people slip. Because of poor conditions, faculty choose never to come to campus. This adversely impacts UMD's mission. This is a small example. The deans office behaves in much more egregious ways, such as allowing months to go by without a department having a chair, interim or otherwise. This leaves rank-and-file workers to perform the duties of the chair without added compensation.

To fulfill our mission, workers must have a voice.

Sincerely,

Michel Boudreaux, Associate Professor
School of Public Health
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7901 Regents Drive, College Park, MD 20740
mhb@und.edu

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

michele.m.mason.pdf

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Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Michele M Mason, Associate Professor
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Michele M. Mason, and I am an Associate Professor at the University of Maryland, College Park, where I have worked for 18 years. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

I am a professor of Modern Japanese Cultural Studies and serve as the Program Director for the Japanese program. I am also the Japanese Minor Advisor. In a program as small as ours, all tenured faculty must wear many hats to properly support our students. I teach 3 courses each year and serve on many different committees. I often choose committees that will directly support students, such as the one currently revamping the credit system for UMD's living-learning house known as the Language House. I also participated in a committee for a new major, Global Cultures, in order to meet the needs of 21-century students. Although the Japanese Program does not have an MA or Ph.D. program, I am consistently asked to sit on MA and Ph.D. committees because of my expertise. For instance, this semester I will read, comment on, and attend the defense for three graduate students. I find joy in all of these tasks/projects, but how much time they take is often overlooked.

Allowing faculty to join a union would help us convey and discuss the ways our work lives could be properly recognized by the administration and improved in crucial ways. In my case, I would particularly be interested in seeing salaries in the Humanities be on par with our colleagues in the sciences. Also, I would like to see more frank and considered conversations about our workload, which has been considerably increased over the last decade.

Members of the Committee, this state has for decades viewed collective bargaining between state employees and management as the best way to promote democracy in our workplaces and public institutions. The right to collective bargaining has long been recognized as not only a fundamental human right, but also as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the nation, and indeed to many private, prestigious institutions in our own state. The reasons to exempt four-year public higher ed institutions from this path make no sense. I again therefore call for a favorable report to this Bill.

Sincerely,

Michele M Mason, Associate Professor
University of Maryland, College Park
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*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

michelle.mazurek.pdf

Uploaded by: Michelle Mazurek

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Michelle Mazurek, Associate Professor
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Michelle Mazurek and I am an Associate Professor in Computer Science and UMIACS, at the University of Maryland College Park, where I have worked for more than nine years. I also serve as the director of the Maryland Cybersecurity Center, an interdisciplinary research center focused on digital security, privacy, and safety research. I call on the committee to issue a favorable report to this Bill. Maryland already allows collective bargaining for nearly every other state employee, as well as faculty at our community colleges and the non-academic workforce at four-year institutions. It's clear and critical that this vital right should be extended to all higher ed workers in Maryland.

Computer science is by far the largest major on campus (more than 3500 undergraduate majors), and our student-faculty ratios are dramatically higher than elsewhere on campus or at peer institutions around the country. As a result, even our senior level classes - such as the senior elective in computer security that I teach - often have 90 or 120 students, and our lower-division classes are enormous. When I teach these large courses, I spend so much time on logistics and administration that I rarely have the opportunity to get to know students in depth or provide targeted instruction, which is detrimental to the students. Our dramatically out-of-whack student-faculty ratios, combined with insufficient staff support, create major logistical challenges and extreme service burdens for both tenure-track and professional track faculty, and limits our ability to innovate our curriculum, offer research opportunities to undergraduates, and support broad-based computing education on campus.

As a faculty member, I also interact with grad students every day as my students, my mentees, my research and teaching assistants, and my colleagues. Without graduate student employees, I simply could not accomplish my research goals, and graduate TAs help to fill the administrative gaps caused by our large class sizes. However, grad students are not treated and compensated in accordance with their critical role at the university, receiving a salary which is significantly below the living wage in Prince George's County and lower than many comparable graduate programs, even those with lower cost of living. Further, our traineeship model for PhD students has many wonderful benefits, including the ability to build close working relationships, as well as lifelong collaborations, between advisers and advisees. But it also creates structural risks of exploitation, because advisers have significant power over their students and few checks on their authority.

Enacting this bill will help to make progress on these and other critical issues around campus, by enabling faculty and grad students to bargain for better working conditions, which will allow us to better support the students we serve. It will help faculty - especially the early-career faculty in my department, who work incredibly hard under very difficult conditions to support their undergraduate and graduate students - to maintain high standards of excellence while avoiding the burnout that drives many of our junior faculty away after only a few years. It will empower graduate students to have more equity in their relationships with their advisers and ensure they are treated more fairly. It will restore balance to the ideal of shared governance by enabling all the constituencies at the

university to have an independent, active, and meaningful voice and a seat at the table that cannot be ignored.

Members of the committee, we know that collective bargaining is and will continue to be the single most effective way to promote democracy in our workplaces and public institutions. Collective bargaining is a fundamental human right that is already in place and working well at our community colleges, at public colleges and universities around the county, and at prestigious private colleges and universities here in Maryland. Enabling collective bargaining will help our public four-year institutions to thrive. I respectfully urge this committee to return a favorable report on this bill.

Sincerely,

Michelle Mazurek, Associate Professor
Computer Science and UMIACS
University of Maryland, College Park
7901 Regents Drive, College Park, MD 20740
mmazurek@gmail.com

This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).

Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.

natalie.mcgartland.pdf

Uploaded by: Natalie McGartland

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee**

By Natalie McGartland

SB0823

State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants

March 7, 2024

FAVORABLE

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Natalie McGartland and I am a PhD candidate, Graduate Assistant, and Instructor of Record at UMD College Park, where I have worked for four years. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

As a PhD candidate, my contract dictates that I get paid to teach. Not TA. I teach my own classes, every semester. On top of that, I serve on department and university committees, work as staff in a makerspace on campus, and advise students. I have health insurance through the university as an employee of the state. I'm currently pregnant, and when I give birth in September, I won't be eligible for parental leave. The university expects me to either return to work immediately, or take a leave of absence without pay, which will force me to lose my health insurance. As a "student" I'm not eligible for FMLA. Collective bargaining rights are necessary to right this absurd injustice for the workers of the university of Maryland.

Sincerely,

Natalie McGartland
English Department
University of Maryland, College Park
7901 Regents Drive, College Park, MD 20740
natmcgartland@gmail.com

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

nate.beard.pdf

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Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee**

By Nate Beard, PhD candidate and research assistant

SB0823

State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants

March 7, 2024

FAVORABLE

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Nate Beard, and I am a PhD candidate, teacher, and researcher in the College of Information Studies at the University of Maryland, College Park. I am writing this testimony in support of HB0493 & SB0823, legislation granting collective bargaining rights to higher education workers in Maryland. I respectfully ask the committee to issue a favorable report to this bill.

I have been both a graduate research and teaching assistant over the past 4.5 years. For the past two years I have been a teaching assistant for 50 undergraduate students per semester in the engineering department where students learn analytical skills to understand and assess the complex relationships between science, technology, ethics, and policy. I teach full classes, design curriculum and learning activities, grade and provide feedback on assignments, meet one-on-one with students who might be struggling or who want to learn more about a subject, and generally support students who will become innovative leaders in the fields of science and technology. As a research assistant, I have conducted research on digital privacy, student athlete educational experiences, social media algorithms and governance, and the social and ethical impacts of automation and artificial intelligence on workers and historically marginalized populations. As expected of all PhDs, I also review journal articles for prestigious academic journals and participate in global conferences, workshops, and projects. Teaching students and conducting research takes up the majority of my weeks, after which I must make time for me dissertation--the main reason I am in graduate school. While university administrators will likely say that these activities contribute directly to our dissertation research, that is only partly true in my case, and rarely true for others. My dissertation research is a separate project that aims to contribute innovative insights in order to graduate. This includes fieldwork, research, and writing that cannot be done as part of teaching or research assistantships. I have done this while taking extra jobs or loans because the pay is so poor (I started at \$23K and currently at \$30K before taxes), which also means that I am forgoing opportunities to invest in health, a home, and my future for at least 6 years while in my 30s.

Supporting this bill granting us collective bargaining rights would enable us to improve working conditions, such as living wages, job stability, and protections against harassment, abuse, and overwork, which ultimately would improve student educational experiences, diversity and inclusion, and shared governance and effective use of university resources. We are not guaranteed assistantships--many of us must scramble every semester and summer to find work. More stable and reliable appointments would decrease stress and help focus our energies on teaching and research. Better pay and workplace protections would increase the ability to recruit and retain top talent and grads from historically marginalized communities. I know so many grads who have either dropped out or chose to go to other universities that provide adequate wages and support for grads dealing with overwork, discrimination, or simply navigating university policies and issues with supervisors.

Instead of supporting collective bargaining, adequate living wages, and a supportive work

environment, university leadership spends time and money lobbying and testifying to the state legislator against our democratic rights--directly undermining our university values and public mission to serve the public through innovative research and student education. Instead of fully reinvesting state funds and tuition in teaching, research, and living wages for employees, leadership spends hundreds of thousands of dollars on third-party consultants like rpk group, which elsewhere advised and justified spending cuts on teaching and research, and Huron consulting, which has a well-documented history of anti-labor consulting. That said, I have high hopes that our state representatives can fix these issues by enabling real shared governance and support higher ed workers, families, and communities given past and recent progress in granting collective bargaining rights to non-academic workers, k-12 teachers, and community college workers.

Members of the Committee, our working conditions are our students' education conditions and our university's ability to produce cutting-edge research. The Maryland General Assembly has for decades viewed collective bargaining between state employees and management as the best way to promote democracy in our workplaces and public institutions. The right to collective bargaining has long been recognized as not only a fundamental human right by the United Nations Universal Declaration of Human Rights and the U.S. National Labor Relations Act, but also as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to all graduate workers at private universities, as well as many other peer public higher ed institutions across the nation. Thousands of graduate workers over the past decade have indicated their support for collective bargaining rights bill. The day-to-day functioning of the university relies on the labor of a now-growing majority of grads who have signed union cards. Graduate workers in other states were forced to engage in mass collective and direct actions to secure collective bargaining rights and dignified working conditions, but we are hopeful that our state representatives will choose to support this bill that will inevitably improve our lives and Maryland's public higher education institutions. Therefore, I respectfully call for a favorable report on this bill.

Sincerely,

Nate Beard, PhD candidate and research assistant
College of Information Studies
University of Maryland, College Park
7901 Regents Drive, College Park, MD 20740
natebeard04@gmail.com

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

neel.ahuja.pdf

Uploaded by: Neel Ahuja

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee**

By Neel Ahuja, Professor

SB0823

State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants

March 7, 2024

FAVORABLE

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

As the Director of Undergraduate Studies in my department, I can attest to the hard work and daily struggles faced by many of our instructional faculty, especially untenured PTK faculty and graduate student teaching assistants. Many of these instructors take on large loads of teaching, filling their workweeks beyond 40 hours with lectures, grading, and meetings while balancing full lives outside of work. These instructors often don't have control over the types of courses they teach, and are often flexible in suddenly taking on new types of work based on departmental and student needs. It is no exaggeration to say that the University of Maryland would not be able to offer its amazing range of courses and degree programs without these workers, who often develop the closest relationships with students. In example after example from my department alone, I know that the success of individual students (including many students of color and first-generation Maryland students) has been dependent on these faculty and graduate student TAs going the extra mile in advising for careers, professional schools, and other aspects of students' paths. There is no good reason that these workers should be denied the benefits that collective bargaining brings in addressing concerns as varied as workplace safety, pay, and benefits. I have tried to support these colleagues who at times face bureaucratic hurdles to pay and benefits, or difficulty navigating disabilities, in ways that feel alienating for employees. I've witnessed that these workers are sometimes subjected to negative treatment or instances of discrimination, and often feel isolated addressing such issues alone. Collective bargaining is a simple and just pathway for workers to address these issues with their employer. It is a basic and fundamental right that should be accorded to all of our respected teachers.

Sincerely,

Neel Ahuja, Professor
The Harriet Tubman Department of Women, Gender, and Sexuality Studies
University of Maryland, College Park
7901 Regents Drive, College Park, MD 20740
neel1@umd.edu

This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).

Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.

nicole.fabricant.pdf

Uploaded by: Nicole Fabricant

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Nicole Fabricant, Professor of Anthropology
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Nicole Fabricant and I am a Professor of Anthropology at Towson University where I have worked for 13 years. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

I am a faculty member who teaches 3 classes per semester and advises 55+ undergraduates. My classes generally have 35 to 45 students and we do not have TAs. This means we are grading over 100 papers several times throughout the semester. I am not just a teacher but also a mentor and spend hours with students after work and on weekends.

I have seen over the last 13 years an increase in size of classes and less resources for faculty. I have also seen the ways in which my colleagues who are adjuncts or lecturers become expendable and disposable. They are over worked and under paid!

I support this bill because every state employee in higher ed should have the right to unionize. We are all workers and laborers in a University now structured as a business. When I arrived at Towson we did not have maternity leave I was expected to return to the classroom two days after my first child was born. Collective bargaining rights would allow us to have more humane working conditions (salary, class size, control over curriculum, workload, job stability), racial and gender equity issues, governance, effects on student education, the prosperity of Maryland and Marylanders.

Members of the Committee, This state has for decades viewed collective bargaining between state employees and management as the best way to promote democracy in our workplaces and public institutions. The right to collective bargaining has long been recognized as not only a fundamental human right, but also as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the nation and we need to move forward with this legislation which would allow faculty to collective bargaining rights.

Thank you.

Sincerely,

Nicole Fabricant, Professor of Anthropology
Sociology and anthropology
Towson University
7901 Regents Drive, College Park, MD 20740
nfabricant@towson.edu

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

SB 823 Testimony (N. King).pdf

Uploaded by: Nicole King

Position: FAV

My name is Nicole King. I live in Baltimore city in the 40th district and am a professor in the Department of American Studies at UMBC, where I have worked for 18 years.

The right to collectively bargain for faculty and graduate students is tied to academic freedom, racial and gender equity, and the right to honestly teach the history of this country without fear of reprisal. These issues are especially important right now as troubling battles to dismantle public higher education are occurring across the country. The lack of collective bargaining rights in Maryland disproportionately impacts first generation students, women, and people of color.

When I started as a graduate student in 2001 at the University of Maryland, College Park—where I worked with AFT on organizing my fellow grad students—my annual salary was \$12,000. Today at Morgan State University, a HBCU in Baltimore, graduate students make \$15,000. A union would in no way harm the mentor-mentee relationship, but provide more clarity and transparency at all levels.

As chair of my department at UMBC from 2015-2022, I saw the economics of how graduate students and contingent faculty make the institutions of higher education work without anything near fair compensation or job security.

At UMBC our faculty senate is not a union and does not directly address grievances or pay inequity or compression. This bill will give each individual campus a right to bargain for a more just, fair, and productive academic workplace based on our own specific needs and conditions.

After organizing for collective bargaining rights for USM employees for 23 years, I believe now is the time to pass [SB 823](#). Thank you.

owen.silverman.andrews.pdf

Uploaded by: Owen Silverman Andrews

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee**

**By Owen Silverman Andrews, UMD ('09) and UMBC ('16) alumnus
SB0823**

State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants

March 7, 2024

FAVORABLE

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

Sincerely,

Owen Silverman Andrews, UMD ('09) and UMBC ('16) alumnus
HIST, GVPT, LACS (UMD), TESOL (UMBC)
University of Maryland, Baltimore County
7901 Regents Drive, College Park, MD 20740
owen.s.andrews@gmail.com

*This testimony has been submitted on behalf of this individual by the University of Maryland
Graduate Labor Union (GLU) and the Chapter of the American Association of University
Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

p.nicole.king.pdf

Uploaded by: P. Nicole King

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By P. Nicole King, Associate Professor
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Nicole King and I am an associate professor in the Department of American Studies at UMBC, where I have worked for 18 years. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

When I started as a graduate student working on my Ph.D. in American Studies in 2001 at the University of Maryland, College Park, I taught various undergraduate courses that sustained my department and the university. My stipend was \$12,000 with tuition remission. I had to take out loans to pay my rent and afford to live in the D.C. metro area. Once I saw the overlooked but important work of graduate students and lecturers at UMCP, I joined Graduates, Adjuncts, and Lecturers Organized Labor (GALOL). We were affiliated with the American Federation of Teachers (AFT) at the time. While teaching and doing research, I learned about organizing and spent many evenings and weekends talking with my fellow graduate students about our right to organize and how it would directly improve our lives. I co-chaired GALOL from 2002 - 2004 and learned more about the real importance for labor organizing and workers rights in higher education across the nation. During this time certain staff at USM institutions received the right to organize and affiliated with AFSCME. After the five years of funding for my assistantship, I taught at Towson and UMBC as an adjunct for wages lower than \$3,000 per class. I had to pay high rates on COBRA not to lose my health benefits. This was a terrible financial situation that I could not have survived if I was not married and living in a two-income house at the time.

In 2008, I was lucky to be hired as an assistant professor at UMBC right after finishing my P.D. but my salary was only \$56,000. As I received tenure, I noticed an extreme compression of wages-new faculty coming in making more than those of us who had been loyal employees for many years. Nothing in our faculty senate addressed these issues. They were addressed on an individual basis or by taking all the time to get another job and retention offers for jobs no one really intended to take-another problem of the lack of voice in our working conditions. This causes USM to lose many excellent workers to other states with unionized faculty.

Finally, as chair of my department from 2015-2022, I saw the economics of how adjunct and contingent faculty make the institutions of higher education work without anything near fair compensation. Furthermore, as co-chair of the Committee on Departments, Programs, and Center with the American Studies Association (ASA), I saw how unionized faculty and graduate students at peer institutions had far better working conditions than non-union workers at USM. If USM wants to compete on a national and a global scale, we must offer the right to organize to staff, faculty, and graduate students. It is shameful that I've been in this fight for over 20 years and we have not achieved this basic right. It is time to make a change. All state employees deserve the right to collective bargaining and to have a say in

our working conditions. The student experience, equity in higher ed, and the quality of our institutions will benefit. This is especially important as other states (and potentially our own one day) are engaged in deeply unfair and conservative battles to dismantle public higher education.

Members of the Committee, this state has for decades viewed collective bargaining between state employees and management as the best way to promote democracy in our workplaces and public institutions. The right to collective bargaining has long been recognized as not only a fundamental human right, but also as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the nation, and indeed to many private, prestigious institutions in our own state. The reasons to exempt four-year public higher ed institutions from this path make no sense. I again therefore call for a favorable report to this Bill.

Sincerely,

P. Nicole King, Associate Professor
Department of American Studies
University of Maryland, Baltimore County
7901 Regents Drive, College Park, MD 20740
p.nicoleking@gmail.com

This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).

Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.

pamela.feldersmall.pdf

Uploaded by: Pamela Felder-Small

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee**

**By Pamela Felder-Small, President and Founder, Black Doctorates Matter
SB0823**

State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants

March 7, 2024

FAVORABLE

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Pamela Felder-Small and I am Alumna and Former Faculty member, Associate Professor, of the University of Maryland Eastern Shore, where I have worked for three years, 2014-2017. I call on this committee to issue a favorable report to this bill. The state already grants this right towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our 4 year institutions. It is clear that this right should be extended to the rest of higher education in Maryland.

At this time my testimony is from the perspective of a former faculty member. I will state that this bill is critically important to support the work of faculty in ways that strengthen our state institutions and the United States.

Members of the committee, this state has for decades viewed collective bargaining between state employees and management as the best way to enroot democracy in our workplaces and public education institutions. The right to collective bargaining has been long recognized not only as a fundamental human right, but it has also in this state been seen as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the county, and indeed to many private, prestigious institutions in our own state. The reasons to exempt 4-year public institutions from this path just no longer make sense. I again therefore call for favorable support of this bill.

Sincerely,

Pamela Felder-Small, President and Founder, Black Doctorates Matter
University of Maryland Eastern Shore
7901 Regents Drive, College Park, MD 20740
pamela.felder@gmail.com

This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).

Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.

pamela.p.felder.small.pdf

Uploaded by: Pamela P. Felder Small

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Pamela P. Felder Small**

SB0823

State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants

March 7, 2024

FAVORABLE

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Pamela Felder-Small and I am Alumna and Former Faculty member, Associate Professor, of the University of Maryland Eastern Shore, where I have worked for three years, 2014-2017. I call on this committee to issue a favorable report to this Bill. The state already grants this right towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our 4 year institutions. It is clear that this right should be extended to the rest of higher education in Maryland.

At this time my testimony is from the perspective of a former faculty member. I will state that this bill is critically important to support the work of faculty in ways that strengthen our state institutions and the United States.

Members of the committee, this state has for decades viewed collective bargaining between state employees and management as the best way to enroot democracy in our workplaces and public education institutions. The right to collective bargaining has been long recognized not only as a fundamental human right, but it has also in this state been seen as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the county, and indeed to many private, prestigious institutions in our own state. The reasons to exempt 4-year public institutions from this path just no longer make sense. I again therefore call for

favorable support of this Bill.

Sincerely,

Pamela P. Felder Small
University of Maryland Eastern Shore
7901 Regents Drive, College Park, MD 20740
pamela.felder@gmail.com

This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).

Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.

patricia.kosco.cossard.pdf

Uploaded by: Patricia Kosco Cossard

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Patricia Kosco Cossard, Librarian Faculty
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Patricia Kosco Cossard and I am a Librarian Faculty at the Flagship University, University of Maryland where I have worked since 2000. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all state employees in Higher Education.

A subject specialist, collection manager, and archivist for over forty years, I have network with educators, archivists, librarians, museum curators, students, and Indigenous community members in Maryland. I am successful project management and funding administration, including the award-winning Team Maryland in the 2007, 2011, and 2017 US Department of Energy Solar Decathlon. I am a manager state-line funds of collections, staffing, and students with an accumulated value of \$300M+. I have brought to the University of Maryland a combined portfolio over \$1.5M in external funding for multiple multiyear interdisciplinary projects with a combined portfolio over \$1.5M.

Some details about why you support this bill. I support this bill because Faculty Librarians historically are underpaid compared to other campus Faculty. Enacting this bill into law will resolve multiple issues including working conditions (salary, class size, control over curriculum, workload, job stability), racial and gender equity issues, governance, effects on student education, the prosperity of Maryland and Marylanders. Moreover, collective bargaining has the advantage of helping to reverse attacks on higher education by allowing faculty and students an independent collective voice.

Members of the Committee, This state has for decades viewed collective bargaining between state employees and management as the best way to promote democracy in our workplaces and public institutions. The right to collective bargaining has long been recognized as not only a fundamental human right, but also as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the nation, and indeed to many private, prestigious institutions in our own state. The reasons to exempt four-year public higher ed institutions from this path make no sense. I again therefore call for a favorable report to this Bill.

Sincerely,

Patricia Kosco Cossard, Librarian Faculty
University Libraries
University of Maryland, College Park
7901 Regents Drive, College Park, MD 20740
pcossard@umd.edu

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

paula.nicole.king.pdf

Uploaded by: Paula Nicole King

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Paula Nicole King, Associate Professor
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Nicole King and I am an associate professor in the Department of American Studies at UMBC, where I have worked for 18 years. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

When I started as a graduate student working on my Ph.D. in American Studies in 2001 at the University of Maryland, College Park, I taught various undergraduate courses that sustained my department and the university. My stipend was \$12,000 with tuition remission. I had to take out loans to pay my rent and afford to live in the D.C. metro area. Once I saw the overlooked but important work of graduate students and lecturers at UMCP, I joined Graduates, Adjuncts, and Lecturers Organized Labor (GALOL). We were affiliated with the American Federation of Teachers (AFT) at the time. While teaching and doing research, I learned about organizing and spent many evenings and weekends talking with my fellow graduate students about our right to organize and how it would directly improve our lives. I co-chaired GALOL from 2002 - 2004 and learned more about the real importance for labor organizing and workers rights in higher education across the nation. After the five years of funding for my assistantship, I taught at Towson and UMBC as an adjunct for wages lower than \$3,000 per class. I had to pay high rates on COBRA not to lose my health benefits. This was a terrible financial situation that I could not have survived if I was not married and living in a two-income house at the time. When I started at UMCP in 2001 the GA stipend was \$12K. That is what GAs at Morgan State University make today, which is poverty wages.

In 2008, I was lucky to be hired as an assistant professor at UMBC right after finishing my P.D. but my salary was only \$56,000. As I received tenure, I noticed an extreme compression of wages-new faculty coming in making more than those of us who had been loyal employees for many years. Nothing in our faculty senate addressed these issues. They were addressed on an individual basis or by taking all the time to get another job and retention offers for jobs no one really intended to take-another problem of the lack of voice in our working conditions. This causes USM to lose many excellent workers to other states with unionized faculty.

Finally, as chair of my department from 2015-2022, I saw the economics of how adjunct and contingent faculty make the institutions of higher education work without anything near fair compensation. Furthermore, as co-chair of the Committee on Departments, Programs, and Center with the American Studies Association (ASA), I saw how unionized faculty and graduate students at peer institutions had far better working conditions than non-union workers at USM. If USM wants to compete on a national and a global scale, we must offer the right to organize to staff, faculty, and graduate students. It is shameful that I've been in this fight for over 20 years and we have not achieved this basic right. It is time to make a change. All state employees deserve the right to collective bargaining and to have a say in

our working conditions. The student experience, equity in higher ed, and the quality of our institutions will benefit. This is especially important as other states (and potentially our own one day) are engaged in deeply unfair and conservative battles to dismantle public higher education.

Members of the Committee, this state has for decades viewed collective bargaining between state employees and management as the best way to promote democracy in our workplaces and public institutions. The right to collective bargaining has long been recognized as not only a fundamental human right, but also as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the nation, and indeed to many private, prestigious institutions in our own state. The reasons to exempt four-year public higher ed institutions from this path make no sense. I again therefore call for a favorable report to this Bill.

Sincerely,

Paula Nicole King, Associate Professor
American Studies
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*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

AAUP Testimony of RobertBirt_SB 823_MGA2024.pdf

Uploaded by: Robert Birt

Position: FAV

**Testimony Submitted to the
Maryland Senate Finance Committee
By Robert Birt, PhD
SB 823**

**State Personnel – Collective Bargaining – Faculty, Part-Time Faculty, and Graduate
Assistants
March 06, 2024**

FAVORABLE

Good afternoon, Members of the Senate. My name is Robert Birt and I am professor of philosophy at Bowie State University (BSU) where I have been teaching full time since 2008. I am also President of the BSU chapter of the AAUP. I urge this committee to issue a favorable report for SB 823. The right to collectively bargain in this state applies to most state employees, including faculty at community colleges. There are good reasons why this right should also be extended to all faculty labor in higher education in Maryland. My call for granting collective bargaining rights to higher education workers is based on the need to strengthen shared governance and dignify the labor of all instructors, including part-time faculty.

The principles of shared governance and academic freedom, which are informed by AAUP policy, are a part of the bylaws of the University System of Maryland as well as faculty handbooks across the state. They allot primary responsibility to faculty in academic matters such as the content of courses; the hiring, evaluation, and promotion of faculty; and program development.

These are good policies. But for such policies and principles to be good in reality as well as on paper, the right to collective bargaining is essential. Without that right faculty do not have effective means to prevent the erosion of shared governance and academic freedom, which are then dependent upon the good will of administration—a good will which isn't always guaranteed to be present.

There have been occasions at BSU, when administration refused to recognize the elected members of the faculty senate or appointed advisory committees that circumvented shared governance bodies and procedures. In 2010, flagrant abuses by a newly appointed provost led to severe tensions and even open opposition with the faculty.

And since the recent pandemic, and subsequent increase in virtual classrooms, academic departments and faculty have lost considerable control over course content and pedagogy. Collective bargaining can help create a balance between the need for academic freedom and administrative oversight.

I urge a favorable report on SB 823 for all the reasons listed above.

robert.jonathan.bennett.pdf

Uploaded by: Robert Jonathan Bennett

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee**

**By Robert Jonathan Bennett, Part-Time Lecturer; Chair of Adjunct Faculty Advisory Committee
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Robert Bennett, MA and I am a part-time professor at UMBC and CCBC, where I have worked for 10 and 14 years consecutively. I call on this committee to issue a favorable report to this Bill. The state already grants this right towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our 4-year institutions. Clearly this right should extend to the rest of higher education in Maryland.

As an adjunct I teach between 5-7 classes a semester to make ends barely meet (this is more than most full-time professors teach per semester). I teach Technical Communications and Speech 100 at UMBC, Fundamentals of Communication at CCBC, and Interpersonal Communications at Stevenson University. I have also taught graphic design/visual arts courses at UMBC, College of Notre Dame of Maryland, MICA and Anne Arundel County Community College. Beyond the hours in the classroom, I spend 40+ hours grading work from over 100 students on average per semester. Additionally at UMBC I am a campus leader. I chair or co-chair three committees; most of this work is unpaid.

I urge you to support this bill because the system is broken and many faculty, particularly long-term adjuncts, are truly being exploited by their institutions. For example, the highest paid adjuncts at CCBC make \$1200 per credit hour while a full-time assistant professor makes, with the same amount of service, about \$2666 per credit hour. While UMBC pays better, both schools limit adjuncts access to benefits or make them overly costly or difficult to obtain (no payroll deduction). Collective bargaining creates equity across the board and allows underpaid faculty to have a living wage and access to benefits; what should be a human right.

Members of the committee, this state has for decades viewed collective bargaining between state employees and management as the best way to enroot democracy in our workplaces and public education institutions. The right to collective bargaining has been long recognized not only as a fundamental human right, but it has also in this state been seen as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the county, and indeed to many private, prestigious institutions in our own state. The reasons to exempt 4-year public institutions from this path just no longer make sense. I again therefore call for a favorable report to this Bill.

,

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Sincerely,

Robert Jonathan Bennett, Part-Time Lecturer; Chair of Adjunct Faculty Advisory Committee
English

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*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

robyn.muncy.pdf

Uploaded by: Robyn Muncy

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee**

By Robyn Muncy, Professor

SB0823

State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants

March 7, 2024

FAVORABLE

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Robyn Muncy, and I am a professor of history at the University of Maryland, College Park, where I have worked for 33 years. I call on this committee to issue a favorable report on the collective bargaining bill for University of Maryland system faculty. The state already grants the right of collective bargaining to nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to the rest of higher education in Maryland.

I am very fortunate to teach and research twentieth-century United States history, especially women's history, the history of social movements, and social policy. In a typical year, I teach two courses in twentieth-century U.S. history each semester, supervise the research of five graduate students, and participate in the governance of my department, college, and university. In addition, of course, I pursue my own research and participate in the life of the historical profession.

I love my research and teaching more than I can adequately express, but the conditions of my work have changed dramatically during the last 30+ years and not always for the better. Indeed, I am alarmed by the increasing administrative burden imposed by the university on all faculty, which competes with teaching and research for faculty time and bandwidth. More hours every year must be spent learning the latest digital reporting system or newest teaching technology and reformatting documents to match the needs of the university's latest (and usually cheaper?) technologies. Most of the university's reporting requirements assume the scholarly forms and research protocols of the sciences into which humanities scholars and teachers must somehow squeeze representations of their very different sort of work. This is outrageously time-consuming and, frankly, demoralizing. Moreover, the university administration has in the last two years made unilateral decisions about health protocols that, in my view, have unnecessarily risked the well-being of faculty, students, and staff. Every constituency should have had a say in these decisions. And the administration has at the last minute unilaterally canceled classes late in the semester without regard to the academic integrity of courses or the additional work such last-minute changes inevitably mean for responsible faculty members, who actually value what they teach.

Another worrying trend at UMD is an increasing reliance on non-tenure-track faculty for teaching undergraduates. As you know, the erosion of tenure diminishes the power of faculty in any institution, and the conditions shaping the lives of non-tenure-track faculty are often abhorrent. They are abhorrent not only to the well-being of individual faculty members who must teach such heavy loads that they have to choose between their health and continuing their own research but also to the educations of our undergraduates. Faculty who do not know from one semester to the next what or even whether they will be teaching and who carry untenable course loads in order to make ends meet, cannot possibly be as well prepared for their classes as they would prefer to be. Moreover, because they sometimes have to teach at multiple institutions to pay their bills, they cannot be as available to students as they

would be if they were securely employed at one institution. The precarity of their lives shapes the educational opportunity of their students. As dedicated teachers in the American Federation of Teachers always say, teachers' working conditions are students' learning conditions.

Faculty at every level know what it takes to deliver the best education and most innovative research possible, which is why we need the democratic voice in university life that collective bargaining will grant us. With collective bargaining rights, faculty will be able to improve the conditions under which ALL faculty labor and redirect the trajectory away from an increasingly precarious professoriate.

Faculty at the University of Maryland need collective bargaining rights so that we can keep teaching our wonderful and richly deserving students at the highest level possible and producing cutting-edge scholarship. We need power to shape our workplace so that teaching and scholarship--rather than fears for our health or how we are going to learn the latest utterly nonsensical technology for graduate admissions--remain the center of our focus.

I ask you to support this year's collective bargaining bill for all faculty at the University of Maryland. Collective bargaining democratizes workplaces, and in this historical moment when democracy is under threat in crucial quarters, we need to demonstrate our commitment to it in every arena of our life together. Maryland has for decades shown that collective bargaining is good for state employees and for state institutions. Many other public institutions of higher education across the country grant collective bargaining rights to faculty as do many private, prestigious institutions in our own state. It is hard to figure out why this fundamental human right is still denied the faculty at Maryland's four-year public colleges and universities. I look forward to your favorable report on our collective bargaining bill.

Sincerely,

Robyn Muncy, Professor
Department of History
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robyn.muncy@gmail.com

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

sarah.fouts.pdf

Uploaded by: Sarah Fouts

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Sarah Fouts, Assistant Professor
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Sarah Fouts and I am an Assistant Professor at UMBC, where I have worked for 5.5 years. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

Collective bargaining rights for faculty and graduate students in Maryland are crucial for fostering a fair and equitable academic environment. The academic landscape relies heavily on the dedication and expertise of educators, including contingent faculty and graduate students, who play pivotal roles in shaping the learning experience.

Supporting collective bargaining rights is an affirmation of the value we place on the contributions of all educators. Contingent faculty, often employed on a temporary basis, deserve fair wages, job security, and a voice in decision-making processes. Collective bargaining provides a structured platform for negotiating terms and conditions that ensure the well-being of these educators, thereby enhancing the overall quality of education.

Moreover, graduate students, who are integral to the research and teaching missions of universities, deserve a collective voice to address concerns related to stipends, working conditions, and access to resources. By recognizing their right to collective bargaining, we empower graduate students to advocate for fair treatment and create a supportive academic environment conducive to their intellectual and professional growth.

Collective bargaining rights for faculty and graduate students in Maryland are not only about fair compensation but also about fostering an inclusive and collaborative educational community that values the diverse contributions of all its members. It is a step towards creating a sustainable and enriching academic environment that benefits both educators and students alike.

Sincerely,

Sarah Fouts, Assistant Professor
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*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

sarah.hovde.pdf

Uploaded by: Sarah Hovde

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Sarah Hovde, Librarian II
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Sarah Hovde, and I am a cataloging librarian at the University of Maryland Libraries, where I have worked for almost four years. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

As a cataloging librarian, I ensure access to the Libraries' collections by creating metadata to make resources discoverable to students, scholars, and even members of the public. I work with audiovisual materials and rare and special collections, both of which require specialized knowledge to describe. Rare materials cataloging, in particular, is an act of scholarship in itself, in addition to the scholarly work that is then based on these materials. The records I create and enhance are added to the OCLC WorldCat shared database, where they are then accessible to librarians and users at approximately 16,000 member libraries around the world. I and my cataloging colleagues also contribute records to a number of national and international programs, such as the Library of Congress' Cataloging-in-Publication program (which provides metadata for books about to be published, making them more discoverable to other librarians but also to booksellers and readers) and Name Authority and Bibliographic databases.

In addition to my work as a cataloging librarian, I also supervise a graduate assistant, and do my best to ensure that my GA has access to both educational opportunities and practical training and experience that will position her to succeed in librarianship. This component of my work is especially meaningful for me, as I also worked as a graduate assistant and teaching assistant while I attended the University of Maryland between 2011 and 2013. My employment as a graduate assistant with the Libraries (2012-2013) introduced me to the area of librarianship that I now specialize in (special collections cataloging) and provided me with valuable experience. I am grateful to be able to "pay it forward," but would benefit from more support for myself and other librarians to be able to in turn support our graduate assistants and fellow workers.

As the Maryland-DC region is rich with GLAM (galleries, libraries and museums) institutions, the University of Maryland needs to be able offer competitive positions. In my time with the Libraries, at least four librarians in my division alone have departed for more favorable working conditions, from higher salaries to a more balanced workload, at other libraries (and this does not include the colleagues in other library divisions who have also left for better opportunities). All four librarians held managerial or supervisory roles with heavy workloads, and had attained permanent status. Several of these positions have not been replaced: instead, units have been rearranged around the gaps, and the managerial and administrative responsibilities have been redistributed to other librarians with already full workloads. As librarians, we are deeply committed to the success of students, colleagues, and the university as a whole. However, we cannot sustainably meet our own high expectations

unless we are able to attract and retain skilled employees and maintain fair workloads and fair compensation for all of us. Implementing collective bargaining could help librarians, along with all faculty, part-time faculty, post doctoral associates, and graduate assistants, achieve fairer salaries and workloads, which will help the Librarians retain skilled librarians and continue our excellent track record of supporting the education mission of the University.

Members of the Committee, this state has for decades viewed collective bargaining between state employees and management as the best way to promote democracy in our workplaces and public institutions. The right to collective bargaining has long been recognized as not only a fundamental human right, but also as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the nation, and indeed to many private, prestigious institutions in our own state. The reasons to exempt four-year public higher ed institutions from this path make no sense. I again therefore call for a favorable report to this Bill.

Sincerely,

Sarah Hovde, Librarian II
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sehovde1@gmail.com

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

240306_SB823_State Personnel - Collective Bargaini

Uploaded by: Sarah Roth

Position: FAV



March 6, 2024

The Honorable Pamela Beidle
Chair, Finance Committee
3 East, Miller Senate Office Building
Annapolis, Maryland 21401

The Honorable Katherine Klausmeier
Vice Chair, Finance Committee
3 East, Miller Senate Office Building
Annapolis, Maryland 21401

Dear Chair Beidle and Vice Chair Klausmeier,

I would like to express my full support for *Senate Bill 823 - State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, Postdoctoral Associates, and Graduate Assistants*.

Unions are the backbone of the American workforce. Studies have shown that the unionization of a workforce directly leads to higher wages, decreased income inequality, smaller wage gaps, and a more diverse workforce. Additionally, the benefits that workers derive from their union membership lead to a healthier community as those benefits, like health insurance, are typically better quality and more accessible to employees whose workplace has an established union. Unions are able to fight for better conditions because of their power in numbers, and every worker in this country deserves the chance to bargain as a collective unit.

SB823 will expand the right to collective bargaining to certain university employees who have not had this right in the past. Every union, whether they are made up of firefighters, State employees, or university employees, deserves the right to wield their collective weight when negotiating for better working conditions, and it is time for faculty, part-time faculty, postdoctoral associates, and graduate assistants to enjoy these same rights.

I strongly urge this committee to give *Senate Bill 823 - State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, Postdoctoral Associates, and Graduate Assistants* the highest consideration.

Sincerely,

A handwritten signature in blue ink, appearing to read "David Trone".

David Trone
Member of Congress

sathvik.nair.pdf

Uploaded by: Sathvik Nair

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee**

By Sathvik Nair, PhD student

SB0823

State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants

March 7, 2024

FAVORABLE

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Sathvik Nair and I am a PhD student at the University of Maryland, College Park where I have worked for 1 and a half years. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

I have been teaching one course a semester, which involves teaching sections, preparing materials, hosting office hours, grading, and interacting with student requests. I understand that this is important to the university and people of Maryland, but I spend upwards of 10 hours a week on these tasks, and there is no guarantee that the course I teach is even tangentially relevant to the research I will do for my dissertation. I have also worked as a Software Development Engineer at a large technology company. Much of my current day-to-day work involves similar responsibilities (writing code, designing software, writing about it, working with technical and non-technical stakeholders, just to name a few). I am also supervising two undergraduate research assistants on projects, which I did not do in my previous role. In my work, I also provide them with code reviews and mentorship as researchers, which is by no means required for my dissertation work. I have also been facilitating engagement with high school students in Maryland, such as hosting the North American Computational Linguistics Olympiad. I have also been compensated for providing demonstrations and explanations on the use of Large Language Models, both within and outside the university, and have had to use this money for living expenses. Simply being paid as a research or teaching assistant does not compensate all the service I provide for both my field and the university.

As academia is notorious for its long hours and culture of overwork, it is important for me and others to have appropriate legal resources to turn to, especially since I am a person of color. Allowing faculty and students to have a voice in what happens to their departments will be critical, especially in a time of budget cuts and layoffs. Many of these layoffs are due to the widespread adoption of artificial intelligence technologies. Maryland has a strong program in AI research, and these researchers, including myself, will have a platform to voice our concerns with these technologies. I left my home state to pursue a degree at UMD and was extremely pleased by my stipend, but that has come with the price of losing my right to collective bargaining. Additionally, my colleagues are paid thousands of dollars less than me, simply because they do not have an affiliation with UMIACS, which is very well funded. I barely make enough to live in this expensive area, and will not tolerate the fact that my colleagues who do similar work are on what are practically starvation wages, and do not often know about where their funding is coming from.

Members of the Committee, This state has for decades viewed collective bargaining between state employees and management as the best way to promote democracy in our workplaces and public institutions. The right to collective bargaining has long been recognized as not only

a fundamental human right, but also as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the nation, and indeed to many private, prestigious institutions in our own state. The reasons to exempt four-year public higher ed institutions from this path make no sense. I again therefore call for a favorable report to this Bill.

Sincerely,

Sathvik Nair, PhD student
Linguistics & Institute for Advanced Computer Studies
University of Maryland, College Park
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sathviknair12@gmail.com

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

oral testimony_final.pdf

Uploaded by: Shanna Pearson-Merkowitz

Position: FAV

Oral Testimony: Submitted to the Maryland House Appropriations Committee

SB823: State Personnel – Collective Bargaining – Faculty, Part-Time Faculty, and Graduate Assistants

March 6, 2024

Position: FAVORABLE

My name is Shanna Pearson-Merkowitz, I was born and raised in Prince George's County, Maryland and I currently live in Howard County. I have served as faculty at both unionized and nonunion universities. I have also served as an Associate Dean at the University of Maryland College Park. In that capacity, I witnessed a broken system in which faculty and graduate workers were treated very differently depending on their individual ability to self-advocate, the predisposition of their supervisor toward their area of expertise, and perhaps most importantly, their supervisor's knowledge of and interpretation of university policy. When I worked at a unionized university, by contrast, the union ensured that university policies and shared governance practices were meaningful and followed.

Studies empirically find that faculty unions reduce pay inequalities and increase the hiring, [promotion, and retention](#) of women and [faculty of color](#). [Researchers](#) associate the decrease in faculty equity with the fact that unions ensure that there are transparent and consistent hiring, performance, and workload policies and formal processes and representation through which to appeal when a faculty member believes they have been treated inequitably or are being held to a different standard. Further, faculty and graduate workers in unionized schools have a better understanding of the workloads and pay of their colleagues. This [information alone](#) can reduce inequalities created by the fact that some workers negotiate less effectively than others.

The oversight to ensure there are consistent, transparent policies and that there is formal representation is just what a union provides. I urge a favorable report for SB 0823.

testimony for faculty union final senate.pdf

Uploaded by: Shanna Pearson-Merkowitz

Position: FAV

Shanna Pearson-Merkowitz, Professor
University of Maryland, College Park
spears@umd.edu
February 5, 2024

**Written Testimony Submitted to the Maryland House Appropriations Committee
SB823: State Personnel – Collective Bargaining – Faculty, Part-Time Faculty, and Graduate
Assistants**

March 6, 2024

Position: FAVORABLE

My name is Shanna Pearson-Merkowitz, and I am a tenured full professor in the School of Public Policy at the University of Maryland College Park, where I have worked for the last three years. Prior to coming to the University of Maryland, I was a professor for 12 years at the University of Rhode Island, which has a unionized faculty, staff, and graduate students. The state of Maryland already grants the right of collective bargaining to nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at all public higher education institutions. The right to organize should be extended to all higher ed workers in Maryland. I urge you to vote in favor of this bill.

As a full professor with tenure, I am employed to teach classes in the undergraduate, masters, and PhD programs, and I oversee graduate student Ph.D. projects and undergraduate thesis projects. I conduct research, and perform extensive service and administration for the School, the University, and the community. Last year I served as Associate Dean for Faculty Affairs in the School of Public Policy at UMCP. In this position, I learned exactly why the right to collectively bargain is desperately needed at College Park.

What I witnessed as Associate Dean is a broken system in which faculty are treated very differently depending on their individual ability to self-advocate, the predisposition of their dean, department chair, and colleagues toward their area of expertise, and the faculty member's title. There is little if any oversight or other mechanisms to ensure equal treatment across the University. I want to be clear this is not just about pay inequity. I am sure that exists, but it was not the primary problem I saw. What I witnessed was a lack of equal treatment, unequal access to resources, and, most importantly, no formal systems or representation to address inequalities and unequal treatment. The policies that are needed to ensure everyone is treated fairly are few and far between and usually are developed by the very faculty who perpetuate inequalities without any check that policies follow best practices.

There are three types of faculty on campus: tenured professors with significant job security, tenure track assistant professors (who, if denied tenure usually must leave the University), and professional track faculty who are on time-limited contracts dependent upon renewal. Problems of equity in treatment and lack of access to representation when issues arise exists within and between *all of the ranks*, and there is no formal system of representation to help address issues when they arise. For example, the resources available to assistant professors depend on who they are, how well they negotiate, and their dean's willingness to respond to their requests. As I have seen, this largely falls along lines of gender and race due to systemic racism and sexism. Administrators may not be intentionally discriminatory, but when there are few policies they must follow, unintentional bias thrives and is never addressed.

Extensive research has shown that in and outside of academia, men are more likely to request, and be given, higher salaries and better resources (including lighter teaching loads and smaller classes). But research has also consistently shown that women and faculty from minoritized backgrounds are held to different and higher standards than white men. For example, one study on gender in higher education institutions summarized the existing empirical research on academic pay and review processes as finding that:

- “Male full professors at U.S. institutions earned 15% more than female full professors.”

Shanna Pearson-Merkowitz, Professor
University of Maryland, College Park
spears@umd.edu
February 5, 2024

- “Women are held to higher standards in the peer review process.”
- “Co-authored publications are more heavily discounted for women.”
- And “gender-neutral ‘clock-stopping’ policies (which extend the probationary period for child birth/adoption) reduce the likelihood that women receive tenure, relative to their male counterparts.”¹

Another study, focusing on faculty of color, summarized the research and noted that compared with white males, faculty of color (particularly female faculty of color) are less likely to be awarded tenure and that extensive research has found this outcome to be due to extra service responsibilities, more time-intensive teaching assignments, undervaluation of nonmainstream scholarship, as well as a host of other factors.² That is just a small sample of how academic institutions unfairly treat female faculty and faculty from minoritized communities. Unions have been shown to help reduce these inequalities and ensure that all faculty, regardless of their race, gender, or personal ability to negotiate, are treated fairly and far more equally.

Critically, faculty unions have been found through empirical research not only to reduce gender and racial pay inequities, but also to increase the hiring, promotion, and retention of women and faculty of color.³ Importantly, researchers find that the reason unionization is a benefit to decreasing racial and gender inequalities is because schools with unions have clearer performance review policies, and because there is formal, professional representation and a clear and formal system for appeal when a faculty member believes they have been treated inequitably or are being held a different standard. No clear policies and no such system for appeal uniformly exists in all departments or schools at the University of Maryland College Park.

Furthermore, at UMCP, shared governance -- a foundational principle of academic institutions -- is ad-hoc and again dependent upon the school or department. In some departments on campus, shared governance is strong and highly effective. But in others, it is all but nonexistent. Faculty unions improve and help ensure that shared governance is equitable, it actually happens, its rules are followed, and administrators do not skip the governance process whenever it suits them.⁴

Empirical independent research also has found that unions “improve collegiality between faculty members and provide a more level position for communication with administrators.” In addition, “public universities and colleges with unionized faculty improve efficiency (core expenses per degree and completion) and effectiveness (number of degrees and completions per 100 full-time students).”⁵

¹ Chen, Joyce J., and Daniel Crown. "The gender pay gap in academia: Evidence from the Ohio State University." (2019): 1337-1352. Page 1337

² Lisnic, R., Zajicek, A., & Morimoto, S. (2019). Gender and Race Differences in Faculty Assessment of Tenure Clarity: The Influence of Departmental Relationships and Practices. *Sociology of Race and Ethnicity*, 5(2), 244-260. <https://doi.org/10.1177/2332649218756137>

³ Perna, Laura W. "Sex and race differences in faculty tenure and promotion." *Research in higher education* 42 (2001): 541-567.

⁴ Porter, Stephen R. "The causal effect of faculty unions on institutional decision-making." *Ilr Review* 66.5 (2013): 1192-1211.

⁵ Dominguez-Villegas, Rodrigo, et al. "Labor unions and equal pay for faculty: A longitudinal study of gender pay gaps in a unionized institutional context." *Journal of Collective Bargaining in the Academy* 11.1 (2020): 2.

Shanna Pearson-Merkowitz, Professor
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February 5, 2024

Third (and this is particular, I hope, to the College Park campus), there is currently scant enforcement of mandates that the schools and departments adopt required policies, and there is no formal representation for faculty who believe they are being mistreated or who believe that policies have not been equitably applied.

The University has issued many policies and guidelines to improve faculty governance and ensure equal treatment. This includes, but is not limited to, a merit pay policy, a policy on how faculty and staff are included in governance, and promotion and review policies. However, despite the fact that many of these policies were issued years ago, many departments and schools have never actually adopted these policies. And when they do, there is no system to ensure that they follow best practices. This means that faculty are reviewed, and consequential decisions are made, without the schools abiding by the University's or the System's policy.

For example, last year the University received money from the state that was allocated to faculty merit pay. The University issued merit policy guidance to the schools and departments, at least as early as 2017 and updated it in 2023. However, many schools never adopted a merit pay policy and there was no check from the University that its merit pay policy had been followed in issuing the merit pay. This, I truly believe, would not happen at a unionized school. I am not saying that the merit pay process was inequitable. I have no research to support that. I am simply saying that if there were instances in which it was, there is no way that anyone would know and no way for many faculty to appeal a merit decision given some departments have never enacted a policy.

Some people argue that unions will decrease faculty productivity. However, this has largely been associated in the literature with the fact that many unionized schools historically did not have merit pay or may have lacked other systems that reward outstanding performance. Many unionized schools do have merit pay and other systems that reward good performance. The difference is that at unionized schools how merit pay and performance review conducted follows a transparent and enforceable policy and so there is a system to address issues when faculty have been overlooked or discounted in ways that their peers were not.⁶

Others argue that unions will decrease shared governance. However, the research suggests that unions can actually improve shared governance and ensure that women and faculty of color are involved and represented in shared governance systems. In my own experience, at a unionized school, it was the union who ensured that shared governance—from the creation of policies, to their implementation, happened.

Are unions perfect? Will they fix every problem? No. I have worked at unionized institutions. They have problems too. But my experience and the empirical research suggest unionized schools are far less biased, far less ad hoc, and they do improve the probability that faculty will be treated with fairness, equity, and respect.

Members of the Committee, the research is clear: faculty unionization decreases interracial and gender inequality and improves shared governance, core expenses, and student completion rates. Collective bargaining has long been held up as the best way to ensure that people are treated fairly and that intentional or unintentional bias does not govern workplaces. It is a right granted to many other public higher ed institutions in the nation, and indeed to many private, prestigious institutions in our own state, and it is helping, not harming, the schools. The excuses for exempting four-year public higher ed institutions from collective bargaining simply make no sense. Therefore, I again urge you to vote in favor of this bill.

⁶ <https://www.chronicle.com/article/concept-of-merit-pay-for-professors-spreads-as-competition-among-institutions-grows/?sra=true>

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Sincerely,
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siv.b.lie.pdf

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Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Siv B. Lie, Associate Professor
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

Good afternoon. My name is Siv B. Lie and I am an Associate Professor of Music at the University of Maryland, College Park, where I have worked for 6.5 years. I call on this committee to issue a favorable report to this bill. The state already grants this right towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our 4 year institutions. It is clear that this right should be extended to the rest of higher education in Maryland.

My primary appointment is in the Division of Musicology and Ethnomusicology in the School of Music, and I have affiliate appointments in the Department of Anthropology; the Center for Global Migration Studies; the School of Theater, Dance, and Performance Studies; and the Consortium on Race, Gender, and Ethnicity. Since I began working at UMD, I have taught two courses per semester, in addition to continuous advising of my division's graduate students. To date, I have instructed a total of about 1,000 undergraduate and graduate students. I also engage in a large number of service activities, such as serving on a variety of committees, to ensure that my division and unit can continue to function. A central feature of my job is research, which includes time spent conducting ethnographic fieldwork, publishing, giving conference papers and invited talks, developing public-facing media, and collaborating with community partners, among other activities. My research centers on issues of race and social justice, which my university explicitly prioritizes in its Strategic Plan.

I support this bill because I know I am not alone as an overworked faculty member with little meaningful say in how my institution is governed. This bill is a crucial step in bringing democracy and transparent negotiation to my workplace. Without the passage of this bill, faculty are extremely constrained in their avenues to advocate for fair working conditions. For example, the level of service and advising I have to do is unusually high, but my division is understaffed in its tenure-track lines, so each of us must shoulder much more than our job descriptions call for. Due to this heavy workload during the school year, I am only able to pursue the majority of the research that is required of this position during winter and summer breaks, even though I am on a 10-month contract. Through the collective bargaining that this bill would enable, faculty like myself would finally have the opportunity to remedy the considerable workload and pay imbalances we are facing. This bill would also empower non-tenure-track faculty and graduate assistants, who face far more precarious situations than tenure-track faculty, to ensure that they too can negotiate for the stable, humane working conditions and livable wages they deserve.

Members of the committee, now is the time to join other states in guaranteeing the basic democratic right of collective bargaining to all employees in public higher education. We are simply asking for the ability to do the jobs our employer hired us to do under fair working conditions. Research has made clear that collective bargaining is an important tool in strengthening relationships between university administration, faculty, and students, and that it helps ensure equity of many types. If our university system is to live up to its claims to support social justice and remain one of the best public institutions for higher

education in this country, it is imperative that its workers gain the right to collectively bargain. Therefore, I again call for a favorable report to this bill.

Sincerely,

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*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

susannah.paletz.pdf

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Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Susannah Paletz, Associate Professor
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Susannah Paletz, and I am an Associate Professor at the University of Maryland,

College Park, where I have worked since 2013 as both a tenured professor and a professional track professor and research scientist. I call on this committee to issue a favorable report to this Bill. The state already grants this right towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our 4-year institutions. It is clear that this right should be extended to the rest of higher education in Maryland.

I received my doctorate in 2003 and have had a variety of occupational positions in government, at university affiliated research centers, and now at the College of Information Studies. Through a series of fortunate events, I became a tenured associate professor in 2021 after being an untenured, professional track research professor. While tenured faculty have enviable job stability-as I personally well know-there are difficulties, inequities, and precariousness in academia at all levels. Others will focus on additional problems, but I have four major issues I wish to have on the record: 1) the intense workload of faculty, 2) the lack of ability to take sick time due to the unique (rare) inflexibility of faculty jobs; 3) the disempowerment of faculty with regards to public health strategy, and 4) the inequities regarding graduate students.

Workload: I love my job, and my colleagues are wonderful to work with; each of these tasks noted below individually is a joy. However, as someone who has studied, taught, and practiced organizational psychology and management, and who has worked outside of academia, the sheer number of tasks and constant task switching are overwhelming.

Teaching is more time consuming than officially budgeted. Two courses, the typical number for tenured/tenure-track faculty, is considered by the university to take 40% of a 40-hour work week (16 hours/week). However, this is a massive underestimate for every semester I have taught since restarting teaching in spring 2019. Personally, I have taught anywhere from 11 to over 300 students a semester; while the latter large courses come with support by graders and undergraduate and graduate teaching assistants, I note that the percent of my time spent on teaching has never been what it is supposed to be. Teaching includes organizing, teaching, mentoring, and leading my instructional team (if I have one); answering student emails and questions on a discussion board; preparing lectures and section activities; creating assignments and exams, relevant rubrics for grading them, and instruction/prep materials for students; grading and calibrating grading for my instructional team; and more. As an example, for each new 50-minute lecture, it typically takes me 5-8 hours to research the topic, prepare what I will say, find and assess appropriate images/figures, and create slides. Even updating these slides takes me 2-3 hours each lecture. Speaking with colleagues, this amount of time is typical. As our majors have become more popular and grown, so have our classes. This growth is a good thing for the financial health of our College and University, and for the training and education of

our students. But, it also highlights some of the weaknesses of the system.

Administrative and project management roles: One of the essential tasks of University tenured/tenure-track, and research professional track faculty is conducting research. I lead

complex multidisciplinary research projects without formal project management support. We have (often understaffed/overworked) financial specialists at the department level who are invaluable in helping us prepare and track budgets, but we lack the other project management support found in other workplaces (e.g., for creating agendas, reminding people of tasks, watching time and budget, other administrative work). Some faculty offload these administrative tasks to graduate students; others have sufficient funds and sponsor/funder permission to hire administrative staff. But, such solutions are not always possible (e.g., hiring staff is not always allowed under all grants, nor do all faculty have grants) or ideal (i.e., having graduate students do some such work is acceptable, but having primarily administrative roles conflicts with their education and training).

Nature of academic research includes rejection, requiring working extra to meet minimum standards. Of vital importance to people in our roles, I attempt to publish in journals, submit papers for conferences, write book chapters, and so on. Many of these end in rejection, and unlike with how most people consider publications, journals do not pay us to publish--and some, even quite legitimate journals, charge us fees of almost \$4,000. I also apply for and write grant proposals, which typically takes 30-50 hours for a brief white paper proposal and 80-120 for a full proposal where I am to be a principal investigator, not including my co-writers' efforts. The nature of academic research having a high rate of rejection often means we have to submit, submit, and submit for potentially little result, working nights and weekends whenever a deadline arises.

Service time varies and is poorly tracked. As with all faculty, I also do "service," which includes: mentoring colleagues and students (undergraduate and graduate), including serving on or chairing thesis and dissertation committees, speaking with students, and writing letters of recommendation; attending faculty meetings such as appointment, promotion, and tenure meetings; directing/organizing a research interest group and soliciting/organizing speakers for it; and engaging in committee work which ranges from developing curricula to evaluating other faculty, among other tasks. I have been on committees that required 20 hours a week for a month, and others that required one hour a month. Research and anecdotes suggests that women and people of color are overburdened with formal and informal service commitments (Babcock, Peyser, Vesterlund and Weingart, 2022), and that saying 'no' can result in formal and informal punishments more than others (e.g., being seen as not a team player to not being granted promotions). This work can also take from 2-20 hours a week, depending on the week.

We are fortunate to have such varied and interesting tasks, but as I tell friends, there is 'too much job'. Gone are the days where faculty were supported by many administrative assistants, and the requirements for obtaining an academic job require more and more publications and grants. The issues of workload I noted are not specific to me but are systematic. And while I am writing about myself, I have been non-tenured for most of my career. I have observed the toll that the current system takes not only on professional track faculty, but on graduate students and staff, as well as student learning. Should we be able to collectively bargain, we could argue for ways to right-size our workload, including giving more realistic time estimates of specific tasks.

The Actual Inflexibility of Faculty Jobs and Sick Time: There is a joke about academia: "you are free to work whatever 12 hours a day you choose." Academia is thought to be flexible, but one cannot simply reschedule classes or meetings with other tightly-scheduled faculty. You also can't simply skip out on most work. What this inflexibility means is that most faculty have poor work-life balance to the point of it making handling normal health issues even more

challenging. A series of health issues struck my family in 2023 and have continued in different forms. These experiences made me notice that although we have sick time, faculty do not have 'backfill' in the way other jobs do, and so can only take sick time effectively during school breaks unless incapacitated. Even taking small amounts of 'sick time' results not in a release from work, but in putting that work back into late nights and early mornings. Specifically, my husband was ill in February 2023 and has required surgery at a few points in the past year. I could not take off time to care for him. The United States is infamous for having many jobs with poor sick time rules and realities. I am noting that, despite the other benefits of the position, faculty here similarly do not have true sick time, unless they are on sabbatical or officially not teaching. The actual inflexibility of the job and its workload make a mockery of the ostensible policies regarding sick time. Collective bargaining would enable us to raise these as real problems and threats to labor regulations and enable us to have a voice in solving them.

Faculty Disempowerment Regarding Public Health: I have a specific physical vulnerability to COVID, and the university decided without conferring with the staff or faculty (via the faculty senate or not) to simply lift the mask mandate, rather than changing it depending on the current COVID rates or allowing faculty control over their individual classes. The university has now lifted the vaccine mandate as well. The first decision prompted me to seek a reasonable accommodation (which I received) to teach online, but my doctor made it clear: if masking and vaccination were mandated, I could return to in-person teaching, which I (and I suspect, my students) would prefer. While my particular College has been supportive and understanding, they are limited by what is allowed at the University level.

By being unable to collectively bargain, I and other faculty have not been able to make our voices heard. Other universities, at least, allow for individual faculty requirements regarding classroom masking and vaccination. Even that decentralized option has not been granted to us. This point is even more concerning given that the University of Maryland College Park has national experts on public health and misinformation. Collective bargaining would enable us to more effectively bring faculty public health expertise to bear in solving these grand challenges.

Inequities Regarding Graduate Students:

The education apprenticeship model has been exploited for inexpensive workers with little consistent labor protections. This system obviously is most problematic for graduate students themselves, and others will write more eloquently than I about the inequities that our graduate students have suffered. I wish to add how these inequities are also problematic for faculty, faculty-driven research, and the university as a whole. As part of my job, I am judged on how and whether I mentor graduate students, and I delight in the idea of training the next generation of scholars and scientists. However, our current pay rates are simply not competitive with other universities. I understand that my specific College is one of the best paid at the University. Nevertheless, of the three potential doctoral students offered admissions last year to work with and be mentored with me, including one who was offered an impressive Presidential Fellowship, all chose to go elsewhere. At least one of them explicitly said it was because of the University of Maryland's poor pay for graduate students, such that they could not afford to live in College Park. This sentiment is shared by multiple current graduate students with whom I have spoken. While increasing the salaries for graduate students would require me to obtain larger grants (or pay fewer students), the status quo has resulted in fewer doctoral students in general. There are research grants I have not been able to apply for, and science I have not been able to do, because of the lack of students. Graduate students in our program go to a range of careers in industry, government, and academia, so throttling our ability to have doctoral students is not due

to market forces on the number of potential professors. Accomplished science and obtained grants are vital to the university's financial health and reputation, as well as, of course, benefitting the country more generally. Collective bargaining would enable us, including

doctoral students, to achieve a fair, living wage, benefitting not just them but the entire university.

Members of the committee, the right to collective bargaining has been a fundamental human right, and in this state in other domains has been seen as an excellent method for ensuring employee voices play a role in our workplaces. It is a right granted to many other public higher ed institutions in the nation, and indeed to many private, prestigious institutions in our own state. The reasons to exempt four-year public higher ed institutions from this path make no sense. I again therefore call for a favorable report to this Bill.

Thank you for your time and consideration.

Reference:

Babcock, L., Peyser, B., Vesterlund, L., & Weingart, L. (2022). The no club: Putting a stop to women's dead-end work. Simon and Schuster.

Sincerely,

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Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Thomas G Zeller, Professor
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Thomas Zeller and I am a professor at the University of Maryland, College Park, where I have worked for 22 years. I am a resident of Greenbelt, MD, where many of my neighbors work for U-Md or have attended it. I call on this committee to issue a favorable report to this Bill. Two of my representatives in Annapolis, Senator Alonzo Washington and Delegate Nicole Williams, have already signaled their support for this bill. Delegate Williams is one of its co-sponsors.

The state already grants this right towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our 4 year institutions. It is clear that this right should be extended to the rest of higher education in Maryland. Graduate students and non-permanent faculty (called "professional track faculty" on our campus) need to be able to unionize in order to improve their working conditions. Instructors and students will benefit from these changes. Graduate assistants are afraid of speaking up because of their uncertain status. Between 20 and 36 percent of graduate assistants work more than the stipulated 20 hours, which slows down their progress. Their stipends are low and often below the cost of living. Low stipend levels disproportionately affect historically underserved groups.

On the College Park campus, there are 3,392 professional-track faculty. They teach most of the credit hours on campus. However, their status is precarious. Contracts can be given or withdrawn at the last minute, and even instructors who have taught for more than a decade can be fired without a reason given. Their pay is often low. Regarding tenured and tenure-track faculty, their number has fallen by 6.9% between 2014 and 2022, while the number of non-tenure track faculty has risen by 19.3% during the same period. Given these inequities, it is important that collective bargaining will be allowed on our campus. It would improve working conditions for the most vulnerable instructional faculty on our campus and provide better instruction for our students. Additionally, it would help faculty to attract the best graduate students, who often choose unionized campuses because working conditions there are better.

Members of the committee, this state has for decades viewed collective bargaining between state employees and management as the best way to enroot democracy in our workplaces and public education institutions. The right to collective bargaining has been long recognized not only as a fundamental human right, but it has also in this state been seen as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the county, and indeed to many private, prestigious institutions in our own state. The reasons to exempt 4-year public institutions from this path just no longer make sense. I again therefore call for a favorable report to this Bill.

Sincerely,

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*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

Kelleher Testimony CBSB823_2024.pdf

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Position: FAV

TESTIMONY OF TINA M. KELLEHER, PHD
BEFORE THE
FINANCE COMMITTEE OF THE MARYLAND SENATE
For a hearing on
SENATE BILL 823: "STATE PERSONNEL –COLLECTIVE BARGAINING – Faculty-Part-Time Faculty and
Graduate Assistants"

MARCH 06, 2024

Chairperson Beidle, Vice Chairperson Klausmeier and distinguished members of the Senate Finance Committee:

My name is Dr. Tina M. Kelleher, and I am a first-generation college scholar deeply concerned about the future of higher education in our state and in America more broadly. I have served in a range of roles for more than twenty-three years as contingent faculty at Towson University: I currently serve as a lecturer or Full-Time Non-Tenure Track (FTNTT) faculty in the Department of Computer and Information Sciences teaching ethics and areas tied to human-computer interactive design. I also have taught interdisciplinary courses for English, the Honors College, as well as Women and Gender Studies. I have been an active member of the American Association of University Professors (AAUP) at the national and state level for more than a decade and currently serve as the Vice President of the Towson AAUP Chapter.

I append at the end of this testimony for ready reference two previous submissions for similar bills (one from 2012, another from last year), as the concerns unfortunately remain ongoing. I also share from the Hornblake archives evidence from 1973 (Appendix C) that faculty voted overwhelmingly when we were Towson State College to affiliate with the AAUP, back when this right was not yet an option for many public employees in Maryland. More than 50+ years later, the academic workforce remains among the few working for the state still denied this basic right.

Notably, the [AAUP Statement on Academic Government for Institutions Engaged in Collective Bargaining](#) (1988) was approved roughly the same year as the formation of the USM; so, it is unclear why exceptions continue to be carved out for academic labor at the institutions within the USM. Their testimony often cites AAUP policies and recommendations for shared governance, but then disregards AAUP's contextualizing reports and statements that urge acknowledging we are now in the 21st- century.

I offer below remarks tied to the USM's claims that their unfavorable stance towards the bill should be construed as if a "defense of shared governance," rather than an anachronistic and unsustainable perpetuation of legacy forms of discrimination, which detrimentally impacts public perceptions of higher education's value in our democracy. President Ginzberg has been at Towson for only several months but continually asserts that Towson's greatest asset is its people; the legislature should affirm this conviction by enabling collective bargaining rights, so that the institution's greatest assets have options to be protected -- no matter who is our President and no matter the psychologizing that limits our access to the tools necessary to create collectively a more fair *and* equitable workplace.

I hereby strongly urge a favorable report on SB 823 for the following five reasons:

1. Existing shared governance models do not consistently or meaningfully include the voices of those less protected in the academic workplace. Contingent faculty (or 75%+ of the academic workforce) have limited involvement in shared governance and often the Senate may not be the most effective forum for addressing their issues.

Campus senates largely focus on academic policies and other educational matters: deteriorating working conditions means they have increasingly become arenas for complaint and grandstanding. A union would focus, fortify, and salvage shared governance by supporting grievance processes with a legal framework that would be far more efficient and effective for resolving workplace problems.

	N	CUSF Respondents	
		N	% Fac
USM Totals	16,659	1267	7.6%
Bowie State University	571	38	6.7%
Coppin State University	214	37	17.3%
Frostburg State University	323	78	24.1%
Salisbury University	612	81	13.2%
Towson University	1,654	15	0.9%
University of Baltimore	325	24	7.4%
UM- Global Campus	3,605	10	0.3%
UM- Baltimore	3,498	20	0.6%
UM- Baltimore County	1,190	167	14.0%
UM- College Park	4,311	716	16.6%
UM- Eastern Shore	294	28	9.5%
Environmental Science	62	53	85.5%

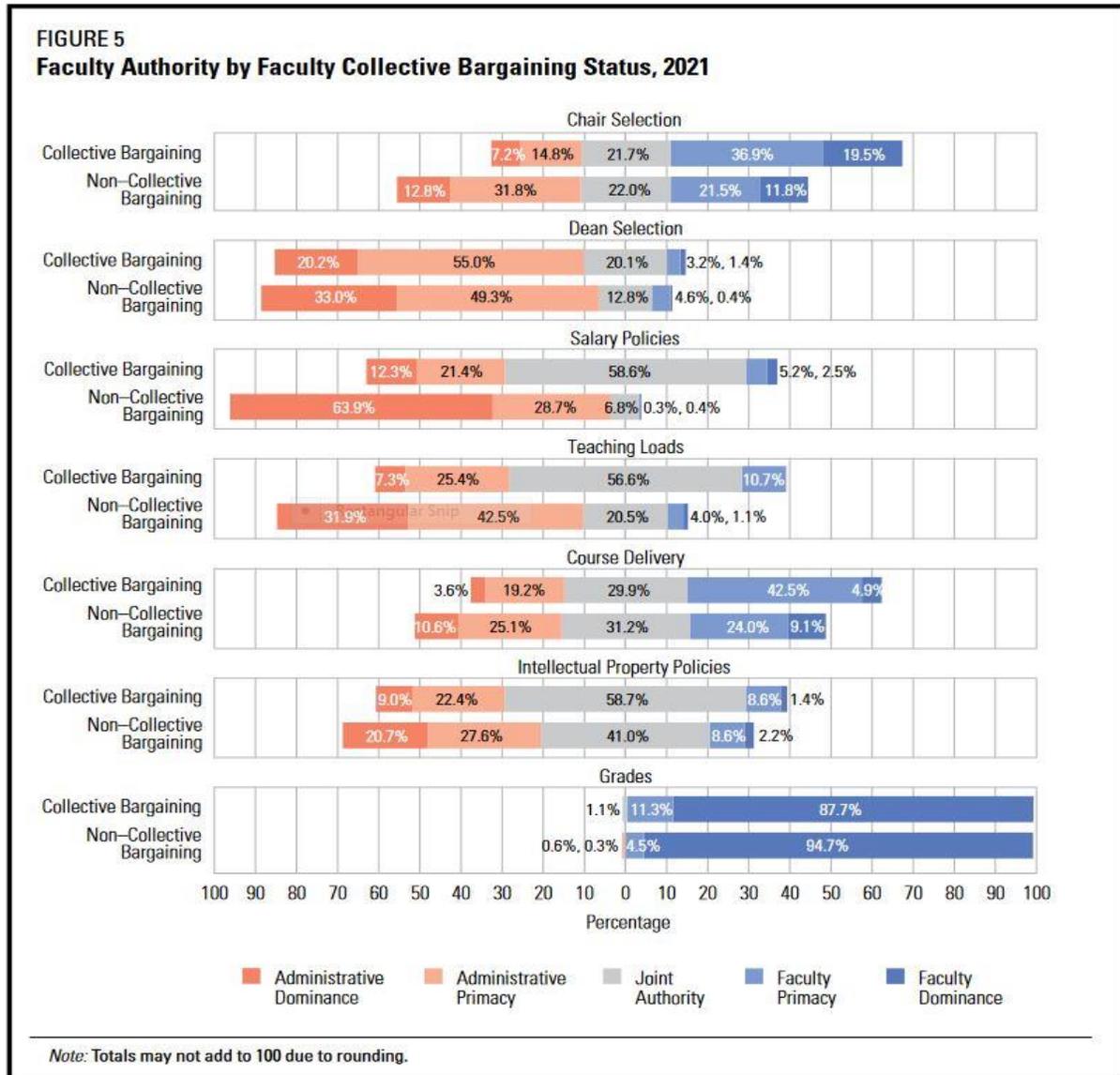
The USM has cited a recent Council of University System Faculty (CUSF) survey on shared governance that generalized a state of “satisfaction” claimed to be applicable to all campuses, but if disaggregating the data, the participation rates were quite low. TU had less than one percent of the faculty fill out the survey -- slightly above the public online university (UM-Global Campus) that has no tenured faculty nor any physical campus and slightly above the USM Chancellor’s own campus (UM- Baltimore), which had nearly no participation in the survey at all.

2. University policies tied to academic freedom and freedom of speech often fit squarely in the middle between a senate (i.e., a policy-making entity) and a union (i.e., a collective bargaining agent enabling administration and enforcement of policies). In Maryland, for the public higher education academic workforce, legal remedies remain difficult to access and to enforce, which in turn becomes costly to faculty of all ranks, and becomes consequential for students from all walks of life, in ways the USM fails to acknowledge.

When it comes to defending academic freedom, Senates need to craft clear policies that uphold the principles and practices that enable freedom of expression and thought to thrive, no matter the presumed political lean of faculty members, and no matter the perceived political stakes of the topics being discussed. Such policies, however, often are not enforceable or meaningful without terms for implementation spelled out in a collective bargaining agreement (CBA). This is all the more true as Human Resources (HR) and Diversity, Equity and Inclusion (DEI) initiatives have complicated shared governance procedures in ways that often violate due process rights and displace burdens of proof and costs onto individual faculty as well as marginalized students. The USM misleadingly directs attention at the purported costs, without noting how many lawsuits and out of court settlements happen throughout the system as a result of their Star Chamber version of shared governance.

The [2021 AAUP Shared Governance Survey: Faculty Roles By Decision-Making Areas](#) comprehensively researched what these current dynamics look like around the country by institutional type as well by collective-bargaining and non-collective bargaining status. I particularly wish to draw the committee’s attention to some bar charts (Figure 5 in the survey, reproduced below) on their aggregate findings on

how a bilateral process and “joint authority” manifests and what aspects of governance may be shared differently, when shared governance and collective bargaining coexist, as faculty would work alongside administrators on their respective campuses to make their workplaces the best they can possibly be in light of differing missions, resources and roles in Maryland’s higher education landscape.



3. Faculty workload allocation dynamics further highlight grey areas between academic and workplace concerns. For instance, “service,” which includes faculty participation in shared governance, has proportionately less value and is often discounted labor, which leads to other phenomenon, like the gender wage gap and other forms of workplace inequities.

Many faculty serve in good faith and tirelessly on a range of department, college and university-wide committees, knowing they may be professionally punished during the promotion, tenure and review process, as if “not productive” in more remunerative, research ways. Some faculty also serve local

communities in countless ways, and in the process, find themselves politically targeted by forces external to the campus or within the university administration itself.

Governor Wes Moore spoke to the Board of Regents in December, 2023, about the significance of service, noting: “In this time of political divisiveness, in this time of political vitriol, in this time where many people seem to care more about where did the idea come from [rather] than is it a good idea Service is going to lift us to a higher hill ...” Organized labor serves local communities in inclusive and varied ways, yet the USM and some campus administrators oppose our academic freedom to discuss and to vote upon the possibility of joining a union.

4. Chairs are faculty, too: the role often puts good people into very challenging circumstances not of their own making, which can adversely impact their careers and well-being.

As a contingent faculty member, I appreciate Chairs often do not have the information nor the resources they need to make decisions that support all of their faculty. Increasingly, it is hard to persuade good faculty to become Chairs, as a result of the poor working conditions on our respective campuses and as a result of the mounting challenges associated with navigating the learning deficits and mental health issues lingering in the aftermath of the global pandemic.

5. New technologies like generative AI heighten uncertainties about how such tools will impact administrative decision-making processes, faculty workload expectations and student learning experiences. Faculty are currently not equal partners in these discussions, even though we tend to be far more knowledgeable about the issues on the ground for colleagues and students alike.

Technological innovations have accelerated in ways that require faculty to demand more transparency about the use of these tools at all levels in our workplace. The USM’s testimonies often feel as if generated by AI because their abstracted views feel so far removed from the lived realities of faculty and graduate students alike in 2024. Further, the USM’s opposition to a bill *merely about the right* to have the academic freedom and freedom of speech to discuss collective bargaining issues, period – as this [bill explainer](#) clarifies, this legislation enables rights to choose an option to form a union, it does not require that anyone in fact join one -- is a shameful stance, which demonstrates profound bad faith in the core tenets of American democracy, in addition to making a mockery of shared governance itself. As was noted in the House Appropriations hearing on Feb. 13th, 2024, The Council of University System Faculty (CUSF) voted at the start of Spring 2024 unanimously in support of this bill; our representative colleagues participated in good faith, in a system-wide shared governance forum, voicing the consensus on their respective campuses. Yet the USM sent representatives to Annapolis to argue shared governance could be jeopardized by this bill, disregarding more than a half century of policy research on this topic suggesting otherwise and disregarding a unanimous faculty vote affirming the right to have choices in a democracy. Further, the USM cherry picked evidence and leaned into their own implicit biases, demonstrating why both faculty and graduate students need this right, so they can have clear, bilateral processes and mutually agreed upon rules followed in good faith.

I reaffirm my strong support for this bill and thank you all -- no matter your political stripes -- for serving our democracy during these very challenging times.

APPENDIX A:

TESTIMONY OF TINA M. KELLEHER, PHD

BEFORE THE

APPROPRIATIONS COMMITTEE OF THE MARYLAND HOUSE OF DELEGATES

For a hearing on

HOUSE BILL 972: "THE HIGHER EDUCATION WORKFORCE EQUITY ACT"

MARCH 6, 2012

Chairperson Conway, Vice Chairperson Proctor, Jr. and distinguished members of the Appropriations Committee:

My name is Dr. Tina Kelleher and I have served for six years as Full-Time Non-Tenure Track faculty in the Department of English and the Honors College at Towson University in Towson, Maryland; I prior to this served for several years as part-time adjunct faculty in the Department of Women's Studies. In October, 2010, I was elected by my full-time non-tenure track colleagues (consisting of approximately 171 full-time Lecturers and around 55 Clinical Faculty or about 25% of Towson's full-time faculty) to our University Senate and am the first and only contingent faculty representative to have the privilege and responsibility to serve on this body at my institution. As someone who experiences firsthand the precarious working circumstances and the ongoing professional issues concerning my tier of faculty, I urge this body to pass House Bill 972, the Higher Education Workforce Equity Act.

Full-time Non-tenure Track Lecturers (FTNTT's) at Towson University typically hold a 4/4 teaching load with a base pay of around \$34K per academic year (and \$36K if they hold a PhD). As is the case with all Lecturers who serve in the University System "pin" institutions, our access to health care benefits is limited and subject to bureaucratic processes that jeopardize coverage month-to-month. For instance, on a monthly basis we submit by mail coupon subsidies to the Maryland Department of Budget and Management; if we miss the deadline for submission during any given month, we lose our benefits for the remainder of the academic year. FTNTT's do not have an automatic payroll deduction option or a tax exemption for the minimal medical benefits they do qualify to receive. The right to bargain collectively could encourage more consistency about the terms upon which we are able to access and process benefit options.

Lecturers currently have no subsidized prescription drug coverage; we also receive no subsidized health coverage for dependents – these are benefits otherwise available to all full-time staff at our university and all full-time tenure-line faculty. FTNTT's who work at other non-pin institutions in the University System do in fact receive these benefits, often on a lighter teaching load of 4/3, and at a higher base

starting pay (e.g., two years back an adjunct from my department accepted a Lecturer position at UMBC with a starting base pay of \$40K, a 4/3 load, and all benefits, teaching the same exact courses she does at Towson University). On April 13th, 2007, The Baltimore Sun, published an article by Gadi Dechter titled "UM Regents Approve Health Care for Lecturers," which erroneously suggested that all Lecturers in the University System pin institutions would have more comprehensive coverage soon. However, as of March, 2012, we still await access to benefits nearly all other full-time employees receive at the university. The Board of Regents and the University System Chancellor has been aware of this issue for a half decade now. While Lecturers do appreciate the expressions of empathy and good will from campus administrators, this does not at all change the fact that nothing has yet been done to budget accordingly for these necessary (and promised) health benefit options. I and many other Lecturers believe that the right to bargain collectively could make a difference to obtaining follow through on benefits that from year-to-year never in fact materialize for our tier of faculty.

The University President Council at Towson implemented on December 1st, 2011, a Policy on the Employment of Lecturers designed to recommend some basic guidelines to improve our overall professional status. While this marks an important start towards establishing some rights for Lecturers on this campus, it emerged as a consequence of troubling circumstances that would be unimaginable to full-time tenure-line faculty. For example, a PhD Lecturer with twelve years of service received a notice indicating he had to generate two peer-reviewed journal articles within 90-days or his contract would be non-renewed, because of a new accreditation requirement that was never in fact shared with faculty of his rank (but was construed to be applicable to all full-time PhD faculty, regardless of whether or not they received the professional development or material supports of the tenure-track). The requirement did not apply to his non-PhD Lecturer colleagues (though having the same workload and making roughly the same amount of money). The Lecturer lost his job and had no means to contest the decision. Other Lecturers have received non-renewal notices, and in spite of their positive record of teaching and service, their Chair indicated the USM requires no procedure of justification for such decision-making when it comes to this tier of faculty. My further research has revealed this to be true. The University President's office informed me last month that a Chair can non-renew a Lecturer if he or she dislikes the color purple and a Lecturer happens to wear it -- regardless of length and quality of service to the university and regardless of what the President's Council's well-intentioned new policy states. The right to bargain collectively could at the very least remind campus administrators about their responsibility to exercise professionalism towards faculty of all ranks, to support faculty (be they tenure-line or contingent) in their efforts to provide a quality education to each and every student that enters our respective classrooms.

The Lecturer policy recently implemented on my campus also contains a variety of other serious inconsistencies. For instance, it requires an annual review of professional performance for the purposes of "merit" consideration (when monies are available). However, it denies Lecturers the right to apply for promotion to the rank of "Senior Lecturer" after 6-years of service, even though the USM allows for the use of this rank on the respective USM campuses. Lecturers are the only tier of faculty in the university who undergo processes of annual review with no possibility of promotion (including part-time adjuncts, who as of this past year, have Adjunct I and Adjunct II designations based on a range of evaluative

criteria). Towson University does in fact employ Senior Lecturers but it is my understanding they were appointed prior to 2005; unlike other Lecturers in the university, they receive a full health care benefits package with deductions taken from their paychecks. All other Lecturers -- regardless of length of service, regardless of qualifications, regardless of excellence in teaching and service -- have no pathway to the comprehensive benefits granted to all other full-time faculty and staff, and indeed, Senior Lecturers, who now exist at a rank suppressed on my campus because of a past precedent (during headier financial times) linking that rank to full health care benefits. The right to bargain collectively could encourage more honesty and transparency about the how and why of such promotion and rank matters for the FTNTT's on my campus.

Finally, the USM stipulates that all Lecturers are entitled to shared governance participation in matters "relevant to them"; however, there's no means to systematically enforce this right at the department or division level. The right to bargain collectively could ensure that university administrators and tenured faculty take more seriously the importance of Lecturer participation in shared governance practices and that we mutually support each other as collegial, higher education professionals.

I urge you to vote for this bill and allow faculty at all and any rank to choose whether or not they want to use collective bargaining to improve their working conditions. You will be demonstrating your commitment to higher education as a public good and acknowledging that employees and employers together know best how to continue developing the institutions that expand and communicate knowledge for the benefit of the entire community.

I thank you for considering my thoughts on these very important issues and enthusiastically reaffirm my endorsement of this bill.

APPENDIX B

TESTIMONY OF TINA M. KELLEHER, PHD
BEFORE THE
FINANCE COMMITTEE OF THE MARYLAND SENATE

For a hearing on

SENATE BILL 247: "STATE PERSONNEL –COLLECTIVE BARGAINING – Faculty-Part-Time Faculty and Graduate Assistants"

FAVORABLE

FEBRUARY 13, 2023

Chairperson Griffith, Vice Chairperson Klausmeir and distinguished members of the Finance Committee:

My name is Dr. Tina M. Kelleher and I have served in a range of roles for more than twenty-two years as contingent faculty at Towson University: I currently serve as a lecturer or Full-Time Non-Tenure Track (FTNTT) faculty in the Department of Computer and Information Sciences teaching ethics and areas tied to human-computer interactive design; I also have taught interdisciplinary courses for English, the Honors College, as well as Women and Gender Studies.

Eleven years ago, in 2012, I submitted testimony hoping to pass HB 972 "The Higher Education Workforce Equity Act" (included as an appendix at end for reference). The legislation was not allowed to move out of committee and the outcome was a "[Meet and Confer](#)" document on the Provost Office website never taken seriously by administrators on my or any of the USM campuses. I have experienced the consequences of imagining "Meet and Defer" or "Meet and Suffer," could serve as a meaningful remedy for the festering challenges. To bring Maryland public higher education institutions to the next level of 21st century learning and research on our respective campuses, we need equal and transparent access to information that could facilitate regular, clear communication that truthfully represents the interests of the parties involved.

When the global pandemic hit in 2020, lecturers on my campus had no payroll-deduction access to subsidized health care and we had no sick leave, which compounded the stresses. Further, Towson created a confusing classificatory system tied to lecturers, who work 4/4 loads no matter the nomenclature determining payroll-deduction access to benefits: we now have "temporary contingent lecturers" (no access), "regular contingent lecturers" ("opting-in"), and "contingent lecturers" ("opting-out"). Department Chairs were left out of these email communications, which undermined good-willed colleagues and staff, as workloads precipitously surged amid the crises.

Last May a [new "promotion policy" for lecturers](#) surfaced on the Senate without notifying our faculty rank or our tenure-track colleagues; presumably, it was up to Chairs to inform those qualified to apply, even as recent other changes left them out of communication loops. The policy identifies additional

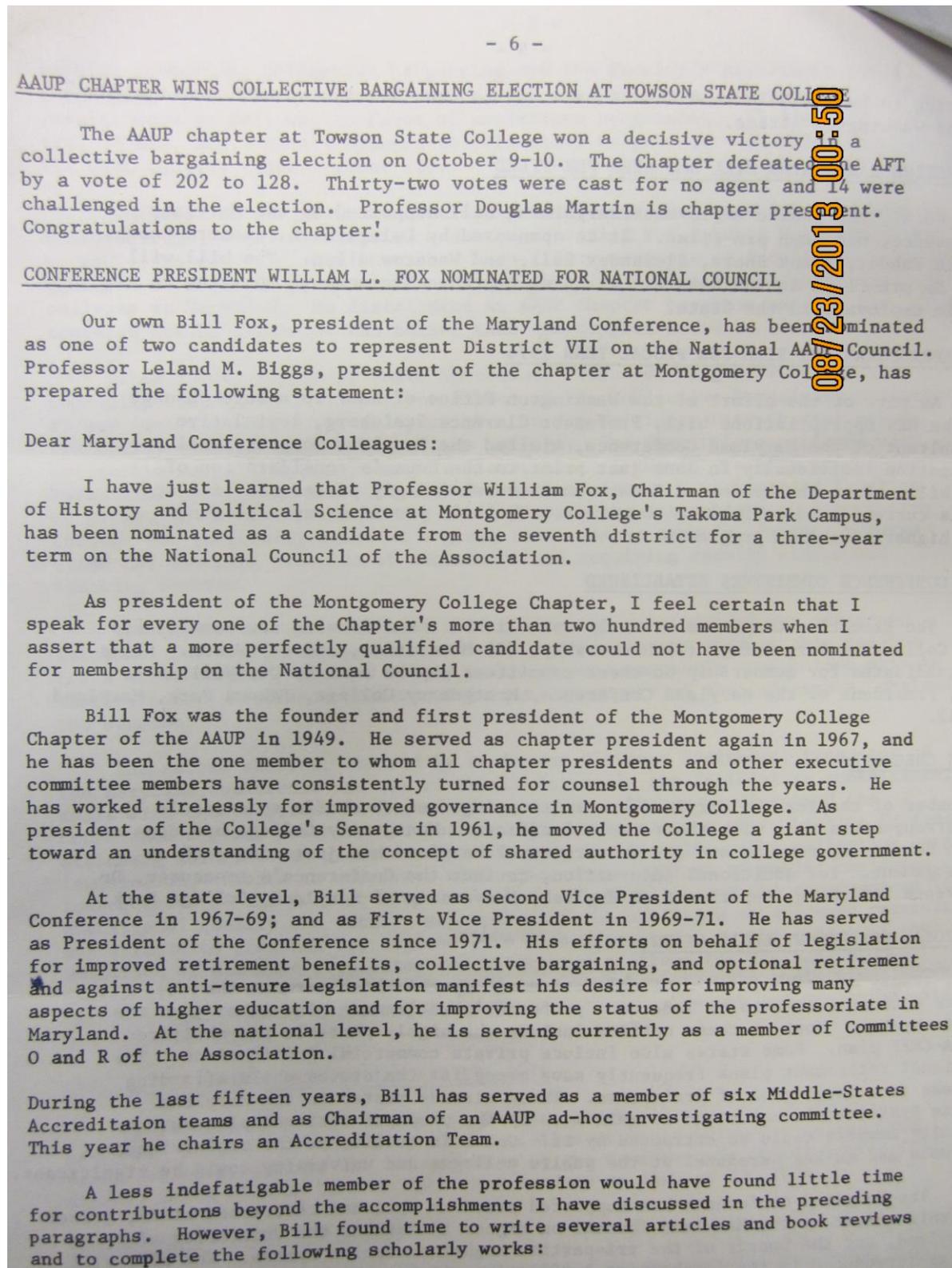
Senior ranks of Lecturer II and III; however, if someone already qualified for the latter status, they inexplicably could not apply for that raise level. I work the same job, but my title changed several times in as many years. The promotion ladder was designed to delay progress, not to support it meaningfully.

There is a bottom line when it comes to this bill; regardless of our job titles: **WE ARE ALL CONTINGENT.**

The USM frames collective bargaining through a glass darkly. But the glass in this case is neither half full nor half empty; it's cracked and warping. I urge ending these "Meet and Observe" practices: Maryland faculty, graduate employees, librarians and academic professionals have already waited too long and deserve better, as do the hundreds of thousands of students that they teach, support and advise.

APPENDIX C

Below find a screen shot from a 1973 AAUP Maryland Newsletter, confirming faculty at what was then Towson State College overwhelmingly voted to be represented by a bargaining agent, choosing AAUP by majority vote.



tita.chico.pdf

Uploaded by: Tita Chico

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee**

By Tita Chico, Professor

SB0823

State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants

March 7, 2024

FAVORABLE

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Tita Chico and I am a Professor at the University of Maryland, College Park, where I have worked for 19 years. I call on this committee to issue a favorable report. The state already grants this right towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our 4 year institutions. It is clear that this right should be extended to the rest of higher education in Maryland.

We need collective bargaining in the University of Maryland System to help improve the state of Maryland's institutions of higher education and the quality of instruction and research that we faculty and our graduate assistants can provide.

With enrollments increasing and the number of tenure track faculty decreasing (by 7%)--alongside a huge growth in the number of administrators (over 40%) since 2015 and a big increase in the number of *non* tenure-track faculty being hired (by 19%)--the daily work of advising our students, developing courses and majors, researching at the highest levels, securing external grants to support research, and running all aspects of our departments and colleges has become untenable for tenure-track faculty. In my department alone, the number of tenure-track faculty has declined by 20% in the last several years, while the workload of the department continues to increase. We are being required to do more and more with less and less. We tenure-track faculty are stretched to the limit.

The university administration continues to operate in a bubble and needs help understanding and recognizing that the people who do the vast majority of the work on campus are overworked and underpaid. Enacting this bill would ensure that all stakeholders on campus work together to build a strong, healthy, and competitive institution.

A robust university needs input from everyone, not just the highly-paid few who are disconnected from the realities of our students and the work of higher education today. Public Universities with collective bargaining (e.g., Rutgers) are better run fiscally and have higher national rankings. Collective bargaining will help the USM to move forward to a prosperous future.

For these reasons, I call for a favorable report.

Thank you.

Sincerely,

Tita Chico, Professor
English
University of Maryland, College Park
7901 Regents Drive, College Park, MD 20740
titachico@gmail.com

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

SB 823. AFT. HigherEdCollective Bargaining.pdf

Uploaded by: Todd Reynolds

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
SB 823
State Personnel – Collective Bargaining –
Faculty, Part-Time Faculty, Postdoctoral Associates, and Graduate Assistants
March 7, 2024
SUPPORT**

Good afternoon, Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee. AFT-Maryland is the state federation for a number of public K-12 education, public higher education, and public employee unions in our state, representing over 20,000 employees in the Baltimore Teachers Union, the Maryland Classified Employees Association, the Maryland Professional Employees Council, AFT Healthcare-Maryland, and the full-time faculty at Montgomery College, Howard County Community College, Prince George's Community College, and Frederick Community College. On behalf of these workers, we call for a favorable report to SB 823, the bill that would lift the unfair exemption to collective bargaining rights to our public university's academic workforce.

For decades, Maryland has recognized collective bargaining as an effective vehicle for public employees to engage in meaningful, good faith conversations with state administrators and management on working conditions that govern their employment. In 2000, the legislature extended this right to the non-academic workers at the state's public 4 year institutions. And in 2021, the state extended this right to the non academic and the academic workforce at the state's community colleges. Additionally, under the presidency of Joe Biden, these rights have been extended by the National Labor Relations Board to academic workers at private institutions, including Johns Hopkins in Baltimore, where graduate assistants voted by 97% to engage in collective bargaining. It just no longer makes sense to exclude academic workers at our state's 4 year institutions from a fundamental human right enjoyed by so many others in our state.

Contrary to what administration officials have argued in the past regarding collective bargaining for graduate assistants, having a union relationship on the campus helps, not hinders, a graduate student's own academic progress. Placing an objective, collectively negotiated standards for a graduate employees work for the university, whether that is in a teaching or research capacity has, as studies have shown, made the expectations between a graduate assistant and her or his supervisor much clearer. Furthermore, there are many graduate

assistants whose academic work plays no role in their academic progress. For example, it is possible for a graduate student to complete her or his degree without ever becoming a graduate assistant. Likewise, for a graduate student in, say, English or Political Science, may have an assistantship teaching a course which has nothing to do with their own academic work, or working as an administrative assistant managing an office and answering phones. Assistantships like this are quite common across the University System of Maryland.

Nine of the schools of the Big 10, of which the University of Maryland is a part, allow for collective bargaining for their graduate assistants, and many of those institutions also allow for their faculty to engage in collective bargaining if they so choose. Additionally, numerous states in our region, including Pennsylvania, New Jersey, New York, and Delaware allow for collective bargaining for the academic workforce at their public 4-year institutions.

The measures the university administration has in place for academic workers to express and attempt to resolve workplace concerns just is not working. Whether it be through the meet-and-confer process— in which the graduate assistants and adjunct faculty have been testifying before you for years regarding the ineffectiveness of this process— or through shared governance bodies of faculty senates or graduate student governments, it must be noted that those bodies have merely advisory roles to management decisions. Indeed, if these shared governance bodies were anything other than an attempt to make it appear employee voices were taken seriously, the university administration would already be engaging in collective bargaining as a number of these shared governance bodies have called for passage of this bill.

Maryland has long recognized the fundamental, human right of employees to band together in a shared interest to engage with their employers in collective bargaining. Let us correct this mistake and lift the exception for our 4 year higher education academic workers by passing SB 823. We call for a favorable report. Thank you.

william.anderson.pdf

Uploaded by: William Anderson

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By William Anderson, Graduate Assistant
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is William Anderson and I am a Graduate Assistant at UMCP, where I have worked for this school year. I call on this committee to issue a favorable report to this Bill. The state already grants the right of collective bargaining towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our four-year institutions. It is clear that this right should be extended to all higher ed workers in Maryland.

I work in administrative support and my tasks vary widely day to day. I support my department in both undergraduate and graduate studies. I have worked in benchmarking, communications, surveys, and data analysis for the department. I have been fortunate to have excellent supervisors, but my associates have not always been as lucky.

Many of my fellow graduate assistants have experienced difficulty even obtaining a position. Many times, it seems as if the decisions being made are arbitrary and there is no transparency. One student will be told one thing and another will be told an entirely different story when it comes to acquiring a GA position. Supervisors themselves vary widely. Some require hardly any work and some require much more than the 10 hours we are contracted for. TAs have to deal with verbal and occasionally, physical, abuse from students as they work to help professors with teaching and grading.

Members of the Committee, This state has for decades viewed collective bargaining between state employees and management as the best way to promote democracy in our workplaces and public institutions. The right to collective bargaining has long been recognized as not only a fundamental human right, but also as the best method of ensuring that employee voices play a vital role in constructing conditions that govern our workplaces. It is a right granted to many other public higher ed institutions in the nation, and indeed to many private, prestigious institutions in our own state. The reasons to exempt four-year public higher ed institutions from this path make no sense. I again therefore call for a favorable report to this Bill.

Sincerely,

William Anderson, Graduate Assistant
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*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umgradworkers.org or umdaaup@gmail.com if you have any questions.*

would.prefer.not.to.share.pdf

Uploaded by: Would prefer not to share

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee
By Would prefer not to share
SB0823**

**State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants
March 7, 2024
FAVORABLE**

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

As an instructor of record, twice a week, for 75 minutes, I teach a 400-level course with 30 students in it. Last semester, I took four courses and taught the fifth. I spent over eight hours a day at work, worked every weekend, and could barely make ends meet. As an international student, I am not allowed to work outside of campus, meaning that the 23k I make per year is all I am able to earn per year to support myself. It is stressful and dehumanizing, and it devalues my expertise (I have two master's degrees). Overall, as a first-generation student, I am starting to doubt the value of education and the point of telling my students to do their best and work hard because, in my and many of my colleague's cases, that is not true, and by any means enough.

Sincerely,

Would prefer not to share
University of Maryland, College Park
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geindiplomski@gmail.com

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

ziad.bentahar.pdf

Uploaded by: Ziad Bentahar

Position: FAV

**Written Testimony Submitted to the
Maryland Senate Finance Committee**

By Ziad Bentahar

SB0823

State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, and Graduate Assistants

March 7, 2024

FAVORABLE

Dear Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee,

My name is Ziad Bentahar and I am Associate Professor at Towson University, where I have worked since 2014. I call on this committee to issue a FAVORABLE report to the bill for collective bargaining for faculty. The state already grants this right towards nearly every other state employee, as well as the faculty at our community colleges and the non-academic workforce at our 4 year institutions. It is clear that this right should be extended to the rest of higher education in Maryland.

At Towson, I typically teach seven college courses per academic year. I teach courses in Arabic and French language and culture at various levels from absolute beginner to advanced fluency. I have also taught first-year seminars to introduced incoming students to the rigors of college work, and a graduate seminar in Global Humanities for Master's students. I am currently teaching a course on immigration with a focus on the Middle East. As a faculty member, I am in the classroom, in direct contact with our rising generations as they seek a public education for a fair chance in society. Previously, I taught college courses at two other Universities in other States, as well as at a third university overseas, for a combined total of two decades of University teaching experience. Therefore, my testimony is informed not only by my work in a public academic institution in Maryland, but also by the broader national and international context of the educational stakes in our State.

COLLECTIVE BARGAINING FOR FACULTY MEANS MORE QUALITY EDUCATION

Our work as faculty requires devoted focus, time, and energy to ensure quality of education and production of knowledge. This makes it impossible to dedicate additional time to communicate effectively with administration. Collective bargaining can strengthen relations between administration and faculty. Collective Bargaining allows us faculty to concentrate on our vocation as educators, educating the people of the State, their children and relatives, their neighbors, coworkers, service providers, and their fellow Marylanders. Just because education is a labor of love, it doesn't mean it's not labor. As such, it deserves the same rights as any other form of labor in America. Collective Bargaining is a basic democratic right that ensures fair working conditions that the faculty deserve, not only because they are literally in the classrooms and labs, deep in the nitty gritty of public education, but also because they are citizens of Maryland deserving of the dignity and ideals of this country.

COLLECTIVE BARGAINING CAN ENSURE WE DON'T RUN OUT OF TEACHERS

While the numbers of students have increased steadily over the years, the numbers of faculty have decreased. Collective bargaining for faculty will create conditions that make the professions of education more attractive for potential future educators. It will ensure that we don't run out of professors. It is the faculty of tomorrow who will enable our universities to continue to be hubs of knowledge production and scientific innovations, and attract the best and brightest from within our shores as well as beyond. Collective

Bargaining safeguards our public universities because it makes the profession of faculty member an appealing job prospect to rising generations of Marylanders preparing to enter the workforce.

LET'S MAKE PUBLIC UNIVERSITIES ATTRACTIVE PLACES TO WORK

Collective bargaining is a right already granted to many other public Higher Ed institutions in the country, and to many private, prestigious institutions in our own State. The reasons to exempt 4-year public institutions from this path just no longer make sense. Our public universities are important to our society for the educational services they provide. They are also opportunities for employment. Let's make them attractive workplaces for the faculty of the future, lest we waste our potential as world leaders in knowledge production.

Please support our educators' right to have the option to organize, and pursue their vocation while having access to fair and transparent workplace conditions. The change Collective Bargaining rights will bring to our State's Colleges and Universities is a positive one. Indeed, it is a vital and urgent one, which will have positive repercussions rippling across our State.

Thank you for your attention.

Sincerely,

Ziad Bentahar
7901 Regents Drive, College Park, MD 20740
ziad.bent@gmail.com

*This testimony has been submitted on behalf of this individual by the University of Maryland Graduate Labor Union (GLU) and the Chapter of the American Association of University Professors (UMD AAUP).
Please contact us at info@umdgradworkers.org or umdaaup@gmail.com if you have any questions.*

SB823_USM_UNF.pdf

Uploaded by: Andy Clark

Position: UNF



SENATE FINANCE COMMITTEE

Senate Bill 823

State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, Post Doctoral Associates, and Graduate Assistants

March 7, 2024

Unfavorable

Chair Beidle, Vice Chair Klausmeier and members of the committee, thank you for the opportunity to offer testimony on Senate Bill 823. The Chancellor, the Board of Regents and the presidents have the deepest respect for the world class faculty and graduate students in the University System of Maryland (USM). In fact, many of the same USM leaders have not just “walked” in the shoes of graduate students and faculty – they still wear them along with their own doctoral regalia.

Senate Bill 823 simply has the potential to undermine the successful and ongoing support of Academic Freedom and Shared Governance that makes the USM so effective, and the state investment so powerful.

Why is collective bargaining not necessary for the faculty and graduate students in the University System of Maryland?

Academic Freedom

Academic Freedom is a long-standing tradition in American higher education, that has been around since 1940, that the American Association for University Professors (AAUP) defines as:

“...the freedom of a teacher or researcher in higher education to investigate and discuss the issues in his or her academic field, and to teach or publish findings without interference from political figures, boards of trustees, donors, or other entities. Academic freedom also protects the right of a faculty member to speak freely when participating in institutional governance, as well as to speak freely as a citizen.”

According to AAUP—the best protection for academic freedom are:

“...institutional rules and regulations that comport with procedural recommendations developed by the AAUP, specify how and why an institution can terminate a faculty member’s service, and provide for faculty tenure. Tenured appointments should be terminated only for cause and should be considered by an elected faculty committee.”

The USM has such processes at each of its universities. Essentially, academic freedom does NOT rely on the ability of faculty to collectively bargain.

Shared Governance

Shared Governance has been an integral part of higher education for 100 years, and it is a critical way of ensuring meaningful faculty and graduate student participation in institutional governance.

As defined by AAUP, “Shared governance refers to the joint responsibility of faculty, administrations, and governing boards to govern colleges and universities. Differences in the weight of each group's voice on a particular issue should be determined by the extent of its responsibility for and expertise on that issue.”

This process is not just a “theory”. The Council of University System Faculty (CUSF) conducts an annual survey on Shared Governance that emphasizes the importance of faculty involvement in personnel decisions, selection of administrators, preparation of the budget, and determination of educational policies. Shared Governance within the USM is dynamic and nimble.

Here are a few examples from the CUSF survey from Spring 2023—with 1935 total anonymous participants,

- When asked if they were involved in shared governance on their campus about half the respondents said “yes”.
- On the question of whether or not their shared governance representatives have an impact on campus policies that matter—which gets to the heart of the efficacy of shared governance; fewer than a quarter of respondents said “no”.
- When asked if they were happy with their input into academic policies on their campus—nearly half said “yes” while only 30% said “no”.
- Finally, when asked whether or not their campus president supports and advocates for shared governance only 10% said “no”. This is a ringing endorsement for the effective work of our university leaders.

Shared governance begins with the belief that the faculty and administration feel that they are “partners in a common project”. This is what the “shared” in shared governance means. This doesn't imply that there is agreement each time, but there is collegiality and respect.

What about Graduate Students?

We firmly believe that they are students—not workers. The duties they perform are directly related to their status as students. For most, if not all of them, it is aligned with their training as a scholar and instructor. It is virtually impossible to tease apart anything that is not directly related to their training from the activities they do as a graduate assistant or research assistant. Graduate students who are graduate teaching or research assistants typically receive not only a financial stipend but also tuition remission (i.e., free tuition) and benefits.

On all USM campuses with graduate student assistants and researchers, there are regular “meet and confer” sessions. Additionally, our campuses provide training for faculty on mentoring graduate students.

There will always be a small number of people who are unhappy with the system—we don't discount their voices and we want to reach out to them and work with them to ensure the best possible education for our students and the best possible academic environment for our world class faculty.

As my colleagues share specific examples from our campuses on the ways in which shared governance operates successfully you will see why we believe so deeply in this presumption of a shared commitment between the faculty and the administration. We work together in a respectful manner to ensure the best outcomes for our students. We are concerned that with faculty collective bargaining, the role of shared governance will be greatly diminished, and a unique strength of public higher education in Maryland will be lost.

The USM respectfully urges an unfavorable report on Senate Bill 823.



SB 823 Finance Committee 2024.pdf

Uploaded by: David Ownby

Position: UNF



Office of Graduate Studies

8000 York Road
Towson, MD 21252-0001

March 7, 2024

The Honorable Senator Pamela Beidle
Chair, Senate Finance Committee
Miller Senate Office Building
Annapolis, MD 21401

RE: Senate Bill 0823 State Personnel-Collective Bargaining

Chair Beidle and Members of the Committee:

Thank you for the opportunity to provide testimony on Senate Bill 823, which would authorize graduate assistants to collectively bargain. Towson University respectfully opposes this legislation and urges the Senate Finance Committee for an **unfavorable report**.

Towson University is the largest public university in the Baltimore Region with a current enrollment of around 19,500 students. We take pride in compensating our faculty, staff, and students fairly, and to date, these groups have had little interest in pursuing unionization.

Of the approximately 3,000 graduate students at TU, about 10% are currently graduate assistants (10 or 20hr positions) with less than 70 of them as teaching assistants. Due to the relatively small number of assistants on campus, all are invited to the university's "Meet and Confer" meetings.

The university's "Meet and Confer" process, is an open invitation to all assistants to attend a meeting with the Provost, Vice President for Administration and Finance, Vice President of Operations and Chief Human Resources Officer, Vice President of Student Affairs, and the Dean and Associate Dean of Graduate Studies. These meetings occur once each semester for them to discuss their concerns and solutions. It is a learning opportunity for both administration and students with many individual problems identified over the years that have been quickly addressed by directing students to resources already available. It has also been a productive avenue to address broader student concerns and develop pathways to solutions for the past eleven years.

Graduate students have a valued role in shared governance at TU. They are included as members of multiple college and university level committees including those addressing university budget, curriculum, and student appeals. The Graduate Student Association President is an ex officio member of the Academic Senate. We meet weekly with the leadership of the Graduate Student Association with representation from all TU colleges.

The stipends of all assistantships have been steadily increased at TU. Increases of 50% since Spring 2022 have occurred for the lowest-base master's level assistants and an increase of 23% for doctoral teaching and research assistants. TU awarded both state COLAs (3.0% July 2022, 4.5% November 2022) that were funded by the state for only for faculty and staff to the graduate assistants as well. All assistantship positions include either a free or reduced tuition benefit. Between the increase in stipend levels, adding additional assistantship positions and higher tuition waiver costs, TU has increased its yearly investment in our graduate assistants by over \$2 million since Spring 2018.

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<https://www.towson.edu/academics/graduate/office/>

The Office of Graduate Studies encourages and supports students in reporting violations of Graduate and University policies. Through shared governance processes and other resources available on campus, graduate students have the support networks (Counseling Center, Student Affairs, Advising, Title IX, and Graduate Studies) that they need to resolve problems. Collective bargaining would limit our collective ability to respond to individual cases and to develop personalized solutions for students in need.

The impact of collective bargaining would depend on the details of the contract negotiated and could have a substantial downside for our students. The ones most likely to impact TU students would be a decrease in take-home pay associated with union dues and potentially fewer positions available without state appropriation support to cover any negotiated increases in stipend and benefit costs. The decrease in positions would impact the number of financially struggling students able to complete their graduate degrees and become valuable members of the Maryland workforce with minimal graduate student loan burden.

Collective bargaining for research assistants would also impact faculty and student research productivity, changing the mentor/mentee relationship to one of employer/employee and by increasing the proportion of grants dedicated to student salary and benefits, therefore reducing the amount available for doing the proposed project. Graduate deans and research faculty at universities with unionized graduate students report that the number of doctoral students is decreasing due to costs and faculty choices to fund other position types instead of research assistantships with their limited grant funds.

The Office of Graduate Studies is an active advocate for graduate student success both in and out of the classroom. We support graduate student success and provide problem solving when issues arise. Collective bargaining is not a pathway that has been actively explored by TU graduate students and would not be in their best interests. Our students' concerns are being heard and addressed within the current procedures in place.

Sincerely,



Sidd Kaza, PhD
Associate Provost of Research and Dean of Graduate Studies



David R. Ownby, PhD
Associate Dean of Graduate Studies



Abzug written testimony.pdf

Uploaded by: Joshua Abzug

Position: UNF

Dear Committee:

Many faculty strongly disagree with joining a union and worry that the unique character of each university could be lost if all our faculty are represented under a single umbrella. That is a risk the legislature should not take.

These excellent universities, from Salisbury University on the Eastern Shore to Frostburg University in Western Maryland, and the ten others in between, have established a wide array of character and missions to meet the varied needs of our students and our future workforce. That's why it is imperative that we protect the mission and quality of education at Bowie State University, Towson University, and UMBC just as much as we protect the great work of our faculty and students in College Park. Each of these institutions operate on their own budgets and are run very differently.

From my own experience I know that the faculty at the University of Maryland, Baltimore (UMB) are quite distinct from the faculty at the other USM institutions including University of Maryland, College Park where the authors of the aforementioned article are faculty. For example, here in Baltimore, we're preparing the next generation of doctors, nurses, pharmacists, dentists, lawyers, and social workers. Many of those faculty have clinical responsibilities taking care of patients. And many are also employed based on the research they are conducting. In fact, the majority of faculty at UMB are additionally involved in teaching outside the classroom, which is quite distinct from the faculty at College Park and the other institutions.

At UMB, teaching occurs in dental clinics, medical outpatient facilities, in hospital units, and operating rooms, for example. Teaching and learning happens twenty four hours a day, seven days a week, including holidays. Due to these distinct differences, one cannot imagine that a union representative, especially one that has historically represented administrative staff and autoworkers, could effectively represent a faculty as diverse and distinct as those across the University of Maryland, Baltimore, nor truly collectively bargain with equal interests in mind. Salary structures, incentive compensation, benefits, work environment, even the potential grievances are quite different.

It's important to recognize that each of the Universities within the system already has a shared governance model to help sort out these issues. Although the authors seem to dismiss this, perhaps due to their own poor experience of it, the shared governance structure at UMB is successful and well regarded across campus. Faculty members have easy access to communication on a regular basis with the University President and Provost. Faculty representation is present on funding committees as well as search committees for leadership of the University. In fact, UMB has had multiple new deans, a new provost, and a new president all within the last few years, and faculty representation was present, via shared governance, on each of these search committees.

Recruitment and retention of faculty are primary roles for any University's leadership. The needs and the means to perform these tasks are quite different across the University System of Maryland. Some universities are located in an urban environment, while others are located in a rural environment. For instance, the cost of living in rural Somerset County, where

University of Maryland, Eastern Shore is located is very different from that of the University of Maryland, College Park, just a few miles from Washington, D.C. Unionization of the university system as a whole may seem like a benefit for faculty and some institutions, while imposing great harm to others.

Calls for the legislature to allow unionization of the entire University System of Maryland recklessly ignore the needs and interests not only of the faculty at each of our unique institutions of higher learning, but of the students we serve and the next generation of Marylanders whom they will serve. Legislators should step away from this plan, and urge each university to further strengthen their current shared governance system to ensure better working conditions that work for each university. This is the path each individual university should take.

Joshua Abzug, MD

Oksana Mishler, RDH, MS, DHSc

Greg Carey, PhD

Joshua Abzug, MD, is a Professor at the University of Maryland Baltimore (UMB) who was the former UMB Faculty Senate President. He is currently the Vice-Chair for Clinical & Administrative Affairs in the Department of Orthopedics within the University of Maryland School of Medicine. He is also the Director of Pediatric Orthopedics for the University of Maryland Medical Center and the Deputy Surgeon-in-Chief of the University of Maryland Children's Hospital.

Oksana Mishler, RDH, MS, DHSc, is a Clinical Associate Professor at the University of Maryland Baltimore (UMB) who was the former UMB Faculty Senate Vice-President. She is currently the Director of Graduate Studies for Dental Hygiene within the University of Maryland School of Dentistry.

Greg Carey, PhD, is an Associate Professor at the University of Maryland Baltimore (UMB). He is the executive director of student research and community outreach for the University of Maryland School of Medicine.

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Position: UNF



SENATE FINANCE COMMITTEE

**Senate Bill 823 – State Personnel – Collective Bargaining – Faculty, Part-Time Faculty,
Post Doctoral Associates, and Graduate Assistants**

March 7, 2024

Unfavorable

Chair Beidle, Vice Chair Klausmeier and members of the committee, thank you for the opportunity to offer testimony on Senate Bill 823.

On behalf of the University System of Maryland (USM) we respectfully oppose SB 823 as written. The USM is comprised of twelve distinguished institutions, and three regional centers. These institutions are located throughout the state, from western Maryland to the Eastern Shore, with the flagship campus in the Washington suburbs. The USM includes three Historically Black Institutions, comprehensive institutions and research universities, and the country's largest public online institution. There are nearly 17,000 faculty and over 6,100 graduate assistants across the USM.

While some may argue that SB 823 is simply enabling legislation that will give certain groups the choice of whether to organize or not, the issue is more nuanced. The practical reality is that there are union groups both at the table and on the sidelines supporting this legislation who will begin that organizing work immediately despite what employees at each of the campuses actually want.

Beyond that, the process for electing an exclusive representative is structured in such a way that the actions and interests of a minority could bind the entire bargaining unit. Signatures collected on showing-of-interest forms are valid for 18 months. If a union collects showing-of-interest forms signed by at least 30 percent of the eligible employees in a proposed unit, an election will be held by secret ballot. The election's outcome is determined by a simple majority of the valid votes cast in the election, regardless of the size of the proposed unit. The decision of the simple majority will bind all employees who are eligible to vote, regardless of whether they do vote.

If, on the other hand, a union collects showing-of-interest forms signed by more than 50 percent of the eligible employees, the exclusive representative will be immediately recognized. No election will be held, and employees will have no opportunity to vote by secret ballot. This means that an employee is bound by a decision they may have made 18 months ago without the opportunity to re-evaluate.

There are some additional concerns and challenges with this bill as written. SB 823 would establish broadly defined bargaining units which lack the requisite community of interest for appropriate and effective bargaining. There are significant differences in the functions and responsibilities of tenured faculty as compared to non-tenure track faculty or even adjuncts. Likewise, there are significant differences in the expectations for research graduate assistants as compared to teaching or administrative graduate assistants. In establishing proper bargaining units, the general tenets of labor law require that the positions in the unit share a sufficient community of interest such that they may reasonably be grouped together for purposes of collective bargaining. Further, nothing in this bill would restrict these newly established units from electing to negotiate on a consolidated basis if

represented by the same exclusive representative – something we would argue is not appropriate for these units.

Finally, it is unclear why SB 823 would remove the authority of the Board of Regents to define certain exclusionary terms (supervisory, managerial, and confidential) when DBM would continue to retain that authority for the State Personnel Management System. Such a change would impact the twenty-five (25) existing bargaining units across the USM, not just those units for which collective bargaining rights are being sought under this bill.

For all the foregoing reasons, and as expressed in any separate testimony submitted on behalf of the USM, we respectfully urge an unfavorable report on SB 823 as written.



Final SMCM HB493_SB823 INFO Testimony.docx.pdf

Uploaded by: Brandon Engle

Position: INFO

House Bill 493 / Senate Bill 823
State Personnel - Collective Bargaining - Faculty, Part-Time Faculty, Postdoctoral
Associates, and Graduate Assistants
House Appropriations Committee / Senate Finance Committee
March 7, 2024

Letter of Information

Chair Beidle, Vice Chair Klausmeier, and members of the Senate Finance Committee, thank you for the opportunity to share St. Mary's College of Maryland's analysis of Senate Bill 823.

In general, this bill would extend collective bargaining rights to full- and part-time faculty at the College, as well as any future postdoctoral associates and graduate assistants; it should be noted that the College does not currently retain any postdoctoral associates or graduate assistants on our faculty or staff. Senate Bill 823 would also require full- and part-time faculty members to establish separate bargaining units from one another. In our assessment, this bill would materially alter the existing deliberative, collaborative, and collegial process of shared governance by which our institutional decisions are made.

The College's current model of shared governance has historically functioned well as a mechanism which requires all stakeholders to focus on the best interests of our students and the College's long-term success. Recent achievements of our existing shared governance structure include the strong and successful collaboration between Admissions and faculty to increase enrollment, as well as the development and execution of our most recent strategic plan – "The Rising Tide" – which has been the focus on an integrated, campus-wide effort. A new shared governance effort to be put forward later this year is a faculty-led initiative to develop new academic programming. The College is also currently in the process of undertaking an assessment of the status of shared governance at St. Mary's College of Maryland to ensure that all parties continue to be engaged in achieving our commonly supported mission. Finally, Faculty Bylaws concerning work-place conditions are routinely examined and updated through the shared governance process to ensure that any and all faculty members have a forum to voice their concerns or requests in real-time. Such a process has been underway over the last few months and will be finalized in the fall of 2024.

Establishing collective bargaining rights for faculty would add additional responsibilities for management, including the need for additional staff in human resources, restructuring of job

responsibilities within academic affairs for non-bargaining supervisors, and substantial training. This would require new resources at a time when budgets are already incredibly tight.

St. Mary's College of Maryland remains committed to offering a premier liberal arts education that is both affordable and accessible to a broad spectrum of Maryland students. We also remain committed to continuing our long tradition of productive and collaborative relationships with both faculty and staff to address both programmatic and workplace needs through existing processes. Thank you for your consideration and continued support of St. Mary's College of Maryland.

A handwritten signature in black ink, reading "Tuajuanda C. Jordan". The signature is written in a cursive style with a large, prominent initial "T".

Tuajuanda C. Jordan, PhD
President