

**Written Testimony Submitted to the  
Maryland House Government, Labor and Elections Committee  
HB0106  
State Personnel - Collective Bargaining - Nontenure Track Faculty  
February 10, 2026  
FAVORABLE**

Good afternoon Chair Wells, Vice Chair Kerr, and members of the House Government, Labor and Elections Committee.

My name is Justin Lohr. I am a full-time non-tenure-track professor at the University of Maryland, College Park. 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 Principal Lecturer in the English department who has worked at the University for fourteen years and a resident of the state of Maryland, I am one of only very few Maryland public employees without these rights.

While all faculty deserve collective bargaining rights, non-tenure-track faculty are among the most vulnerable. As a Principal Lecturer, I teach 4 classes per semester, working with approximately 150 students per year, the vast majority of whom are pre-health students preparing for careers in medicine, nursing, and public health among other fields. I help prepare these students for their chosen career paths by training them in the writing and communication practices they will need in order to engage with various audiences, most notably the non-expert general public they will work with as health practitioners. In addition to prepping and teaching my classes, this work entail reading and grading approximately 2000 pages of student writing per 15-week semester while also responding to discussion boards and other excercises designed to prepare students for their major assignments. While activism and pressure from non-tenure-track faculty has led to tremendous improvements for non-tenure-track faculty in our department, our workload still remains significantly higher than the Modern Language Association's recommended teaching load of 60 students per semester (roughly 120 per year); our heavier loads fundamentally compromise the quality of instruction and feedback provided to each individual student. In addition, one of the courses I teach involves a partnership with a high school near to campus and is centered on helping the high school students make their voices heard on pressing issues in the local community. A partnership such as this one now exists under the shadow of a federal government increasingly hostile to free speech, especially when by or on the behalf of communities of color, and with a now-established pattern of attacking "DEI" initiatives, which would certainly include this partnership. Without the protections afforded to tenured faculty, I find myself increasingly concerned about this partnership and about other University-community partnerships, many of which are run by non-tenured-faculty and often demand additional labor beyond that stipulated in our contracts.

Non-tenure-track faculty serve a vital educational role at the institution as well as a vital role in establishing and sustaining many partnerships between the University and the community. In my department, non-tenured faculty perform the overwhelming majority of instruction (the Professional Writing Program, for instance, is composed entirely of non-tenured faculty and instructs over 4000 students per year) and yet our labor remains undercompensated and frequently overlooked by tenured faculty and administrators. Indeed, despite significant reforms over the last decade, recent conversations in the department have made it all too clear that many tenured faculty still do not understand the significance of non-tenured faculty to the department, a reminder of our overlooked and ever-precarious place in the departmental hierarchy. We remain overlooked and precarious even as non-tenured

faculty serve a major source of pedagogical innovation; in my department alone, it is the non-tenured faculty who by and large establish and maintain community partnerships (such as the one I described above), who spearhead popular study abroad courses (Food Writing in Italy, Tolkien in Oxford), who use connections cultivated from time outside of academia to have their students engage in experiential collaborations with businesses and nonprofits, and more. Not only are non-tenure-track faculty doing the work, but they're innovating, putting forward new and exciting ideas, and contributing in groundbreaking ways to the learning and growth of our students and even communities beyond our own departments. All the while, non-tenure-track faculty are also writing and producing research (I myself have multiple peer-reviewed research publications) often on top of their teaching loads and without any of carve-outs or supports afforded to tenured faculty. In short, non-tenure-track faculty contribute an enormous amount to institutions yet remain underappreciated and vulnerable.

While I again acknowledge significant improvement in the status of non-tenure-track faculty in my department over the last decade or so, that improvement has rested solely on the benevolence and interest of administrators, not on shared governance or formal structures that would allow non-tenure-track faculty to advocate for themselves. Such gains, then, are inherently precarious, dependent on goodwill alone, and, even more, they remain inadequate and far below fair compensation for the labor, daring, and basic human care demonstrated by so many of our non-tenure-track faculty. It is through the right to collectively bargain--a right afforded almost all other Maryland Public Employees and USM peer institutions--that non-tenure-track faculty, and, hopefully soon, all faculty, will have the voice they deserve.

Sincerely,

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