

Perspective

MSCA Newsletter

Brett M. Rhyne, editor



NEA/MTA/MSCA

October 2007



Representatives of MSCA, the Council of Presidents and the Board of Higher Education gathered at the BHE offices in Boston on Oct. 10 to sign the recently ratified day unit contract extension. Pictured above are (seated) BHE Chairman Frederick W. Clark Jr., and MSCA President Patricia V. Markunas; (standing, l-r) Stephen Kearney, Massachusetts Maritime Academy director of human resources; Kenneth Lemanski, COP executive director; Peter Tsaffaras, BHE director of employee relations; Arthur Pippo, MTA Division of Higher

Education director; BHE Chancellor Patricia Plummer; MTA Vice President Paul F. Toner; Mark Peters, COP counsel; MTA Executive Director-Treasurer Edward P. Sullivan; MTA President Anne Wass; COP Chairperson Robert Antonucci; Cheryl Stanley, MSCA/Westfield State College; MTA Consultant Donna Sirutis; MSCA Vice President C. J. O'Donnell; and Ann Mrvica, MSCA/Fitchburg State College.

QVO STATVS?

University Status Option Offers More Questions Than Answers

Patricia V. Markunas, MSCA president

The management of several state colleges is aggressively pursuing university status. Besides the right to call a state college a "state university," what does this mean? Bridgewater State College and Salem State College have produced white papers making a case for becoming state universities. These can be accessed through the MSCA Web site at <www.mscaunion.org>. Neither paper answers questions of vital importance to the professional lives of state college faculty and librarians.

One member of Bridgewater State College's University Task Force was Frederick W. Clark Jr., who was appointed chairman of the Board of Higher Education in August. Clark authored the financial section of Bridgewater's white paper, which was made public in May 2007. While the BHE

has not yet taken an official position on university status, Clark was guardedly supportive of the idea in MSCA's interview with him last month. "On a personal level," he said, "I think it's absolutely the right strategy for the state colleges to explore."

The legislature's Joint Committee on Higher Education is currently considering House Bill 1185, the so-called "University Status Bill" (reprinted on pg. 3). The MSCA Board of Directors has insisted on, and been assured that, language mandating a continuation of the current system of union representation will be included in the legislation. However, the bill is still in committee and no amendments have been made to it. The MSCA has also made it clear that should any state college achieve

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Officer Nominations Open Nov. 1

Members considering running for an MSCA statewide office for the 2008–2010 term can request nomination papers on or after Nov. 1, 2007. Next spring, candidates will be elected to two-year terms for all four MSCA offices: president, vice president, treasurer and secretary.

To obtain nomination papers, as explained in the MSCA Constitution, Article IV, send a request by certified mail to:

Deb Foss MSCA Nominations & Elections Supervisor Mass. College of Liberal Arts Advising Services, Bowman 32 375 Church Street North Adams, MA 01247-4100

To be eligible to appear on the MSCA election ballot as a certified candidate, members must return signed nomination papers —

including at least 40 signatures from MSCA members in good standing with no more than 15 counted from any single chapter (campus) — to **Deb Foss** at the above address. Nomination papers must be received by 5:00 p.m. on Jan. 18, 2008, regardless of postmark. To ensure confirmation of receipt of nomination papers, please send them via certified mail.

Specific information concerning the election of officers can be found in the MSCA Constitution, posted on the MSCA Web site at <www.mscaunion.org>. The 2008 election rules and calendar will be approved by the MSCA Board of Directors on or before Dec. 7, 2007. These documents, once approved, will be available on the MSCA's Web site and published in the *Perspective*.

Questions can be directed to Deb Foss at 413.662.5400 or <dfoss@mcla.edu>.

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DID YOU KNOW...

Article V: Academic Freedom and Responsibility

Margaret Vaughan, chair MSCA Grievance Committee



Margaret Vaughan

Did you know... when a grievance is filed with management, one of the most frequently sited articles of our collective bargaining agreement — and one of the most important — is Article V: Academic Freedom and

Responsibility. According to the agreement, "academic freedom is the right of scholars in institutions of higher education freely to study, discuss, investigate, teach, exhibit, perform, and publish." Moreover, teachers are entitled to "...full freedom in the classroom in discussing his/her subject, most specifically in the selection of his/her classroom materials including selection of texts."

It should be of no surprise to learn also that such freedom carries certain responsibilities. The second half of Article V explains: "Faculty members and librarians have the responsibility to their colleagues and the college community to preserve intellectual honesty in their teaching and their research," as well as respect the "free inquiry of his/her associates." The agreement goes on to say: "The college or university teacher or librarian is a citizen and a member of a learned profession affiliated with an educational institution. When he/she speaks, writes or expresses himself/herself in any other fashion as a citizen, he/she should be free from institutional censorship or discipline, but his/her special position in the community imposes special obligations. As a person of learning, affiliated with an education institution, he/she should remember that the public may judge his/her profession and his/her institution by his/her utterances."Thus, "he/she should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate when he/she is not an institutional spokesman."

Article V is brief but meaningful. It is the context in which we are able to pursue truth and knowledge in our field of study. Academic freedom and its corollary, academic responsibility, are two principles we must protect.

For a complete review of Article V see pages 57 and 58 of the collective bargaining agreement.

IN SERVICE

Westfield Profs Making the Grade on Task Force

Susan E. Dutch, contributing editor

Two Westfield State College faculty members, Trudy Knowles and Cheryl Stanley, have been appointed to serve on subcommittees of Governor Deval Patrick's Readiness Project.

The purpose of this initiative is to review the future of public education across the commonwealth. Its main focus is on free and universal public education, from pre-K through community college.

Cheryl Stanley, of the education department, is cochair of the Recruiting and Retaining Educators Subcommittee, which will focus on ways to improve teacher recruitment and retention.

"I am pleased to bring a voice from Western Massachusetts to this subcommittee," she said. "Being part of a process affecting positive change is exciting. On the committee, as I share my concerns and expertise, I hope to gauge the level of commitment this administration is prepared to invest in education across the commonwealth. I look forward to bringing back my experience to help Westfield State College prepare for these upcoming changes."



Cheryl Stanley

Trudy Knowles serves on the MCAS and Assessments Subcommittee, which will confront the question of how to improve student assessment by evaluating the current MCAS and suggesting additional measures of academic success.

"I was particularly interested in this committee because of my deep concerns

about the negative impact that the MCAS has had on teaching and learning," she said. "I look forward to working with this committee and making recommendations to the governor about ways that we can make our assessment more comprehensive. That was the intent of the Education Reform Act of 1993."

MSCA President Patricia



Trudy Knowles

V. Markunas is also particiating in the Readiness Project; she sits on the UMass & Public Higher Education Subcommittee, which is chaired by Fitchburg State College President Robert V. Antonucci.

Over 150 educators, business representatives and practitioners from more than 75 communities across the state comprise the 13 subcommittees of the project.

Each subcommittee will combine its members' knowledge and practical experience to identify strengths and weaknesses in the current educational system. The task of each subcommittee is to provide the Readiness Project Leadership Council with a list of recommended actions, a projection of costs for their implementation, and timelines — with benchmarks — for evaluating success.

Other subcommittees include accountability & assistance, curriculum alignment, early education & care, education & technology, long-term funding, public and private higher education, and the whole child.

For further information about Project Readiness visit <www.mass.gov>.

ONE YEAR AT A TIME Day Unit Members Ratify One-Year Deal

MSCA day unit members overwhelmingly ratified a one-year contract to run through June 30, 2008, in balloting held Sept. 26 and 27 at all nine campuses.

The deal was approved by 97 percent of the 722 members casting valid ballots, out of approximately 2300 eligible voters. The tally:

Yes: 700 No: 20 Blank: 2

Election officials challenged the validity of 11 other ballots.

Among the provisions of the new deal is a 3.5 percent across-the-board pay increase. This is the same percentage increase received by MTA affiliates representing faculty and staff in the UMass system, who were negotiating with the UMass Board of Trustees concurrently with MSCA. This round marked the first time MSCA and UMass affiliates were in direct communication during negotiations.

Another major element of the agreement was a \$350,000 longevity adjustment pool, implemented to begin addressing salary compression (when longer-standing workers make less in relation to their

newer colleagues of the same rank). Members will get one "share," worth between \$110 and \$120, added to their base salary, for each decade of full-time state college service; so members with less than 10 years of service will get one share, less than 20 years will get two shares, and so on; 40 or more years of service will garner members the maximum five shares. The union proposed adding the shares to base salaries before the 3.5 percent raise, but management wouldn't agree to this proposal.

According to several members of the negotiating team, funding for all new increases came from the state; none of the money was contributed by any of the nine college administrations.

Apparently, the Council of Presidents was concerned about the Patrick administration cutting funding to the campuses, similar to what the Romney administration did in 2005. Romney's cutback forced the colleges to enact significant spending cuts. Rather than risk a similar belt-tightening, the colleges chose not to contribute additional moneys to the collective bargaining agreement extension.

— Brett M. Rhyne

MSCA Perspective

A publication of the Massachusetts State College Association, the faculty and librarian union for the nine state colleges in Massachusetts.

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RETIREMENT CONSULTATIONS

MSCA's parent union, the Massachusetts Teachers Association, offers free consultations to retiring members.

Individual, confidential consultations are available on designated Saturdays in locations throughout the state. No appointment is necessary; just show up and wait your turn.

Scheduled individual appointments may also be made with an MTA retirement consultant at the Boston MTA office, at 20 Ashburton Place, on Tuesdays, Wednesdays and Thursdays.

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university status, all effects on working conditions would have to be addressed through the statewide collective bargaining process.

When management's representatives, under the umbrella of the Council of Presidents, testified on H1185 before the JCHE in May, they based their case on the need of state colleges to become universities in order to offer doctoral degrees. As Clark said, university status "memorializes what's already in existence in terms of the status of these colleges, with the exception of, right now, their not being able to offer doctoral degrees in subjects that are very appropriate for them to offer doctoral degrees in." He gave as examples of appropriate programs for doctorates Salem's social work, nursing and education programs.

The state college system awards hundreds of master's degrees annually. There is no word yet on how many doctorate programs management envisions offering. Regardless, from the perspective of effects on the careers of state college faculty and librarians, increasing the number and kinds of graduate programs raises a number of questions.

Increased hiring?

Expanding existing or developing new graduate programs will require additional qualified faculty to teach more courses. This is all well and good, except that departments don't have enough faculty to teach the students they have now. As reported in the Jan/Feb 2007 *Perspective*, 22 departments at five of the nine state colleges already violate the

What's in a name?

Testifying before the legislature, the COP's representatives argued that calling our colleges "state universities" would strengthen the system's marketing and student recruitment efforts. *Marketing* refers to the ability of the institutions to raise funds and obtain grants; *student recruitment* refers to their efforts to attract the graduate students who would fill new master's and doctoral programs, as well as undergraduate students.

One has to wonder, though, if the less attractive identity of our state colleges in the eyes of donors, grantors or prospective students has more to do with the word "state" in their names than with the word "college" — in other words, the fact that they're easily identified public institutions.

Management is not currently proposing the word "state" be eliminated from the schools' names, although this has happened in states to which the Massachusetts system is frequently compared. In New York, the "State University of New York" moniker has been erased from the names of campuses like Binghamton University and the University at Albany. In Pennsylvania, the state colleges became state universities, and then "state" was dropped from the names of all of these institutions. The flagship, Pennsylvania State University, kept "State" in its title, arguably because of the widespread recognition of the "Penn State" brand rather than pride in being a public institution.

contractual 15 percent limit on courses taught by part-time faculty. The two worst offenders — Bridgewater, with nine departments in violation of the contract, and Salem, with five — are leading the charge for university status. How can the colleges add graduate programs at current staffing levels? By eliminating other programs in order to free up resources to build a limited number of doctoral programs? By increasing their reliance on part-time faculty in non-doctoral programs in order to divert full-time positions to doctoral programs?

The alternative to increasing graduate offerings while maintaining existing staffing is to find new revenue sources. It is unrealistic to expect graduate programs to generate sufficient revenue to pay for the new faculty they will need. If there is to be an overall increase in program offerings, there will have to be new state appropriations to hire more faculty.

Research mandate?

Salem's white paper describes one criterion for university status: "faculty whose competence is known beyond the institution." Such recognition, it explains, is measured by the number and kinds of grants obtained, publications, presentations at professional conferences, and service as consultants/experts for regional and national organizations. These require an emphasis on research.

How will faculty and librarians be compensated for the time demands of increased research? If existing research institutions are any indication, researchers will be expected to generate their own funding, so compensation from the institution is unlikely to be financial. If compensation to support research is to be through contractual "alternative professional responsibilities" — so-called "APRs" — this may exacerbate the faculty shortage already noted. Or will management expect faculty and librarians to devote more time to research in addition to current workloads?

How does a research imperative jibe with the colleges' long-standing emphasis on teaching? How will this change management's expectations and evaluations of faculty and librarians? Many state college faculty and librarians chose to work in these institutions because they prefer teaching. Continuing scholarship, while an element of the workload at the state colleges, is secondary to the primary focus on teaching. What will happen to a workforce built on the primacy of teaching if the focus shifts to research?

Inequities among schools?

If Clark's opinion is any indication, we can expect to see doctoral programs in professional departments and schools like social work, nursing and education. With increased enrollment, these areas may get more faculty, an improved physical plant, additional staff support, and more capital. However, there already exists a disparity between professional schools and schools of arts and sciences in faculty salaries and, according to some, in terms of resources. Would the introduction of doctoral programs intensify existing disparities between schools of arts and sciences and professional schools? Or would mechanisms be developed for redistributing increased resources throughout the institution?

BHE Agenda Item: University Status

The Council of Presidents will make its case for university status to the Board of Higher Education at a public meeting:

Friday, November 16, 10 a.m. – 1 p.m. Mass Bay Community College John F. McKenzie Auditorium 50 Oakland Street, Wellesley Hills

All MSCA members are encouraged to attend.

Whither librarians?

Doctoral programs mean having doctorate-quality libraries, which suggests a range of possibilities. At one end, existing libraries at state universitiesnée-colleges would be expanded and enhanced to meet higher standards, and librarians would be compensated for more challenging work. Or, librarians might experience a mix of beneficial effects (if rising tides do indeed raise all boats) and detrimental effects (if resources are shifted from undergraduate programs to graduate programs). At the other end of the range is the possibility that, rather than undertake the laborious and expensive process of creating doctorate-quality libraries, management would choose to rely on relationships with existing libraries at other institutions. In this scenario, librarians would continue to serve their primarily undergraduate constituents but would enjoy few if any material benefits of university

Graduate teaching assistants?

This practice may be seen as one aspect of university status. The Bridge-water white paper anticipates graduate teaching assistants as a component of its university status. The Salem white paper makes reference to graduate assistantships, indicating that it currently offers research assistantships, but is silent about the use of graduate teaching assistants should Salem become a university. Currently, no state college offers large lecture hall courses taught by faculty with discussion sections taught by graduate TAs. Would

state universities see this model as a less expensive way to address undergraduate instruction? Would the cost of additional doctoral faculty be an incentive for management to assign introductory courses to graduate students? How would this affect, not just the education of undergraduates, but the faculty who have made this their career?

Potential inequities among faculty and librarians?

Due to their institutions' status, UMass faculty and librarians draw bigger paychecks than do those at state colleges. Nothing in H1185, however, guarantees salary increases with the elevation to university status. An increase in remuneration may

come from availability of more graduate courses. Currently, a graduate course offered through DGCE pays 7 percent more than does an undergraduate course. There is no reason to think that this premium will not continue with university status, and it could possibly increase. Under the day unit contract, the ratio of graduate-to-undergraduate workload course credits is 4:3. After accumulating enough workload credits, a faculty member is entitled to a course release; teaching graduate courses earns course releases that much sooner than does teaching undergraduate courses.

Could an inequitable distribution of graduate courses develop within departments? Could this create a two-tier system in which some faculty teach fewer graduate courses for more pay while others teach more undergraduate courses for less pay — even though both tiers have the same research obligations?

Currently, the idea of university status is just that — an idea. The bill is still in committee. As noted in the box above, university status is on the agenda of the Nov. 16 BHE meeting. The COP, which has come out in favor of university status, will be there to present its case. It is essential that interested MSCA members be there as well, to hear the arguments and decide what message to give MSCA leadership on this subject.

—Brett M. Rhyne, Donna Sirutis, Amy Everitt, Maynard Seider and Margaret Vaughan contributed to this article.

HOUSE No. 1185

By Messrs. Koutoujian of Waltham and Flynn of Bridgewater, petition of Peter J. Koutoujian and others relative to the designation of certain higher educational institutions of the Commonwealth as universities. Higher Education.

The Commonwealth of Massachusetts

PETITION OF:

Peter J. Koutoujian David L. Flynn James H. Fagan Stephen R. Canessa Patricia A. Haddad

In the Year Two Thousand and Seven

An Act relative to higher education institutions.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

- 1 Section 5 of Chapter 15A of the General Laws, as appearing in 2 the 2004 Official Edition, is hereby amended by inserting the
- 3 following subsections:—
 4 Section 5A. Any public institutions in the system of higher educa-
- 5 tion, as listed in Section 5 of Chapter 15A, may be designated as a 6 university if said institution meets the criteria set forth by the
- 7 Carnegie Foundation for the Advancement of Teaching for either a
- 8 doctorate granting university or a masters' degree granting college 9 or university, pending the approval of the board of trustees of said
- 11 (a) doctorate granting university:— if said institution awards at 12 least 20 doctoral degrees per year excluding doctoral-level degrees
- 13 that qualify recipients for entry into professional practice, including 14 but not limited to the JD, MD, PharmD, DPT, and doctoral-level
- 15 degrees from special focus institutions and tribal colleges.
- (b) Masters degree granting college or university: if said insti tution awards at least 50 master's degrees per year excluding special
- 18 focus institutions and tribal colleges.

10 institution, as defined below:

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BENEFITS

Signatures Sought to Secure Social Security

Brett M. Rhyne, Perspective editor

MTA Vice President Paul Toner is spearheading a move to reclaim millions of dollars in withheld Social Security benefits for K-12 teachers and higher education faculty and librarians, as well as all Massachusetts public employees who receive pensions from the state.

Toner is working with organizers from across the country to collect signatures in support of the Social Security Fairness Act (H.R. 82/S. 206). The act would repeal two pieces of current federal legislation that limit how much Social Security benefit retirees who draw a state pension can collect.

The two pieces of legislation are the Windfall Elimination Provision, which reduces a public employee's earned Social Security from previous employment, and the Government Pension Offset, which basically eliminates a public employee's Social Security benefits from a deceased spouse.

Nationally, 300,000 retirees lose an average of \$3,600 a year due to the GPO, an amount that "can make the difference between self-sufficiency and poverty," according to Jo Ann Fitzgerald, an MTA retired members service specialist. Ninety percent of public employees affected by the GPO lose their entire spousal benefit, even though their spouse paid Social Security taxes for many years.

According to Toner, the two bills were passed over a 15-year period from the late 1960s to the early 1980s. In order for their public employees to be affected, states had to submit to the bills' provisions; Massachusetts was one of 15 states to agree. At the time, current state employees were not subject to having their Social Security benefits withheld because they were grandfathered in.

But now, Toner continues, workers who are affected are reaching retirement age, and a move is on to repeal the GPO and WEP. Organizers hope to

collect 100,000 signatures in each of the 15 participating states, for a total of 1.5 million signatures, in an effort to get Congress to move on the issue.

According to Fitzgerald, the legislation has "overwhelming bipartisan support but has been languishing in committee for years."



Paul Toner

"When the Republicans controlled the House," Toner says, "legislators were happy to sign a piece of paper [in support of the Social Security Fairness Act]." Now that the Democrats are in charge, he continues, organizers are hoping to get it "pushed to the floor of Congress" and passed.

To sign a petition, Toner suggests members contact their chapter president or e-mail him at <ptoner@massteacher.org>. He points out that anyone can sign, though, and encourages everyone to circulate petitions and collect signatures. To download petitions — as well as stay posted on the latest developments — at <www.massteacher.org>.

"The current state of affairs regarding Social Security, the WEP and the GPO, and its negative impact on our members, cannot stand," Toner says. "We must correct it as soon as possible."

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MTA Executive Director Ed Sullivan Retires

Edward P. Sullivan, who has served as Massachusetts Teachers Association executive director since 1984, announced his retirement earlier this month.

In a letter to MTA President Anne Wass dated Oct. 3, Sullivan, 65, wrote:

"While I am healthy and relatively young, I have decided to spend more time on other parts of my life that are very important

"I am deeply grateful for the tremendous career opportunities that working for the MTA for 34 years has afforded me.

"It has been a tremendous honor and wonderful privilege to advocate on behalf of our members and public education and to have had the opportunity to play a part in helping to build and strengthen this great organization.

"Working with the dedicated, deeply committed and highly talented local and state leaders and MTA staff has been a labor of love and pure professional joy. Thank you."

Sullivan will begin his retirement March 1, 2008. The MTA has not yet started looking for a new executive director.



Edward P. Sullivan

MSCA Board Meetings Academic Year 2007-2008

Regular meetings of the MSCA Board of Directors begin at 10:00 a.m. and usually adjourn around 3:00 p.m. Meetings are open to all MSCA members in good standing—full-time, part-time and DGCE. Time is set aside on the agenda each month for visiting speakers. If you are an MSCA member and wish to address the Board on an issue of concern, please contact the MSCA President's Office <Pmarkunas@aol. com> to request a place on the agenda or with any other question about Board meetings.

November 2

Fitchburg State College Hammond Bldg. Alumni A & B

December 7

Framingham State College Campus Center - 1839 Room

January 11 (if needed)

Framingham State College Campus Center - 1839 Room

February 1

Framingham State College Campus Center - 1839 Room

February 29

Framingham State College Campus Center - 1839 Room

March 28

Framingham State College Campus Center - 1839 Room

April 25

Salem State College Agganis Enterprise Center

April 26

Delegate Assembly Salem State College - Recital Hall

June 6

Mass Maritime Room TBA