

**Written Testimony Submitted to the  
Maryland Senate Finance Committee  
SB0006**

**State Personnel - Collective Bargaining - Nontenure Track Faculty**

**February 05, 2026**

**FAVORABLE**

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

My name is Shane Bolles Walsh. I am a full time, non-tenure-track senior lecturer in the Department of African American and Africana Studies at the University of Maryland, College Park, where I have taught since 2019. I am working with my colleagues in United Academics of Maryland (UAM), an affiliate of the American Association of University Professors (AAUP) and the American Federation of Teachers (AFT), to secure collective bargaining rights for faculty in Maryland's public four-year institutions. As a non-tenure-track faculty member, I am among the very few Maryland public employees without these rights. Every semester, I am inspired by the diversity of my students, and it brings me great satisfaction to create an inclusive, dynamic classroom environment. The ability to connect with and support students from all walks of life remains one of the most rewarding aspects of my teaching practice. My work is grounded in an interdisciplinary approach that combines knowledge, methods, and perspectives from multiple academic disciplines, shaped by my own educational journey and professional development. This approach informs my teaching praxis and encourages innovative thinking, with the goal of inspiring and motivating students while fostering a more inclusive and nuanced understanding of history and culture.

Within the Department of African American and Africana Studies, my interdisciplinary teaching has enhanced both my effectiveness in the classroom and my scholarly engagement. A foundation in African American studies is essential not only to academia but to the broader community, as it deepens understanding of the social, economic, and political forces that shape our present. The department plays a vital role within the university by cultivating a diverse intellectual community and supporting scholarship across disciplines. My experiences teaching students across nearly every major and college at the university have strengthened my ability to adapt to different learning styles and backgrounds, while also sharpening my commitment to presenting the Black experience with authenticity, clarity, and complexity.

Despite the value and dedication non-tenure-track faculty bring to the university, we often lack meaningful voice within institutional decision-making structures. While shared governance exists, it remains limited in scope and advisory in nature, with final decisions resting elsewhere. My service on Senate subcommittees has given me insight into how faculty perspectives are represented at the university level, but it has also underscored the uneven access non-tenure-track faculty have to influence decisions that directly affect our work. This lack of formal voice contrasts sharply with the level of responsibility we carry in educating students and sustaining the academic mission of the institution.

Non-tenure-track faculty are deeply invested in the success of the University of Maryland and its students. My own teaching has been enriched by my background in African American studies, material culture, and museums, which allows me to connect historical narratives to present-day social contexts and contemporary media. For example, when teaching the Montgomery Bus Boycott, I highlight the role of mimeograph machines in grassroots organizing to demonstrate the intersection of history, technology, and activism. I have also integrated museums and exhibitions into my curriculum to provide students with tangible, immersive connections to the past. These approaches reflect the dedication non-tenure-track faculty bring to their work, often in the face of limited job security and institutional support. It is through the

right to collectively bargain--a right afforded to nearly all other Maryland public employees --that non-tenure-track faculty, and ultimately all faculty, can gain the voice necessary to continue supporting students, strengthening the university, and contributing meaningfully to the state of Maryland.

Sincerely,

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