

**abdirisak.mohamed.pdf**

Uploaded by: Abdirisak Mohamed

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Abdirisak Mohamed, Part-time Lecturer  
SB0750  
State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My name is Abdirisak Mohamed and I am part-time lecturer at 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.

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,

Abdirisak Mohamed, Part-time Lecturer  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

# **SB750 - FIN - FAV - ASchneider.pdf**

Uploaded by: Adam Schneider

Position: FAV

**TESTIMONY IN SUPPORT OF SENATE BILL 750**  
**State Personnel – Collective Bargaining – Faculty**

**FINANCE COMMITTEE**  
**February 20, 2025**

Thank you, Chair Beidle, Vice Chair Hayes, and members of the Finance Committee, for your serious consideration of SB 750, which would extend collective bargaining rights to faculty within the University of System of Maryland (USM), Morgan State University, and St. Mary's College of Maryland. My name is Adam Schneider. I have worked as both an adjunct and contract faculty at the University of Maryland School of Social Work (UMSSW) in Baltimore (UMB), and currently hold a (full-time non-tenure-track) rank of Clinical Associate Professor. **I offer this testimony in strong support of Senate Bill 750 because faculty across the USM, at Morgan State University, and at St. Mary's College - like all other state workers<sup>1</sup> - deserve collective bargaining rights.**

**SB 750 addresses gaps and failures in the current “shared governance” model.** I have sought to engage meaningfully in “shared governance”: I am an active member of numerous faculty committees at the UMSSW, a member of UMB's Faculty Senate, and a member of the Council of University System Faculty (CUSF) and its legislative affairs committee. “Shared governance” has a role; in many contexts and on many issues, however, the role of faculty in “shared governance” is merely advisory. Some important questions – such as budgetary matters and employment conditions – are rarely if ever raised with faculty “shared governance” bodies. It is, therefore, unsurprising that CUSF has voted overwhelmingly for at least a decade and a half to adopt resolutions in support of the expansion of collective bargaining rights. SB 750 not only provides faculty of all ranks the ability to sit across the table and speak with university administrators; it will encourage these administrators to listen and respond to the concerns and needs raised by faculty.

**Challenging political and budgetary times make SB 750 more urgent and necessary.** We understand that the State, the USM, and our campuses face a challenging political and budgetary environment. Bargaining rights – indeed any rights – should not depend on the finances of employers, which change over time. Real and robust engagement of all stakeholders is needed when difficult decisions may need to be made. Such engagement is not only just, it leads to better outcomes and more ownership. Unions have been the most powerful countervailing force against recent federal attacks - of all kinds. The State of Maryland and the USM should want a strong and independent faculty voice – made possible through unions protections - that can be a bulwark to protect our students, our institutions, and our stated values.

**SB 750 responds to changes in the workforce and higher education, which increasingly rely on so-called “contingent” workers.** Such workers make up a larger and larger percentage of the U.S. economy. In the years following the Great Recession the U.S. Government Accountability Office (GAO) estimated that 40% of the U.S. workforce was contingent.<sup>2</sup> A significant – and often overlooked – sector that has seen a dramatic increase in the size of its contingent workforce is

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<sup>1</sup> Maryland Department of Budget and Management (n.d.) Collective bargaining in Maryland. [https://dbm.maryland.gov/employees/Pages/CB\\_Home.aspx](https://dbm.maryland.gov/employees/Pages/CB_Home.aspx)

<sup>2</sup> U.S. Government Accountability Office. (April 20, 2015). Contingent workforce: size, characteristics, earnings, and benefits. Available at <https://www.gao.gov/assets/670/669899.pdf>.

academia. In fact, U.S. Bureau of Labor Statistics finds that almost one-third of contingent workers are within education and health services industry.<sup>3</sup> The makeup of the academic workforce has changed substantially. Today, there are far more contingent full- and part-time faculty than full-time tenured appointments.<sup>4</sup> According to the GAO, “These contingent workers are also more likely than standard workers to experience job instability, and to be less satisfied with their benefits and employment arrangements than standard full-time workers. Because contingent work can be unstable or may afford fewer worker protections depending on a worker’s particular employment arrangement, it tends to lead to lower earnings, fewer benefits, and a greater reliance on public assistance than standard work.”<sup>5</sup>

**Many contingent and adjunct faculty members struggle to make ends meet.** The American Community Survey found that nearly one-third of part-time faculty live near or below the federal poverty line, and the UC Berkeley Labor Center found that a quarter of families of part-time faculty are enrolled in at least one public assistance program like food stamps and Medicaid, or qualify for the Earned Income Tax Credit.<sup>6</sup> The Chronicle of Higher Education found “a large portion of universities and colleges limit their adjuncts’ hours to avoid having to provide health insurance now required for full-timers under the Affordable Care Act.”<sup>7</sup>

**With SB 750, USM and its institutions will join many other universities both locally and nationally to extend collective bargaining rights** – including at the University of Michigan, the University of Illinois, and the University of California. The University of Wisconsin, my alma mater, has had faculty (and graduate student) collective bargaining rights for decades. The protections and voice that such rights provide only strengthen the university’s teaching, research, and community.

**I strongly urge a favorable vote on SB 750,** and greatly appreciate your time and consideration.

Adam Schneider (adamfschneider@gmail.com)

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<sup>3</sup> U.S. Bureau of Labor Statistics (May 2017). Industry of contingent and noncontingent workers, percentage distribution. Available at <https://www.bls.gov/spotlight/2018/contingent-workers/home.htm>.

<sup>4</sup> American Association of University Professors. (Jan 28, 2025). IPEDS academic workforce: Makeup of the academic workforce, by type. Available at <https://data.aaup.org/academic-workforce/>.

<sup>5</sup> U.S. Government Accountability Office. (April 20, 2015).

<sup>6</sup> Frederickson, C. (Sept 15, 2015).

<sup>7</sup> Dunn, S. (Apr 22, 2013). Colleges are slashing adjuncts’ hours to skirt new rules on health-insurance eligibility. Chronicle of Higher Education. Available at <https://www.chronicle.com/article/colleges-are-slashing-adjuncts-hours-to-skirt-new-rules-on-health-insurance-eligibility/>.

**alex.bennett.pdf**

Uploaded by: Alex Bennett

Position: FAV

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

**By Alex Bennett**

**SB0750**

**State Personnel - Collective Bargaining - Faculty**

**February 20, 2025**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

I am a resident of Maryland and alumnus of College Park. I implore the committee to advance this bill. Now more than ever, it is vitally important for job security, essential benefits, and living wages to be guaranteed for all working people through binding contracts. There is no coherent reason to restrict certain employees of higher education institutions from collective bargaining while community college faculty and the non-academic workers at four-year schools enjoy this basic right. It is unconscionable to me that any of the wonderful teachers who educated me as an undergraduate would still be treated as lesser than some of their colleagues today. Please take the first step in righting this wrong by issuing a favorable report on this bill. Thank you.

Sincerely,

Alex Bennett

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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

# **UAW Statement on SB 750.pdf**

Uploaded by: Alexandra Foley

Position: FAV





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INTERNATIONAL UNION, UNITED AUTOMOBILE, AEROSPACE & AGRICULTURAL IMPLEMENT WORKERS OF AMERICA – UAW

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SHAWN FAIN, *PRESIDENT* • MARGARET MOCK, *SECRETARY-TREASURER*  
VICE-PRESIDENTS: CHUCK BROWNING • MIKE BOOTH • RICH BOYER

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
SB 750  
State Personnel – Collective Bargaining – Faculty  
February 18, 2025  
SUPPORT**

The UAW strongly supports Senate Bill 750. This legislation establishes collective bargaining rights for faculty at Maryland’s public colleges and universities. In 2021, employees, including faculty, at Maryland’s community colleges won collective bargaining rights with overwhelming support in the General Assembly.<sup>1</sup> There is no good reason why our dedicated faculty at the constituent institutions of the University System of Maryland should not be afforded the same rights to join together and bargain over their wages and working conditions.

For decades, faculty in states across the country and at peer institutions have enjoyed collective bargaining rights, with more and more exercising their rights every year. In Alaska and Maine, over 70% of faculty are represented by a union.<sup>2</sup> Maryland is woefully behind the curve, including among Big Ten institutions with faculty unions, such as the University of Michigan and Rutgers University. By failing to enshrine collective bargaining rights for its faculty, Maryland is also holding itself back from a better academic environment. Research suggests that faculty unionization improves organizational efficiency and effectiveness in higher education institutions.<sup>3</sup>

This research is borne out in the experiences of UAW members in academic workplaces across the country. They have secured increases in pay, protections against harassment, better health coverage, enhanced job security, access to materials, and more. Their gains at the bargaining table have made them better able to carry out the missions of their universities.

The 20,000 faculty in the University System of Maryland deserve access to this basic workplace right. Their institutions, classrooms, and research facilities will be better off when faculty are able to improve their working conditions through collective bargaining.

As a union representing over 100,000 academic workers at public and private institutions of higher education across the country, the UAW strongly urges the committee to issue a favorable report on Senate Bill 750.

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<sup>1</sup> SB 746, <https://mgaleg.maryland.gov/mgawebsite/Legislation/Details/SB0746?ys=2021RS>

<sup>2</sup> National Center for the Study of Collective Bargaining in Higher Education and the Professions, Directory of Bargaining Agents and Contracts in Institutions of Higher Education at 18, <https://research-data.hunter.cuny.edu/ncscbhhep/2024DirectoryofBargainingAgentsandContractsinInstitutionsofHigherEducation.pdf>

<sup>3</sup> Mark Cassell & Odeh Halaseh, The Impact of Unionization on University Performance at 16, <https://thekeep.eiu.edu/cgi/viewcontent.cgi?article=1314&context=jcba>

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**alicia.volk.pdf**

Uploaded by: Alicia Volk

Position: FAV

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

**By Alicia Volk, Professor**

**SB0750**

**State Personnel - Collective Bargaining - Faculty**

**February 20, 2025**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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 on this bill. 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 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 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 this bill.

Sincerely,

Alicia Volk, Professor  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**facultytestimony\_dotson.pdf**

Uploaded by: Amanda Dotson

Position: FAV

**Written Testimony Submitted for the Record to the Maryland Senate**  
**Senate Finance Committee**  
**Faculty Collective Bargaining Bill**  
**SB0750**  
**February 20, 2025**

Dear Chairperson Biedle, Vice Chair Hayes and members of the Senate Finance Committee.

My name is Dr. Amanda Dotson. I have been a yearly contractual lecturer at Morgan State University in the Department of Physics and Engineering Physics since 2017. I am working with my colleagues and AFT Maryland to secure collective bargaining rights through SB0750. SB 750 provides the right to engage in collective bargaining, a right that university faculty currently do not have, yet many federal employees, Maryland state employees such as community college faculty, and members of the non-academic workforce at four-year institutions do. I call on this committee to issue a favorable report to this Bill.

I am proud to work at Morgan State University and feel like I am a vital part of the campus community through my teaching and work with students outside the classroom as a mentor, informal advisor, and club advisor. My contract is for 12 credits per semester, which typically works out to four courses. For the past four years I have also voluntarily taken on an extra three or four credit "overload" course to help support the department, bringing my course load to 5 courses. During the current semester I am responsible for teaching 17 credits. I teach many core courses in my department: stellar astronomy (which fulfills a physical science credit for non-science majors), Algebra-based physics 1 and 2 (required for biology majors), calculus-based physics 1 and 2 (required for physics, math, engineering, and chemistry majors), and astrophysics (an upper-level elective for physics majors). I hold regular office hours for all classes, where students can come for homework help, clarification on class topics, or just a place to grab a snack (which I pay for out of my own pocket) and focus on any work they need to do. My students are the focus of my job and the driving force behind doing what I do.

In addition to my teaching duties, I am the faculty advisor for two on campus clubs (Astronomy Association and the Crochet Club), and head the department curriculum committee. I also support my department in liaising with adjunct faculty, helping them with getting course materials, set up their Canvas online learning platforms, and being a point of contact who can be easily reached to answer any questions they may have about their courses, responsibilities, or department procedures. I mentor students in their search for summer internships, course selection, and future career planning, and have brought students to networking events. I write between 3 and 5 letters of recommendation for students every semester to help them secure scholarships, research opportunities, and internships. I am a co-writer and investigator on grants being used to begin a Physics Tutorial Center on campus and Physics on the Move program to visit local high schools with interactive programs and increase recruitment of Baltimore City Students into the field of physics.

Despite my vital role within the department teaching core courses required for not only physics, but biology, chemistry, engineering, and math students, the shared governance of the University Council has not been sufficient to address the issues that I and other lecturers and instructors face. We have no way of addressing these issues as a unified voice, as many contractual employees are afraid to speak up individually. Most instructor and lecturer contracts are a 9-month contract that must be reissued on a yearly basis. University administrators have the impression that instructors and lecturers on yearly contracts are transient and lack long-term commitment to the university. This could not be farther from the truth. I have been at Morgan State University for 8 years and this is a short amount of time compared to other faculty members who have been in similar instructor and lecturer positions for over ten years. I am also one of the fortunate lecturers who have access to subsidized health benefits. A large percentage of these instructors and lecturers (again, many who have been at Morgan State for a number of years) do not have this benefit nor others such as retirement. The ability to bargain as a collective will provide us a way to work with administration as a collective to address these issues.

My current nine-month salary is approximately \$51,000. If I were single and did not have a partner who was comfortable with the income inequality between us, I would not be able to afford rent or a mortgage and would struggle to live on my own. Lecturers have no opportunity for career advancement or promotion and no way to collectively request that a process be established. In Morgan State's Faculty Handbook, a non-tenure track position with a contract of up to five years known as "Professor of Practice" is described as reserved for

“individuals who have demonstrated excellence in the practice as well as leadership in specified fields.” This type of role is common in universities such as University of Maryland College Park. Unlike tenure-track appointments, which has requirements for promotion, there is no prescribed process for attaining the position of “Professor of Practice.” Many long-term lecturers fulfill the requirements stated in the faculty handbook for the “Professor of Practice” position, but few have been offered this position. There is no defined process describing who will be offered these positions or how to apply for one, leaving us with no career ladder at an institution we have made our careers. Even those tenure track faculty who have a clearly defined promotion and tenure process have these processes unevenly applied to them. Although this issue has been brought up, the shared governance of the university has not addressed these problems.

I am fortunate in that my current department chair understands the critical role I play in the department and feel confident that I will receive a new contract each year. This, however, is not the same as job security nor is it able to help the other faculty members who may not have the same relationship with their department heads. Many faculty members in similar positions as myself are afraid to speak up to administration about issues of job security, a lack of a career ladder, and lack of adequate benefits and pay. The right to collective bargaining will not immediately cause all universities to unionize; this will be voted on by the faculty of each campus and even on unionized campuses, faculty can decline to join a union. Collective bargaining will not guarantee an exorbitant base salary or benefits; it will provide a way to address administration as a unified collective. Having the right to collective bargaining will give us equal footing with administration and allow us to speak with a unified voice about our needs as lecturers and faculty members, something that is not currently done under shared governance. Students deserve to have instructors that are not overloaded with courses, that feel they have job security, have a reasonable salary and health benefits. When we, the faculty, are supported in this way, we can do a better job of teaching, mentoring, and leading our students. When the faculty are empowered, students will also benefit.

Morgan State fills a vital role within Baltimore City giving students from all walks of life access to a college education. The faculty at Morgan State strive to support the students and aid in graduating future generations of social workers, journalists, teachers, engineers, and scientists. Giving university faculty the right to decide if they want to engage in collective bargaining, a right afforded to almost all other Maryland Public Employees, will give us access to a voice that we currently are exempted from. I support this bill wholeheartedly to support not only the advancement of my own career, in support of being more available to the students and the overall advancement of Morgan State University. Again, I call on this committee to issue a favorable report to this Bill.

Thank you,  
Dr. Amanda Dotson  
adotson52@gmail.com

**amy.wickner.pdf**

Uploaded by: Amy Wickner

Position: FAV



**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Amy Wickner, Electronic Records Archivist  
SB0750  
State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My name is Amy Wickner. I'm an archivist and faculty librarian with permanent status at the University of Maryland, College Park, where I've worked for more than 10 years. Specifically, my job is to preserve digital records. Like all of my librarian colleagues, I'm also a researcher. My area of expertise is climate advocacy in the archives field.

I share four major concerns with my coworkers: safe and sufficient staffing; maintenance of work environments; working conditions of adjuncts; and protection for DEIA activities under attack. I'll explain how collective bargaining would make a difference in each of these areas.

A collectively bargained faculty contract could stipulate staffing minimums for academic programs and functions. For example: manageable course loads for faculty who teach, well-staffed research administration in the colleges, and enough archivists to keep the reading room open longer and retrieve boxes on call. With guaranteed staffing levels, we'd be able to do our jobs without ruining our health. We wouldn't tolerate workplace harassment out of fear that a salary line would be lost.

A collectively bargained faculty contract would establish clear and fair terms of employment for my adjunct and contract colleagues, ending the exploitative precarity that's typical of such jobs.

Through collective bargaining, we could achieve safe, sustainably retrofitted, and well-maintained working environments. We could bargain safety measures to protect workers from sick or dangerous buildings, and from hazards related to climate change such as extreme weather. I want a contract that prohibits my employer from dangerously neglecting its physical plant.

A collectively bargained contract could enshrine material commitments to diversity, equity, inclusion, and accessibility. Amid right-wing attacks on higher and public education through universities, K-12 schools, libraries, and the very infrastructure of federal government, public higher ed workers are uniting for mutual aid and defense. Collective bargaining rights solidify our power to protect one another in this necessary work.

The Senate President and university administrators say that shared governance and faculty status are enough for public higher ed faculty to have our say. We're here to break the news that shared governance is only a say. It's just words. For example, the University Senate has no oversight over the university budget. At the college level, shared governance bodies don't vote on budgets, facility plans, or allocations of personnel. I agree with my colleagues that shared governance and faculty status are pointless without collective bargaining rights.

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, and we demand the tools to do so.

Sincerely,

Amy Wickner, Electronic Records Archivist  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**Final Cook-Hayes SB 750 Support.docx.pdf**

Uploaded by: Angelique Cook-Hayes

Position: FAV

**Written Testimony Submitted for the Record to the Maryland Senate  
Finance Committee  
February 20, 2025  
SB 750: State Personnel - Collective Bargaining - Faculty  
SUPPORT**

Good afternoon Chair Beidle, Vice Chair Hayes and members of the Senate Finance Committee.

My name is Angelique Cook-Hayes. I am an Assistant Professor of English at Baltimore City Community College. I have been an Assistant Professor of English for twelve years at BCCC. I am working with my colleagues and AFT Maryland to secure collective bargaining rights for four-year universities in the state. I call on this committee to issue a favorable report to SB 750.

As faculty, we represent only a very few Maryland public employees who do not have these rights. I support the union and became involved in the union because I wanted to secure better working conditions, fairer terms for compensation, and due process and grievance procedures that truly protect faculty. Specifically, the current Administration at BCCC came in and changed the terms and procedures for overload pay and they deemed the grievance and due process procedures as outlined in the Faculty Handbook, invalid. The Administration's radical changes were alarming, and made me realize that as faculty, we needed legally binding protection as workers.

Having the union certified at BCCC has renewed faculty's confidence in speaking up for themselves. Faculty no longer feel that they must consent or adhere to situations created and promoted by the Administration which are not fair to faculty. For example, when we are asked for our expertise in developing new programs and courses, faculty now feel more confident in requiring the proper compensation and working conditions. Furthermore, with fair compensation, and working conditions, faculty have a better incentive to design courses and programs that benefit the academic growth of our students.

The shared governance model does not produce legally enforceable decisions that collective bargaining does. For example, our Administration at BCCC acknowledges the policies and procedures in our Faculty Handbook but has chosen on more than one occasion not to honor the shared governance tenets of it in terms of promotion, compensation, and grievance procedures. Some faculty members have faced contract non-renewal, and the Faculty Senate refused to intervene or advocate for the faculty members due to a fear of retribution from the Administration. Now that we have a union, faculty feel more confident that any and all issues should be discussed and addressed in accordance with our best interests. Therefore, shared governance and Faculty Handbook policies and procedures do not replace collective bargaining. Our current administration has demonstrated that they do not have to honor it.

I believe the faculty at Maryland's four-year universities should have the opportunity to decide for themselves if they too want to have the same protections and rights that we collectively voted to have at BCCC. It has certainly improved morale at BCCC, and faculty are talking to each

other more. People who used to remain quiet are now speaking out and working with union members to address working conditions that impact them and their students.

BCCC serves a uniquely challenged student population. Faculty needs confidence, and resources to provide an on-campus environment of protection and mutual cooperation. Again I call on this committee for a favorable report to SB 750. Thank you.

**anna.rose.nelson.pdf**

Uploaded by: Anna Rose Nelson

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Anna Rose Nelson, Lecturer  
SB0750  
State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My name is Anna Rose Nelson, and I am a lecturer of music theory at the University of Maryland-College Park, where I have worked for two years. As a lecturer, I am not eligible for tenure at any point--my contracts last 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 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 lecturer, my job responsibilities are focused on teaching, and indeed, I teach more credit hours and more students than my tenured or tenure-track colleagues do. I love to teach --my students make this all worth it--but it is a difficult and trying profession. Lecturers are treated relatively well here at UMD (as compared to other institutions I've seen), but it is still a fact that lecturers are treated as dispensable, despite being the main source of teaching power on campus. I teach three classes per term (TT faculty teach one or two); my classes are all enrolled to or past capacity; and I have no teaching support or TA help.

Furthermore, lecturers often find themselves stuck under this intense teaching load for a very long time, leading to high rates of burnout. Lecturers receive no support for research, despite a robust research portfolio being the main ticket to career advancement. This leads to a situation where lecturers have no ability to improve their working conditions, continue teaching heavy loads to make ends meet, and both teacher and student suffer. To make matters worse, the "lecturer"/ "PTK" / "clinical professor" tracks here are very confusing and hard to navigate, which leads to more confusion and distress. My own job title, for example, has changed three times since arriving here at UMD in August 2023 due to "administrative issues," and the outcome has been that I have effectively been demoted without cause other than administrative error, with no recourse or place to turn for help.

A union of supportive colleagues who have access to institutional knowledge and the ability to intervene in negotiations about job titles, class sizes, teaching load, and research and other resources would help me greatly. Without the stress of navigating a system meant to keep low-wage workers in their roles, I would have more time to devote to teaching and service to the school and the academic community at large. I would have recourse when denied basic needs without cause, and I would have a way to communicate with administrators who refuse to answer emails or meet with lecturers.

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 Rose Nelson, Lecturer  
Home Campus: University of Maryland, College Park  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*



**anny.gaul.pdf**

Uploaded by: Anny Gaul

Position: FAV

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

**By Anny Gaul, Assistant Professor**

**SB0750**

**State Personnel - Collective Bargaining - Faculty**

**February 20, 2025**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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 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  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**antoine.borrut.pdf**

Uploaded by: Antoine Borrut

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Antoine Borrut, Associate Professor  
SB0750**

**State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My name is Antoine Borrut and I am an Associate Professor of History at the University of Maryland, College Park, where I have worked for 16 years. I call on this committee to issue a favorable report on 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 fortunate to be a tenured faculty member, but I am deeply concerned about recent trends in higher education. The growing administrative burden imposed on all faculty by the university poses significant challenges: the reporting culture and corporatization of higher education more broadly simply distracts faculty from their core missions of teaching and producing new knowledge. It also severely undermines shared governance by imposing pointless layers of administration that disregard due process or overturn decisions made by the University Senate. It also directs university resources to high-level administrators rather than to all faculty and students, an issue that has been highlighted in many studies and reports about this university. The illusion that faculty members can adequately divide their work between research, teaching, and service has become a treacherous illusion. This is particularly frustrating given that tenure, promotion, and merit are based almost exclusively on research. Seniority also means a significant increase in service and administrative duties, which further detract from research. The situation is particularly challenging for women and contingent faculty, who are expected to perform a disproportionate share of service. The university has also increasingly relied on contingent faculty, who have no job security and must teach a ridiculous number of courses to barely make ends meet. This erosion of tenure has massive consequences for faculty and students alike. Graduate students also need better protections to restore manageable workloads and a decent income, especially given the cost of living in the DC area. This should be seen as a top priority to improve the standing of the university. The specific situation of international graduate students should also be considered, as they are deprived of many opportunities due to visa restrictions. These are just some of the most pressing issues we face today. Each would require a longer development, but they all have a common solution: collective bargaining rights would be a crucial step in addressing these pressing issues. Collective bargaining democratizes workplaces, and we must demonstrate our commitment to it in every area of our common life at this historic moment when democracy is under threat in crucial places. 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,

Antoine Borrut, Associate Professor  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**ariana.nadia.nash.pdf**

Uploaded by: Ariana Nadia Nash

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Ariana Nadia Nash, Non-tenure track Lecturer  
SB0750  
State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My name is Ariana Nadia Nash and I am a full-time non-tenure-track lecturer in the English department at the University of Maryland College Park, where I have worked for two years. I call on this committee to issue a favorable report on this Bill and undo the injustice of depriving Maryland faculty of the right to collectively organize. Given that the state has already acknowledged the rights of other state employees, including faculty at community colleges and the non-academic workforce on our campuses, it is clear that the state should no longer delay extending this right to all higher education workers in Maryland. Most semesters I teach around ninety students in four classes. I give each of these students personal attention, in class, in my office hours, in my written feedback on anywhere from eight to thirteen written assignments each semester. It is a grueling amount of work--which I happen to love--but I am underpaid for it, so much so that my husband and my shared salaries do not give us and our two children what MIT calculates to be a living wage for Washington DC. The degree to which my salary is low is highlighted by the comparison to tenure-track faculty, who make two and three times what I do for teaching far fewer classes, often with the support of teaching assistants and professional development grants, and other forms of institutional aid. We should have the right collectively as faculty to sit down with our employers and come up with tenable ways to close this gap and compensate me and my non-tenure-track colleagues fairly. While faculty like myself have some representation in institutions of shared governance, it is more minimal than tenured faculty and also more difficult to engage with given that participation in such processes is not compensated and lies outside of the terms of my job. Tenured faculty, on the other hand, are given low course loads in part because this kind of service is expected of them and factored into their workload. However, for all faculty, non-tenure-track and tenure-track alike, this shared governance is minimal, and does not cover those topics traditionally addressed by collective bargaining, like wages, benefits, and promotion. The right to organize gives faculty the opportunity to address these issues with employers, and to do so collectively, among ourselves and in negotiation with university administrators. I have been a part of two different previous organizations of higher education workers, both of which led to greater job stability and satisfaction among those workers. It reduced turnover, increased parity and inclusiveness, and improved education. Not only faculty but also students suffer when faculty are overworked and underpaid. In these troubling times, every legislature should be promoting democratic structures, particularly in public institutions. That the state of Maryland denies any of its public employees the right to negotiate with management deprives workers of their rights and sends a message that individual rights can be denied for no legitimate reason. I again therefore call for a favorable report to this Bill and the end to the injustice of denying state employees their rights within their workplaces.

Sincerely,

Ariana Nadia Nash, Non-tenure track Lecturer  
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English Department



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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**asim.ali.pdf**

Uploaded by: Asim Ali

Position: FAV

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

**By Asim Ali, Senior Lecturer**

**SB0750**

**State Personnel - Collective Bargaining - Faculty**

**February 20, 2025**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My name is Asim Ali, and I am a Senior Lecturer at the University of Maryland. I am a full-time, non-tenure track professor, and have held this position for seven 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, including faculty at our community colleges and non-academic employees at our four-year institutions. It is clear that this right should be extended to all higher education workers in Maryland.

Most of the faculty--over two-thirds--at the University of Maryland are not tenure-track faculty. Many of these faculty are effectively pieceworkers: some are paid to teach one class at a time, some are on short-term contracts, and some do not have health benefits or even make a living wage. I consider myself one of the lucky few of these non-tenure track employees, since I do have full-time employment with benefits and an income slightly above PG county's median. Nonetheless, the fact that the large majority of our faculty do not have tenure protections--and many do not even have job stability from one semester to the next--has resulted in a precarious situation for all faculty. The majority of faculty do not have institutional knowledge, and the university has no commitment to them. This means that the minority of full-time faculty must do all of the work that was once spread out among all of the faculty--virtually all of whom were, some decades ago, tenure-track. Hence, the work of advising students, serving on committees, writing letters of recommendation, working with with students on their research projects, and completing ever-increasing administrative tasks must be completed by an ever-shrinking pool of permanent faculty.

In other words, our university administration has cut labor costs by making most faculty non-tenure track, and in the process increased the faculty workload for a minority of faculty, increased the job insecurity of a majority of faculty, and decreased the ability of the faculty to engage in sustained research and instruction. The university is, frankly, collapsing under the weight of its own administrative bloat. The mission of the university--research and instruction for the benefit of everyone--has become untenable due to a constantly shrinking ratio of full-time faculty to students.

This is a bad situation not only for faculty but--because working conditions are learning conditions--for students as well. Shared governance cannot fix this, because shared governance represents a minority of faculty and results only in non-binding advice to a university president who is free to ignore it. What is needed to fix this is a collective faculty voice to improve faculty working conditions and hence improve the ability of faculty --who are, after all, the experts in such matters--to fulfill the mission of the university.

In closing, I would ask members of the assembly to consider the following. 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 education institutions in the nation--including all of those that the University of Maryland considers its "aspirational peers"--and indeed to many private, prestigious institutions in our own state. The reasons to exempt four-year public higher education institutions from collective bargaining are apparently arbitrary and capricious. I therefore call for a favorable report to this Bill.

Sincerely,

Asim Ali, Senior Lecturer  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**bayley.marquez.pdf**

Uploaded by: Bayley Marquez

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Bayley Marquez, Assistant Professor  
SB0750**

**State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My name is Bayley Marquez and I am an assistant professor, and employed full time on the tenure track at the University of Maryland, College Park where I have worked for 5.5 years. I call on this committee to issue a favorable report on 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 tenure track faculty member, I teach one to two courses a semester with approximately 25 undergraduates per class or 5-15 graduate students per class. I teach a number of courses that are part of the general education curriculum including many that address issues of diversity and equity. I also spend my time advising PhD students and directing the graduate program in my department as of this year.

As a tenure track faculty member, I have been involved in shared governance including serving as a department member on the university senate. I have not found representation on the faculty senate to meaningfully affect aspects of my workload or to truly represent my interests on campus. During my service the senate primarily voted on the renaming of new academic programs and policies on final exams. Additionally, the university senate is an advisory body only. This means when the university senate votes they are advising the university president of their vote but the president does not have to follow the senate's recommendation. A faculty union will provide far more assistance to faculty members to negotiate with the campus administration and provide support for faculty beyond making recommendations. A faculty union will give faculty like me a true voice in shared governance.

I am particularly worried about attacks on higher education and academic freedom and how this may affect my work. As faculty in the humanities, I worry about my ability to teach and publish about my research topics without political interference. My department in particular offers a large number of general education courses, and I worry about political interference in general education and the effect it will have on small departments like mine. I believe that a faculty union would help with these issues. Unions have been shown to be some of the staunchest advocates for academic freedom and pushing back against political interference in education. Unions also can be an important ally in the fight to preserve higher education institutions.

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,

Bayley Marquez, Assistant Professor  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**baynard.woods.pdf**

Uploaded by: Baynard Woods

Position: FAV



**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Baynard Woods  
SB0750  
State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My name is Baynard Woods and, though I am primarily a journalist, I have taught as an adjunct at many public universities in Maryland over the last 20 years, most recently at Coppin State in the Fall 2024 semester. Having seen the tremendous strains put on the adjunct workforce and the lack of a voice we have, I call on this committee to issue a favorable report on 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 an adjunct, I found that I had virtually none of the protections that one would expect in working for the state of Maryland. At Coppin State, though I had signed a contract months earlier, I was not told that I would need to do a background check with the corporate company HireRight and a police background check until the first day of class and that I could not get a university ID, or email address, until those were complete. The corporate background-check company could not process freelance employment well and was not able to complete my check for weeks. This not only hurt me as a worker but also my students. I did not have access to Blackboard, an official campus email, or any of the other tools I needed to effectively teach and yet I was expected to be in the class. Even more egregious from a labor perspective, I was not paid until well past the halfway point of the semester--and I had no recourse and no representation to deal with any of these labor issues.

Collective bargaining and union representation could have helped address these issues and improved the quality of life of adjunct employees like myself and the students we teach. Without union representation, I was left to try to navigate an administration and its third-party, corporate partners on my own.

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, even those of part-time or temporary faculty, 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 and deny those basic human rights to an important class of workers in Maryland. I call on members of the committee to issue a favorable report on this bill. Sincerely,

Baynard Woods

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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

# **Testimony -faculty collective bargaining rights -**

Uploaded by: Belen Vicens Saiz

Position: FAV

February 11, 2025

## Written testimony in support of Collective Bargaining Rights for Maryland Higher Education Faculty

If I had to provide just one reason why we need this Bill (SB0750-HB0661) to pass it would be this: I fear retaliation from my university for supporting this bill, which is why I am not signing this letter with identifiable personal information. What kind of working conditions are those? I recall perfectly well that my university's provost took the trouble to travel to Annapolis to testify against the Bill two years ago, so I know that my university and the USM will do anything to block the passage of this Bill. And I cannot afford to lose my job.

I am an Associate Professor at Salisbury University and 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. It makes no sense to discriminate against faculty in 4-year colleges.

As a professor, I usually teach three courses every semester, with 30 to 35 students in each course. I have been teaching almost one hundred students every semester since I arrived at Salisbury University, in addition to completing the service and professional development requirements that are part of every tenured and tenure-track faculty's responsibilities. It is indeed a heavy workload, though I find my job to be extremely fulfilling.

I support this Bill because I have experienced and witnessed among my colleagues a steep decline in morale since I arrived at my job. The pandemic did not help, but even before 2020, the signs of strain in my workplace were clear. While unionizing will not fix all problems, it will at the very least address a pressing issue at SU—retention of highly qualified and talented employees. Most tenure-track faculty searches are conducted on a national level, with averages of upwards of 100 candidates per job. This means that SU is able to attract the very best faculty out there, but retaining them is another matter. Turnover is high. Of the new faculty who came to SU the same year I did, only 62% are still teaching at SU—the rest (38%) have left. In my experience, unionized workplaces do a much better job of retaining their employees because they seek the protections afforded by a union.

My department has lost three instructors to retirement in the past six years, which means that students do not have access to crucial courses in our discipline. (I have just learned that another department has lost eleven tenure-track faculty since academic year 2019/2020.) The university's president has centralized the hiring of PIN lines in her office, making it thus far impossible for our department (and others) to replace faculty. Meanwhile the ranks of the administration swell, with significant paychecks to go along despite their rhetoric of austerity. According to a 2024 report from SU's Faculty Financial Oversight Committee, "for the six years 2018-2023, total faculty salary spending increased 10.7%, whereas total salary spending for the 66 top-level administration positions increased 29.4% (i.e., 3 times as much)." The numbers are telling.

As bureaucratic and even janitorial tasks mount for faculty—we are now required to empty our trash cans—teaching support dwindles. In an effort to increase enrollments, the university's admittance rate is higher than it has normally been (currently at 91%). While this is a good thing because we are serving more students and the majority of them are Marylanders; unfortunately, many more students come to us lacking the necessary skills and preparation to succeed in college. We have academic support offices to address this problem, but they are severely and chronically understaffed.

The disconnect between upper administrators and the faculty grows wider every year. In recent years, there has been a succession of two presidents and two provosts, with markedly different ways of operating. Whereas our previous provost made an effort to get to know the faculty, our current administrators are rarely seen without their respective entourages and have cared little to get to know us, our names, etc. The culture is changing, for the worse. A good indication of this is that our Faculty Senate summoned an extraordinary all-faculty meeting last year to discuss an anonymous letter of grievances directed at the administration. As it turned out, the letter only addressed a fraction of the concerns that many professors share, and little has been done to tackle them.

The upper administration at SU speaks of shared governance to oppose this Bill. There is a measure of shared governance in that the Faculty Senate can work through certain issues, such as revising student evaluation forms and drafting an intellectual property policy for instructional materials, to mention two current initiatives. But, on the heftier questions of expenditure, allocation of resources, and work conditions, faculty have no say. Make no mistake: what shared governance we have is a watered-down version of it, one that allows administrators to claim that their decisions have been made in consultation with representatives of faculty and staff. The distinction between a consultative role and a seat at the negotiating table is key here. Consulting faculty is not enough—as stable pillars of the university, while administrators come and go, we faculty ought to have a seat at the negotiating table, to make decisions alongside administrators for the betterment of our university.

Enacting this Bill will help us begin to reverse attacks on higher education. How? 1) By negotiating fair and equitable working conditions for all faculty, including faculty of color who have traditionally faced important challenges in my predominantly white institution and contractual faculty who in recent years have seen a reduction in the classes they are able to teach and are notified at the very last minute of assigned classes. 2) By negotiating the governance of the university and allocation of resources, ensuring that faculty have an independent collective voice that carries weight at the negotiating table. Serving our students, our community, and Maryland in the best way we can is at the core of what we do. This Bill will get us closer to achieving this goal.

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 on this Bill.

Sincerely,

A concerned professor at Salisbury University

**beth.guay.pdf**

Uploaded by: Beth Guay

Position: FAV

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

**By Beth Guay**

**SB0750**

**State Personnel - Collective Bargaining - Faculty**

**February 20, 2025**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My name is Beth Guay and I am a full time non-tenure track faculty librarian at the University of Maryland, where I have worked for nearly 30 years. I call on this committee to issue a favorable report on 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 the University of Maryland Libraries, I have witnessed the recurrent pattern in which high performing faculty members depart for higher paying positions that offer sensible workloads; most often, they leave for positions in the DMV. This requires other faculty members to cover, in addition to their own heavy workloads, those of their departing colleagues, and administrators to constantly evaluate which service areas to move the departing positions (i.e., salaries) to. The Libraries' Strategic Positions Request: Guidance for Prioritization of State-Line Positions (4/6/21) states: "The need for prioritization is urgent, because we do not have the base budget to fund all desired state-line positions in the Libraries." The constant turnover of library faculty is costly to the State of Maryland, not just in the time and expense of administrators: librarians undergo peer review for promotion and permanent status, which requires a substantial amount of their valuable time, time that should be spent serving students, researchers, and educators. The cycle of new position searches and departures repeats over and over again each year. As I testified last year, the State of Maryland's investments in its library faculty ultimately reward institutions outside of the University and of Maryland.

Furthermore, I support this bill because over the course of my 29 years of employment I have found that shared governance has failed to improve the working conditions of colleagues among the faculty ranks. For example, in 2016, the Chair of the Senate Faculty Affairs Committee presented 9 recommendations in a report (Senate Document # 12-13-50) entitled "Review of Salary Inequities." The report provided procedures that could "balance administrative decision-making and oversight with faculty need for transparency, voice, consistency, and recognition." The Committee's extensive analysis of the University's and peer institutions' practices was an exercise in futility. Recommendations for addressing transparency, salary compression, and systemic inequities by gender and race have not been implemented.

Additionally, I have lived through multiple "climate" surveys that have produced data never acted upon by University administrators. The most recent survey (not publicly available), conducted in spring 2024, the "Belongings & Community Survey," reported that only 40% of all faculty respondents agreed with the statement "UMD provides resources to help me manage my work-life balance." Thirty-nine percent agreed with the statement, "My workload has increased without additional compensation because of things outside my control (e.g., retirements, departures, department/unit expansion)." My experiences, over my nearly 30 years of employment, inform me that this survey's findings will amount to nothing without collective bargaining rights for higher education workers.

Members of the Committee, I believe that unless collective bargaining rights are granted to all higher ed workers in the State of Maryland, the working conditions of its faculty will not change. The University Senate will continue to hear reports from Senate faculty affairs committees and well paid consultants. University administrations will continue to overlook these reports and the welfare of their faculty, ultimately, to the detriment of higher education in the State. At a University, faculty working conditions are students' learning conditions. I again therefore call for a favorable report to this Bill.

Sincerely,

Beth Guay  
Home Campus: University of Maryland, College Park  
University Libraries  
University of Maryland, College Park  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*



**chiara.graf.pdf**

Uploaded by: Chiara Graf

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Chiara Graf, Assistant Professor  
SB0750**

**State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**chinyere.osuji.pdf**

Uploaded by: Chinyere Osuji

Position: FAV

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

**By Chinyere Osuji**

**SB0750**

**State Personnel - Collective Bargaining - Faculty**

**February 20, 2025**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My name is Chinyere Osuji and I work at the University of Maryland in College Park. I call on this committee to issue a favorable report to this Bill. Why are Rutgers University faculty be unionized yet we are not? Let's catch up to the other similarly situated schools!

Sincerely,

Chinyere Osuji  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**christina.hanhardt.pdf**

Uploaded by: Christina Hanhardt

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Christina Hanhardt, Associate Professor  
SB0750  
State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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 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. 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.

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. 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 this bill 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, Associate Professor  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

# **SEIU Local 500 Testimony on SB 750 - 2025.pdf**

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Position: FAV





Testimony - SB 750, State Personnel – Collective Bargaining – Faculty  
Favorable  
Senate Finance Committee  
February 20, 2025  
Christopher C. Cano, MPA  
Director of Political & Legislative Affairs on Behalf of SEIU Local 500

Honorable Chairwoman Beidle and Members of the Senate Finance Committee:

As a union of over 23,000 workers that represent faculty and staff at various universities and colleges throughout the DMV, we have seen first hand how collective bargaining rights change a workforce for the better. Over the past several years new bargaining units have developed at some of our most prestigious institutions of higher learning in the region. Many times the grievances around working conditions, internal processes, and shared governance are echoed from school to school. The issues we see in academic workforces are systemic in this nation. Too often, the idea of running colleges and universities like a business has resulted in attempting to squeeze faculty & staff for maximum efforts with minimal compensation. Dissent and dissatisfaction are met with hostility and hesitancy rather than self-reflection. Shared governance is decried as a sham process to rubber stamp unilateral decisions by administrations.

And, yet, once workers have unionized and negotiated contracts, morale improves. Co-governance of the institution is realized in a meaningful way that respects the value of every worker. Collective bargaining rights, union jobs with living wages, and making Maryland one of the best places to work in this nation has long been a priority of many of you for years. However, year after year, public sector workers in this state have had to come before this body piecemeal to be granted the right to collectively bargain. And, once again the faculty from our university system come before the Maryland General Assembly seeking to be treated as any other employee of our institutions of higher learning.

For too long, faculty members—including adjuncts, lecturers, and tenure-track professors—have played a crucial role in educating our students while lacking a real voice in negotiating the terms of their employment. This legislation provides a long-overdue opportunity for faculty to collectively advocate for fair wages, improved working conditions, and greater stability in their roles—factors that ultimately enhance the quality of education for Maryland’s students.

Faculty working conditions are student learning conditions. When educators have the stability, fair pay, and protections they deserve, they can focus on delivering high-quality instruction, conducting innovative research, and mentoring the next generation of Maryland’s workforce.

Our governor Wes Moore has often spoken that no Marylander should be left behind. Let this be the year the members of this committee and the general assembly make that a reality for faculty in the University System of Maryland. We ask you to be bold, to move democracy forward. We ask you to support SB 750 and provide a favorable report.

Thank you for your time and consideration.

Christopher C. Cano, MPA  
Director of Political & Legislative Affairs  
SEIU Local 500

**clara.irazabal.pdf**

Uploaded by: Clara Irazabal

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Clara Irazabal, Director, Urban Studies and Planning Program  
SB0750  
State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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 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  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**clare.a.lyons.pdf**

Uploaded by: Clare A. Lyons

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Clare A. Lyons, Associate Professor of History  
SB0750  
State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*



**conor.donnan.pdf**

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Position: FAV

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

**By Conor Donnan, Lecturer**

**SB0750**

**State Personnel - Collective Bargaining - Faculty**

**February 20, 2025**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My name is Conor Donnan, and I am a non-tenure track faculty member at the University of Maryland, Baltimore County (UMBC). I teach in the American Studies department, where I offer courses, publish articles in scholarly journals, and appear on podcasts as an expert to discuss a myriad of topics, all as a representative of UMBC.

Each year, I teach 200-250 students in courses such as American Nonviolent Social Movements and Indigenous Heritage. I dedicate considerable time to lecturing, meeting with students during office hours, advising campus organizations, and grading. My work aligns closely with UMBC's mission to produce compassionate, well-rounded graduates who will positively impact the world. Beyond teaching, I advise multiple campus organizations, mentor graduate students, and serve on the Baltimore County Commission for Arts and Humanities. I proudly engage in this work as a member of the UMBC community to further its reputation, increase enrollment, and generate publicity for the institution.

I also contribute to UMBC's research reputation through my scholarship on Irish and Native American interactions during the rise of settler-colonialism and capitalism in the American West. While this research bolsters UMBC's publication record and institutional reputation, it is not officially recognized as part of my workload because I am a non-tenure track faculty member. I receive no compensation for any activity I undertake to further the interests of UMBC other than my work in the classroom, which as the members of this committee can see, is simply a fraction of the work required to maintain my status within UMBC and provide the educational experience students of Maryland's public universities deserve.

I am one voice among a dedicated community of faculty in Maryland who, despite our unwavering commitment to our students and the pursuit of academic excellence, are denied the right to unionize and collectively bargain. The right to collective bargaining is not only a fundamental human right but also a proven means of fostering a democratic, transparent, and fair workplace for all employees. At a time when universities increasingly operate like corporations and donors wield disproportionate influence, this denial further marginalizes faculty, undermining our ability to advocate for ourselves and for the integrity of higher education as a whole.

Faculty at Maryland's public universities are among the few state employees without the right to collectively bargain. This is despite evidence from 25 states and the District of Columbia- including neighboring Delaware and Pennsylvania- that empowering faculty with collective bargaining rights enhances workplace democracy, transparency, and educational outcomes. Faculty in states with collective bargaining agreements typically earn significantly more than their non-unionized peers. For example, non-tenure track faculty in Pennsylvania make 12-15% more than faculty in Maryland do, and in some unionized states, the pay gap is as high as 20%. This presents a very real danger to talent retention upon which UMBC relies for recruitment and educational outcomes.

In fact, talented faculty in the Maryland system are often forced to look for more stable, more robustly compensated opportunities in Pennsylvania and Delaware, which hurts the academic community in Maryland. If the State of Maryland wants to provide the highest quality of education for its students, it needs to join our neighbors in allowing the faculty to collectively bargain, so we can maintain committed, dedicated, and respected experts in their fields. Remaining on unequal footing with the administration prevents faculty from optimizing students' educational experience and advocating for them as the ones interacting with them daily because of the possibility of reprisal.

The denial of collective bargaining stymies open and honest discourse about what is best for the Maryland university system to the detriment of all stakeholders, including the taxpayers of the State of Maryland, who stand to benefit from optimized educational outcomes as students enter the workforce. Research shows that public universities with unionized faculty spend a more significant proportion of their budgets on education rather than administration. This prioritization of student learning leads to higher academic achievements, better retention rates, and improved overall experiences for students. The greater faculty retention and stability allows UMBC's faculty to continue to commit to the university, the students, and the community in a way that transcends classroom instruction. In short, collective bargaining is an investment in the stable future of UMBC through its faculty, resources, student opportunities, successful outcomes, and successful completion of student degrees before entering the workforce and Maryland tax base.

The university system often points to "shared governance" as a substitute for collective bargaining. However, shared governance is fundamentally limited. Faculty senates may propose policies, but university administrations retain the power to overturn them without recourse. I am not personally a member of the Faculty Senate at UMBC, but I do serve on the Faculty Affairs Committee. Unfortunately, our ability to enact meaningful change or effectively advocate for ourselves is severely limited. In fact, it is a frequent point of discussion within our committee that we hold little real power within the shared governance system, leaving us unable to address key issues that directly impact UMBC, faculty, and students, and all other stakeholders. My colleagues at UMD have faced multiple issues with the "shared governance" model. For example, UMD Senate created a Budget Committee during the COVID pandemic but it was never able to function because the University Administration failed to provide needed data. The administration at UMD and UMBC also placed interim Policies on Expressive Activity without major input from faculty. In other words, "shared governance" is like being handed a toolbox without the key--you have the appearance of resources but lack the means to use them effectively. Collective bargaining provides the key to unlock those tools and make meaningful progress. Collective bargaining allows the equal footing required to enact positive change and it promotes workplace democracy, transparency, and accountability.

Importantly, Maryland senators and delegates, labor movements and unions have built this state. Maryland has a rich history of labor activism, from the founding of the National Labor Union in Baltimore in 1866 to the establishment of teachers' unions over 150 years ago. Denying faculty the right to collective bargaining is a departure from this legacy and an affront to the values of fairness and equity that have defined this state. It is time that faculty members take our seat at the table of labor history in Maryland.

In 2025, the current challenges surrounding public university funding, academic freedom, and union rights at the federal level make it more important than ever for Maryland to ensure its faculty--as the direct link with students on a daily basis-- have a voice. Without collective bargaining, especially under the current federal administration, faculty are left exposed to a rapidly changing and uncertain landscape where academics risk facing penalties for engaging in critical research. Students also suffer without collective bargaining as the ability of faculty to meaningfully participate in discussions about social, cultural, and political issues is severely limited and controlled by the administration. As a result, it is easy to envision a scenario where students, the faculty, and the administration are in tension, and

there is no meaningful mechanism to resolve these conflicts. Without the protections and advocacy that collective bargaining provides, faculty are unable to drive meaningful change or fully support students, leaving them vulnerable and without recourse. In today's increasingly uncertain cultural, political, and legal landscape--where federal actions threaten university funding for supporting LGBTQ+ students, immigrants, and people of color--it is more urgent than ever for the State of Maryland to codify the right for professors to collectively bargain. This right ensures that faculty can advocate for and act in solidarity with their students and communities without fear of retaliation, creating a more equitable and inclusive environment for all.

Faculty at UMBC and other public universities in Maryland deserve the same rights as almost every other state employee and as faculty in neighboring states. Collective bargaining is a fundamental right that ensures educators can advocate for fair working conditions, fair pay, and better outcomes for students. By passing this bill, you will empower faculty to take an active role in shaping their professional futures, creating stability to allow for growth and investment of individual faculty members both in the university community and the community at large, and ensuring the continued success of Maryland's public universities to the benefit of all stakeholders including the current State taxpayers, and the ones currently being prepared for the workforce in the great public universities of the State of Maryland.

I am confident that the benefits for all stakeholders in codifying a right to collectively bargain will carry the day.

Sincerely,

Conor Donnan, Lecturer  
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Department of American Studies  
University of Maryland, Baltimore County

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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

# **Donnan-Testimony-2025.pdf**

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Position: FAV



CONOR J. DONNAN  
AMERICAN STUDIES  
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**Written Testimony Submitted for the Record to the Maryland Senate Finance Committee**  
**Senate Bill 0750 - State Personnel - Collective Bargaining - Faculty**  
**By Conor J. Donnan**

Good afternoon to the Chair Senator Pamela Beidle, Vice Chair Senator Antonio Hayes, and members of the Senate Finance Committee,

Thank you for the opportunity to provide testimony in favor of SB0750. My name is Conor Donnan, and I am a non-tenure track faculty member at the University of Maryland, Baltimore County (UMBC). I teach in the American Studies department, where I offer courses, publish articles in scholarly journals, and appear on podcasts as an expert to discuss a myriad of topics, all as a representative of UMBC.

Each year, I teach 200-250 students in courses such as American Nonviolent Social Movements and Indigenous Heritage, dedicating considerable time to lecturing, meeting with students during office hours, advising campus organizations, and grading. My work aligns closely with UMBC's mission to produce compassionate, well-rounded graduates who will positively impact the world. Beyond teaching, I advise multiple campus organizations, mentor graduate students, and serve on the Baltimore County Commission for Arts and Humanities. I proudly engage in this work as a member of the UMBC community to further its reputation, increase enrollment, and generate publicity for the institution.

I also contribute to UMBC's research reputation through my scholarship on Irish and Native American interactions during the rise of settler-colonialism and capitalism in the American West. While this research bolsters UMBC's publication record and institutional reputation, because I am a non-tenure track faculty member, it is not officially recognized as part of my workload. I receive no compensation for any activity I undertake to further the interests of UMBC other than my work in the classroom, which as the members of this committee can see, is simply a fraction of the work required to maintain my status within UMBC and provide the educational experience students of Maryland's public universities deserve.

I am one voice among a dedicated community of faculty in Maryland who, despite our unwavering commitment to our students and the pursuit of academic excellence, are denied the right to unionize and collectively bargain. The right to collective bargaining is not only a fundamental human right but also a proven means of fostering a democratic, transparent, and fair workplace for all employees. At a time when universities increasingly operate like corporations and donors wield disproportionate influence, this denial further marginalizes faculty, undermining our ability to advocate for ourselves and for the integrity of higher education as a whole.

Faculty at Maryland's public universities are among the few state employees without the right to collectively bargain. This is despite evidence from 25 states and the District of Columbia— including neighboring Delaware and Pennsylvania— that empowering faculty with collective bargaining rights enhances workplace democracy, transparency, and educational outcomes. Faculty in states with collective bargaining agreements typically earn significantly more than their non-unionized peers. For example, non-tenure track faculty in Pennsylvania make 12-15% more than faculty in Maryland do, and

in some unionized states, the pay gap is as high as 20%. This presents a very real danger to talent retention upon which UMBC relies for recruitment and educational outcomes.

In fact, talented faculty in the Maryland system are often forced to look for more stable, more robustly compensated opportunities in Pennsylvania and Delaware, which hurts the academic community in Maryland. If the State of Maryland wants to provide the highest quality of education for its students, it needs to join our neighbors in allowing the faculty to collectively bargain, so we can maintain committed, dedicated, and respected experts in their fields. Remaining on unequal footing with the administration prevents faculty from optimizing students' educational experience and advocating for them because of the possibility of reprisal from administrators.

The denial of collective bargaining hinders open and honest discussions about the best interests of the Maryland university system, harming all stakeholders—including Maryland taxpayers, who benefit from strong educational outcomes as students enter the workforce. Research indicates that public universities with unionized faculty allocate a larger share of their budgets to education rather than administration. This emphasis on student learning results in higher academic achievement, improved retention rates, and a better overall student experience. Additionally, greater faculty retention and stability enable UMBC educators to deepen their commitment to the university, its students, and the broader community beyond the classroom. In essence, faculty having the right to collective bargaining is an investment in the future of the state.

The university system often points to “shared governance” as a substitute for collective bargaining. However, shared governance is fundamentally limited. Faculty senates may propose policies, but university administrations retain the power to overturn them without recourse. I am not personally a member of the Faculty Senate at UMBC, but I do serve on the Faculty Affairs Committee. Unfortunately, our ability to enact meaningful change or effectively advocate for ourselves is severely limited. In fact, it is a frequent point of discussion within our committee that we hold little real power within the shared governance system, leaving us unable to address key issues that directly impact UMBC, faculty, and students, and all other stakeholders. My colleagues at UMD have faced multiple issues with the “shared governance” model. For example, UMD Senate created a Budget Committee during the COVID pandemic but it was never able to function because the University Administration failed to provide needed data. The administration at UMD and UMBC also placed interim Policies on Expressive Activity without major input from faculty. In other words, “shared governance” is like being handed a toolbox without the key—you have the appearance of resources but lack the means to use them effectively. Collective bargaining provides the key to unlock those tools and make meaningful progress. Collective bargaining allows the equal footing required to enact positive change and it promotes workplace democracy, transparency, and accountability.

Importantly, Maryland senators and delegates, labor movements and unions built this state. From the founding of the National Labor Union in Baltimore in 1866 to the establishment of teachers' unions over 150 years ago, Maryland has long been at the forefront of labor advocacy. Denying faculty the right to collective bargaining is not only a break from this legacy but also a rejection of the values that have defined the state's labor movements. Faculty members deserve a seat at the table, not just as educators but as active participants in Maryland's ongoing labor history. It is time to uphold the state's tradition of

labor rights by ensuring that faculty are granted the same opportunities for representation and advocacy as other workers who have fought for—and secured—fair working conditions.

In 2025, the current challenges surrounding public university funding, academic freedom, and union rights at the federal level make it more important than ever for Maryland to ensure its faculty—as the direct link with students on a daily basis—have a voice. Without collective bargaining, especially under the current federal administration, faculty are left exposed to a rapidly changing and uncertain landscape where academics risk facing penalties for engaging in critical research. Students also suffer without collective bargaining as the ability of faculty to meaningfully participate in discussions about social, cultural, and political issues is severely limited and controlled by the administration. As a result, it is easy to envision a scenario where students, the faculty, and the administration are in tension, and there is no meaningful mechanism to resolve these conflicts. Without the protections and advocacy that collective bargaining provides, faculty are unable to drive meaningful change or fully support students, leaving them vulnerable and without recourse. In today’s increasingly uncertain cultural, political, and legal landscape—where federal actions threaten university funding for supporting LGBTQ+ students, immigrants, and people of color—it is more urgent than ever for the State of Maryland to codify the right for professors to collectively bargain. This right ensures that faculty can advocate for and act in solidarity with their students and communities without fear of retaliation, creating a more equitable and inclusive environment for all.

Faculty at UMBC and other public universities in Maryland deserve the same rights as almost every other state employee and as faculty in neighboring states. Collective bargaining is a fundamental right that ensures educators can advocate for good working conditions, fair pay, and better outcomes for students. By passing SB0750, you will empower faculty to take an active role in shaping their professional futures, fostering stability that supports both individual growth and broader contributions to the university and community. This legislation will strengthen Maryland’s public universities, ensuring they continue to thrive for the benefit of all stakeholders—including current taxpayers and the students who are being prepared to join the state’s workforce. Investing in faculty through collective bargaining is an investment in the long-term success of Maryland’s higher education system, reinforcing its role in driving economic development, innovation, and opportunity for future generations.

Thank you to the Chair Senator Pamela Beidle, Vice Chair Senator Antonio Hayes, and all members of the Senate Finance Committee. I am confident that the benefits for all stakeholders in codifying a right to collectively bargain will carry the day.

Sincerely,  
Conor J. Donnan



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Position: FAV

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

**SB0750**

**State Personnel - Collective Bargaining - Faculty**

**February 20, 2025**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

I am Dr. Daniel Greene and I am an Associate 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.

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,

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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**david.kaloustian.pdf**

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Position: FAV

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

**By David Kaloustian, Professor**

**SB0750**

**State Personnel - Collective Bargaining - Faculty**

**February 20, 2025**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

I write today in support of this bill 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. 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 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 decline , 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 fiat 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 Kirwin 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 1st-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, as of January 2025, to no avail. Administrators who have little understanding of our students' needs and have never taught 1st-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  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*



**david.sartorius.pdf**

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Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By David Sartorius, Associate Professor  
SB0750**

**State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**david.van.horn.pdf**

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**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By David Van Horn, Associate Professor  
SB0750**

**State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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.

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,

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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

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Patrick Moran – President

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**SB750 – State Personnel – Collective Bargaining –  
Faculty  
Finance Committee  
February 20, 2025**

**FAVORABLE**

AFSCME Council 3 stands in strong support of Senate Bill 750. Senate Bill 750 would establish collective bargaining rights for faculty throughout the University System of Maryland, Morgan State University, and St. Mary’s College. The legislation also establishes bargaining units for the faculty that would possess collective bargaining rights under the bill.

AFSCME Council 3 represents approximately 45,000 state, county, and municipal employees across Maryland. Included in this representation are certain non-instructional employees across institutions of higher education. Specifically, AFSCME Council 3 represents non-instructional exempt, non-exempt, and sworn police units across institutions of higher education within the University System of Maryland. Additionally, our union represents non-exempt employees at Morgan State University, and exempt and non-exempt employees at St. Mary’s College. In short, these institutions have experience with collective bargaining negotiations with our union. The practice and procedure of collective bargaining is frequently practiced in these institutions, well-equipping management for collective bargaining negotiations with faculty, should this legislation pass.

Moreover, collective bargaining between faculty and institutions of higher education is common across the country, both in the private sector and in the public sector. Collective bargaining agreements across public and private sector institutions of higher education were already well established in the 1970s.<sup>1</sup> Collective bargaining rights for faculty exist across states and defy the political spectrum and have for a long period of time. For example, college faculty in Nebraska have enjoyed collective bargaining rights since the 1970s,<sup>2</sup> and those rights exist to this day.<sup>3</sup> Collective bargaining is a flexible process and procedure that enables workers to communicate their concerns and collaborate with management to address workplace issues. AFSCME Council 3 strongly believes that all public employees should enjoy the freedom to collectively bargain.

**We urge the committee to issue a favorable report on SB750.**

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<sup>1</sup> See The National Center for the Study of Collective Bargaining in Higher Education, *Directory of Contracts and Bargaining Agents in Institutions of Higher Education*, April 1976, <https://www.hunter.cuny.edu/ncscbhep/assets/files/directory%20april%201976.pdf>.

<sup>2</sup> *Id.* at 11.

<sup>3</sup> *Collective Bargaining Agreement between the Board of Regents of the University of Nebraska and the University of Nebraska at Omaha Chapter American Association of University Professors* (July 1, 2023 – June 30, 2025), <https://www.unomaha.edu/academic-affairs/files/documents/compliance/2023-2025-uno-aaup-cba.pdf>.

**derek.willis.pdf**

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Position: FAV

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

**By Derek Willis, Lecturer**

**SB0750**

**State Personnel - Collective Bargaining - Faculty**

**February 20, 2025**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My name is Derek Willis and I am a lecturer at the Philip Merrill College of Journalism at the University of Maryland-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 education workers in Maryland.

I teach multiple classes a semester, typically on topics such as data analysis, artificial intelligence and statistics within the context of doing journalism. Much of the funding for my position comes directly from the legislature's investment in education on these critical topics, and I am grateful for the opportunity to help Maryland students develop the skills they will need in an increasingly complex and data-driven society. I love my job, my colleagues, and my students. I wish that every lecturer on campus had the situation I do, but the truth is that too many of them have more and larger classes every semester, too little support, and no real voice in the institution. Lecturers and adjunct faculty in particular are workhorses who ensure that students receive the broad general education that the university provides, and they are the most at-risk in terms of their employment and working conditions. When I started working at UMD, I signed a three-year contract that specified my teaching load and other terms. I currently do not have an active contract - an oversight that I know is not the result of bad faith or intent, but the result of a system that is built on a lack of real shared governance. It shouldn't be this way. Faculty should be able to rely on a consistent set of working conditions that are agreed upon, spelled out and written down. That's actual shared governance.

Your support for this bill is a critical step in that direction. You can provide faculty with a real, independent voice in their future, and you can help ensure that USM students are getting the instruction they need from faculty who can rely upon the stability that collective bargaining can provide. I love almost everything about my job, and I would like all of my colleagues to be able to say the same. But that's not the reality right now, and the impact on Maryland and Marylanders is real. Particularly at a time when higher education - public education itself - is under attack, we need a collective voice that can show why the investments the legislature makes in the state's colleges and universities is so important.

My request to you is simple: this state has long favored collective bargaining between public employees and their management as a necessary - essential - component of our shared civic life. There is no good reason to exclude the faculty of four-year public colleges and universities from this opportunity to have a meaningful voice in their own institutions. I ask that you favorably report this Bill, and support its ultimate passage.

Sincerely,

Derek Willis, Lecturer



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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

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**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Desiree Rowe, Associate Professor  
SB0750**

**State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My name is Desirée Rowe and I am an associate professor at Towson University, 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. This right should be extended to all higher ed workers in Maryland.

As a professor of communication studies, I work closely with undergraduate and graduate students to develop their skills of advocacy for themselves and others. I teach public speaking, communication ethics, and qualitative research methods. Along with teaching over 100 students each semester, I advise 25-30 students, and serve on numerous service committees to help make TU a better place to learn and work.

Most importantly, I also served as the chair of Towson University Academic Senate from 2021-2023. Because of this position, I am uniquely situated to discuss the relationship between shared governance and collective bargaining. As Chair of the TU Academic Senate, I was always informed of ongoing decisions made by the TU administration. And, in some minor decisions (i.e. which faculty should serve on ad hoc committees) the TU Academic Senate had a deciding voice.

However, on nearly all the decisions on salary and faculty workload the Academic Senate was informed of the outcome and not part of the decision-making process. The administration will argue that shared governance is better than collective bargaining. It isn't. As senate chair it was clear to me that any voice or power I had within the conversation was granted to me by the administration and my presence in the room could be removed at any time. A representative from the TU Academic Senate was in the room to allow the administration to say they are taking shared governance into consideration, when in fact, it was all for show.

This performance of "working together with shared governance" allows executives from TU to stand before your committee and attempt to make the case that collective bargaining is no better than shared governance. That argument is a farce. Shared governance is performative faculty power, that can be easily taken away at the whims of any TU executive. The senate chair is pulled onto a myriad of committees and meetings to demonstrate this, but much like the paintings on the wall, the senate chair has no real voice to revise or oppose policies on salary or workload.

Please allow faculty to have a real voice about their workplace conditions. As TU Senate Chair, I saw first hand how important advocacy is for our faculty. We need a real, not performative, voice in the room to advocate for better workload conditions for our graduate students and faculty.

Please vote in favor of collective bargaining rights for faculty.

Sincerely,

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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

# **Dia's 2025 testimony.pdf**

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Position: FAV

**Written Testimony Submitted to the Maryland Senate Finance Committee**  
**SB 750**  
**State Personnel – Collective Bargaining – Faculty**

**February 20, 2024**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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 9 years. I am also a member of the American Association of University Professors/American Federation of Teachers. I call on this committee to issue a favorable report to SB750. 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.

I would like to share several examples of why faculty need the protection of collective bargaining.

1. My start date at Morgan was January of 2016. I came in as an Associate Professor without tenure. In 2017, I applied for tenure, this is the same year our new Tenure policy went into effect. This policy was to replace the 2004 policy. The 2017 policy included some improvements, one of which was the notification of faculty of their standing in January of the tenure and promotion cycle. In the 2004 policy, faculty would apply for tenure/promotion in September and be notified of a decision in May or June. For context, when a person is not granted tenure, they are issued a one-year terminal contract. In other words, they are fired. So, not having any idea of one's standing until a final decision is made at the end of the academic year disadvantages the faculty member who may wish to forgo the one-year contract once tenure is not granted.

The improved 2017 policy included notification of the votes from the department and school committees, the department chairperson, and the Dean of the school in January. Since my start date was prior to fall 2017, I was told that I was "grandfathered" into the previous policy. My understanding of grandfathering is that it protects employees and secures more advantageous benefits that are changed to the disadvantage of the employee; it is not intended to lock

employees in to antiquated rules. In any case, I discovered recently that the section of the 2017 policy that provided notification to vote to faculty in January had been rendered null and void that same year by General Counsel. So, even though the first page of the policy states that this 2017 policy supersedes all previous policies, and even though the notification of votes clause of the policy is still in the written document, I was told that the policy does not apply to me. I could ask my Dean for the notification, but I was not covered in the policy.

This 2017 policy was passed by the University Council, the body that the President refers to as our system of shared governance. This body is purposeless if its decisions can be overridden without consultation with the body who passed the policy and without notice of changes made to the policy

2. As a full-time tenured faculty member my administrative role accounted for 50% of my time, my teaching 30%, research 25%, and service 10%. My planned workload authorized by the university was 115%. I ended that arrangement by stepping down from my administrative role. Others continue to be overloaded without compensation. Though I requested one, I was never given an appointment letter to codify the arrangement.
3. 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 this 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.

The workload policy is unclear at best. Even when standards are set, they are not followed. For example, faculty are required to teach three courses per semester. Five dissertation students are said to equal one course. A faculty member with 15 dissertation students should teach no additional courses, but many, if not most, do and they do so uncompensated.

4. Effective July 1, 2024, faculty were included in the group of employees who were eligible to receive both COLA and merit pay. For faculty, these increases are typically effective on the first day of our contract; this year the first day was August 7th, but we were told that raises would be effective on August 21st instead. There was no explanation offered for why the effective date would not be the first day of the contract. I asked and was told that the state contract begins on August 21st, but Academic Affairs at Morgan chose August 7th as our start date instead. The first pay with the increase was to be on September 11th. On the 12th of September, we received a message saying that we would not be paid on the 11th. No date was listed for when we would be paid, just that it would be retroactive whenever it happened. We were eventually paid in October. As a note, the unionized staff received their pay raises on time.

These are examples of what Morgan faculty deal with ALL OF THE TIME! We need the protection of collective bargaining so that someone is held accountable for these kinds of events. For the record, I fully expect negative consequences for writing this testimony.

On behalf of faculty who fear retaliation and do not feel safe writing a testimony that includes their names, what follows is a compilation of many confidential conversations in which I have engaged.

1. Inequitable salaries, sometimes along gender lines, sometimes because of favoritism.
2. Tenure and promotion decisions that seem to favor non-Black faculty.
3. Tenure and promotion policies that are unclear.
4. Tenure and promotion processes that change at a moment's notice.
5. Substantial work that should warrant a course release or overload pay that is not compensated in either way.
6. No performance evaluations despite an established process with deadlines. As a result, there is a lack of clarity on how merit pay decisions are made.

Having a collective voice would be a safer way to address each of the aforementioned concerns. Members of the Committee, this state favors the right to bargain collectively for many other groups, including some with whom 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 SB750.

Respectfully,

Dia Sekayi, Ph.D.

Associate Professor

Morgan State University

**diana.e.marsh.pdf**

Uploaded by: Diana E. Marsh

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Diana E. Marsh, Assistant Professor  
SB0750  
State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My name is Diana Marsh and I am an Assistant 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 E. Marsh, Assistant Professor  
Home Campus: University of Maryland, College Park  
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University of Maryland, College Park  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**diane.luchese.pdf**

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Position: FAV

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

**By Diane Luchese, Professor**

**SB0750**

**State Personnel - Collective Bargaining - Faculty**

**February 20, 2025**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

I am writing to urge you to support this bill, which would grant collective bargaining rights to faculty and librarians. I am a Towson University Professor who has taught in the University System of Maryland for the past 26 years. Throughout my tenure, I have experienced the absence of collective bargaining as nothing less than unfair. I am writing to request that you consider supporting this basic democratic right for state university faculty/librarians.

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 believe so strongly in the value of education; I absolutely love teaching and invest all my energy in providing as much support as I can for our students. While I am not disgruntled nor discontent, I recognize that problematic situations can arise in any place of employment. The occasional frustrations that my faculty colleagues and I experience without the means for support or advocacy often raises situations to the level of unfair. We should have a right to at least come to the table to negotiate those conditions we experience as unacceptable.

I will provide just a few examples I have personally experienced or witnessed 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 of the rationale for that decision to lose pay, we were still forced to teach without pay; (so we could not earn money to make up the difference because our time was still spent teaching); 2. Our 'workload' progressively and subtly increases yearly without extra salary compensation, due to a myriad of reasons, whether from insufficient staffing, part-time employees replacing retiring tenured faculty, or the more recent addition of mandatory individual student advising; 3. In my case, being forced to teach music to groups of students singing toward me in small classrooms without proper ventilation (and unable to open windows) during covid; 4. Many years without COLA adjustments whereby salaries have not kept up with inflation; 5. Difficulty finding qualified and experienced adjuncts who are willing to work for the extremely low pay per each course they teach; 6. Deeing part time adjuncts occasionally left hanging until the last minute without contracts wondering if they will get courses; 7. Witnessing part-time faculty and lecturers in a precarious employment situation feeling unable to risk exercising their right to academic freedom and free speech, 8. Observing the numbers of administrators continually increasing (and receiving high salaries) while the number of tenure track professors as well as badly-needed support staff have decreased, and 9. A watering down of self-governance (while the service/committee work remains, the committee contribution to the actual decision making is vanishing). I fully recognize that my situation is still better than that of other colleagues, especially lecturers and adjuncts. These populations are often afraid to express their concerns without the fear of losing their jobs.

Collective bargaining rights is a necessary step for Maryland university faculty employees to raise our concerns or bring to light injustices, without fear. The collective voice of

faculty has been silenced for too long. Collective bargaining would establish a clearer line of communication and complete transparency between faculty and administration. It would open 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 this bill.

Sincerely,

Diane Luchese, Professor  
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Music  
Towson University

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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

# **SB 750 - State Personnel - Collective Bargaining -**

Uploaded by: Donna Edwards

Position: FAV



# MARYLAND STATE & D.C. AFL-CIO

AFFILIATED WITH NATIONAL AFL-CIO

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*President*

**Donna S. Edwards**

*Secretary-Treasurer*

**Gerald W. Jackson**

## **SB 750 - State Personnel - Collective Bargaining - Faculty Senate Finance Committee February 20, 2025**

### **SUPPORT**

**Donna S. Edwards  
President**

**Maryland State and DC AFL-CIO**

Madame Chair and members of the Committee, thank you for the opportunity to submit testimony in support of SB 750. 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.

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 for workers. The only way for employees to collectively and effectively work with higher education institutions to improve working conditions is by having the freedom to exercise their right form and join a union of their choice.

SB 750 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 at the University System of Maryland (USM), Morgan State University, and St. Mary's College of Maryland. SB 750 corrects this injustice by granting these workers the opportunity to come together and negotiate for their interests in the workplace. 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) is not new. A 2024 report released by the National Center for the Study of Collective Bargaining in Higher Education and the Professions found that nearly one in four faculty members were represented by unions.<sup>1</sup> This amounted to 402,217 unionized faculty members spanning 600-plus colleges across 30 states and the District of Columbia. 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. In 2021, Maryland expanded unionization rights to community colleges across the state. As of today, there are 9 different

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<sup>1</sup> Audrey Williams June, “About One in Four Faculty Members Are Unionized, Study Finds.” The Chronicle of Higher Education. August 2024.



higher education institutions with unionized faculty or part-time faculty in Maryland and that number will only grow over the next few years.<sup>2</sup>

Faculty play a critical role in student success and well-being. By developing coursework, offering extra learning opportunities, and providing mentorship, they are extremely influential in the lives of students. Their dedication extends far beyond the classroom, helping students navigate academic challenges, career planning, and personal growth. When educators and administration can come to an agreement on terms such as salary, benefits and working conditions, everyone benefits. It is past time for Maryland to allow faculty and all part-time faculty to exercise their right to form and join a union.

For these reasons, we strongly urge a favorable vote on SB 750.

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<sup>2</sup> See Appendix 1.

# Appendix 1: The State of Faculty & Part Time Faculty Collective Bargaining in Maryland's Higher Education Institutions<sup>3</sup>

<b>Maryland University</b>	<b>Faculty Union Name</b>	<b>Part-Time Faculty Union Name</b>
<b>Anne Arundel Community College</b>	SEIU	SEIU 500
<b>Frederick Community College</b>	AFT-MD	AFT-MD
<b>Goucher College</b>	SEIU 500	SEIU 500
<b>Harford Community College</b>	MSEA	MSEA
<b>Howard Community College</b>	AFT-MD	SEIU
<b>Maryland Institute College of Art</b>	SEIU 500	SEIU 500
<b>McDaniel College</b>	SEIU 500	SEIU 500
<b>Montgomery College</b>	AFT-MD	SEIU 500
<b>Wor-Wic Community College</b>	MSEA	MSEA

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<sup>3</sup> We are aware of workers at other community colleges that are currently signing cards to form and join unions in the coming year.

**donna.j.satterlee.pdf**

Uploaded by: Donna J. Satterlee

Position: FAV

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

**By Dr. Donna J. Satterlee**

**SB0750**

**State Personnel - Collective Bargaining - Faculty**

**February 20, 2025**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My name is Dr. Donna J. Satterlee, I was a tenured associate professor at the University of Maryland Eastern Shore for the last 22 ½ years in the Department of Human Ecology, School of Agricultural and Natural Sciences. Sometimes I was required to drive to Chesapeake College to teach on their campus (2 hours driving time) for a 3-credit class and as well as to teach my other 10 credits on the campus in Princess Anne. Most of the time I was the lowest paid person in the department and had the heaviest teaching load.

I stand before you to present my testimony in fervent support of Senate Bill 750 and House Bill 661, which aim to grant four-year college faculty in Maryland the right to unionize. This legislation is a significant step towards ensuring fair labor practices, fostering a collaborative academic environment, and upholding the values of equity and justice within the higher education sector.

While I was teaching at UMES, in the School of Agricultural and Natural Science, Department of Human Ecology, I usually had between 7 and 15 students in each of my classes, a few of which were joining the course online as a cohort of non-traditional students who were my advisees, from Chesapeake College. I had to accommodate the non-traditional students on-line while I was teaching my traditional students in class. Bargaining would have helped me develop the fully online program for my child development students much sooner since I had sent a request in 2019 to discuss an online program with the chair (it finally began in fall, 2025 as 8 week courses, which does not help with more weekends available for doing homework). I had asked my chair, I could develop the program, since the Assistant State Superintendent of Early Childhood had asked me to do so, since we were working on the BluePrint for Early Childhood since the desire was to increase the education level of the teachers in childcare settings. I had not gotten a response from my first email to my chair, so I tried again.

My second cohort of students from Chesapeake had entered in 2013, with the promise of being able to graduate in December of 2015 as part of a two plus two agreement. The then chair, had changed the catalog in 2014 and added a few more credits to the requirements, which caused a bit of confusion. The then chair had wanted the cohort to graduate on the new catalog, when the cohort had not been asked if they wanted to change catalogs, and stay and extra semester. I was spending two hours twice a day, to drive to Chesapeake College to deliver face to face 3 credit classes, on top of my other 10 credit classes each semester, and 3 to 5 credit classes for the summer internship program.

Instead of a response from the current chair for the request to discuss an online program, I became targeted by the current chair for daring to support the second cohort of students (as said by the registrar's office that I supported the students) who had to bring in a senator so that the department would allow the students to graduate on the course catalog that they matriculated on, which is the law. I had no ombudsman, nor could I report that to anyone at the time, since there was nowhere to report the many incidences of bullying and racism toward me. I was not even able to be allowed to discuss the possibilities of online courses before

the pandemic hit and I had already managed to have the faculty assembly have online meetings, with the help of a librarian, so that people at a distance could attend the meetings.

We need to reverse the attacks on faculty by having the possibility of bargaining. I know of two other HUEC faculty members who are now being targeted, on top of 5 others who were targeted and left before I was targeted. I was known on campus for supporting the students and I received a student choice award (2020-2021) for doing so. If I had had a supportive environment for me, I would have been able to have many more students get a four-year degree much sooner, since there was a grant that I ran from the state that supported the essential childcare teachers with books, tuition and college fees. I brought in over 1 ½ million dollars into the college from the state CCCPDF grant as it was. I would have been able to run my research, and get published in an academic journal again, instead of being overloaded and attacked vindictively by the chair of Human Ecology who had to clean up the mess left by a previous chair in her efforts to keep the students one more semester. This last year, when the online program funded by lawsuit money, finally started, I was not allowed to advertise our program (and I had another faculty member post on Tuesday Tidbits without asking). The technology was developed enough in 2014, to make an online program happen, but I could not get support for my students to increase their level of education, even when I had been able to get a grant, and have it awarded to the school, to pay for the process of feasibility and development of courses from the State Dept. of Education in 2014. There are something like 40 online students (mostly transfer students) who matriculated in fall 2025, in the program, as opposed to the current 10 students (freshman to seniors) in face to face classes.

### The Importance of Faculty Unionization

Unionization among faculty members in four-year colleges is critical for several reasons. First and foremost, it empowers educators to have a collective voice in negotiating their terms of employment, including salaries, benefits, and working conditions. This empowerment is fundamental to ensuring that faculty members can focus on their primary mission: educating and mentoring students.

Furthermore, faculty unions can play a pivotal role in advocating for better resources for teaching and research, thus enhancing the overall quality of education. When faculty members have a platform to express their concerns and suggestions, it leads to a more dynamic and responsive academic environment. It allows for shared governance, which is not happening. We have a totalitarian, authoritarian environment right now.

### Addressing Inequities and Ensuring Fair Compensation

One of the most compelling arguments for allowing faculty unionization is the need to address inequities in compensation and working conditions. Currently, disparities exist not only between faculty members within the same institution but also across different institutions within the state. Unionization provides a mechanism for standardizing compensation packages, ensuring that all faculty members receive fair pay and benefits commensurate with their qualifications and experience.

Moreover, unions can advocate for adjunct and part-time faculty members, who often face precarious employment conditions and lack access to essential benefits. By extending union protections to all faculty members, we can create a more inclusive and equitable academic community. By the incessant bullying by my chair, I was forced to resign from my full-time job, and luckily I was able to get a job as an adjunct professor at another university, in a doctoral program, with very little pay per credit. Starting over at 68 years old is difficult.

### Enhancing Academic Freedom and Shared Governance

Academic freedom is the cornerstone of higher education, allowing faculty members to pursue

innovative research and teach controversial subjects without fear of retribution. I had tenure, and I was fearful of the chair's vindictiveness and retribution, and lost my academic freedom at UMES because of planned, premeditated, and fanciful attacks by the current chair of Human Ecology. Unionization strengthens academic freedom by providing a structured process for addressing grievances and protecting faculty members from unjust dismissal or punitive actions. My teaching was fine, so the dismissal was unjust, and punitive actions were taken against me because the chair had chosen to distort the facts, fabricate lies, and abuse the process, with no chance or mediation. An underling cannot bully a supervisor, while a supervisor can bully an underling and she did, as well as accuse me of actions that were not substantiated. A supervisor can choose to discriminate against various faculty because she can. I did not deserve the treatment by the chair, which was extremely painful, not only to me, but to my students for my loss as their professor. There are currently two other white faculty members that are being harassed by the chair, and five faculty members left because of the chair's treatment of them. Another one is on the fence and is applying for other positions at other universities.

In addition, faculty unions can promote shared governance, ensuring that educators have a meaningful role in institutional decision-making processes. This collaborative approach fosters transparency, accountability, and a sense of ownership among faculty members, ultimately leading to more effective and sustainable policies. Currently, the Human Ecology Department keeps everyone in their own silos and actively discourages conversations between the various faculty members. Literal and figurative doors are shut. Gaining support from a union would be helpful.

### Supporting Student Success

The benefits of faculty unionization extend beyond the faculty members themselves; they also positively impact students. When faculty members have stable and fair working conditions, they are better equipped to dedicate their time and energy to teaching, advising, and mentoring students. This, in turn, enhances the overall student experience and contributes to higher retention and graduation rates.

Furthermore, faculty unions can advocate for policies that prioritize student needs, such as smaller class sizes, improved facilities, and increased funding for academic programs. By working together, faculty and administrators can create an environment that supports student success and fosters a culture of excellence, rather than a culture that creates hostility and competitiveness instead of synergetic collaboration toward a greater good.

For example of improving facilities, my classroom in 1142 ECRC had a sticky floor from uncured tile adhesive, after the last flood that flooded my classroom, which had a broken projector screen, with condensation stains, a noisy heater that made it impossible for my hearing impaired student to hear me, and a projector that did not project with enough light to compete with late afternoon sunshine. I had put in many requests for service, but it was not until I took a picture of a student's boots with brown, sticky ooey gooey glue that anything improved.

### Conclusion

In conclusion, passing Senate Bill 750 and House Bill 661 to allow four-year college faculty in Maryland to join a union is a vital step towards promoting fairness, equity, and excellence in higher education. By granting faculty members the right to unionize, we empower them to advocate for their professional needs, enhance the quality of education, and ultimately benefit students and the broader academic community. I urge you to support this legislation and help create a more just and equitable future for higher education in Maryland.

Members of the Committee: The State of 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, other than to keep a highly skilled, and highly intellectual group silent. I again therefore call for a favorable report to this Bill.

Sincerely,

Donna J. Satterlee  
Home Campus: University of Maryland Eastern Shore  
School of Agricultural and Natural Science  
University of Maryland Eastern Shore

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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**edward.daschle.pdf**

Uploaded by: Edward Daschle

Position: FAV



**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Edward Daschle, Adjunct Faculty  
SB0750**

**State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My name is Edward Daschle and I am an adjunct professor at the University of Maryland in College Park, where I have worked and studied 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 four classes with up to 19 students each, three technical writing classes and one interdisciplinary creative writing workshop class. In my role as an adjunct professor, I create syllabi, lesson plans, and assignments; I lecture, lead class discussion, answer student questions, and grade assigned work; and most importantly I foster a classroom environment where students feel empowered and excited to learn and to participate in the process of learning the material. Without interest, it is difficult to learn and harder still to focus. A professor interested both in the subject and also in their students' success is essential to a productive classroom environment.

Collective bargaining rights are essential to reduce the stress professors need to take on as they balance the work the classroom requires with the often uncertain nature of the profession. As an adjunct in particular, my power is limited as I am assigned classes on a semester basis. With collective bargaining rights, I can more deeply trust the security of my place in the academic world.

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,

Edward Daschle, Adjunct Faculty  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland*

**elin.lobel.pdf**

Uploaded by: Elin Lobel

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Elin Lobel, President TUAAP/Full Professor  
SB0750  
State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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.<sup>1</sup> 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.

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 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.

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 actually 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 state of affairs. 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 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  
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Towson University

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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**elizabeth.leininger.pdf**

Uploaded by: Elizabeth Leininger

Position: FAV

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

**By Elizabeth Leininger, Faculty**

**SB0750**

**State Personnel - Collective Bargaining - Faculty**

**February 20, 2025**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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 education workers in Maryland.

I teach introductory to advanced courses in Neuroscience, supervise student honors theses, conduct research and mentor student research assistants, and perform service to support the governance of my college. I take the time to get to know all of my students 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 (1) my workload and my colleagues' workload is protected and fairly bargained, and (2) that core principles of shared governance and academic freedom are upheld. Unions serve both of these functions. As just one example related to working conditions, unions ensure that overload pay and off-contract pay rates are set and communicated transparently, such that all faculty members are compensated fairly.

I specifically want to discuss the relationship between unions and the process of shared governance. Shared governance means that there is a shared responsibility and process for decision-making amongst university faculty, students, staff, and administration. When shared governance is done well, the university thrives. But shared governance can and does break down, which harms the functioning of the university. As a collective body, unions help ensure that shared governance is followed by providing a clear, transparent means for breakdowns in shared governance to be identified, communicated, and resolved.

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 benefited everyone. For example, New College's union fought unfair, politically-motivated firings, which had included a breach in performance review policies that were outlined under shared governance.

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, Faculty  
Home Campus: St. Mary's College of Maryland  
St. Mary's College of Maryland

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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*



# **elyshia.aseltine.pdf**

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Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Elyshia Aseltine, Associate Professor  
SB0750**

**State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My names 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  
Home Campus: Towson University  
Sociology, Anthropology & Criminal Justice  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**emily.parker.pdf**

Uploaded by: Emily Parker

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Emily Parker, Associate Professor  
SB0750**

**State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My name is Emily Parker. I am a tenured professor at Towson University. I teach courses in the history of political and environmental philosophy. My students tell me on a regular basis that they value the research that I convey to them. They understand that the heart of a university is in its research and teaching, and they are there to learn. I am a committed teacher and researcher, and I mentor numerous students every year. I have been at Towson University for 11 years. I am working with my colleagues to secure collective bargaining rights through this Bill. As faculty, I am one of only a very few Maryland public employees without these rights. The right to collectively bargain is one afforded to almost all other Maryland public employees and peer institutions of the University System of Maryland. This bill would correct a significant injustice. As a matter of principle, I believe all workers should have the right to collectively bargain in order to democratize the spaces in which they work. With the increase in administrative positions over the last few decades, the decision making power of faculty has significantly diminished. To some extent the creation of administrative positions has improved university culture, making it more democratic. However, with the introduction of record number of non-faculty staff making decisions about university life, together with the fact that administrators do not necessarily have any knowledge of or experience with teaching and research, faculty do not have the power to make basic decisions about their educational institution. Collective bargaining power would rebalance university culture so that faculty shape university culture together with all university staff.

Sincerely,

Emily Parker, Associate Professor  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**frederick.mills.pdf**

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Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Frederick Mills, Professor of Philosophy  
SB0750  
State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My name is Frederick Mills. I am a tenured full professor at Bowie State University.

I teach philosophy and my main fields of research are the philosophy of liberation, ethics, and early modern philosophy. I also serve as volunteer deputy director of the Council on Hemispheric Affairs. I have been at Bowie State University for 29 years. I am a former President of the BSU chapter of the AAUP. I 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 teach both face-to-face and online courses in philosophy, including ethics and public policy. I also conduct research in the ethics of liberation. 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 different components 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 administrations; when this good will is lacking, faculty have little recourse in seeking its restoration. 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 unelected 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 were preserved.

During the pandemic, our departments and instructors 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. Our faculty handbook addresses this issue, 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 have helped 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 BSU faculty 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 of Philosophy  
Home Campus: Bowie State University  
Department of History and Government  
Bowie State University

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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*



# **gabrielle.l.fuentes.pdf**

Uploaded by: Gabrielle L. Fuentes

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Gabrielle Lucille Fuentes,  
Associate Professor  
SB0750  
State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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  
Home Campus: University of Maryland, College Park  
English  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**gerard.holmes.pdf**

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Position: FAV

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

**By Gerard Holmes, Lecturer**

**SB0750**

**State Personnel - Collective Bargaining - Faculty**

**February 20, 2025**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My name is Gerard Holmes. I have been a non-tenure-track Lecturer in the English Department at the University of Maryland, College Park since 2020, and I have taught for the University since 2016. I call on this committee to issue a favorable report on 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. There is no good reason that this right should not be extended, equally, to all higher-education workers in Maryland.

Non-tenure-track faculty lack fundamental job security. For example, I currently work on an annual contract. We are paid markedly less, and enjoy fewer benefits, than tenured and tenure-track faculty, despite earning equivalent degrees and credentials. I teach a wide-ranging suite of courses in introductory writing and rhetoric, professional writing, and literature. As a full-time Lecturer, I teach four classes per semester, each of which typically enrolls between nineteen and thirty students. These classes are often assigned late in the preceding semester, offering relatively little time to prepare.

Students consider Lecturers like me to be Professors, though we are not, and with good reason. Outside of the classroom, in addition to office hours, I actively support students, counseling on their career goals, directing them to campus resources when they are in need or in crisis, and writing numerous letters of recommendation, each semester, for graduate-school admissions, jobs, and internships. I worry, sometimes, when telling students to stay in touch if they need this kind of support, because any given year I might not be offered a contract renewal. This is just one way in which students are negatively affected by the current unequal working conditions dividing tenure-eligible and nontenure-eligible faculty. Collective bargaining would allow all faculty to speak with one voice, and to negotiate for equitable working conditions for all. It would also permit mutual support between faculty and administrative staff in the university system.

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 education 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,

Gerard Holmes, Lecturer  
Home Campus: University of Maryland, College Park

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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**giovanni.forni.pdf**

Uploaded by: Giovanni Forni

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Giovanni Forni, Professor  
SB0750  
State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My name is Giovanni Forni and I am Professor of Mathematics at the University of Maryland, College Park, where I have worked for 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.

At the University of Maryland, I have taught a variety of undergraduates and graduate courses, I have done research in Dynamical Systems and supervised 7 graduate students (of which 6 have graduated) and 2 post-docs. I have also served regularly in committees at the Department and University level.

In my years at the University of Maryland, College Park, I have witnessed wide disparities in salary and workload which are not justified. The decisions are mostly top-down and there is a lack of shared governance at the unit and College level. The university rules are enforced, or not enforced, in a capricious way, presumably according to an agenda of the administration, which is often difficult to decipher. The promotion and tenure process is not followed properly and the requirements are unclear. This has a bad influence on morale and leads to an excessive turnover, as younger colleagues and especially women and members of other underrepresented groups leave in search of better opportunities.

I believe that collective bargaining rights would improve accountability of the administration, resulting in better outcomes in research and teaching.

Members of the Committee, to exempt four-year public higher ed institutions from collective bargain rights may have made sense in the past, but it makes no longer sense given the much larger number of non-tenured faculty, the often arbitrary wide disparities in treatment of tenured or tenure track faculty, and the increased power of administrations and of donors. I therefore call for a favorable report to this Bill.

Sincerely,

Giovanni Forni, Professor  
Home Campus: University of Maryland, College Park  
Mathematics  
University of Maryland, College Park  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**hal.daum.pdf**

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Position: FAV



**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Hal Daumé III, Professor  
SB0750  
State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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  
Home Campus: University of Maryland, College Park  
Computer Science  
University of Maryland, College Park  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**harjant.gill.pdf**

Uploaded by: Harjant Gill

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Harjant Gill, Associate Professor  
SB0750**

**State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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 Gill, Associate Professor  
Home Campus: Towson University  
Sociology/Anthropology/Criminal Justice  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

# **heather.hax.pdf**

Uploaded by: Heather Hax

Position: FAV

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

**By Heather Hax, Lecturer**

**SB0750**

**State Personnel - Collective Bargaining - Faculty**

**February 20, 2025**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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 deserve the same labor protections as any other state employee (or any employee for that matter). I hope my senator, Antonio Hayes, and the full committee stands on the side of workers in this matter.

Sincerely,

Heather Hax, Lecturer  
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Towson University

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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**heather.nichol.pdf**

Uploaded by: Heather Nichol

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Heather Wyatt-Nichol, Associate  
Professor SB0750  
State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My name is Heather Wyatt-Nichol and I am an Associate Professor at the University of Baltimore where I have worked for 16 years. I call on this committee to issue a favorable report on 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 left another university in another state to join the University of Baltimore in 2008. I was excited to have the opportunity to move back to the mid-Atlantic region and work with individuals who were renowned and respected in their field. Unfortunately, the Great Recession hit during this same time period, and I ended up being the primary breadwinner for my family for nearly a year as my husband looked for a new job. I quickly learned that my starting salary as an assistant professor was egregiously lower than the salaries of additional faculty members within my own department who were joining at the rank of associate professor. I was also unfamiliar with the experience of being furloughed prior to my arrival in Maryland. I anticipated merit increases each year and not pay reductions via furloughs during my first couple of years here. I was told I should have negotiated a higher salary, however, at my previous institution we brought all assistant professors in at the same pay rate-- salary was non-negotiable. I was told that in order to get a pay raise I would have to go on the market and present the counteroffer to the university. I refused to play a disingenuous game. Over the years, salary compression and inversion became problematic, however, I remained because I believe in the mission of this university and our reputation (backed by rankings) for providing upward mobility to students. I am proud of the work that we do in preparing students for public service. In addition, the Obama years (2008-2016) were exciting times to be working in the field of public administration and public affairs.

In addition, faculty could use stronger due process rights when allegations are brought against them (sometimes they aren't even informed of pending allegations). Several years ago, I was provided 30 days to submit a post-tenure review. Our university has since standardized the process to avoid arbitrary and capricious actions after the fact.

As the state budget is constrained, anticipated cuts within USM also leave some concerned about fairness and transparency in the retrenchment process that will occur across various universities.

Standardized contracts and standardized processes to ensure fairness, transparency, and accountability are best achieved through collective bargaining rights.

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,

Heather Wyatt-Nichol, Associate Professor  
Home Campus: University of Baltimore  
University of Baltimore

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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**heidi.cm.scott.pdf**

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Position: FAV

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

**By Heidi CM Scott**

**SB0750**

**State Personnel - Collective Bargaining - Faculty**

**February 20, 2025**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

I ask for a favor report on this bill. I've been a member of the UMD community for many years, and a Professional-Track (PTK) Faculty member since 2016. I value my job, my cross-campus community, and the opportunities much of my work at UMD has provided. However, UMD faculty members, particularly PTK faculty, do the majority (70%+) of teaching, and receive a fraction of the pay and job security of tenured faculty and administrators. I have experienced arrogant management styles more in tune with Elon Musk's tactics than with a quality state institution that claims to "Invest in People and Communities," (i.e., if you don't like it, leave, or be fired).

Experienced PTK faculty with Ph.Ds work at a university in which our department chairs and program directors, as well as senior administrators, can make 7 times our own salaries. Many full-time PTK faculty teaching 8 courses a year (the max) make less than \$50,000 per year while living in the expensive DC area. Yet PTK faculty are on the front lines of teaching and research. In a sinister turn, the administration now condones the systematic use of short-term, non-renewable, non-promotable teaching positions using "visiting faculty" titles, despite the fact that this use of "visiting" titles is not in the official 2017 Senate Document (doc # 15-16-17).

I experienced that faculty control tactic while teaching in the University Honors (UH) program, which aims to recruit the best new undergraduates to our campus by offering curricular and living-learning opportunities. The poor design of the UH program is evident in its constant churn of temporary faculty. The director is given the latitude to use visiting faculty appointments that diminish the program's aims because they lead to faculty discontent and early attrition. This is bad for students and bad for faculty. It is good only for administrators' aim to exert control.

I've attempted to raise awareness through conversations with people in power, and by using the official shared governance UMD offers: the University Senate and affiliate committees. I've experienced indifference about this abuse of titles, as well as other problems that PTK faculty have raised regarding workload, pay rates, and toxic workplaces. The administration and Faculty Affairs pretend to advocate for us, while turning the screws tighter. After 3 years of trying, I'm convinced that shared governance through the Senate and committees are not effective ways to represent faculty needs and interests. We need the right to collective bargaining. It's a dark shade on the State of Maryland and its university system that we do not already have this right, as our peers do. Thank you, Maryland legislators, for reading my testimony.

Sincerely,  
Heidi CM Scott  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**ian.power.pdf**

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Position: FAV

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

**By Ian Power, Associate Professor & Director of Arts Production & Management  
SB0750**

**State Personnel - Collective Bargaining - Faculty**

**February 20, 2025**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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.

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  
Home Campus: University of Baltimore  
Yale Gordon College of Arts & Sciences  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**isaac.moradi.pdf**

Uploaded by: Isaac Moradi

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Isaac Moradi, Research Scientist**

**SB0750**

**State Personnel - Collective Bargaining - Faculty**

**February 20, 2025**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My name is Isaac Moradi, and I am a Research Scientist in Atmospheric Science at the University of Maryland (UMCP), where I have worked for 14 years in collaboration with NOAA and NASA. 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 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 research scientist, my work involves studying atmospheric processes that impact weather prediction, climate change, and air quality. I conduct federally funded research, advise students, and collaborate with government agencies to advance scientific understanding that directly informs public policy and emergency preparedness. Despite the critical nature of this work, my position lacks the stability, transparency, and bargaining rights necessary to ensure fair working conditions and career sustainability. Unlike tenure-track faculty, research scientists often face inconsistent contracts and unclear expectations regarding workload, funding, and career advancement.

Without collective bargaining rights, my colleagues and I have little say in decisions that directly impact our jobs, including salary structures, job security, and workplace conditions. The ability to collectively negotiate would help address disparities in job stability, ensure fair wages, and improve transparency in employment contracts. This would not only benefit research staff but also strengthen Maryland's research institutions and their contributions to scientific progress and public welfare. Furthermore, granting bargaining rights would align Maryland with other states and institutions that recognize the importance of empowering higher education employees with a collective voice in shaping workplace policies.

Members of the Committee, for decades, this state has 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 the best method of ensuring that employee voices play a vital role in shaping fair and productive workplaces. It is a right granted to many other public higher education institutions across the nation and even to private institutions within our own state. There is no justifiable reason to exclude four-year public higher education institutions from this essential right. I therefore urge you to issue a favorable report on this Bill. Thank you for your time and consideration. Sincerely,

Isaac Moradi, Research Scientist  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**jade.olson.pdf**

Uploaded by: Jade Olson

Position: FAV



**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Jade Olson, Associate Clinical Professor  
SB0750  
State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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 unequitable. 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  
Home Campus: University of Maryland, College Park  
Department of Communication  
University of Maryland, College Park  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**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**

**SB0750**

**State Personnel - Collective Bargaining - Faculty**

**February 20, 2025**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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

Home Campus: Morgan State University

imixwhatilike@gmail.com

*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**jennifer.golbeck.pdf**

Uploaded by: Jennifer Golbeck

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Jennifer Golbeck, Professor  
SB0750  
State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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 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  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**jennifer.keohane.pdf**

Uploaded by: Jennifer Keohane

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Jennifer Keohane, Associate Professor  
SB0750  
State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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  
Home Campus: University of Baltimore  
Yale Gordon College of Arts and Sciences  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**jennifer.l.patterson.pdf**

Uploaded by: Jennifer L. Patterson

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Jennifer Lyn Patterson, Specialist**

**SB0750**

**State Personnel - Collective Bargaining - Faculty**

**February 20, 2025**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My name is Jen Patterson, and I am a Specialist in the Division of IT at the University of Maryland, College Park where I have worked for over 26 years. I call on this committee to issue a favorable report on 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 addition to my full-time exempt bargaining position at UMD, I worked as a part-time adjunct teaching online classes from 2021-2023. The work was very time consuming, and the pay was low, especially considering the level of education and experience required in order to qualify for the job. In addition, the amount of time required in front of my computer screen led to problems with my back, neck, shoulders, and eyes, problems I never had prior to taking the adjunct position. I gained a new appreciation for the health and safety concerns adjuncts face.

I support this Bill, because collective bargaining gives our Maryland higher education faculty and librarians a way to resolve the unique problems they face on the job, problems that other campus constituents often do not face. Also, collective bargaining can help reverse attacks on higher education by allowing faculty and students an independent collective voice. As the Free State, our Maryland needs to put safeguards in place to protect the free speech and free circulation of ideas that must happen in our public education systems and especially in our institutions of higher education, where adults should have their ideas questioned and expanded through interactions with experts and the ideas experts bring to the table. Collective bargaining for our faculty and librarians is one of the safeguards we Marylanders need.

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 Lyn Patterson, Specialist  
Home Campus: University of Maryland, College Park  
Division of IT  
University of Maryland, College Park  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**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**

**SB0750**

**State Personnel - Collective Bargaining - Faculty**

**February 20, 2025**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**joel.chan.pdf**

Uploaded by: Joel Chan

Position: FAV

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

**SB0750**

**State Personnel - Collective Bargaining - Faculty**

**February 20, 2025**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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 since 2018. 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 at least 3 courses, across undergraduate and graduate programs (a total of approximately 100 students a semester), and serve as primary advisor for a group of 5-7 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 graduate 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  
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University of Maryland, College Park  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*



**john.keniston.pdf**

Uploaded by: John Keniston

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By John Keniston, Senior Faculty Specialist  
SB0750  
State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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 United Academics of Maryland.*

**john.hudgins.pdf**

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Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
SB 750  
State Personnel – Collective Bargaining – Faculty**

**February 20, 2024**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My name is John Hudgins, and I am a tenured associate professor and program codirector at Coppin State University, where I have worked for 31 years. It is my hope that this committee will issue a favorable report on SB0750. Unlike our neighbors to the south, Maryland recognizes the value of collective bargaining and unions for its workers. This right is currently extended to nearly every state employee except faculty at 4-year institutions. Collective bargaining is a right for faculty at the community colleges as well as the non-faculty workforce at four-year institutions. My plea to you is that you contribute to the process of extending this right to all workers in higher education in the state of Maryland.

The right to collective bargaining will empower faculty by creating more participation in the decision making that affects the working/learning environments of the respective universities. Currently shared governance is a charade, pretty much in name and image only. The faculty voice in major decisions on campus is essentially ignored and seldom acknowledged.

Since the year 2000, Coppin State University (CSU) has had seven (7) presidents, four “permanent” and three interim presidents. Each has had his/her own approach to shared governance. Shared governance at Coppin and other University System Maryland (USM) campuses is very much a matter of presidential fiat. While USM BOR policy speaks in a relatively positive tone about shared governance, presidents have not felt bound to put in place or allow effective shared governance structures or processes.

CSU’s current shared governance “President’s Committee” of approximately 30 positions includes five (5) faculty members and two (2) students. The other 23 members are part of the administrative team including twelve (12) deans and vice presidents who directly or indirectly report to the president. They are “at-will” appointees which means they serve at the president’s “pleasure.” The current president avoids appointing senior faculty members to this and other committees preferring junior, untenured and faculty relatively new to the campus. Without tenure and campus history they represent the most vulnerable of faculty. Tenure track status on this campus essentially means “at will” until tenure is secured.

Collective bargaining is not expected to yield faculty rule of the campus as some imply. The USM appointed president is and perhaps should remain the final authority on the campus. Rather collective bargaining can force a more deliberative and open decision-making process. Like the stated aim of shared governance collective bargaining would require the president and his/her administrative team to seriously and openly discuss potential policy and practice options with the faculty. Collective bargaining would improve accountability by requiring the administration to explain and defend actions proposed on behalf of the university, especially when those actions are contrary to the stated will of the faculty.

Every university has on its faculty some of the most gifted, talented and learned professionals available. That is the essential definition of faculty. This veritable “think tank” should not be consistently and intentionally ignored in the decision-making process. University students are trained by this faculty to graduate and have a major impact in the world by impacting the effectiveness of major organizations and corporations. Yet this does not include campus affairs. Faculty knowledge is frequently regarded as worthless to the decision-making processes and directions of that same university. For example, the input of external marketing consultants with only bachelor’s degrees is deemed more relevant and valuable than the insight and wisdom of those with Ph.Ds. who teach and research marketing every day. There is a contradiction in this picture.

A perusal of the collective bargaining agreement at Delaware State University, a sister Historically Black College or University (HBCU) demonstrates a clarity and certainty in the functioning of the university lacking at Coppin State University, also an HBCU. HBCUs have long been regarded as presidential universities. Faculty are to be seen and not heard. Some major issues unresolved or not fully deliberated at CSU are:

1) The Academic year – For at least ten years the faculty has sought to reduce the academic year from a rare ten months to the more common nine months. After discussion the administration takes the concern “under advisement” with no serious justification for rejecting the proposal or the continuation of the existing practice. The tenth month actually consists of two weeks of mandatory annual leave (Through the middle of June) long after students have departed, classes ending mid-May.

2) Teaching load – The administration(s)/USM simply refuses to consider anything other than 24 credit hours per academic year. This is considered traditional for small universities and HBCUs without any discussion of a rationale. Changes in the student body and changes in the advising, service and research expectations of faculty overtime seem not worthy of discussion.

3) Discussions of class size are not deliberative. The administration retains the power to change class size and to add courses at will, as administrative prerogative. Given class size variations across universities, there should be merit in collectively determining what should work best in a given context. Should a given class be limited to 100 students, 40 students, 30 students, 10 or 15 students? It would seem that those conducting the class would have a valuable insight.

4) What should academic service, advising, community service look like?

5) Who should be involved in defining office hours, vacation, other leave, and various employment practices?

6) Can the Appointment, Rank, Tenure and Promotion (ART) process be simpler and much more straight forward? CSU is currently operating under an ART document approved in 2010. The faculty approved and put forth a revised document in 2021. It is still under consideration by the administration. It was recently resubmitted requesting a definitive response/reaction.

7) Recent discussions of pay equity, faculty grievance process, and a response to campus bullying have all been taken under advisement by the administration. Despite lengthy proposals, studies and other input, an open deliberative process of decision making is avoided.

Members of the committee, collective bargaining offers the promise that campus decision making can become more rapid, definitive, inclusive and transparent. Shared governance is not working and is all but non-existent at many USM campuses. For years Maryland has upheld collective bargaining between state employees and management as the best way to promote democracy in the workplaces and public institutions. The right to collective bargaining has long been recognized across the nation as the best way of ensuring that employee (faculty) voices play a vital role in constructing conditions that govern teaching/learning workplaces. In the end faculty, students, the state and the nation benefit. Our institutions of higher education become more vibrant, flexible and adaptable to an ever changing world.

I urge your favorable consideration of this bill.

Respectfully Submitted,

John L. Hudgins, Ph.D.  
Associate Professor Sociology, Human Services Administration  
Coppin State University

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# **john.macintosh.pdf**

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Position: FAV

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

**By John Macintosh, Lecturer**

**SB0750**

**State Personnel - Collective Bargaining - Faculty**

**February 20, 2025**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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'm 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 teach four courses per semester, which is considered full-time for professional track faculty in my unit. When offered to me, I also teach a business writing course in the summer to supplement my contract. This brings my teaching workload to eight or nine 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 seem like a lot at first glance, 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; I give this feedback on six major assignments for nineteen students in each of four classes for a total of 456 essays graded. That's not counting lesson planning, teaching, assessing shorter activities, or mentoring. My literature courses are capped at 30 students. I teach twice 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 United Academics of Maryland.*

**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  
SB0750  
State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

To the members of the House Appropriations Committee and the Senate Finance Committee: My name is Joshua Davis and I'm 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've taught at UBalt for ten years.

I'm 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'm testifying to respectfully ask that your respective committee issue favorable reports to this bill 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 five 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.

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, this bill 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 this bill.

Thank you for your time and consideration.

Sincerely,

Joshua Davis, Associate Professor of History  
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University of Baltimore

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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**joshua.shannon.pdf**

Uploaded by: Joshua Shannon

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Joshua Shannon, Professor  
SB0750  
State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

# **Roseblatt\_Testimony\_Senate 2025.pdf**

Uploaded by: Karin Roseblatt

Position: FAV

**Written Testimony Submitted to the Maryland General Assembly Finance Committee  
By Karin Alejandra Roseblatt, Professor of History  
President, United Academics of Maryland-University of Maryland-College Park  
(American Association of University Professors-American Federation of Teachers)**

**SB 750  
State Personnel – Collective Bargaining – Faculty  
March 20, 2025**

**FAVORABLE**

Good afternoon, Chair Beidle, Vice Chair Hayes, 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 United Academics of Maryland-University of Maryland, College Park. I am also on the National Council of the American Association of University Professors. 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 ran a Center for Historical Studies in my Department, and I headed our Latin American Studies Center for five years. 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 at my institution 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 United Academics of Maryland on our campus, I have learned a great deal about the issues our faculty face. Let me underscore the two issues that come up most frequently: the failures of shared governance and poor working conditions for non-tenure-line faculty. Collective bargaining can provide a democratic means of addressing concerns in these areas. 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 making substantive change. Pressing problems have not been addressed. It's time to make a change and try something different, something that research suggests can make academic institutions 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%).<sup>1</sup> 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.<sup>2</sup>

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.<sup>3</sup>

**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 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

<sup>1</sup> 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>.

<sup>2</sup> 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>

<sup>3</sup> AAUP, “Statement on Academic Government for Institutions Engaged in Collective Bargaining,” <https://www.aaup.org/report/statement-academic-government-institutions-engaged-collective-bargaining>.

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.

**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 make theirs.

**kate.drabinski.pdf**

Uploaded by: Kate Drabinski

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Kate Drabinski, Principal Lecturer  
SB0750**

**State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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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University of Maryland, Baltimore County

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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**katherine.a.oneill.pdf**

Uploaded by: Katherine A. O'Neill

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Katherine A. O'Neill, Senior Lecturer  
SB0750**

**State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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 A. O'Neill, Senior Lecturer  
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English  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*



**katherine.wasdin.pdf**

Uploaded by: Katherine Wasdin

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Katherine Wasdin, Associate Professor  
SB0750  
State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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 5 and a half years. I call on this committee to issue a favorable report to the 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, allowing us to improve working conditions for faculty, to expand shared governance, and to preserve academic freedom.

Sincerely,

Katherine Wasdin, Associate Professor  
Home Campus: University of Maryland, College Park  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**kimberly.coles.pdf**

Uploaded by: Kimberly Coles

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Kimberly Coles, Professor of English  
SB0750**

**State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My name is Kim Coles and I am a full Professor at the University of Maryland, where I have worked for 19 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 HB493 and SB 823.

Sincerely,

Kimberly Coles, Professor of English  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**kyle.brown.pdf**

Uploaded by: Kyle Brown

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Kyle Brown, Research professor  
SB0750**

**State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My name is Kyle Brown and I am a non-tenure track Research Professor at the University of Maryland Baltimore where I have worked for 4 years. I call on this committee to issue a favorable report on 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. I am a researcher that uses ketamine and psychedelics to try and help people with depression feel better. I train half a dozen graduate students, medical students, and postdocs to try and help them help others. Folks are having a tough time economically here, and many of my most esteemed colleagues have recently left UMB, and some departments are having a very tough time filling faculty jobs with good candidates. During my relatively brief time here in Baltimore, I have been personally impacted by my inability to collectively bargain, and it has also pushed me towards exiting. For instance, last year the administration of my School unilaterally revoked my, and all other non-tenure track research faculty's, chance to receive a performance-based bonus. This performance-based bonus was written into my contract, so I was very surprised by this unexpected move. When I signed on as a research professor, a part of my reason for joining my colleagues here at UMB was because I was told that if I worked with my colleagues and we performed beyond expectations by producing innovative results, presenting those results at conferences, spending a lot of time mentoring students, etc. then we would be rewarded with a pay increase for our hard work. But that financial incentive I was striving towards was suddenly revoked with no input from myself or any of my colleagues. My direct supervisor told our administration that I performed beyond his expectations and that, as detailed in my contract, I deserved the performance incentive. They didn't have to answer him. I also pursued dialogue from our administration, but they did not respond to me either. I pursued options for collectively bargaining with colleagues impacted by this all across UMB, but we do not have the ability to collectively bargain. I don't think that's right. I may have a nice degree, but I am not a wealthy man. In economic times like these, I was counting on that pay increase. It is hard to trust that the institution has my back when these kinds of decisions are made with no way to have dialogue with the administration. I need to trust the institution I seek tenure at. I also don't think it makes sense for front-line researchers at a major research institution to have no performance-based financial incentive. Why work hard if there is no reason to? To me, that's a disgrace, and goes against the fabric I am shot through with. I think one-sided decisions that discourage innovation & hard work would be tougher to make if faculty could collectively bargain as outlined in this bill. I need your help here. I call on members of the committee to please issue a favorable report on this bill. For decades Maryland institutions have positioned themselves to attract strong faculty candidates that complete innovative research. Results from this research make Maryland richer and its people better. Allowing collective bargaining as outlined in this bill will help retain current researchers like myself and draw in other excellent candidates to this state. Attracting good candidates is critical for innovative researchers because we work together every day, and if I don't have good collaborators nearby, my research will be weaker, and I will go somewhere else that has better opportunities. Again, I hope you will

write a favorable report for this Bill.

Sincerely,

Kyle Brown, Research professor  
Home Campus: University of Baltimore  
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University of Baltimore

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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*



# **I.suzanne.gordon.pdf**

Uploaded by: L. Suzanne Gordon

Position: FAV

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

**By L. Suzanne Gordon, Lecturer**

**SB0750**

**State Personnel - Collective Bargaining - Faculty**

**February 20, 2025**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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 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,

L. Suzanne Gordon, Lecturer  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**SB0750\_Testimony\_2025\_Schwager.pdf**

Uploaded by: Lane Schwager

Position: FAV

To Whom it May Concern:

The hardest part of my job is when I have to say 'Goodbye.'

My name is Dr. Lane Schwager and I am a proud faculty member at Montgomery College, in Rockville. Montgomery College is an incredible place to work. I spend my workday pouring my energy into my students, collaborating with my colleagues, and working to provide accessible education to my community in Montgomery County. It is everything I dreamt for. However, it can be a very stressful job too. The day before I sat down to submit this testimony, I taught three classes, answered emails, prepped for a peer evaluation for a colleague, submitted paperwork to our office, and most importantly, I spent my office hours with a transgender student comforting them as they navigate our complicated world while we worked on an assignment together. Immediately following their visit, I met with another student, who is undocumented, who just needed a little support and a safe place to vent their frustrations and worries.

I am able to support my students, to guide them through their education, and find new ways to be a creative and innovative teacher because *my needs*, as an employee are protected by my Union, MC-AAUP/ AFT Chapter.

I do not have worry if my next check will bounce. I do not have to spend hours begging my Department Chair to approve inflation matched pay raises. I do not have negotiate for time-off, or bereavement, or sick leave. I do not have to worry if my disability accommodations will be honored by the college. I do not have to worry about being forced to do more than my capacity. My union supports me, so I can support my students.

After speaking with a few of my colleagues and friends who teach for the incredible four-year institutions of higher education in the state of Maryland, I was shocked to know that they are not afforded the same level of protection.

**I am writing in full support of SB0750** so that my colleagues can have the same level of confidence, protection, and support that I receive at Montgomery College through my union. By passing this bill, this legislative body has the opportunity to allow faculty to work together to protect their lives as *employees*, so they can focus on the role we all love the most; being *educators*.

Every May, under a tent in the growing heat of Summer, I watch my students walk the stage. I meet their families, take photos, and I say 'Goodbye'. Nearly all of my students transfer to a four-year-institution in Maryland. My hope is that the faculty that greet them on the other side of Summer have the same sense of security that I am grateful for every day.

Thank you for your consideration,

A handwritten signature in black ink, appearing to read 'Lane Schwager', with a long horizontal flourish extending to the right.

Lane Schwager, Ph.D.  
Montgomery College, Rockville Campus  
MC-AAUP, AFT

# **sb750 collective bargaining, state system FIN 2-20**

Uploaded by: Lee Hudson

Position: FAV



**Delaware-Maryland Synod**  
**Evangelical Lutheran Church in America**  
God's work. Our hands.

Testimony Prepared for the  
**Finance Committee**  
on  
**Senate Bill 750**  
February 20, 2025  
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 in the 1948 United Nations Universal Declaration of Human Rights; and it has been law in the United States since 1935.

Our community supports a right to organize and bargain by workers, and as we earlier supported the similar *Senate Bill 166*, we do so again for **Senate Bill 750**. Establishing a protocol that gives employees of the State's higher education system the right to bargain collectively meets a criterion for a just economy, we believe. We encourage your favorable report.

Lee Hudson

**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  
SB0750**

**State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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 this bill 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 this bill 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  
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Department of Classics  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*



**linda.d.green.pdf**

Uploaded by: Linda D. Green

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Linda D. Green MD, Physician  
SB0750**

**State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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 opioid 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 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  
Home Campus: UMMS  
UMMS

[lindadgreen@gmail.com](mailto:lindadgreen@gmail.com)

*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

# **louiqar.saschid.pdf**

Uploaded by: Louiqa Raschid

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Louiqa Raschid, Dean's Professor  
SB0750**

**State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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. 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 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.

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  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**luka.arsenjuk.pdf**

Uploaded by: Luka Arsenjuk

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Luka Arsenjuk, Associate Professor  
SB0750**

**State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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 UAM-UMD. 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 invests 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 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 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 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  
Home Campus: University of Maryland, College Park  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*



**maggie.peterson.pdf**

Uploaded by: Maggie Peterson

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Maggie Peterson, Associate Clinical Professor University of Maryland  
SB0750**

**State Personnel - Collective Bargaining - Faculty**

**February 20, 2025**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My name is Maggie Peterson and I am Associate Clinical Professor at the University of Maryland in the Department of Teaching and Learning Policy and Leadership, 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 the state of Maryland.

After leaving K-12 education in the state of Maryland, where my salary was \$70,000, I obtained by PhD, and 9 years after leaving K-12 schools began work to train pre-service teachers, where I was paid \$53,000. Though I taught multiple courses with large numbers of undergraduate students. The students I would help to send into the profession would start their careers making more than I did with 2 advanced degrees. K-12 teachers have collective bargaining and can organize to ensure that they are able to organize toward receiving a living wage, and maintaining benefits, but university faculty do not have this right.

Before coming to the University of Maryland, I worked for several years teaching courses as an adjunct at Johns Hopkins University and at Anne Arundel Community College. I would sign up to teach 5 courses each semester with over 200 students served. I traveled between Baltimore and Annapolis to teach these courses, had no office space assigned, and could have a course canceled (and unpaid) for lack of enrollment. I once calculated my hours (not including travel time) and found that I was paid less than the minimum wage for my skilled work.

I support this proposed legislation as a means of building a stronger and more democratic system within Maryland's colleges and universities. With the opportunity to unionize, Maryland faculty and librarians can address issues that impact all of Maryland's Higher Education students. A better work environment, one where faculty have a say would impact every aspect of higher education through ensuring mechanisms to address pay parity both within and across institutions, ensuring workers greater control over working conditions including salary, class sizes, curriculum requirements, workloads, job stability, racial and gender equity, and shared governance. Collective bargaining can also help to respond to attacks on higher education by allowing faculty a collective voice.

I am hopeful that this bill will receive a favorable report, including your committee's endorsement that 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 role in constructing conditions that govern our workplaces. Thank you for your consideration of this request.

Sincerely,

Maggie Peterson, Associate Clinical Professor University of Maryland  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**marcus.johnson.pdf**

Uploaded by: Marcus Johnson

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Marcus Johnson, Assistant Professor**

**SB0750**

**State Personnel - Collective Bargaining - Faculty**

**February 20, 2025**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**maria.antunes.pdf**

Uploaded by: Maria Antunes

Position: FAV

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

**By Maria Joao Lobo Antunes,  
Associate Professor**

**SB0750**

**State Personnel - Collective Bargaining - Faculty**

**February 20, 2025**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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 this Bill.

Sincerely,

Maria Joao Lobo Antunes, Associate Professor  
Home Campus: Towson University  
Department of Sociology, Anthropology and Criminal Justice  
Towson University

joan.esmail@gmail.com

*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*



**matthew.t.miller.pdf**

Uploaded by: Matthew T. Miller

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Matthew Thomas Miller,  
Assistant Professor of Persian Literature and Digital Humanities  
SB0750  
State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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 \$5 million dollars in grants in the last five 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 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  
Home Campus: University of Maryland, College Park  
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University of Maryland, College Park  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**mauro.resmini.pdf**

Uploaded by: Mauro Resmini

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Mauro Resmini, Associate Professor  
SB0750**

**State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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 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.

There are 3,392 full time and over 900 part time contingent faculty at UMD (versus 1,399 tenured and tenure-track faculty). The working conditions of contingent faculty 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 this bill.  
Sincerely,

Mauro Resmini, Associate Professor  
School of Languages, Literatures, and Cultures  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*



**mehl.penrose.pdf**

Uploaded by: Mehl Penrose

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Mehl Penrose, Associate Professor  
SB0750**

**State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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, and part-time adjuncts, 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  
Home Campus: University of Maryland, College Park  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

# **SB 750 - State Personnel - Collective Bargaining -**

Uploaded by: Michael McMillan

Position: FAV

# Amalgamated Transit Union Local 1300

126 W. 25th Street, Baltimore, Maryland 21218  
Telephone: 410-889-3566 Facsimile: 410-243-5541  
www.atu1300.org

**Proudly representing the transit workers of the MTA!**



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## **SB 750 - State Personnel - Collective Bargaining - Faculty Favorable**

Senate Finance Committee  
February 20th, 2025

ATU Local 1300 represents over 3,000 transit workers at the Maryland Transit Administration (MTA). This includes bus operators, bus mechanics, rail operators, rail maintenance workers, and more. Our members keep Maryland moving every day.

The right to organize and form unions is essential to a functioning democracy. It is recognized by Article 23 of the Universal Declaration of Human Rights, stating plainly, "Everyone has the right to form and to join trade unions for the protection of his interests."

The USM Faculty have waited far too long to use their rights. Thousands of workers are waiting on the General Assembly to grant them a right that they should not have to ask for. We urge the committee to issue a favorable report on this bill.

**michel.boudreaux.pdf**

Uploaded by: Michel Boudreaux

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Michel Boudreaux, Associate Professor  
SB0750  
State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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 10.5 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  
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School of Public Health  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**michele.mason.pdf**

Uploaded by: Michele Mason

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Michele Mason, Associate Professor  
SB0750**

**State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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 Mason, Associate Professor  
Home Campus: University of Maryland, College Park  
University of Maryland, College Park  
mmmason@umd.edu

*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**michelle.mazurek.pdf**

Uploaded by: Michelle Mazurek

Position: FAV



**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Michelle Mazurek, Associate Professor  
SB0750**

**State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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.

Enacting this bill will help to make progress on these and other critical issues around campus, by enabling faculty 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 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

Home Campus: University of Maryland, College Park  
Computer Science and UMIACS  
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 United Academics of Maryland.*

**molly.mee.pdf**

Uploaded by: Molly Mee

Position: FAV

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

**By Molly Mee, Professor**

**SB0750**

**State Personnel - Collective Bargaining - Faculty**

**February 20, 2025**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

I am a full time, tenured professor at Towson University. I have taught a variety of graduate and undergraduate-level courses in the College of Education since 2006. I entered TU as an Assistant Professor in 2006, was promoted to Associate in 2012, and to full in 2018. I served three years as the Department Chair and have served in other leadership roles during my 19-year career at TU. I have conducted research in areas that include middle level education, restorative approaches, Black male teacher candidates, and more. I am working with my colleagues and AFT Maryland to secure collective bargaining rights through this bill. As faculty at Towson University, I have witnessed that shared governance does not always work to protect faculty from unfair practices and retaliation from administration. I am one of only a very few Maryland public employees without these rights. It is crucial that administration be held accountable through outside checks and balances, of which there are none enforceable at this time. I have witnessed faculty be mistreated and with no oversight to ensure they receive proper due process. This type of treatment undermines faculty ability to perform their duties and damages the integrity of shared governance at Towson University. I am speaking out now because the lack of transparency and accountability is harming the academic community at large. Faculty must have a system that protects them from unjust treatment and supports their ability to perform their jobs free from fear of retaliation. I ask for your support in ensuring that faculty members at Towson University are granted the same collective bargaining rights as others across Maryland. These rights will provide us with a platform for fair processes, protection from retaliatory actions, and a voice in decisions that impact our careers and the future of our institution of higher education. Thank you for your attention to this critical matter. I look forward to working together to secure a fair and just environment for all faculty members at Towson University.

Sincerely,

Molly Mee, Professor  
Home Campus: Towson University  
Department of Secondary and Middle School Education  
Towson University  
7901 Regents Drive, College Park, MD 20740  
mollymee66@yahoo.com

*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**neel.ahuja.pdf**

Uploaded by: Neel Ahuja

Position: FAV

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

**By Neel Ahuja, Professor**

**SB0750**

**State Personnel - Collective Bargaining - Faculty**

**February 20, 2025**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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. 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 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  
Home Campus: University of Maryland, College Park  
The Harriet Tubman Department of Women, Gender, and Sexuality Studies  
University of Maryland, College Park  
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neel1@umd.edu

*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**nicole.fabricant.pdf**

Uploaded by: Nicole Fabricant

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Nicole Fabricant, Professor of Anthropology  
SB0750  
State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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  
Home Campus: Towson University  
Sociology and anthropology  
Towson University  
nfabricant@gmail.com

*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*



**nina.randazzo.pdf**

Uploaded by: Nina Randazzo

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Nina Randazzo, Assistant research scientist  
SB0750  
State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My name is Nina Randazzo, and I am an assistant research scientist at University of Maryland's Earth System Science Interdisciplinary Center (ESSIC). 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 colleagues and I research the use of satellite data to monitor carbon emissions. This work helps us to identify emissions sources for which society does not already have extensive data: methane emissions from landfills or from natural gas infrastructure in urban areas, or carbon dioxide emissions from major traffic corridors. This data will allow legislators such as yourselves to construct more effective emissions mitigation policies and, importantly, to monitor how well your policies are working. We face several challenges in our work that could be alleviated through the right of collective bargaining. We are professional track faculty and are therefore ineligible for tenure, and our contracts are often constructed on a year-to-year basis. Greater job security would allow us to plan more extensive research projects, which can span years. Further, many of us (such as myself) operate on cooperative agreements through federal agencies such as NASA and NOAA. As the federal executive branch attacks climate science, we want to ensure that the University of Maryland will protect our academic freedom so that we can continue our crucial research. Collective bargaining would allow us to negotiate greater protections on this front. For the above reasons, and with solidarity with other researchers, professors, and lecturers who do the important work of creating knowledge and training the next generation of critical thinkers, I call for a favorable report to this Bill. "

Sincerely,

Nina Randazzo, Assistant research scientist  
Home Campus: University of Maryland, College Park  
Earth System Science Interdisciplinary Center  
University of Maryland, College Park  
7901 Regents Drive, College Park, MD 20740  
ninarandazzo7@gmail.com

*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**owen.s.andrews.pdf**

Uploaded by: Owen S. Andrews

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Owen Silverman Andrews,  
UMD ('09) and UMBC ('16) alumnus  
SB0750**

**State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

I support the right of my former professors and librarians, and their colleagues, as well as graduate students at public universities in Maryland, to collectively bargain.

Sincerely,

Owen S. Andrews, UMD ('09) and UMBC ('16) alumnus  
Home Campus: University of Maryland, Baltimore County  
HIST, GVPT, LACS (UMD), TESOL (UMBC)  
University of Maryland, Baltimore County

owen.s.andrews@pm.me

*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**pamela.felder.pdf**

Uploaded by: Pamela Felder

Position: FAV

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

**By Pamela Felder-Small**

**SB0750**

**State Personnel - Collective Bargaining - Faculty**

**February 20, 2025**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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  
Home Campus: University of Maryland Eastern Shore  
University of Maryland Eastern Shore

Pamela.Felder@Gmail.Com

*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**patricia.cossard.pdf**

Uploaded by: Patricia Cossard

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Patricia Cossard, Librarian Faculty  
SB0750**

**State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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 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 Cossard, Librarian Faculty  
Home Campus: University of Maryland, College Park  
University Libraries  
University of Maryland, College Park  
pcossard@umd.edu

*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*



**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  
SB0750  
State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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  
Home Campus: University of Maryland, Baltimore County  
American Studies  
University of Maryland, Baltimore County

p.nicoleking@gmail.com

*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**rianna.walcott.pdf**

Uploaded by: Rianna Walcott

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Rianna Walcott, Assistant Professor  
SB0750**

**State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My name is Rianna Walcott and I am a tenure track Assistant Professor of Communication at the University of Maryland where I have worked for 2.5 years. I call on this committee to issue a favorable report on the House Bill 0661 and Senate 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. Prior to moving to the US education system for my postdoc just over two years ago I was a PhD candidate in the UK, where collective bargaining amongst university faculty - and separately, among students - is a given, through the UK-wide University and College Union (UCU) and the National Union of Students (NUS) respectively. It is clear that this right, so commonplace in other higher education systems, should be extended to all higher ed workers in Maryland.

I am a new Assistant Professor, and prior to this academic year I had a two-year postdoctoral fellowship within the same department. I am now contracted to teach 2 classes per semester, usually with between 15-30 students. I also have some course buyouts at this time from a grant I work on, so this year I have been on a 1-1 while I co-direct a lab that is committed to providing extensive programming; mentoring and leading a team of 3 graduate and 2 undergraduate students; and leading inter-institutional collaborative research outputs. I feel fortunate, if overworked, in my job, and bewildered by the clear inequities I see between the resources, workload, and security afforded to tenure track versus professional track faculty.

I also note that at the present moment I feel particularly vulnerable in exercising my 'freedom of academic speech' as a member of faculty on an immigrant visa, and collective bargaining feels all the more critical to collectively and safely challenge attacks on higher education and research standards. For precarious or contingent staff, inclusive of our graduate students, professional track faculty and librarians, collective bargaining allows for us to seek equitable conditions in our employ on issues such as job security, workload policies, and service expectations. Shared governance is no substitute for collective bargaining - the former does not guarantee representation in matters that impact university faculty, whereas the latter more fairly supports an independent, collective voice.

Members of the Committee, This state has long recognized collective bargaining as essential for workplace democracy. This fundamental right ensures employee voices shape their working conditions; is already granted to many private institutions in our state; and to comparable higher education institutions nationally and internationally. Exempting four-year public institutions from this is illogical. I urge a favorable report on this Bill.

Sincerely, Rianna Walcott, Assistant Professor  
University of Maryland, College Park  
riandi1994@gmail.com

*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**richard.bell.pdf**

Uploaded by: Richard Bell

Position: FAV

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

**By Richard Bell, Professor**

**SB0750**

**State Personnel - Collective Bargaining - Faculty**

**February 20, 2025**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My name is Richard Bell and I am a Professor of History at the University of Maryland, where I have worked for nearly 20 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 three types of work in the course of my regular responsibilities: research, teaching, and service. Research involves months and years tracking down archival evidence to be interpreted and analyzed to form the basis of original peer-reviewed articles and books aimed at general audiences. Teaching involves two full-scale classes each semester--typically large-format lecture classes aimed at undergraduates across the university who are not usually history majors. Service involves all the committee work and mentoring and advising that keeps the great machine at the University of Maryland running. I teach hundreds of students each year and advise and mentor many more. I support collective bargaining for all USM faculty so that we can be afforded the same worker protections as all other state employees. In our current climate, I also believe it is essential to achieve collective bargaining doing so 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,

Richard Bell, Professor  
Home Campus: University of Maryland, College Park  
History  
University of Maryland, College Park  
7901 Regents Drive, College Park, MD 20740  
rjbell@umd.edu

*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**Birt\_MGA2025.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  
February 20, 2025**

**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 750. 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 750 for all the reasons listed above.

**robert.j.bennett.pdf**

Uploaded by: Robert J. Bennett

Position: FAV

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

**By Robert J. Bennett, Part-Time Lecturer; Chair of Adjunct Faculty Advisory Committee  
SB0750**

**State Personnel - Collective Bargaining - Faculty**

**February 20, 2025**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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. Sincerely,

Robert J. Bennett, Part-Time Lecturer; Chair of Adjunct Faculty Advisory Committee  
Home Campus: University of Maryland, Baltimore County  
University of Maryland, Baltimore County  
Bennerob@umbc.edu

*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**robyn.muncy.pdf**

Uploaded by: Robyn Muncy

Position: FAV

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

**By Robyn Muncy, Professor**

**SB0750**

**State Personnel - Collective Bargaining - Faculty**

**February 20, 2025**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**rodrigo.trevino.pdf**

Uploaded by: Rodrigo Trevino

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Rodrigo Trevino, Assistant professor  
SB0750**

**State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My name is Rodrigo Treviño, and I am an Assistant Professor of Mathematics at the University of Maryland, College Park, where I have worked for the past eight years. I am also a proud alumnus of the University of Maryland. I am here today to urge this committee to issue a favorable report on this bill.

Maryland already grants collective bargaining rights to nearly all state employees, including faculty at community colleges and non-academic staff at four-year institutions. It is only fair and logical that these rights be extended to all higher education workers in Maryland.

Over the past decade, there has been a systematic erosion of faculty rights and an increasing disregard for shared governance within our university system. Faculty voices have been stifled by an administration that refuses to engage with us in meaningful dialogue. This suppression has serious consequences, which I will illustrate with two key examples.

1. The Breakdown of Shared Governance

I work in the College of Computer, Mathematical, and Natural Sciences. The college's governing document, the Plan of Organization, requires the Dean to convene the College Council at least once per semester. The purpose of the Council is to provide a forum where stakeholders across the college can discuss key issues and advise the Dean on matters affecting the college.

Despite this requirement, the College Council has not convened in over seven years.

Repeated faculty requests to reinstate these meetings have been ignored by the Dean. Appeals to higher administration, including the Provost, have also gone unanswered. This failure to convene the Council is not just a procedural oversight--it represents the dismantling of a crucial mechanism for faculty participation in decision-making and accountability.

When governance structures meant to ensure faculty representation and oversight are deliberately abandoned, the result is an unchecked concentration of power, lack of transparency, and an environment ripe for abuse.

2. The Weaponization of Confidentiality

At both the college and university levels, confidentiality has been weaponized to intimidate faculty and deter oversight. Instead of being used to protect the vulnerable, it has become a tool to silence dissent and conceal questionable administrative practices.

a) Threats Against Faculty Over Promotion Transparency

On May 28, 2024, Associate Provost John Bertot issued a memo threatening disciplinary action



against faculty who disclosed aspects of the promotion process. This policy was imposed without exceptions, even in cases where faculty might be exposing illegal discrimination or retaliation.

Not only is this directly contrary to university policy, but under university governance rules, any designation of confidentiality with punitive consequences must be approved by the University Senate--which it was not. This unilateral action is a blatant attempt to silence faculty concerns and erode shared governance.

#### b) Suppressing a Departmental Review Report

A more recent example occurred within my own department. The department underwent a routine external review, where three professors from other institutions assessed the department and produced a report.

University policy explicitly states that the chair of the unit under review must distribute this report to faculty immediately upon receipt. However, instead of following this policy, the department chair:

i) Prohibited faculty from accessing the report freely, requiring them to visit his office to read it.

ii) Declared the report confidential, in collaboration with the Dean, despite no university policy justifying such a designation.

iii) One month later, faculty were required to sign a legal document agreeing not to discuss the report with anyone unauthorized. This document also included an explicit threat: faculty who discussed the report faced disciplinary action--a direct violation of university policy and an alarming overreach of power.

As a publicly funded institution, this report is of public interest. The fact that university administrators sought to hide the findings from faculty and the public is an affront to transparency, a violation of Maryland taxpayers' trust, and another example of the administration's disregard for shared governance.

As egregious as these cases are, they pale in comparison to what I am about to share.

Last November, I filed a federal lawsuit against the university for discrimination and retaliation related to the promotion process. Before filing, I had repeatedly opposed discriminatory and retaliatory actions by department administrators. In response to my repeated opposition to discriminatory and retaliatory practices, at my most vulnerable moment, the chair of my department and others enacted a campaign of retaliation aimed at ending my career.

This retaliation was widely recognized by senior faculty, who reported it to the university administration. The administration did nothing to stop it or mitigate its damaging effects. Their inaction emboldened the perpetrators, who continued their campaign unchecked for months.

I urge this committee to read my lawsuit. It lays out in detail how the administration failed to protect vulnerable faculty and allowed retaliation to persist. None of this would have happened if faculty had the right to organize.

If shared governance had been empowered, if faculty had a collective voice to hold the administration accountable, I would not be writing this testimony to you.

There are many reasons why you should support this bill:

(I) Public Interest and Accountability - Maryland's public universities must be transparent and accountable to taxpayers. Faculty participation in governance is critical to preventing corruption and administrative overreach.

(II) Equity and Representation - The demographics of my college do not reflect the demographics of the state of Maryland. The university cannot reach its full potential if faculty who advocate for diversity and inclusion in STEM are targeted for retaliation.

(III) Fiscal Responsibility - The lawsuit I filed against the university is costing Maryland taxpayers thousands of dollars in legal fees, a waste of public resources that could have been avoided with proper oversight and accountability mechanisms.

If the administration's unchecked authority continues, more lawsuits will follow, draining more taxpayer dollars and further weakening Maryland's higher education system.

Let me state the obvious: the working conditions of faculty are the learning conditions of students. The University of Maryland is one of the premier research institutions in the nation. It has tremendous potential to cultivate the talent of Maryland's students and researchers, but as long as faculty cannot thrive, students' success will also be stunted.

Members of the Committee, for decades, this state has recognized collective bargaining as a fundamental right and a critical tool for promoting democracy in our workplaces and public institutions. This right has been granted to many public higher education institutions across the country and to prestigious private institutions in Maryland. There is no legitimate reason why four-year public institutions should be exempt. I urge this committee to issue a favorable report on this bill. It is time to restore accountability, protect faculty rights, and safeguard the integrity of Maryland's higher education system.

Sincerely,

Rodrigo Trevino, Assistant professor  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

# **Faculty Testimony Sporer.pdf**

Uploaded by: Ryan Sporer

Position: FAV

**Written Testimony Submitted for the Record to the Maryland  
Senate Finance Committee  
Feb 18 2025  
Faculty Collective Bargaining Bill**

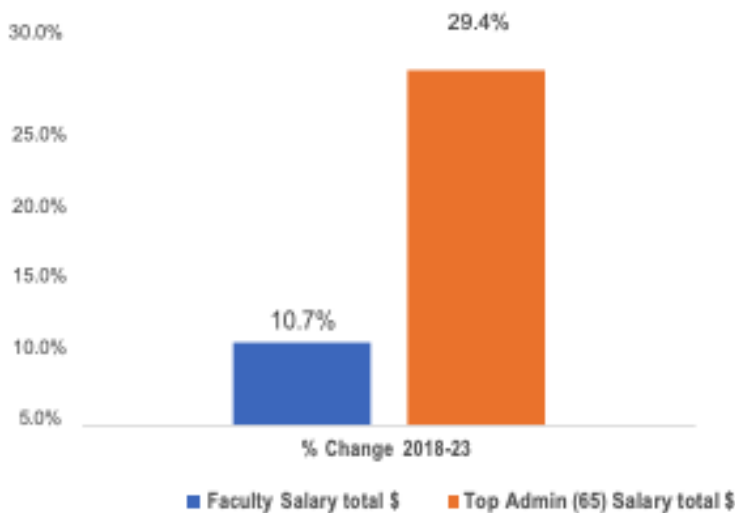
Good afternoon Chair Senator Biedel and members of the Senate Finance Committee

My name is Dr. Ryan Alan Sporer I am a professor at Salisbury University, where I teach Sociology. I have been at SU since 2018. I am working with my colleagues and AFT Maryland to secure collective bargaining rights through SB750 AND HB661. As faculty, I am one of only a very few Maryland public employees without these rights.

I have enjoyed my time working with colleagues and the students of Maryland and look forward to continuing to do so in the foreseeable future. However, the lack of a collective bargaining unit has made my job more difficult. Recent retirements in my department and the new organization of pin lines under the president's office has made replacement more difficult as there has also been a hiring freeze. The sociology department is essentially undergoing a quiet reduction, whereby the department will be 40% understaffed. This is on top of plans to increase class sizes and a normalization of teaching overloads. Lastly due to the lack of replacing key faculty, the remaining faculty must teach in courses in areas they have never taught. Each of these realities individually and collectively will affect the quality of education, the workload, and morale.

The faculty senate has not produced any noticeable improvements to my working conditions since I have joined SU. My first few years I attended many of the senate meetings, thinking this was an avenue for shared governance. I was wrong. Take for instance the faculty finance oversight committee. For at least 4 years and through two different university administrations, nothing has come from this work. A report was created by the committee showing how the priorities of SU have been lopsided in favor of administration over faculty. This is seen in the total salary percent change.

**Faculty vs. Top Admin Total Salary \$ change %, 2018 -23**



While the administration did reply to this, challenging how positions were operationalized and the partial nature of the data, they did not disclose that for years the faculty finance oversight committee was not received all requested data nor in a timely manner. This and other potential issues were mentioned, to which the committee responded in writing, yet there has been no response to this response. Even if there is, it is clear that the senate has no power to do anything about budgets and funding priorities. This is illustrative of the lack of voice and effectual communication given the unevenness of the relationships between faculty/faculty senate and administration.

A collective bargaining unit could reinforce the ideals of shared governance. This is the conclusion of research into this question. For instance, Rossmann (2025) in his research on perceptions of unionization on faculty senates concludes, “The findings are clear that unionization has had a positive impact on shared governance, working conditions, and salaries” (176).<sup>1</sup>

It is well understood that Salisbury University is a key institution on the eastern shore. Cars with SU stickers abound and chats with people from barbers to dentists often reveal a familial connection to the university. Salisbury University plays a vital role in the eastern shore community, serving as a hub of education, opportunity, and regional engagement. However, ensuring the long-term success of SU—and the quality of education it provides—requires that faculty have a real voice in shaping their working conditions and the future of the institution. The right to collectively bargain, a right already granted to most Maryland public employees and community colleges in the state, is essential to achieving this. Through collective bargaining, faculty can advocate not only for fair working conditions but also for the sustainability and advancement of Salisbury University as a premier institution of higher learning.

Thank you for your time and consideration. I urge you to support SB750 and HB661 to ensure that faculty have the rights and voice they deserve. **Faculty’s working conditions are students’ learning conditions.**

Respectfully,

A handwritten signature in black ink that reads "Ryan Sporer". The signature is fluid and cursive, with the first name "Ryan" and last name "Sporer" clearly distinguishable.

Dr. Ryan Alan Sporer  
Salisbury University

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<sup>1</sup> Rossmann, B. W. (2024). *Faculty members’ perceptions of the impact of unionization on shared governance* (Doctoral thesis, University of Calgary, Calgary, Canada).

**ryan.white.pdf**

Uploaded by: Ryan White

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Ryan King-White, Professor  
SB0750**

**State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My name is Ryan King-White. I am Tenured at Towson University. I teach in the Department of Kinesiology and Honors College, and have earned several awards for my research in the sociology of sport and pedagogical practices. This includes several projects with my undergraduate students. In addition, I provide service to my institution at all levels and have taken on leadership roles in the PTRM committee, University Curriculum Committee, and serve as an alternate on CUSF. I have been at Towson University for 19 years.

I am working with my colleagues and AFT Maryland to secure collective bargaining rights through this bill. As faculty, I am one of only a very few Maryland public employees without these rights.

As a faculty member with tenure I do have some job security, though the recent retrenchment at Frostburg puts that status in question. Yet, that is not what I am most concerned with. Instead, our Promotion and Tenure process at Towson University is fraught with people in positions of power who wield it in immoral and unethical ways that hurt faculty in less secure positions and this could be curbed with a strong union.

To be certain, there is a proclamation that this process is part of shared governance since we get to vote at the departmental level and provide a letter of recommendation for the chair, college committee, and dean. However, I have witnessed on no less than 7 occasions where this letter is dismissed and negative reviews are provided at the chairperson, college and/or dean level that reverses a positive recommendation and leaves a faculty member jobless or without a promotion. There are academic presentations and publications that have been published and/or are in the process of dissemination that discuss this situation. On one occasion, a faculty member was able to get the negative recommendation reversed by going through the EEOC and Office of Inclusion and Institutional Equity, but no consequences were levied on the offending parties.

Collective bargaining could begin to alter the balance of power that a weak shared governance system simply cannot provide. If people in positions of power choose not to respect shared governance it simply does not matter. With collective bargaining our voice and decisions can make a difference at Towson University in such a way as to make it a more equitable place to work. This would also mitigate future risk to the institution brought about by faculty members who have been mistreated conducting research and disseminating poor administrative behaviors to the consuming public. In a time where institutions are competing to draw students to attend this reputational hit could have long-term consequences on the USM and Towson University.

Sincerely, Ryan King-White, Professor  
Home Campus: Towson University  
rwhite@towson.edu

*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**SB750 - FAV - MSEA.pdf**

Uploaded by: Samantha Zwerling

Position: FAV



**FAVORABLE**  
**Senate Bill 750**  
**State Personnel – Collective Bargaining – Faculty**

**Senate Finance Committee**  
**February 20, 2025**

**Samantha Zwerling**  
**Government Relations**

The Maryland State Education Association supports Senate Bill 750. Senate Bill 750 would grant collective bargaining rights to faculty which is defined in the bill as full-time, part-time, or adjunct employees of at an institution within the University System of Maryland, Morgan State University, or St. Mary's College of Maryland whose assignments involve academic responsibilities, including teachers, researchers, and department heads and those in comparable positions. The bill establishes separate collective bargaining units for faculty and contingent, contractual, or temporary faculty. The legislation also authorizes the bargaining units to combine into a single bargaining unit. 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.<sup>1</sup> Senate Bill 750 makes meaningful

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<sup>1</sup> 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

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 is neither unique nor 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.<sup>2</sup> 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.<sup>3</sup>

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.<sup>4</sup> Collective bargaining relationships in Nebraska persist to this day between institutions of higher

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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), <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/>.

<sup>2</sup> 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>.

<sup>3</sup> 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](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>.

<sup>4</sup> 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).

education and labor unions representing faculty and other higher education workers.<sup>5</sup> 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.<sup>6</sup> Again, these collective bargaining relationships have persisted for decades and continue to the present.<sup>7</sup> 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 sponsor 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 750.**

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<sup>5</sup> 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 University Professors (July 1, 2021 – June 30, 2023), [https://www.unomaha.edu/academic-affairs/\\_files/documents/compliance/collective-bargaining-agreement.pdf](https://www.unomaha.edu/academic-affairs/_files/documents/compliance/collective-bargaining-agreement.pdf).

<sup>6</sup> 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).

<sup>7</sup> 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>.

**sarah.fouts.pdf**

Uploaded by: Sarah Fouts

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Sarah Fouts, Assistant Professor  
SB0750**

**State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My name is Sarah Fouts, and I am a tenure-track faculty member at UMBC, specializing in food studies, immigration, and informal economies in the American Studies department. I also direct our Public Humanities Minor Program and have served as our department's Faculty Senate representative since 2019. I have been at UMBC for six years and I teach a 2-2 along with 2 labs plus independent studies. I love living in Maryland and I am extremely proud to be part of UMBC.

We need stronger faculty representation, especially as higher education faces increasing challenges. While I believe in the integrity of our administration and their commitment to our best interests, I want these processes to be transparent and involve faculty at the forefront. Faculty Senate, which is currently our primary collective voice, is framed as "shared governance," but it lacks the binding power to enforce decisions or address systemic issues such as wages, benefits, and working conditions.

Collective bargaining rights and a union will provide legal protections and the ability to negotiate enforceable agreements with the administration. While faculty senate's focus on academic policies and governance, unions advocate for labor rights, equity, and job security, offering stronger protections and the capacity to take collective action.

Here are some both specific and general examples (in no particular order!) of why we need to ensure collective bargaining rights:

1. We need stronger, more informed advocates for faculty labor rights--Faculty Senate alone is not enough. During a Faculty Senate meeting, senators attempted to undermine sabbatical procedures for tenured and tenure-track faculty without fully considering the impact on our already limited rights. As a junior faculty member, I had to step in and advocate for my colleagues to ensure our rights were protected. We managed to table that policy, but it should never have gotten this far. With union representation and our own legal advocates, such issues would be addressed proactively, identifying and protecting our rights before they are even threatened.

2. We must prioritize faculty labor rights with our own legal protections. While I trust our administration and their legal hires to ensure the university's compliance with policies, I do not believe these legal departments are able to fully advocate for faculty labor rights. They are stretched thin, focused on the broader operational needs of the institution, and lack the capacity to fully support faculty, especially regarding freedom of speech and job protections. A union provides dedicated representation to protect our rights and work alongside the university's legal team, ensuring that faculty concerns are addressed and protected.

3. We need union support to safeguard academic freedom. I am concerned by the lack of meaningful representation in policy decisions at public institutions, particularly in light

of recent protests. Decision-making has often been unilateral, under the guise of "shared governance." Policies regarding "expressive activity" and "time, place, and manner" related to protected speech need clearer definitions. These policies are currently too broad, and we must ensure that faculty rights, including the freedom to express diverse viewpoints, are protected. A union provides the necessary advocacy to ensure that these policies are fair, transparent, and uphold academic freedom.

4. We need a union to address gender equity gaps, particularly in compensation. A union can build on the work of the Women's Faculty Network to analyze pay across the institution to identify and correct systemic disparities between genders, ensuring that individuals in similar roles with comparable qualifications, experience, and responsibilities receive equal pay. Moreover, this effort should be applied retroactively to ensure that past pay disparities are corrected, and individuals who have been underpaid due to systemic biases are compensated fairly.

5. We need to prioritize faculty hires over the continued expansion of administrative positions. I am concerned by the growing salaries allocated to an increased administrative structure, while funding for faculty remains limited. As we figure out our R1 status, it is crucial to invest in robust academic departments that can support student instruction and research (especially in the humanities), rather than diverting resources to an expanding network of centers. Reducing the focus on administrative growth and redirecting those resources toward faculty hiring will strengthen our academic mission and better serve our students.

6. Retirement benefits are often unnecessarily limited, especially for contingent faculty. When I was hired as a visiting faculty member, I was forced to choose between a pension and a 401(k). I wanted the pension, but because my contract only guaranteed one year, I had to make a permanent choice to opt for the 401(k). Later, when I transitioned to a tenure-track position, I was unable to revisit that decision. HR offered no recourse, and faculty senate was unable to help. A union would address such inequities by advocating for more flexible and fair benefits policies, ensuring contingent faculty aren't locked into irreversible decisions.

7. Collective bargaining also ensures workload equity. Without it, faculty often take on disproportionate service responsibilities, especially in underfunded departments. A union can advocate for transparent policies on service, teaching loads, and research support, promoting fair workloads for all faculty. While the Provost has acknowledged the issue of excessive service (average was well over 25%), we need collective bargaining to ensure that faculty have a fair voice in how to address these shifts and shape policies that reflect our needs. A union gives us the power to negotiate balanced, sustainable workloads that support both teaching and research excellence.

8. Unions empower faculty to play a stronger role in shaping institutional priorities. For example, we initially had no faculty representation in the university's strategic planning process. While this issue has been addressed, we should never have been excluded from a critical conversation about the direction of the institution. A union ensures that faculty's voice is always central in institutional decision-making.

9. We need to better protect non-tenure track faculty. Lecturer positions, often part-time or non-tenure track, are vulnerable to unstable working conditions, low pay, and lack of job security. Without union protection, lecturers may face unpredictable workloads, minimal benefits, and little recourse for advocating for better terms. A union ensures fair compensation, equitable treatment, and the right to negotiate for better working conditions. A union can help prevent exploitation by ensuring clear contracts and protections against arbitrary dismissal, ultimately improving both job stability and academic quality.

10. We need protections against unilateral restructuring, and a union can provide the

transparency and support necessary to safeguard our voice in these decisions. There is ongoing concern that our college could undergo a restructuring process that fails to recognize the unique value of our distinct programs and centers. We must ensure that any changes are made with our input and that we are not forced into mergers or restructuring plans that disregard our needs and perspectives. A union will help ensure we have a seat at the table and are not sidelined in critical decisions affecting our future.

We are performing well and regularly undergo major reviews that provide valuable, expert guidance on areas for growth and improvement. A union can ensure that the university acknowledges these strengths and actively supports us, enabling us to continue excelling. Through collective bargaining, we can secure the resources and recognition necessary to build on our successes and enhance our contributions to the institution. We can also be realistic about areas that need improvement, but we need legal backing to ensure that these conversations are constructive and lead to meaningful change. A union would provide the necessary support to engage in these discussions with the protection and leverage needed to advocate for our needs effectively.

Faculty may appear secure in their positions, but collective bargaining offers essential protections that strengthen their roles and ensure long-term stability. 2025 is different. We are embarking on uncharted territory, and it is quite frightening. We need a unified voice to negotiate not only salaries and benefits but also working conditions. It's crucial to safeguard academic freedom by establishing formal protections against administrative overreach and external pressures. A union contract provides clear, enforceable safeguards that protect faculty rights, ensuring that our work environment supports both academic excellence and personal well-being. Through collective bargaining, we gain the power to defend our professional autonomy and secure fair treatment.

I have great respect for President Valerie Sheares-Ashby and Provost Manfred H. M. van Dulmen. In fact, our Provost has openly acknowledged, even in Faculty Senate, his experience working with unions during his time at Kent State. While I trust that our administration has our best interests in mind, their ability to fully protect faculty is inherently limited--and ultimately, it's not solely their role. Collective bargaining is essential to ensure our voices are heard in a meaningful way, not as a symbolic or diluted presence. A union gives us the power to advocate for ourselves and shape decisions that impact our work and lives.

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 Fouts, Assistant Professor  
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7  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**sarah.hovde.pdf**

Uploaded by: Sarah Hovde

Position: FAV



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

**By Sarah Hovde**

**SB0750**

**State Personnel - Collective Bargaining - Faculty**

**February 20, 2025**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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 five 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 making 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 time as a graduate assistant with the Libraries 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 eight librarians in my division alone have departed for more favorable working conditions, from higher salaries to a more balanced workload, at other libraries (not including colleagues in other library divisions who have also left for better opportunities). The majority of these 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 full-time and part-time faculty members, postdoctoral associates, and graduate assistants, achieve fairer salaries and workloads, which will help the Librarians retain skilled librarians, balance our workloads, and continue our excellent track record of supporting the educational mission of the University.

Both the University Senate and the Library Assembly (the Libraries' shared governance body) provide avenues for discussion of faculty affairs, but both are limited in the actions that they can take to change material conditions in the workplace. University administration has shown little interest in addressing the challenge of retaining skilled librarians in a region with many competitive opportunities for librarianship, and has shown little support for comprehensive efforts to address salary compression.

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,

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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**sel.hwahng.pdf**

Uploaded by: Sel Hwahng

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Sel Hwahng, Assistant Professor  
SB0750**

**State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My name is Sel J. Hwahng and I am an Assistant Professor of Women's and Gender Studies at Towson University. I have been at Towson University for six years. I am working with my colleagues and AFT Maryland to secure collective bargaining rights through this bill. As faculty, I am part of one of very few groups of Maryland public employees without these rights. I believe that this bill would provide an additional layer of fairness and transparency that the current shared governance structures do not adequately provide. I assert that collective bargaining rights would benefit all members of the USM including students, faculty, staff, and administrators. This would result in greater workability between students, faculty, staff, and administrators, higher levels of student success and academic performance, and greater job satisfaction for all. I appeal to all of you to support this bill as an investment in the future of USM and higher education in this great state of Maryland.

Sincerely,

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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**siv.b.lie.pdf**

Uploaded by: Siv B. Lie

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Siv B. Lie, Associate Professor of Music**

**SB0750**

**State Personnel - Collective Bargaining - Faculty**

**February 20, 2025**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

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 since 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.

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 1,100 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. I have served a full term on the University Senate and seen firsthand that this body is a completely inadequate model of "shared governance"; it offers virtually no opportunities for faculty to voice concerns about our own working conditions, let alone take any action to improve these conditions. 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, 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 United Academics of Maryland.*

**stephen.greenberg.pdf**

Uploaded by: Stephen Greenberg

Position: FAV



**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Stephen Greenberg, Adjunct  
SB0750  
State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My name is Stephen Greenberg (MSLS, PhD) and I am an adjunct in the College of Information at the University of Maryland College Park. I have taught there as an adjunct every year since 2006. I call upon this committee to issue a favorable report on 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. In my nearly 20 years at UMD, I have never once had an office, a permanent and stable email address, a phone number, or even a mailbox. I rarely have a key to my classroom. Although I teach every year, my credentials are scrubbed after each class, and I must re-apply every year for simple access rights. This seriously affects my ability to be in touch with my students before, during, and after class. I am told that this is a computer security issue, but at the same time I have never been issued a university-secure computer. All my work must be done on less secure, personally owned equipment. Given my adjunct status, I cannot protest or appeal this situation. But which is really less secure? In the end, it is the students who suffer. Effective teaching rests upon good and consistent communication between students and faculty. I cannot rely upon this process to take place. A student looking for a reference or recommendation 180 days after the end of a semester will not be able to contact me, although my name still appears on the UMD websites. Many other part-time and adjunct faculty face But without a collective bargaining entity, we have no platform from which to work 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. 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,

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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

# **susannah.paletz.pdf**

Uploaded by: Susannah Paletz

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Susannah Paletz, Associate Professor  
SB0750**

**State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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 three 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; and 3) the disempowerment of faculty with regards to public health strategy.

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.

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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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

# **thomas.g.zeller.pdf**

Uploaded by: Thomas G. Zeller

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Thomas G. Zeller, Professor  
SB0750  
State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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 UMD or have attended it. 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. Faculty need to be able to unionize in order to improve their working conditions. Instructors and students will benefit from these changes.

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.

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 United Academics of Maryland.*

# **Kelleher Testimony SB750\_MGA2025.pdf**

Uploaded by: Tina Kelleher

Position: FAV



TESTIMONY OF TINA M. KELLEHER, PHD  
BEFORE THE  
FINANCE COMMITTEE OF THE MARYLAND SENATE  
For a hearing on  
SENATE BILL 750: "STATE PERSONNEL –COLLECTIVE BARGAINING – Faculty"

FEBRUARY 20, 2025

**FAVORABLE**

Chairperson Beidle, Vice Chairperson Hayes and distinguished members of the Senate Finance Committee:

My name is Dr. Tina Kelleher and I [link to my previous testimonies](#) that go back to 2012 for perspective on why moving this bill is so long overdue. I have served nearly 25-years at Towson University in a range of roles and am currently Full-Time Non-Tenure Track faculty. My actual title is about to change for the fourth time in three years, despite doing the same exact job. The USM intends to reclassify lecturers at TU as "Professors of Teaching."

Esteemed Senators, the best way to empower faculty *regardless of job title* would be to enable collective bargaining rights *for all ranks*. As is, according to Towson, I have worked there three years rather than nearly a quarter century when calculating retirement and accumulated sick leave, because we only obtained access to such benefits as of 2022. Some lecturers hired since are still being told inconsistent things about their benefits eligibility.

Contrary to what the USM will surely claim, most faculty cannot participate in shared governance at all. As the first contingent faculty member elected to serve on the TU Senate back around 2010, the most common questions I heard were not the kinds of things shared governance can address. Tenure-line colleagues often learned about decisions at the same time I did, through an email blast or when the senate was informed of what had already been decided from an undisclosed star chamber.

Indeed, since 2000, Towson has had a total of 9 different Presidents (6 "permanent appointees" and the rest "interims," who usually had at the time been serving as Provost, so that chief academic officer role has seen many challenges and much volatility). Further, the hiring of a fleet of quarter million dollar earning AVPs over the past half decade or so is not the kind of decision-making most faculty would have sanctioned *vis-à-vis* "shared governance"; to use the USM lingo, it is not an "efficient and effective" management of university resources, particularly in tight budgetary times.

In 2025, we cannot afford to stall a bill affirming our democratic commitment to collaborate with administrators in good faith and with transparency, to optimize learning experiences for our students. We want our institutions and our students to thrive; we need more tools to ensure their success.

I urge a favorable report on SB 750: we need *shared* rather than *sham* governance – and we need the proverbial table to exist before it is even possible to have a seat at it. Thank you.

**tita.chico.pdf**

Uploaded by: Tita Chico

Position: FAV

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

**By Tita Chico, Professor**

**SB0750**

**State Personnel - Collective Bargaining - Faculty**

**February 20, 2025**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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

Home Campus: University of Maryland, College Park

English

University of Maryland, College Park

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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**tito.baca.pdf**

Uploaded by: Tito Baca

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Tito Baca, Professor/ President of MC-AAUP Chapter  
SB0750  
State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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,

Tito Baca, Professor/ President of MC-AAUP Chapter  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

# **AFTMDsb750SUPPORT.pdf**

Uploaded by: Todd Reynolds

Position: FAV



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Kenya Campbell  
PRESIDENT

LaBrina Hopkins  
SECRETARY-TREASURER

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
SB 750: State Personnel– Collective Bargaining – Faculty  
February 20, 2025  
SUPPORT**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee. AFT-Maryland is the certified bargaining representative for numerous public employee and public education workers in the state, including the full-time faculty at eight community colleges throughout Maryland. In order to make our colleges campuses more efficient and democratic, as well as to better position our state to fend off partisan attacks against important fields of study within higher education, we call on this committee to issue a favorable report to SB 750, the bill that would lift the state’s restriction on allowing faculty at our four-year public institutions to decide if they would like to engage in collective bargaining with the administration at each of their institutions.

Members of the committee, Higher Education in this country is under attack, and Maryland has unfortunately relegated the academics doing the work of our public colleges and universities– the teachers, the researchers– to the sidelines in this fight. The threat of the federal government withholding dollars to any field of study that does not follow in lock-step to its politically partisan viewpoints is shaping our universities for the worse, with important programs like African American Studies, Women’s Studies– both being fields where the work of faculty at our public 4-year institutions are world-renowned–, and key scientific fields in particular being targeted. Maryland higher education is in a weaker position to defend against these attacks than states that do allow their faculty to bargain collectively because Maryland relies on the handful of administrators to defend against these attacks, thrusting the voices of the faculty to the margins.

But the financial situation of our colleges and universities is in trouble not just because grants from the federal government are arbitrarily being withheld in some sort of anti-intellectualist crusade, but also because the gap between compensation for the educators and the administration is so large, it is inefficient and unsustainable. For example, the *Baltimore Sun’s* annual database of state employee salaries does show in 2023 salaries for management and administrators far outpace the compensation for full-time faculty. By cutting off a path to



collective bargaining to faculty, Maryland has in effect given administrators a blank check to write their own salaries and compensation, while the rank-and-file faculty continue to see their compensation stagnate. If faculty are not even allowed to choose the ability to bargain collectively, the gap between faculty and administrative compensation will only continue to grow, draining more funds from the state, while those increased state dollars will once again not make their way to the classrooms and labs in the form of teaching and research faculty compensation.

Collective bargaining at our campuses is even more urgent this year with the state budget in crisis, as the state's bleak budgetary picture is going to hit our public colleges and universities particularly hard in the forms of layoffs and position eliminations. During budget hearings, the Chancellor's Office and presidents at local campuses have admitted to the Budget and Taxation and Appropriations Committees that faculty layoffs will be forthcoming. Faculty and staff on our campuses have not been informed of any of this, however, an example of how the administration's idea of "shared governance" without faculty bargaining is an empty shell.

We must ask— if administrators are planning faculty and staff layoffs and position eliminations in tight budget times, why do they never suggest a pay cut for themselves? Why are the first people cut out the rank-and-file educators who teach our students, and not admins that easily make mid to high six-figure salaries? How is this budget picture for our higher ed system helping our state? The clear answer is that it is not: that Maryland's system where faculty are cut out of real decisions in the governance of our institutions does real harm to higher education in this state. For these reasons, we call on the legislature to give faculty the tools to fight for higher education: give them the right to form a union if they so choose. Again, we call on a favorable report to SB 750.

**tom.goyens.pdf**

Uploaded by: Tom Goyens

Position: FAV

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

**By Tom Goyens, Professor**

**SB0750**

**State Personnel - Collective Bargaining - Faculty**

**February 20, 2025**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

The Salisbury University AAUP Chapter strongly supports this bill, which would grant collective bargaining rights to all faculty employed by the University System of Maryland.

The Core Issue: Workplace Democracy

At its heart, this is about ensuring democracy in the workplace. While SU faculty participate in a Faculty Senate that conducts elections, meets regularly, and delegates tasks to various committees, the Senate is merely an advisory body. Its recommendations can be ignored by the administration at will. Moreover, there is an implicit expectation that the Senate confines itself to narrow academic matters, avoiding internal administrative decisions, university finances, or relations with the USM Board. While faculty may occasionally be included in hiring committees or similar forums, the fundamental grievance remains: Faculty deserve the right to demand and rely on full transparency and accountability regarding all decisions by any administrative unit that directly affects them as employees and members of the campus community. Collective bargaining rights are essential to addressing this grievance.

Faculty Grievances

1. Lack of Workplace Protections

Faculty lack the ability to advocate for workplace protections afforded to unionized workers. The COVID-19 pandemic highlighted this vulnerability. During the pandemic, faculty had minimal input on crucial decisions regarding vaccination policies, masking, or remote work accommodations--even for those with medical or childcare challenges. Faculty were expected to pivot rapidly to online teaching, requiring significant retraining without compensation or reduced duties in other areas.

In a more recent example, the university created staff holidays for the first two days of the 2025 Winter session without properly informing faculty, so winter faculty were forced to start their classes with the entire campus closed (including the library and bookstore) with only limited remote administrative support--another example of decisions being made without thinking about or consulting faculty.

2. Salary Compression and Fair Compensation

Faculty are powerless to address salary compression or secure fair pay commensurate with their experience. While the administration has made some positive strides in this area, the fundamental governance issue remains: decisions--whether favorable or not--are unilateral, with minimal faculty input.

3. Inconsistent Treatment of Non-Tenure Track Faculty

Full-time, non-tenure track faculty face inequitable working conditions compared to their tenure-track peers. Research on our campus has revealed: Inconsistent workload expectations across departments. Confusion regarding benefits and rights. A lack of a clear pathway to transition to tenure-track positions. Persistent feelings among non-tenure track faculty of being treated as "second-class citizens" despite holding equivalent degrees, training, and experience.

#### 4. Exploitation of Part-Time and Contractual Faculty

Part-time faculty face tenuous employment conditions and significant pay disparities. Despite teaching the same courses as full-time faculty, they are paid less and rely on cost-of-living adjustments (COLAs) that are neither guaranteed nor contractually protected. While SU has granted COLA raises to adjuncts since 2019, these increases are dependent on administrative discretion and could be rescinded at any time. Furthermore, part-time faculty employment is tied to class enrollment, leaving them vulnerable to last-minute class cancellations that result in lost wages despite extensive preparation. No process exists to address these situations, leaving adjuncts uncompensated for their time and effort.

#### 5. Faculty with Small Children

Testimony from a full-time faculty: "I believe if we had a union, we would be able to successfully bargain for either a daycare center on campus or daycare benefits/tuition waivers. Our institution, I have been told, is the only one in the system without on-site childcare. Faculty have been lobbying for this since before my first child, now 7, was born. The president's office said they would look into arranging to have a certain number of spaces reserved for faculty at local childcare centers but nothing has come of it. It is very hard to find reliable childcare in this area, especially for children under 2. Infant spots require you register more than a year in advance. This is an issue when trying to recruit new hires with small children. I will also say as someone who is often the sole caregiver during the week, having some kind of on-site childcare or after school care would help me more fully participate in the life of the university. The faculty senate meets in person after children are being picked up from school, so I can't attend those meetings."

#### Additional Impact: Enhancing Student Services

Granting faculty collective bargaining rights will not only improve working conditions but also benefit students. Faculty maintain close relationships with students over multiple semesters, putting them in a unique position to advocate for student wellbeing. Improved faculty conditions will enhance student experiences, academic achievement, and overall university metrics--satisfying students, parents, and the broader community while raising Salisbury University's standing among peer institutions.

#### Conclusion

The right to collective bargaining empowers faculty to secure transparency, accountability, and fairness in their workplace, ultimately strengthening the entire university community. It is a vital step toward ensuring that all faculty--regardless of rank or employment status--can advocate effectively for themselves, their students, and the future of Salisbury University.

Sincerely,  
Tom Goyens, Professor  
History  
Salisbury University  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**ward.morrow.pdf**

Uploaded by: Ward Morrow

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Ward Morrow, Labor Union Attorney/Adjunct Labor Law Professor  
SB0750  
State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, 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,

Ward Morrow, Labor Union Attorney/Adjunct Labor Law Professor  
Home Campus: University of Maryland, Baltimore  
Member of Local 2-Office and Professional Employees International Union, Metropolitan  
Baltimore and DC AFL-CIO central labor councils  
University of Maryland, Baltimore

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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**wei.liu.pdf**

Uploaded by: Wei Liu

Position: FAV



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

**By Wei Liu, Post-doc researcher**

**SB0750**

**State Personnel - Collective Bargaining - Faculty**

**February 20, 2025**

**FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My name is Wei Liu and I am a post-doc at 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 postdoctoral researcher in the field of biomedical engineering. My primary responsibilities include conducting scientific research, designing and performing experiments, analyzing data, and working on innovative solutions to real-world challenges in the United States. My research aims to advance medical technologies and improve healthcare outcomes. As a postdoc, I do not have formal teaching responsibilities, but I actively contribute to the academic community by mentoring graduate and undergraduate students in the lab, assisting with research training, and collaborating with faculty members on various projects. My work is not limited to a single research focus; I often take on additional projects that align with broader institutional and societal needs.

I support this bill not just to improve my own life, but more importantly, to support my friends and colleagues. Personally, I am satisfied with my current work and living conditions, but I have seen many postdocs from other countries struggle due to a lack of necessary support. They face immense research pressure while also bearing the high cost of living in the U.S. Over the past few years, the cost of living has continued to rise, making it increasingly difficult for researchers to sustain themselves. I hope this bill will help improve financial support for postdocs and faculty, including access to more affordable health insurance. Currently, I pay around \$300 per month for health insurance, which is a significant burden. More importantly, these costs should not fall entirely on our principal investigators (PIs), but right now, that is often the case. I know many young PIs who cannot afford these expenses and, as a result, hesitate to hire postdocs. This has become a widespread issue, limiting opportunities for both researchers and faculty.

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. Improving working conditions and financial support for the entire research community is one of my primary reasons for advocating for this bill. By ensuring fair compensation, job security, and better benefits, we can create a more sustainable and productive research environment that ultimately benefits Maryland's scientific progress and economic prosperity. 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,

Wei Liu, Post-doc researcher  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**zachary.dorner.pdf**

Uploaded by: Zachary Dorner

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Zachary Dorner, Assistant Professor  
SB0750  
State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My name is Zachary Dorner and I am a full time Assistant Professor of History (tenure track) at the University of Maryland, College Park where I have worked in various roles 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 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. While at UMD, College Park I have worked under a variety of conditions that depended on my employment status. As a non-tenure-track faculty member, I and my colleagues were subjected to unclear workload policies and a lack of equity in teaching load. Now as I tenure-track faculty member in the History Department, I see that such experiences are not universal at the university--but a lack of transparency and uniformity often still is. This affects our ability to teach, research, and serve our campus communities as effectively as we can. Students see this as well. I support this bill because shared governance is critical to UMD's education mission and critical to my personal pedagogy. If my university does not have shared governance with the entirety of its faculty, how is it pretending to deliver the best possible education to its students? Faculty are the ones in the classroom with students on a day-to-day basis often serving as front-line responders to personal and health crises. As support and resources for faculty slowly erode, so too will the student experience unless we are able to participate in the university's governance. 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. Now, more than ever, Maryland must stand as an example to its people and to its students of democratic participation and intellectual honesty--collective bargaining is a big part of that. 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 ask you for a favorable report to this Bill.

Sincerely,

Zachary Dorner, Assistant Professor  
Home Campus: University of Maryland, College Park  
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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**ziad.bentahar.pdf**

Uploaded by: Ziad Bentahar

Position: FAV

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Ziad Bentahar, Associate Professor  
SB0750**

**State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
FAVORABLE**

Good afternoon Chair Beidle, Vice Chair Hayes, and members of the Senate Finance Committee.

My name is Ziad Bentahar, and I currently work as an Associate Professor at Towson University, where I have taught since 2014. I urge this committee to issue a favorable report on the bill for collective bargaining rights for faculty. The state already grants this right to nearly every other state employee, as well as to faculty at community colleges and non-academic staff at four-year institutions. It is time that faculty at Maryland's public universities are granted the same rights. At Towson, I teach six to seven courses each academic year, covering Arabic and French language and culture at all levels, first-year seminars, a graduate seminar in Global Humanities, and a course on immigration with a focus on the Middle East. With nearly two decades of experience teaching at universities in the U.S. and abroad, my perspective is informed by both my current work in Maryland and by broader educational contexts. \*Collective Bargaining Enhances the Quality of Education\* Faculty work demands focus, time, and energy to ensure high-quality education and knowledge production. However, without collective bargaining, engaging effectively with administration becomes increasingly difficult. Collective bargaining would strengthen relationships between faculty and administration, allowing us to focus on our core mission--educating Maryland's citizens. Education is a labor of love, but it is also hard work that deserves the same labor rights as any other profession. Collective bargaining is a fundamental democratic right that ensures fair working conditions for faculty, who, like all workers, deserve dignity and respect. \*Protecting the Future of Faculty\* The number of faculty has not kept up with student enrollment. Collective bargaining would help create conditions that attract future educators, ensuring a sustainable faculty pipeline. It would protect our universities by making the teaching profession an appealing option for Maryland's rising generations, ensuring continued excellence in education and research at our public institutions. \*Reducing Wasteful Spending\* While faculty numbers have declined, administrative positions have increased. Collective bargaining for faculty would help reduce unnecessary administrative costs by making many redundant positions irrelevant. This would lead to savings that could be better spent on faculty salaries, enhancing the overall educational experience. It would also create a more efficient and effective educational environment. \*Making Public Universities Attractive Places to Work\* Many public higher education institutions across the country, as well as prestigious private institutions in Maryland, already recognize the importance of collective bargaining. It no longer makes sense to exclude four-year public institutions from this process. Our public universities are vital to society, not only for their educational services but also as employers. To attract the best faculty, we must make these institutions attractive workplaces. I ask for your support in granting faculty the right to organize and negotiate for fair and transparent working conditions. The change this bill represents is crucial for the future of Maryland's colleges and universities, and will benefit our state as a whole. Thank you for your attention.

Sincerely,

Ziad Bentahar, Associate Professor  
Home Campus: Towson University

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*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

**SB750\_USM\_UNF.pdf**

Uploaded by: Andy Clark

Position: UNF





**SENATE FINANCE COMMITTEE**  
**Senate Bill 750**  
**State Personnel - Collective Bargaining - Faculty**  
**February 20, 2025**  
**Unfavorable**

Chair Beidle, Vice Chair Hayes and members of the committee, thank you for the opportunity to offer testimony on Senate Bill 750. The Chancellor, the Board of Regents and the presidents have the deepest respect for the world class faculty in the University System of Maryland (USM).

Senate Bill 750 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. We should always be good fiscal stewards of the state's investment in higher education—but during these incredibly challenging budgetary times, it is even more critical than ever.

Why is collective bargaining not necessary for the faculty 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”. Each campus in the USM has a shared governance body for their faculty. As our universities are diverse in structure, each shared governance body operates in a slightly different manner. The key element, however, is that the members of the faculty shared governance body are partners in work related to faculty personnel decisions, selection of administrators, preparation of the budget, and determination of educational policies. At the system level, we have the Council of University System Faculty. This body advises the Chancellor and reports regularly to the Board of Regents. Its responsibility is to consider and make recommendations on matters of System wide professional and educational concern to the faculty and matters to which faculty bring special expertise.

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.

### **USM BOR Faculty Grievance Policy**

The University System of Maryland has a systemwide policy on faculty grievances. (II-4.00-POLICY ON FACULTY GRIEVANCES)

This policy requires that each institution adopt procedures whereby faculty grievances may be presented for formal review and resolution. The policy applies to anyone holding a recognized faculty rank, regardless of tenure status or percent time of employment.

The grievance policy is shared by the campuses in the Faculty Handbook and the policy is administered, typically, via a campus faculty senate committee.

### **Faculty Work**

Broadly stated, not all faculty do the same work. The perception that all faculty do is teach, particularly in a system like USM, is not appropriate. Some of our tenured/tenure-track faculty only conduct research, some teach one or two classes per semester and conduct significant research. Others teach 3-4 classes per semester and conduct research appropriate to their discipline. These faculty are all responsible for providing service to their department, college and university, as well as their academic discipline and community.

Adjunct or non-tenure track faculty, whether part time or full time, are typically hired only to teach a set number of classes. They are responsible for all matters related to their classroom instruction (preparation of course materials, instruction and assessment) but they are not required to conduct research or provide service to the university or department. They may choose to do these things, but it is not required.

Why do these distinctions matter? The bill would establish broadly defined bargaining units which lack the requisite community of interest for appropriate and effective bargaining. As described above, there are significant differences in the functions and responsibilities of tenure track/tenured faculty as compared to adjunct faculty. Likewise, there are significant differences in the

expectations for and needs of full-time versus part-time faculty. 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.**

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.

The USM knows you're well aware of the current budget climate as we all are. The recently proposed deductions to our budget of 5% equate to \$111 million. This is in addition to last year's cut and another mid-year cut to the FY25 budget which leaves the USM down over \$180 million cumulatively in FY25 and FY26. The imposition of additional policy changes at this time would be more than challenging for all of our campuses on top of these reductions.

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 750.



**james.m.lager.pdf**

Uploaded by: James M. Lager

Position: UNF

**Written Testimony Submitted to the  
Maryland House Appropriations Committee  
By James M. Lager, Lecturer II (Adjunct Prof)  
SB0750  
State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
OPPOSED**

Good afternoon Chair Barnes, Vice Chair Chang, and members of the House Appropriations Committee,

I oppose any Bill to make union membership a job requirement. Collective bargaining often hurts the workers it is supposed to help, imposing costs on employees for dubious advocacy and poor representation of employee interests. I would much prefer to be able to negotiate my own salary and benefits, and pursue my own rights instead of being forced to comply with a CBA or its negotiated grievance proceedings. The money spent by the union and the university in dealing with the union is better spent elsewhere.

Some part-time employees or contractors are prohibited from union membership, or have other obligations and considerations that would make union membership unwise. Should a Bill pass, there needs to be a way for employees to opt out of any requirement to join the union. An opt out procedure is available at other universities.

Sincerely,

James M. Lager, Lecturer II (Adjunct Prof)  
Home Campus:  
7901 Regents Drive, College Park, MD 20740  
jlager@umd.edu

*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*

# **SB750 SMCM INFO Testimony.pdf**

Uploaded by: Brandon Engle

Position: INFO

**House Bill 661 /Senate Bill 750**  
**State Personnel - Collective Bargaining - Faculty**  
**House Appropriations Committee / Senate Finance Committee**  
**February 20, 2024**

**Letter of Information**

Chair Beidle, Vice Chair Hayes, 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 750.

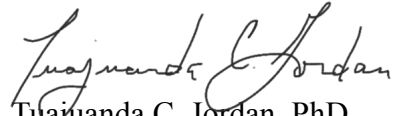
In general, this bill would extend collective bargaining rights to full- and part-time faculty at the College. It would also establish separate collective bargaining units for contingent, contractual, and temporary faculty – although these units would also be authorized to combine into a single entity. 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, and continues to function well today, 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 model include the innovative restructuring of existing academic programming, as well as the development of our core LEAD (Learning through Experiential and Applied Discovery) curriculum. Shared governance is also responsible for the development of two of our most successful new academic programs, Marine Science and Business Administration, which have been so popular among new students that they have become our second and third most popular majors within just two years of their initial launch.

The realignment and development of academic programming is challenging, yet essential, for the College to remain competitive and relevant to the needs of Maryland's students and economy. However, the current shared governance structure enables us to make these critical academic decisions in a timely and equitable manner. Additionally, 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.

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 cursive script that reads "Tuajuanda C. Jordan".

Tuajuanda C. Jordan, PhD  
President



**michael.canale.pdf**

Uploaded by: Michael Canale

Position: INFO

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
By Michael Canale, Assistant director, professor of practice  
SB0750  
State Personnel - Collective Bargaining - Faculty  
February 20, 2025  
INFORMATIONAL ONLY**

Good afternoon Chair Beidle, Vice Chair Hayes, 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  
Home Campus: University of Maryland, Baltimore County  
University of Maryland, Baltimore County

canale@umbc.edu

*This testimony has been submitted on behalf of this individual by the United Academics of Maryland.*