

**Support for Evening Faculty  
A Process Management Project  
Spring 2006**



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**Project Statement:** To improve support for evening and weekend DCE faculty as measured by self-reported DCE faculty satisfaction, improved retention of faculty, and increased parity with existing faculty support during the day.

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## **Support for Evening Faculty A Process Management Project Spring 2006**

Currently there is limited direct support available to faculty and students after 4:30 p.m. and on Saturdays. The lack of support impacts the quality of education. Northern Essex needs to develop a plan to address this deficit.

**Project Statement: To improve supports for evening and weekend DCE faculty as measured by self-reported DCE faculty satisfaction, improved retention of faculty, and increased parity with existing faculty support during the day.**

### **Data Collection:**

- Catalogue existing services available in the evening
- Examine the suggestions of focus groups
- Solicit feedback from DCE staff associates and coordinators
- Survey instructors about their professional needs

### **Existing Services**

Our first task was to determine what services are currently available in the evening and on Saturdays. We included any service which we thought might have an impact on an instructor's ability to do his or her job effectively, beginning with access to crucial information (academic, practical, and logistical) and ending with less tangible perceptions of safety and inclusion. Several of us met with individuals responsible for services. We learned that the services we take so much for granted during the day are provided by many disparate areas of the college. We compiled our information and created a comprehensive chart, which was ultimately condensed to a two-page document because we felt this would be more useful (see Appendix 1).

A simplified chart on the following page displays the available services in 17 different areas of the college. Only 3 offer service through the entire evening shift of classes: Security, IT Services (Helpdesk), and the library (Haverhill only). It is apparent that many other areas are making valiant efforts to provide some service by being open for part of the evening or on some evenings or for extended hours at certain times of the year. **Unfortunately, the fact remains that a large segment of our faculty does not receive consistent and reliable service at our college.**

## Evening Services Available

**KEY:**

<b>FULL SERVICES</b>
<b>PARTIAL SERVICE</b>
<b>NO SERVICES</b>

<u>Haverhill Days</u>	<u>Haverhill Nights</u>
Security	Security
IT Services (Helpdesk)	IT Services (Helpdesk)
Library	Library
Secretarial Support	Secretarial Support
Telephone Operator Campus Information Graphics	Telephone Operator Campus Information Graphics
Enrollment Services	Enrollment Services
College Life and Healthy Learning	College Life and Healthy Learning
Student Tutorial Centers	Student Tutorial Centers
Academic Resource and Tutoring	Academic Resource and Tutoring
Academic Division Support	Academic Division Support
Food Service	Food Service
Bookstore	Bookstore
Assessment	Assessment
Audio-Visual TV's, VCR's, DVD's Center for Instructional Technology	Audio-Visual TV's, VCR's, DVD's Center for Instructional Technology
Learning Accommodations	Learning Accommodations

**KEY:**

<b>FULL SERVICES</b>
<b>PARTIAL SERVICE</b>
<b>NO SERVICES</b>

<u>Lawrence Days</u>	<u>Lawrence Nights</u>
Security	Security
IT Services (Helpdesk)	IT Services (Helpdesk)
Library	Library
Telephone Operator Campus Information Academic Division Support	Telephone Operator Campus Information Academic Division Support
Enrollment Services	Enrollment Services
Student Tutorial Centers	Student Tutorial Centers
Secretarial Support	Secretarial Support
Assessment	Assessment
Bookstore	Bookstore
Graphics	Graphics
Academic Resource and Tutoring	Academic Resource and Tutoring
Food Service	Food Service
Learning Accommodations	Learning Accommodations
Center for Instructional Technology	Center for Instructional Technology
College Life and Healthy Learning	College Life and Healthy Learning
Audio-Visual TV's, VCR's, DVD's	Audio-Visual TV's, VCR's, DVD's

## Focus Groups from June 2005

During the month of June 2005, a representative group of faculty (Full & Part-Time), Support and Professional Staff along with Academic Administrators met in an off-campus setting to discuss important issues dealing with the large number of DCE faculty and DCE-taught courses. Believing in the **one college concept**, which assumes that all faculty and students, regardless of the time of day or location, have access to similar services and supports, the meeting focused on determining whether DCE teaching and learning are the best they can be.

The group was divided into several smaller groups containing a mixture of staff representing areas within the college, and with specific questions initiating the discussions. The individual group results from the morning sessions were used as the basis for the afternoon session in which the academic deans, assistant deans, and directors met to discuss the complexities of DCE. Because these suggestions came from a large cross-section of college employees, we felt it was important to include them as one component of our research.

These Focus Group meetings resulted in a series of recommendations:

1. Establish night offices for DCE support on both campuses.
2. Find mentors for DCE faculty, especially new hires (Office of Faculty & Staff Development is working on this issue).
3. Develop a way to get information to DCE faculty in a timely manner.
4. Create a DCE emailing list.
5. Centralize the academic information dissemination system.

One prominent theme which emerged from all the groups was a concern about communication, and specifically about bi-directional communication. The college can take steps to improve communication from the top down by creating an e-mail distribution list, updating the college web site, and improving faculty orientations. The more difficult and more pressing problem, however, is in facilitating communication from the bottom up. We need to hear DCE instructors' questions and concerns, and address them promptly. **Establishing evening offices would serve as a way to both centralize information and provide immediate feedback to instructors, as well as house supplies and other resources.**

## Feedback from DCE Staff Associates and Coordinators

Next, we developed a questionnaire for DCE coordinators and staff associates in order to better understand their roles and responsibilities with DCE faculty. We sent out 14 questionnaires and received 11 responses (79%). In all, their answers were quite consistent (see Appendix 2). DCE coordinators and staff associates see their most critical responsibilities, and the ones requiring the most time, as being related to curriculum and instruction, including time involved in interviewing new faculty. They play an important role in facilitating continuity between day and evening programs, and clearly provide essential resources and excellent support in their subject areas. Interestingly, however, the questions they are asked most frequently relate to supplies, copies, e-mail, and other office concerns. Fewer than half, understandably, are able to hold regularly scheduled evening and weekend hours on campus. In fact, the overall funding allocated for DCE Staff Associates and Coordinators has decreased about 17% in the last 2 years, which is further diminished by increasing hourly pay. **Seven out of 9 respondents answering an open-ended question felt that having a contact person on-site in the evenings and on Saturdays would have the biggest impact on support services for their faculty.**

<b>Tabulation of DCE Coordinators and Staff Associates</b>	YES	NO
Assist in the development of evening and weekend credit course schedules	100%	
Assist in the ordering of instructor textbooks	100%	
Provide support and assistance for evening and weekend instructors	100%	
Serve as a resource/problem solver for evening and weekend instructors	100%	
Hold regularly scheduled evening and weekend hours of availability for faculty and students	45%	55%
Serve as an academic advisor to students including: academic program requirements, college policies and procedures, course/program related issues, career advising and referral to appropriate college resources	91%	9%
Assist in registering and orienting of students in your area	73%	27%
Present when classes begin to ensure a smooth beginning	91%	9%
Advise on the discipline qualifications of new faculty as appropriate	91%	9%
Assist with the distribution and collection of faculty course preferences and book orders	100%	
Assist with the development and review of appropriate courses and curricula	100%	

## Results of the Survey for Faculty

Perhaps the most essential part of our research involved asking our evening and weekend faculty to evaluate their needs and our ability to provide services for them. To do this, we designed a 20-question survey which asked instructors to rate various aspects of their experience on a 5 point scale (see Appendix 3). We distributed the survey to all 260 part-time faculty employed by the college (excluding those who are also full-time faculty), and 110 of them (42%) responded.

The good news is that about half the faculty in Haverhill, and more than half in Lawrence, rate support services *in general* as above average or excellent. **Clearly, however, we need to attend to the other half.** Over 25% of instructors reported that they have no access to a computer on campus; similarly, almost 40% reported no access to a printer. About 60% reported that they have encountered at least some difficulty in obtaining supplies, although over  $\frac{3}{4}$  reported that they had been able to obtain information when they needed it. Only about 40% reported that they have been able to exchange ideas with their colleagues often or very often, and a significant number of those exchanges involved the luck of a chance encounter. Almost half the respondents reported that they would use a faculty lounge and felt they would be more connected to the college community if there were a campus liaison available during the evenings and on Saturday.

We asked instructors for written comments in two places. In response to the question, “What type of information did you find you needed once the semester had begun?” we got dozens of widely varying answers. Even though  $\frac{3}{4}$  of the respondents reported that they had attended an orientation for DCE faculty, they found they had questions about everything from dates and deadlines to policies and procedures, equipment and supplies to student discipline and motivation.

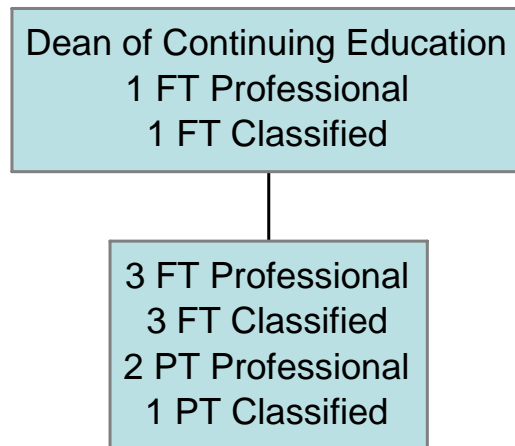
The question, “Do you have any suggestions for how NECC could better satisfy your professional needs?” prompted answers which were more easily categorized:

1. **Better printing and copying** - Because many instructors are on campus infrequently, they must often copy course materials just prior to class. Too often they are hindered by locked doors, lack of equipment, and/or unreliable machines (particularly on Amesbury St.).
2. **Human interaction** – Many part-time instructors feel isolated from other faculty and staff. Comments such as these were frequent: “Be more inclusive of adjuncts,” “[Have a] faculty lounge kept for faculty....” and “I would enjoy meeting with other DCE faculty in my content area.”
3. **A clearinghouse for information and supplies** – Many respondents felt that having a resource person available while they were on campus would be extremely beneficial for themselves and for their students. They often have immediate questions and needs which must be dealt with before class or during breaks.

## Analysis of Data

After analyzing the data sources, our team recognized that there are many things Northern Essex is doing right, but the college is only able to do those things for about half of our DCE instructors. Every source we queried indicated a need for people on campus to answer questions and provide non-pedagogical supports. An historical look reveals that as recently as the early 90's, Northern Essex had a division devoted to Continuing Education Services, with a Dean of its own, 8 full-time staff, and 3 part-time staff to work, in part, with DCE faculty.

### DCE in the 1990's



While the one college concept may be advantageous for other reasons, the elimination of so many evening positions has left a void in evening support and focus. In fact, individual faculty surveys show that those respondents who rated support services in general as marginal or below, were the same instructors who felt the greatest need for an evening/weekend liaison. We must conclude that the single most important resource we can provide our DCE faculty is a human being. Evening and weekend faculty will get the kind of immediate help they need to teach their classes most effectively: someone to answer their questions about procedures, direct them to resources, facilitate unlocking doors, provide supplies, show them how to use equipment, advise them about available student resources, and act as a conduit between faculty and coordinators when necessary.

## **Recommendations**

Again and again, from faculty and staff at every level and in all areas of the college, we heard the same refrain: establish evening offices to provide support to our DCE faculty. We understand that Northern Essex may not be in the financial position to hire people to staff support services in all areas of the college every evening. Instead, we make the following recommendations:

**Designate space on each campus for evening DCE instructors which will be staffed by a half-time staff assistant.**

### **Specifically, we propose:**

- 1 half-time DCE Staff person on Haverhill campus M-F from 5:30 – 8:00 pm & Sat, 7:30 am – 12:30 pm located in **E163**
- 1 half-time DCE Staff person on Lawrence campus M-F from 5:30 – 8:00 pm & Sat. 7:30 am – 12:30 pm, alternating locations in **L127** (Franklin St.) **and LA201** (Amesbury St.)

### **In addition, we propose the following equipment allocations:**

- Install two computers and a printer in the Faculty Lounge in Haverhill (**C312**)
- Install two computers in Faculty Lounge on Franklin St. (**L108**) in Lawrence
- Upgrade two computers in Faculty Lounge on Amesbury St. (**LA201**) and add a new printer/copier

Rather than trying to solve a hundred individual problems with a hundred different solutions, we believe a centralized staff person who dispenses information, with reliable printing and/or copying, and consistent access to supplies will most efficiently address the needs of our DCE instructors and allow them to channel their energy into effective teaching.

## **Special Thanks**

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And of course, Stan Jensen

## APPENDIX 1 – Existing Services

Unit or Service	Haverhill Campus	Lawrence Campus
Audio Visual TVs, VCRs & DVDs	Day staff only - arrangements may be made in advance to have equipment delivered to Classroom	No Staff - arrangements may be made in advance with Security
Library Services	Evening Hours: Monday ~ Thursday until 9pm Saturday 9am - 1pm Day time hours during intersession	Evenings Hours: Monday & Tuesday Only until 8pm No Saturday Hours Closed during intersession
IT Services (Computer Help Desk)	Monday ~ Friday 7:45am - 10pm Saturday 7:45am - 3:45pm	Monday ~ Friday 7:45am - 10pm Saturday 7:45am - 3:45pm
Graphics	Monday ~ Thursday 7:30am - 8pm Friday 7:30am - 4pm Self service machines located in B, C and TC Buildings available when school in open	Self Serve Only available at Franklin & Amesbury Street Campuses when college is open
Secretarial Support Services	Monday ~ Thursday 7:30 am - 7:45pm Friday 7:30am - 3:30pm	Department based
Telephone Operator Campus Information Food Services	Monday ~ Thursday 7:30am - 8pm Friday 7:30am - 4:30pm <b>Corporate Chefs - day hours only</b> <b>Jitter's Café</b> (C Building): Monday ~ Friday 7:30am - 2pm <i>and</i> Monday ~ Thursday 5pm - 8pm <b>B Building Café</b> - 7:30am - 2pm <b>TC Building Café</b> - 10am - 2pm	<b>Corporate Chefs - day hours only</b>
Bookstore	Regular Hours: M-R 9am-5pm F 'til 4pm Extended hours first 2-3 weeks of classes include Saturdays 9am - 1pm and evenings hours until 7:30 & 8:30	Regular Hours M-F 9am - 4pm Extended hours first 2-3 weeks of classes include Saturdays 9am - 1pm and evening hours until 7 - 8pm
Security	Office staffed 24 hours a day/7 days a week no security staff in TC Building Evenings and weekends	<u>Franklin Street:</u> M-F 7am - 11pm ~ Saturday 7am - 5pm <u>Amesbury Street:</u> M-R 7am - 10pm ~ F 'til 5pm Saturday 7am - 1pm
Assessment	Wednesday 5pm-9pm	Monday 5pm-8pm
Center for Instructional Technology	No evening Hours Monday - Friday 8am - 5pm (year round)	No Day or Evening hours
Academic Resource & Tutoring	Day and Evening hours available for peer and professional tutoring in various disciplines; various locations at the Haverhill campus - hours/days differ from semester to semester	Limited hours and disciplines Hours/days differ from semester to semester

Student Tutorial Centers

Check Website:  
<http://www.necc.mass.edu/academics/tutorialcenter.shtml> for complete list of hours

Academic Division Support

**Enrollment Services**

- \* Registrar
- \* Admissions
- \* Financial Aid
- \* Advising
- \* Bursar
- \* Career Planning
- \* General & Misc Info

College Life & Healthy Learning Accommodations Ctr

Math: 5:30 - 8:30pm (M/T/W/R) **C201**  
Writing: 6-9pm (Monday & Thur) **C205**  
Reading: 5-8pm (M/T/W/R) **C211**  
(Closed M/T/R from 5:50 - 6:30)  
ESL: No evening hours **C207**

\* S. Grolnic, Dean holds DCE orientation beginning of semester  
\* Office of V. P. of Academics (staff available M-F to 5:30) *Note: extended even. and Sat hours during evaluation process*  
Dev. Curr. Coord. hold orientation/meetings

Monday - Thursday 8am - 7pm  
Friday 8am - 5pm  
(Saturday - peak times 8am - 12 noon)

Fitness Center  
M~R 9am -8pm & F 9am - 3pm  
Office officially closed at 5pm-typically staff is available until 6pm to assist DCE faculty members

Math: 5:30 -8:30pm (Tue & Thurs) **LA103**  
Writing: 6-9pm (M/W/R) **L200**  
Reading: 5 - 9pm (M/T/R) **L200**  
(W) 6:30-8:00  
(Closed M/T/R from 5:50- 6:30)  
ESL: 6-9pm (M/W/R) S 9-1 **L200**

J. Long-Godding/E. Grondine, Deans  
M-F until 7pm ~ Saturday 9 - 1  
Dev.Curr.Coord. hold orientation/meetings

Monday - Thursday 8am - 7pm  
Friday 8am - 5pm  
(Saturday - peak times 8am - 12 noon)

Assist Faculty with photo copier & mailbox, Student & Faculty IDs

## APPENDIX 2 – Summary of DCE Staff Associate and Coordinator Comments

- 1) Are there any additional services not listed in the Table above that you make available to evening and weekend DCE faculty in your role as a DCE/Staff Associate?

### **Additional Services Summary:**

Handle Student Complaints  
E-mail contact  
Help in Syllabi development  
Train faculty to teach Common Curriculum (Dev)

- 2) Have you taught in the evenings or weekends as a DCE faculty member?      10 Yes                      1 No  
    Have you taught in the evening or weekends in the last two years?      7 Yes                      4 No
- 3) What activities in support of DCE faculty required the most time?

### **Activities requiring the most time summary:**

Interviewing potential faculty  
Curriculum Issues  
Student Issues  
Syllabi review

- 4) What questions are the most frequently asked of you by DCE faculty in your area?

### **Most Frequently asked questions summary:**

Obtaining teaching supplies and materials, phone, e-mail, office, etc  
Copier/graphic issues  
Curriculum issues  
Student discipline issues

- 5) What do you consider your most important or critical responsibility as your area's DCE/Staff Associate?

### **Most critical role summary:**

Interviewing potential faculty  
Curriculum coordination  
Provide peer support

- 6) Do you have any recommendation(s) that you would like to present to this Process Management Team that you feel would have an impact on the support services for evening and weekend DCE faculty.

### **Recommendations for improvement summary:**

7 out of 9 recommendations were for an available contact person on-site  
Concise hiring process guidelines & Coordinator Evaluation

### APPENDIX 3 – DCE Faculty Survey Results

Dear Colleague,

We need your help. Would you please take a few minutes to tell us your experiences teaching in the evening and on Saturday at Northern Essex so that we may provide better support services to you in the future? Because we must suggest improvements before the end of this semester, **please return this survey to Suzanne Van Wert by March 29<sup>th</sup>, 2006. Thank you!**

1. When and where have you taught for Northern Essex? Check all that apply (within the last 2 years):

Days 64      Evenings 96      Saturday 16  
Haverhill 83      Franklin St. 63      Amesbury St. 28

2. When did you begin teaching at Northern Essex? \_\_\_\_\_

3. On a scale of 1 to 5, how would you rate support services, in general, for evening and Saturday faculty *on the Haverhill campus?*

1 poor = 3  
2 = 8  
3 = 28  
4 = 25  
5 excellent = 13  
Not Applicable = 31

4. On a scale of 1 to 5, how would you rate support services, in general, for evening and Saturday faculty *on the Lawrence campus?*

1 poor = 2  
2 = 7  
3 = 10  
4 = 22  
5 excellent = 17  
Not Applicable = 49

5. If you have taught in the evening or on Saturday at another college, how would you rate support services at NECC in comparison with other colleges?

1 much worse = 3  
2 = 5  
3 = 10  
4 = 10  
5 much better = 6  
Not Applicable = 74

6. If you also teach at NECC during the day Monday - Friday, how would you compare the support services available in the evening and on Saturday?

1 much worse = 2  
2 = 9  
3 = 18  
4 = 11  
5 much better = 6  
Not Applicable = 57

7. Have you been assigned an office space on campus? Yes 60 No 44  
If yes, how often do you use your office space?

1 never = 16  
2 = 8  
3 = 9  
4 = 12  
5 very often = 19

8. Do you have access to a computer on campus? Yes 77 No 29  
If yes, how often do you use your computer?

1 never = 17  
2 = 7  
3 = 14  
4 = 5  
5 very often = 34

9. Do you have voice mail at NECC? Yes 81 No 26  
If yes, how often do you access?

1 never = 19  
2 = 18  
3 = 15  
4 = 10  
5 very often = 19  
Not Applicable = 1

10. Do you have access to a printer on campus? Yes 64 No 40  
If yes, how often do you use the printer?

1 never = 14  
2 = 9  
3 = 11  
4 = 11  
5 very often = 20

11. Would you be likely to use a lounge for faculty if it were located near your classroom?

1 never = 19  
2 = 24  
3 = 19  
4 = 25  
5 very often = 23

12. How difficult has it been for you to access supplies when you needed them?

1 very difficult = 14  
2 = 13  
3 = 36  
4 = 21  
5 very easy = 21

13. Did you attend an orientation for DCE faculty?

Yes 80 No 26

14. Regardless of whether or not you attended orientation, what type of information did you find you needed once the semester had begun?

15. How difficult has it been for you to get information when you needed it?

1 very difficult = 4  
2 = 7  
3 = 14  
4 = 35  
5 very easy = 48

16. *How often* do you exchange ideas with other faculty in your dept.?

1 not at all = 16  
2 = 24  
3 = 30  
4 = 25  
5 very often = 17

17. *How* do you exchange ideas?

Scheduled meetings 33  
Chance encounters 61  
Phone/Voicemail 32  
E-mail 70  
Other (describe) \_\_\_\_\_

18. If there were a campus liaison for DCE instructors available *during the day Monday –Friday*, would you be more connected to the college community?

1 not at all = 19  
2 = 19  
3 = 35  
4 = 13  
5 much more = 15

19. If there were a campus liaison for DCE instructors available *during the evening and on Saturday*, would you be more connected to the college community?

1 not at all = 11  
2 = 15  
3 = 28  
4 = 22  
5 much more = 23

20. Do you have any suggestions for how NECC could better satisfy your professional needs? Because this was an open-ended question, reporting the responses numerically is not as neat for this questions as for some of the earlier one:

**35** responses to this question pleaded for human contact – this includes requests for a staff person in the evening, for mentors, for opportunities to meet other faculty, and for places to gather with faculty.

**18** asked for better **computer/printer/copier access**

**9** wanted better **access to supplies**

**5** suggested **media services**

**3** wanted more **employment** opportunities from the college

**2** complained about **parking** (Lawrence)

**2** asked for better **pay**

**2** needed **office space**

**2** would like **Security** to be more visible

**2** wanted a better system for **unlocking doors**

**2** wanted some kind of **recognition** from the college (titles, awards)

**2** asked for **cleaner restrooms** (Amesbury St.)

**APPENDIX 4 – Suggested Job Posting**



**NORTHERN ESSEX**  
COMMUNITY COLLEGE  
Haverhill • Lawrence

## Anticipated Vacancies

<b>Position Openings:</b>	<p>Clerk IV Part Time Position ~ Evening DCE (Division of Continuing Education) Staff Clerk AFSCME Unit Position</p> <p>Early evening and Saturday Hours (approximately 18.75 hours a week) One position at the Lawrence Campus One position at the Haverhill Campus</p>
<b>Responsibilities:</b>	<p>Assists faculty and students who participate in evening and Saturday credit classes by serving as the general source of information. Screens questions from faculty and students and determines appropriate action needed according to policies and procedures; may resolve some issues directly. Works closely with DCE staff associates and DCE credit faculty. Provides clerical assistance by accessing the college’s database system, facilitating in photocopying, student evaluation process, and distribution of supplies. Assists students in contacting adjunct faculty, takes and relays messages in an efficient and effect manner. Liaison for DCE faculty with all areas across the college. Helps plan and participates in new DCE faculty orientation.</p>
<b>Minimum Qualifications:</b>	<p>3 yrs full time experience or equivalent part time work experience required. Ability to work in a multi-task environment efficiently and effectively. Strong organization skills, Knowledge of general office management, advanced knowledge of computer software (Microsoft Office) and Banner. Superior interpersonal and communication skills, both verbally and in writing. Demonstrated ability to work collegially and maintain harmonious working relationships with faculty, staff and students from various ethnic, cultural and economic backgrounds. Bilingual/bicultural applications encouraged to apply.</p>
<b>To Apply:</b>	<p>Please send resume and cover letter indicating Post # to the Associate Dean for Human Resources, Northern Essex Community College, 100 Elliott Street, Haverhill, MA 01830 or e-mail to: <a href="mailto:HR@necc.mass.edu">HR@necc.mass.edu</a> Fax: 978 556-2723.</p>
<b>Salary:</b>	<p>\$14.45 - \$19.57/hour with prorated fringe benefits. An appointment from outside the bargaining unit (AFSCME) must start at Step I of the range.</p>
<b>Deadline:</b>	<p>Open until filled; review of applications will begin on _____</p>