

**HENRY FORD COMMUNITY COLLEGE  
OFFICE OF THE PRESIDENT**

**BOARD REPORT**

**SUBJECT:** Student Council

The purpose of HFCC's Student Council is:

- To enhance the quality of student life through effective representation of the HFCC student body.
- To provide an organized means of expression for HFCC students.
- To represent the students' perspective on various College committees as they pertain to students' interests.

The goals of the council for the 2013-14 academic year were:

- To increase student engagement as measured by the offering of, and student attendance at, an increased number of campus events.
- To advocate for students by addressing issues identified by the student body in regards to areas in need of improvement on campus.
- To increase student representation in college committees, where appropriate.

**Student Engagement**

To achieve increased student engagement, the following activities were developed:

- Student Appreciation Days
- Harvest Charity Ball
- Sporting Events – Students vs. Faculty/Staff Wiffleball and Kickball Games
- Safety Week

**Student Advocacy**

Throughout the year, Student Council requests and receives feedback from students regarding their experiences at HFCC. Below is a listing of issues forwarded by the student body and the Student Council's response:

- Student Council worked with Facilities Services to address complaints of restroom cleanliness and the lack of ADA compliant bars in certain restroom stalls across campus.
- Student Council met with the Director of Campus Safety to communicate complaints regarding aggressive driving in parking lots.
- Student Council met with the Director of Food Services to offer suggestions regarding the Skylight Cafe's menu offerings. These include requests for healthier menu options, including offering vegan/vegetarian friendly fare. Complaints regarding pricing and customer service were also communicated.

**Student Representation**

Student Council representatives participated in the Shared Leadership Committee convened to review and revise the College's mission, vision, values, and organizational structure. A representative also sat on the Facilities Master Planning Committee considering the Henry Ford Early College move to main campus. The representatives reported that participating on these committees afforded them valuable insight and experience working on "real-world" issues

**Leadership Development**


Moving into the next academic year, incoming and outgoing Student Council members will participate in an off-site, two-day leadership retreat. The focus of this retreat will be to orient new members, work on team-building exercises, and plan activities for the 2014-15 academic year.

Beginning in fall 2014, Student Council will begin a formal working relationship with the leaders of HFCC's student clubs and organizations. In an effort to more effectively serve students, this group will identify opportunities for collaboration and extend Student Council's outreach to the student body.


**Student Council Constitution**

As required every three years, the Student Council reviewed and approved their Constitution, without updates or changes.

We are pleased to share with the Board of Trustees that the 2013-14 academic year has been one of the busiest and most productive in recent years. With the continued support of the institution, we look forward to continuing a tradition of enriching campus life, addressing student concerns, and developing student leadership skills.



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Lisa Copprue, PhD  
Vice President of Student Affairs



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Stanley E. Jensen, PhD  
President

**HENRY FORD COMMUNITY COLLEGE  
OFFICE OF THE PRESIDENT**

**BOARD REPORT**

**SUBJECT:** Henry Ford II Honors Program

The Henry Ford II Honors Program offers a challenging and demanding academic program in which **students and faculty form a learning community**. Students are expected to excel academically as they develop their skills in composition, speech, independent research, and critical thinking. Henry Ford II Honors Program faculty members challenge students to explore their intellectual interests and potential. Students also work closely with **assigned faculty mentors** to gain admission to four-year transfer institutions of their choice, and identify and apply for transfer scholarships.

The **administrative structure** of the Honors Program promotes an inter-disciplinary vision. The Director and the Assistant Director form an academic team that by design represents two seminal academic perspectives: 1) the hard sciences, and 2) the humanities and social sciences. The members of the Honors Council (who are selected from the major academic Divisions of the college) collaborate with the Associate Dean and the Vice-President to oversee the administration of the Program.

The Henry Ford II Honors Program at HFCC offers students a structured program consisting of **core courses and requirements** in the humanities, English composition, science, math, and foreign language. In addition, the program is designed to teach students to think critically and conduct research through various methods, including the use of libraries, computer databases, and the Internet. In addition to learning through course work, students are required to enhance their education by performing **fifteen hours of service** on campus each semester. In 2013 the State of Michigan's Liberal Arts Network for Development awarded the HFCC Honors Program its award for **Institutional Excellence**.

In their second year, students work one-on-one with highly motivated Honors faculty members in the unique setting of **Honors Directed Studies**. In Directed Studies, students research subjects in depth under the supervision of Henry Ford II Honors Program instructors. Students are encouraged to work on projects that can be **presented or published**. Those in the performing or creative arts are encouraged to work on projects that can be exhibited, performed, or broadcast. Second-year students also enroll in the capstone course "**Great Works**."

The Henry Ford II Honors Program recruits students from the **Detroit metro area**, which includes European Americans, African Americans, Latino Americans, and Asian Americans, as well as students from Dearborn's significant Arab American population. **International students** have participated from countries such as the Ivory Coast, Benin, China, Vietnam, Mexico, Lebanon, Iraq, Yemen, Syria, Jordan, Egypt, Morocco, Brazil, Rumania, and Albania.

Graduates of the Henry Ford II Honors Program have gone on to **major institutions of higher learning** including the University of Michigan, Wayne State University, Eastern Michigan University, Western Michigan University, Michigan State University, Grand Valley University,

Ferris State University, University of Detroit Mercy, Marygrove College, Lawrence Technological University, Harvard University, College for Creative Studies, Indiana University, Drexel University, State University of New York, University of Southern California, Texas A & M University, Connecticut College, Cornell University, and University of Wisconsin.

Many HFCC Honors Program graduates have been the recipients of **transfer scholarships**. These awards include the Presidential Scholarship at Wayne State University, Phi Theta Kappa Transfer Scholarship at the University of Michigan, Jack Kent Cooke Scholarship, Michigan Grant at the University of Michigan, Regents Scholarship at Eastern Michigan University, Jesuit Founders' Scholarship at the University of Detroit Mercy, Phi Theta Kappa Transfer Scholarship at the University of Detroit Mercy, All USA Transfer Scholarship, and Coca-Cola Transfer Scholarship.

The Honors Program maintains **high admissions standards** that cultivate an accomplished and dynamic learning community. Secondary school applicants must have a 3.5 (unweighted) grade-point average and an ACT composite score of 26 or higher. Current HFCC student applicants must have achieved and maintain cumulative 3.5 grade-point average. In collaboration with the Dearborn Public School System, the HFCC Honors Program in 2013 designed an admissions process to accommodate the enrollment in the Honors Program of qualified candidates from two distinctive Dearborn Public Schools educational programs: the Early College and the Collegiate Academy. A limited number of **scholarships** covering tuition and based solely on *merit* are available to qualified students. Successful applicants to the program are automatically considered for scholarships.

The HFCC Honors Program seeks to inspire students to explore themselves and their world not only while on campus, but also in the years beyond, as their lives unfold. **Graduates** frequently comment on the enduring significance of their education in the HFCC Honors Program. Two reflections by alumni regarding the resonance of the Great Works course crystallize the point and serve as appropriate punctuation for this report:

*The Great Works class has been one of the greatest moments in my life. Reading the books, discussing them in class with my friends, thinking about them in moments of reflection helped me to advance my immature vision of the world and profoundly instigated my intellectual curiosity. . . . Invisible Man for me was in many ways a portrait of my own life, the struggle for an education, having to force open many doors shut on our faces, invisible to the rest of the world, struggling for our right to humanity. Of course, it is unfair to mention Ellison's book without mentioning Virginia Woolf's A Room of One's Own. Reading her book touched me deeply. Many times I felt so near to her that I had to put down the book and catch my breath, only to pick it up again and feel her guiding me through the beauty and perfection of her writing , and, at the same time, the darkness of her life.*

Cristina Jose Toledo-Cornell [Currently, Dr. Toledo-Cornell serves as an internal medicine physician at Brigham and Women's Hospital in Boston, MA.]

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*The Odyssey was, or rather is, for now, my favorite book. But again, it is very hard to say, because my focus might change again in three months (for all I know, I might take a class in which I'll read St. Augustine [again], and that will be my favorite then. Not to mention that last semester, when I took a class in Evolution [at U of M, Ann Arbor], for which I read some Darwin again, his was my favorite book. The beauty of the [HFCC Great Works] class and the books we read stands precisely in the fact that there was not any "favorite book," but each was a dot, if*

*you will, in the constellation of our knowledge, and that each dot has been expanding and will continue to expand, and sooner or later will connect with others.*

Ardeta Gjikola [Currently, Ms. Gjikola is completing her Ph.D. thesis in the History of Science at Harvard University.]



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Tracy Pierner, PhD, PE  
Vice President of Academic Affairs



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Stanley E. Jensen, PhD  
President

**HENRY FORD COMMUNITY COLLEGE  
OFFICE OF THE PRESIDENT**

**BOARD REPORT**

**SUBJECT:** Associate in Applied Science Degree – Automotive Service-Ford ASSET Program

Automotive Student Service Educational Training (ASSET) is a 2-year college program leading to an Associate Degree in Automotive Service Technology. The program is a joint effort of three organizations: Ford Motor Company, Ford and Lincoln dealers, and Henry Ford Community College. Graduates of the program also receive Ford Motor Company Service Technician Specialty Training (STST) credentials that are awarded technicians who attend Ford Motor Company Training Centers.

The ASSET program is not an open enrollment program. The lead instructor of the program is responsible for directly recruiting students to apply to the program. Each student must be matched with a sponsoring Ford or Lincoln dealership, a process overseen and managed by the lead instructor of the program. The program enrolls 20 to 24 students every two years. The students move through the program as a cohort.

The program is a model of a joint industry/educational institution training program. Students spend eight weeks in HFCC classrooms and the auto lab on campus. This is followed by eight weeks of full-time work in the sponsoring dealership's repair facility. This pattern is repeated throughout the two years of the program. The HFCC instructor is responsible for going out to the dealerships to monitor the student's experience at the dealership and work with the dealerships to ensure program goals are being met. Importantly, upon graduation the student is almost always employed as a service technician at the sponsoring dealership. Graduates also find employment with Ford Motor Company.

The HFCC ASSET program is one of just 38 ASSET locations in the country. It is the only one located in the State of Michigan.

ASSET is structured around an intimate learning environment. Instruction consists primarily of kinesthetic experiences in the automotive lab with Ford relevant diagnostic equipment. As the class sizes are limited to 24 students and there is only one instructor, students are provided with an individualized experience; including guidance, registration for classes, monitoring their progress through onsite dealership visits and strong communication with dealer sponsors.

The Automotive Service (ASSET) program is fully certified by the National Institute for Automotive Service Excellence (ASE), the National Automotive Technicians Education Foundation (NATEF) Board and is fully accredited in all Ford Motor Company STST credentialing areas.

**Programs Certified by the (NATEF)**

The National Automotive Technicians Education Foundation is a non-profit organization. The primary mission of NATEF is to improve the quality of automotive technician training programs nationwide through voluntary certification.

The ASSET program completed the NATEF re-certification process in the Fall 2013 and has been certified as a program level: Master Automobile Service Technology, the highest category of program certification that NATEF offers. This re-certification will expire 12/2018.

Master Automobile Service Technology certification includes all eight areas:

- Automatic Transmission & Transaxle
- Brakes
- Electrical Electronic Systems
- Engine Performance
- Engine Repair
- Heating and Air Conditioning
- Manual Drive Train & Axles
- Suspension & Steering

Ford ASSET program requires every instructor to maintain ASE certification in all areas of assigned instruction, and must attend 20 hours of update training annually. ASSET instructors must also maintain their Ford credentials by completing all updated web based courses and attend update training at a Ford Training Center. The 20 hours of training must be germane to the areas of certification that the individual is teaching.

### **Automotive Lab**

The laboratories are equipped with the latest equipment being used to service late model Ford and Lincoln automobiles. The laboratories maintain a representative collection of engines, chassis, transmissions, rear axles, and considerable testing equipment being used in Ford and Lincoln dealerships. Components and vehicles are supplied by Ford. Software and diagnostic equipment for the program is also provided free of charge.

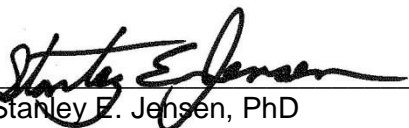
### **Historical Enrollments**

The first ASSET class started in Fall 1988 and the first cohort's graduation was May 1990. There have been 13 cycles to date. Enrollment for ASSET #14 starting August 2014 has already begun and is expected to be been strong. Demand for ASSET graduates remains high. HFCC has received Inquiries about graduates from as far away as Montana and the Dakotas. There 137 Ford and Lincoln dealers in Michigan alone that employ in excess of 1400 technicians. Even a modest growth of 5% will require 70 new Ford credentialed technician.



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Tracy Pierner, PhD, PE  
Vice President of Academic Affairs



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Stanley E. Jensen, PhD

**HENRY FORD COMMUNITY COLLEGE  
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**BOARD REPORT**

**SUBJECT:** Shared Leadership

In December, 2013, as directed by the Board of Trustees, the Shared Leadership Task Force was formed. The Task Force, comprised of members from all major constituent groups on campus, was charged with the following: refresh the College's mission, vision and values; update the College Constitution; and develop and recommend to the Board of Trustees the best shared leadership model for the College. Membership of the Task Force and their affiliation includes:

Najib Alawan, Student Council  
Thomas Anderson, Adjunct Faculty  
William Barber, Senate  
Mary Beck, Adjunct Faculty  
Reuben, Brukley, Support Staff  
Al Burrell, Administrator  
Becky Chadwick, Cabinet  
Betsy Cohn, Faculty  
Kevin Culler, Administrator  
David Cunningham, Administrator  
Cynthia Eschenburg, Cabinet  
Paul Fisher, Constitutional Revision Task Force  
Terrilyn Hagen, Support Staff  
Tia Horner, Student Council  
Stanley Jensen, President  
Jeffrey Morford, Faculty  
David Murphy, Engineer  
William Norris, Adjunct Faculty  
Tracy Pierner, Cabinet  
Eric Rader, Faculty  
John Satkowski, Cabinet  
Joe Zitnik, Support Staff

Over the past five months, in order to complete the assigned tasks, the Shared Leadership Task Force met seven times as a group and individually several other times as members of sub-committees. The Task Force began by establishing a charter that outlines the purpose and mission, guiding principles, desired outcomes and roles, responsibilities and norms in which all members agreed to and signed (Attachment A). Promoting student success, providing transparency and inclusiveness, realizing that all governing bodies act as in an advisory capacity according to State statute and law were the main guiding principles to Task Force work.

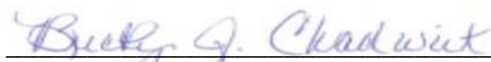
Early in the new year, the Task Force revised the College mission, vision and values and then focused their remaining times on establishing the framework and language for a shared leadership model. In developing a new structure that includes all members of the College



community, the Shared Leadership Task Force has sought to balance inclusivity with recognition of area expertise and the need for efficiency in decisions and actions. After researching and discussing various other institutions' organizational and governance/leadership structures, the Task Force identified the need to establish three main Councils according to function and expertise: the Operations Council, Academic Council (a combination of Faculty Senate, Academic Affairs Council, and four supporting areas) and the Coordinating Council. The Coordinating Council is a new cross-functional body, whose function is to facilitate communication and coordination between the Student, Academic and the Operations areas and to track, document, and make easily accessible new or amended policies and procedures. Additional governing bodies including the Operations and Faculty Organizations were also created in efforts to provide further opportunity for input and collaboration. (Attachment B).


In the revised draft of the Henry Ford Community College Constitution (Attachment C), the Task Force has captured the purpose, responsibilities and membership of the three Councils and other leadership structures, outlines the major operating principles, and makes clear, according to state statute, the roles and responsibilities of the Board of Trustees and President in College governance. The Task Force will continue to meet to capture the necessary concepts and finalize the language of the Constitution by the end of the Fall term.

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Becky Chadwick  
Executive Director, Information, Marketing and  
Effectiveness

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Stanley E. Jensen, PhD  
President

**HENRY FORD COMMUNITY COLLEGE  
OFFICE OF THE PRESIDENT**

**BOARD REPORT**

**SUBJECT:** Proposed Technology Investment Fund Projects

Listed below are summaries for three projects recommended for funding by the Technology Investment Committee (TIC). The listing of projects does not indicate any order of ranking or other method of prioritizing requests.

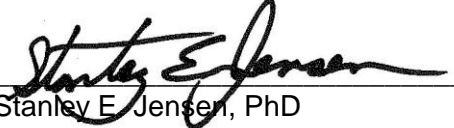
<b>Project Director Division/Department</b>	<b>Nature of Request</b>	<b>Approved Funding</b>
George Popovich Theater	Purchase of new computers to update the Virtual Theatricality Lab.	\$17,500
Bonnie Jobe Health & Physical Education	Purchase of new aerobic equipment and flat screen TV for weight room.	\$19,000
Adam Cloutier Teaching & Learning Support Services	Purchase of data projectors and computers to update the Library Media Center and 22 classrooms.	\$61,040
	<b>Total Funds</b>	<b>\$97,540</b>

The Technology Investment Committee held an open meeting on March 28, 2014, to hear presentations from divisions/departments requesting funds. The committee recommended the three proposals for funding. The three projects have also been reviewed by College administration which offers its support. The total value of the three TIF projects for which the committee is recommending is \$97,540.

**RECOMMENDATION:**

The College administration concurs with the Technology Investment Committee and recommends that three projects be approved for funding by the HFCC Board of Trustees.

  
\_\_\_\_\_  
John S. Satkowski, JD  
Vice President, Financial Services

  
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Stanley E. Jensen, PhD  
President

**HENRY FORD COMMUNITY COLLEGE  
OFFICE OF THE PRESIDENT**

**BID AWARD**

**SUBJECT:** Marketing Communications Services for TAACCCT Grant  
Request for Proposal #14179R

The College is the lead institution of a 13-member consortium of community colleges that was awarded a \$15 million grant by the U.S. Department of Labor, Employment and Training Administration (DOL-ETA), through the Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant Program. The DOL is committed to funding programs that use data and evidence to: (1) design strategies that are likely to produce significant positive change in learning and employment outcomes; (2) continuously evaluate the effectiveness of their strategies in order to improve their programming, and (3) identify and integrate promising and proven strategies into their education and training programs. The DOL expects that the TAACCCT grant program will contribute to the field of research on community college practices through the development and evaluation of innovative program models that provide workers with education and skills to succeed in high-wage, high-skill occupations.

The multi-year project developed by the Multi-State Advanced Manufacturing Consortium (M-SAMC) is designed to improve the manufacturing education process in programs such as Process Technology; Manufacturing Skills; Manufacturing Maintenance; Computer Numerical Control; Precision Machining Technology; Electrical, Electronics, and Industrial Technology; and Manufacturing Productivity Systems. The environment prevalent in the 21st century manufacturing workplace has changed dramatically over the past three decades, as have the technical and organizational skills needed by workers. The community college members of M-SAMC are committed to transforming manufacturing education in their institutions and establishing a model for program transformation applicable to many industries. M-SAMC strategies to accomplish their goals are to: 1) use a competency based model to develop new and modified industry-driven manufacturing curricula and credentials; 2) transform instructional design and delivery systems to accelerate and contextualize learning; 3) redesign student support, success and placement strategies to increase credential attainment; and 4) develop administrative structures to support instructional redesign.

The faculty and administrators of the Center for Innovation in Manufacturing Education (CIMed) request a contract for the professional marketing and communications support services necessary to develop and implement a comprehensive program to promote the educational and training opportunities provided by the M-SAMC program to the citizens and businesses located within each member's service area. The selected Contractor(s) shall work closely with M-SAMC team leaders at HFCC and with representatives from the other twelve colleges in the consortium to plan and execute programs for: Marketing and Business Development, Communication for Collaboration, Website and Online Presence, and Web Based Labor Market and Work Skills Information Tools. The College intends to enter into a contract with selected firm beginning immediately upon Board approval and ending September 30, 2016. TAACCCT Grant monies provide 100% of the funds for this project.

The RFP included eleven distinct and separate marketing and communications services that firms might provide. To determine the award recommendations, the College evaluated each

category of service based on the firm's overall qualifications, technical approach to fulfilling the requirements for the particular service, and pricing for that service. Proposals were requested under RFP #14179R from thirty-three firms; thirteen of those indicated an interest in the project; and seven firms submitted a final proposal. Proposals were reviewed and evaluated by CIMed staff and the Purchasing Supervisor. The RFP tabulation attached to this report shows the total score for the firm's qualifications, experience, technical approach and cost, and the not-to-exceed cost of providing the particular service.

**RECOMMENDATION:**


The College administration recommends the award of the contracts as listed below for Marketing Communications Services for the TAACCCT Grant Project, in accordance with the specifications of Request for Proposal #14179R.

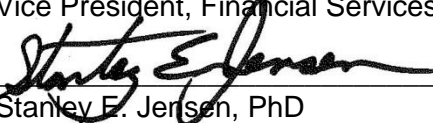
<b>Service</b>	<b>Firm</b>	<b>Amount</b>
Web content for college websites. RFP Section 4.3.1	Wall Street Productions	\$100,000
Online media kits with press releases. RFP Section 4.3.2	Wall Street Productions	\$100,000
Develop and produce video and audio productions. RFP Section 4.3.3	Wall Street Productions	\$11,000
Marketing facilitation and development services. RFP Section 4.3.4	UAW International Union	\$300,000
Strategic partnership development facilitation services. RFP Section 4.3.5	Pendaran	\$29,000
Strategic partnership development facilitation services. RFP Section 4.3.5	Orbitak International	\$95,000
Develop and maintain a communications infrastructure. RFP Section 4.4.1	Wall Street Productions	\$113,000
Provide remote training to consortium partners. RFP Section 4.4.2	Wall Street Productions	\$87,000
Create/maintain an online presence for consortium. RFP Section 4.5.1	Wall Street Productions	\$19,000
Develop and maintain Sharepoint access. RFP Section 4.5.2	Wall Street Productions	\$49,000
Create/maintain college and industry partner portals. RFP Section 4.5.3	Wall Street Productions	\$45,000
Web Based Labor Market/Work Skills Information Tools. RFP Section 4.6	Center for Regional Economic Competitiveness	\$500,000
<b>Total Amount</b>		<b>\$1,448,000</b>

**RFP 14179R for Marketing Communications Services for TAACCCT Grant  
Tabulation Sheet: Total Qualification Score\* and Not-To-Exceed Cost**

<b>Service:</b>	<b>Bidder:</b>	<b>CREC</b>	<b>DBA Worldwide</b>	<b>Interactive Training</b>	<b>Orbitak International</b>	<b>Pendaran</b>	<b>UAW International</b>	<b>Wall Street Productions</b>
Provide web content for college websites. RFP Section 4.3.1	No Bid	247	341	370	No Bid	No Bid	<b>382</b>	
		\$198,355	\$287,140	\$33,000			<b>\$195,300</b>	
Provide online media kits with press releases. RFP Section 4.3.2	No Bid	324	276	340	No Bid	No Bid	<b>421</b>	
		\$228,380	\$242,940	\$112,890			<b>\$148,180</b>	
Develop and produce video and audio productions. RFP Section 4.3.3	No Bid	260	322	227	No Bid	No Bid	<b>465</b>	
		\$249,155	\$97,340	\$167,800			<b>\$11,440</b>	
Provide marketing facilitation and development services. RFP Section 4.3.4	No Bid	316	368	320	No Bid	<b>375</b>	315	
		\$120,580	\$105,790	\$103,500		<b>\$300,000</b>	\$421,034	
Provide strategic partnership development facilitation services. RFP Section 4.3.5	No Bid	239	302	<b>280</b>	<b>480</b>	No Bid	299	
		\$122,080	\$128,540	<b>\$94,500</b>	<b>\$28,775</b>		\$318,976	
Develop and maintain a communications infrastructure RFP Section 4.4.1	No Bid	287	380	225	No Bid	No Bid	<b>390</b>	
		\$85,805	\$27,790	\$514,970			<b>\$113,100</b>	
Provide remote training to consortium partners. RFP Section 4.4.2	No Bid	318	380	272	No Bid	No Bid	<b>412</b>	
		\$107,955	\$41,140	\$57,100			<b>\$87,319</b>	
Create and maintain a website and online presence for consortium. RFP Section 4.5.1	No Bid	292	300	209	No Bid	No Bid	<b>465</b>	
		\$257,605	\$94,090	\$198,800			<b>\$18,674</b>	
Develop and maintain Sharepoint access. RFP Section 4.5.2	No Bid	282	380	215	No Bid	No Bid	<b>423</b>	
		\$106,530	\$28,440	\$184,600			<b>\$48,980</b>	
Create and maintain college and industry partner portals. RFP Section 4.5.3	No Bid	296	380	226	No Bid	No Bid	<b>428</b>	
		\$253,630	\$28,440	\$108,630			<b>\$45,136</b>	
Web Based Labor Market and Work Skills Information Tools. RFP Section 4.6	<b>391</b>	305	321	279	No Bid	No Bid	No Bid	
	<b>\$499,950</b>	\$227,705	\$250,740	\$383,400				

\* Total Qualification Score (max. 500 points) is the sum of the firm's score for overall experience and qualifications (max. 200 points) + score for technical approach to fulfilling the requirements for the particular service (max. 200 points) + score for the cost proposed for the particular service (max. 100 points).

  
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 John S. Satkowski, JD  
 Vice President, Financial Services

  
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 Stanley E. Jensen, PhD  
 President

**HENRY FORD COMMUNITY COLLEGE  
OFFICE OF THE PRESIDENT**

**BID AWARD**

**SUBJECT:** Employee Compensation Study  
Request for Proposal #14379R

The College administration requests a contract for the professional services required to conduct a comprehensive market compensation study for its major employee groups; i.e., exempt and non-exempt administrators, full and part time faculty, and non-instructional staff. Much of the current salary and compensation system at the College relies on decades old data, outdated job descriptions, and inaccurate job titles. The system is challenged to support institutional change and to stay competitive with the labor market. Services provided by the selected consultant shall include: assess the current compensation system and processes; conduct an analysis of the current ranking and assignment of positions to an appropriate salary grade level to ensure both internal and external equity; review market salaries to assess the College's position with comparable employers; prepare recommendations for appropriate compensation adjustments for market equity; and furnish recommended procedures and processes to ensure that, once the results of the compensation study have been implemented, the results may be maintained and updated appropriately as technology and responsibilities change. The study includes opportunities for feedback throughout the process from employees, College administration, and the Board of Trustees.

The compensation study will be conducted in phases over a time period of approximately four months, beginning in May 2014. The study will include all employee groups, in the following sequence: 1. Administrators (Exempt & Non-Exempt), 2. Non-Instructional Staff, and 3. Faculty (Full & Part Time).


Proposals were requested under RFP #14379R from sixteen firms; five of those firms submitted a final proposal. Proposals were reviewed and evaluated by the Interim Vice President of Administrative Services, the Vice President of Financial Services, and the Purchasing Supervisor. Three firms (Findley Davies, Towers Watson, and Crowe Horwath) were invited to participate in on-site interviews with an evaluation team composed of representatives from Human Resources, the Vice President of Financial Services, and the Purchasing Supervisor. Based on the proposal reviews and in person interviews, the evaluation team unanimously recommended Findley Davies for the award. The RFP results are tabulated below:

Bidder	Total Cost	Cost Score	Qualifications Score	Total Score
Findley Davies	\$129,000	78	593	<b>671</b>
Towers Watson	153,709	65	589	<b>654</b>
The Employers Association	33,500	238	390	<b>628</b>
Segal Consulting	230,000	4	603	<b>607</b>
Crowe Horwath	120,000	66	509	<b>575</b>

**RECOMMENDATION:**

The College administration recommends the award of a contract to Findley Davies, Inc. in the amount of \$129,000 for an Employee Compensation Study, in accordance with the specifications of Request for Proposal #14379R.

  
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John S. Satkowski, JD  
Vice President, Financial and Auxiliary Services

  
\_\_\_\_\_  
Stanley E. Jensen, PhD  
President

**HENRY FORD COMMUNITY COLLEGE  
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**BID AWARD**

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Request for Proposal #14379R

The College administration requests a contract for the professional services required to conduct a comprehensive market compensation study for its major employee groups; i.e., exempt and non-exempt administrators, full and part time faculty, and non-instructional staff. Much of the current salary and compensation system at the College relies on decades old data, outdated job descriptions, and inaccurate job titles. The system is challenged to support institutional change and to stay competitive with the labor market. Services provided by the selected consultant shall include: assess the current compensation system and processes; conduct an analysis of the current ranking and assignment of positions to an appropriate salary grade level to ensure both internal and external equity; review market salaries to assess the College's position with comparable employers; prepare recommendations for appropriate compensation adjustments for market equity; and furnish recommended procedures and processes to ensure that, once the results of the compensation study have been implemented, the results may be maintained and updated appropriately as technology and responsibilities change. The study includes opportunities for feedback throughout the process from employees, College administration, and the Board of Trustees.

The compensation study will be conducted in phases over a time period of approximately four months, beginning in May 2014. The study will include all employee groups, in the following sequence: 1. Administrators (Exempt & Non-Exempt), 2. Non-Instructional Staff, and 3. Faculty (Full & Part Time).

Proposals were requested under RFP #14379R from sixteen firms; five of those firms submitted a final proposal. Proposals were reviewed and evaluated by the Interim Vice President of Administrative Services, the Vice President of Financial Services, and the Purchasing Supervisor. Three firms (Findley Davies, Towers Watson, and Crowe Horwath) were invited to participate in on-site interviews with an evaluation team composed of representatives from Human Resources, the Vice President of Financial Services, and the Purchasing Supervisor. Based on the proposal reviews and in person interviews, the evaluation team unanimously recommended Findley Davies for the award. The RFP results are tabulated below:


Bidder	Total Cost	Cost Score	Qualifications Score	Total Score
Findley Davies	\$129,000	78	593	<b>671</b>
Towers Watson	153,709	65	589	<b>654</b>
The Employers Association	33,500	238	390	<b>628</b>
Segal Consulting	230,000	4	603	<b>607</b>
Crowe Horwath	120,000	66	509	<b>575</b>



**RECOMMENDATION:**

The College administration recommends the award of a contract to Findley Davies, Inc. in the amount of \$129,000 for an Employee Compensation Study, in accordance with the specifications of Request for Proposal #14379R.

  
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John S. Satkowski, JD  
Vice President, Financial and Auxiliary Services

  
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Stanley E. Jensen, PhD  
President

**HENRY FORD COMMUNITY COLLEGE  
OFFICE OF THE PRESIDENT**

**CONTRACT AWARD**

**SUBJECT:** Hosting Services for Strategic Planning Software

The College administration requests a contract for the purchase of Strategic Planning Software licenses and hosting services as provided by Strategic Planning Online LLC (SPOL). SPOL will provide the advanced edition of their strategic planning software solution that includes licenses for 100 users and modules for strategic planning, accreditation, regional accreditation standards, budgeting, assessment, and advanced reporting. The system is a cloud based service with unlimited technical support that does not require the purchase, installation, maintenance or management of special hardware, software or servers. The tools provided in the SPOL software package will assist the College's efforts to create, implement, and monitor an ongoing system for strategic planning, outcomes assessment, budgeting and accreditation compliance.

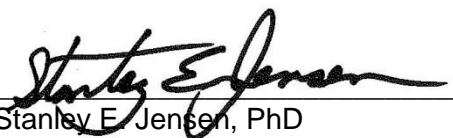
An evaluation committee composed of Cabinet officers and administrators from Information Technology Services and Information, Marketing & Effectiveness reviewed proposals and products from three firms. SPOL was the unanimous choice of the committee due to their breadth of product line (planning, budgeting, reporting, accreditation, and assessment), long-term experience with higher education institutions, and technical support.

The cost of the Strategic Planning Software licenses and hosting services totals \$27,499 which includes an annual subscription for 100 users (\$20,000), implementation support (\$5,000), and one-time startup fees (\$2,449). The software licensing agreement is for thirty-six (36) months.

**RECOMMENDATION:**

The College administration recommends the award of a contract to Strategic Planning Online LLC in the amount of \$27,499 to provide Strategic Planning Software and Hosting Services in accordance with Quote #0137 dated March 4, 2014.

  
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John S. Satkowski, JD  
Vice President, Financial Services

  
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Stanley E. Jensen, PhD  
President

**HENRY FORD COMMUNITY COLLEGE  
OFFICE OF THE PRESIDENT**

**CONTRACT AWARD**

**SUBJECT:** Hosting Services for Online Orientation Software

The College administration requests a contract for the purchase of Online Orientation Software licenses and hosting services as provided by Comevo LLC. Research and best practices show that orientation programs help to increase student success and retention. Following a successful implementation of an orientation program guided by the Achieving the Dream initiative, it was determined that the College should pursue a mandatory student orientation program. The Mandatory Orientation Task Force was created to research the best option for implementing a mandatory new student orientation program. Given the increased number of online learners, as well as a desire to offer year-round, and on-demand orientation opportunities, the need to offer online orientation programming to reach more incoming students became clear. The task force developed a plan to offer a hybrid orientation program in which students have an option to attend an in-person orientation and/or an online orientation. The task force researched online orientation vendors by reviewing best practices from other colleges, data from various student success studies, and Achieving the Dream results; participating in two online orientation vendor demonstrations; consulting with staff from the Information Technology Services department; and obtaining quotes and proposals from one web development company and two online orientation vendors.

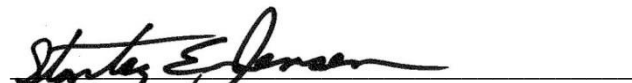
After completing the research, the task force recommends selecting Comevo LLC as the provider for online orientation services. Comevo offers the following features and advantages: customer and technical support available at any time; greater content options such as text, images, video, audio, web links, and PDF links for an interactive experience; better database integration to and from the College's ERP system - Ellucian Colleague (HANK); mobile device friendly; capability to build unlimited, additional orientation modules such as an International Student module, Parent module, etc.; ability to include quizzes and final tests to ensure student retention, engagement and completion; full reporting to retrieve data on student orientation progress, completion and feedback; and 24/7 access to edit and publish content at no additional charge.

The cost of the Comevo Online Orientation Enterprise Package totals \$52,948 which includes a thirty-six (36) month subscription to the software and hosting services (\$33,048), video production services for 7 – 10 edited, broadcast-quality videos with narration, music, graphics and photography (\$10,000), and one-time set-up and administrative fees (\$9,900).

**RECOMMENDATION:**

The College administration recommends the award of a contract to Comevo LLC in the amount of \$52,948 to provide Online Orientation Software and Hosting Services in accordance with their proposal dated April 1, 2014.

  
John S. Satkowski, JD  
Vice President, Financial and Auxiliary Services

  
Stanley E. Jensen, PhD  
President

**HENRY FORD COMMUNITY COLLEGE  
OFFICE OF THE PRESIDENT**

**CONTRACT AWARD**

**SUBJECT:** Consulting and Architectural Services, Master Planning Project

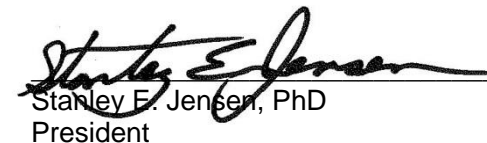
The College administration requests a contract for the professional consulting and architectural services necessary for the Master Planning project. Under this contract, the consultant/architect shall provide the following services and deliverables in the first phase of a master planning process: programmatic and functional analysis, space utilization study, facility condition assessment, base plan development, feasibility study, and a presentation of the functional and physical analysis findings to the Board of Trustees, College administration, Facilities Master Planning Committee, and the larger college community.

SHW Group, LLC has provided quote for the above services in the lump sum amount of \$42,000 plus a unit cost of \$0.09/sq. ft. for the facility assessment (dependent of the square footage of assessed buildings and number of buildings). Based on 200,000 sq. ft. of building space, the estimated total cost of the contract is \$60,000. SHW Group is prepared to begin work immediately. A sole source award is requested in accordance with Board Policy #2110 which sets the bid threshold for architectural and design services, currently at \$359,377.

**RECOMMENDATION:**

The College administration recommends the award of a contract to SHW Group, LLC for Consulting and Architectural Services for the Master Planning Project in the amount of \$60,000, in accordance with SHW Group proposal dated October 18, 2013 and Board Policy #2110.

  
John S. Satkowski, JD  
Vice President, Financial and Auxiliary Services

  
Stanley E. Jensen, PhD  
President

**HENRY FORD COMMUNITY COLLEGE  
OFFICE OF THE PRESIDENT**

**CONTRACT AWARD**

**SUBJECT:** Consulting and Architectural Services, Master Planning Project

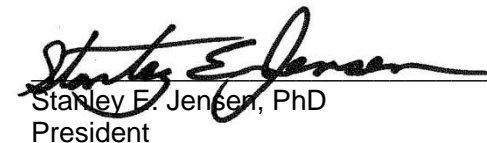
The College administration requests a contract for the professional consulting and architectural services necessary for the Master Planning project. Under this contract, the consultant/architect shall provide the following services and deliverables in the first phase of a master planning process: programmatic and functional analysis, space utilization study, facility condition assessment, base plan development, feasibility study, and a presentation of the functional and physical analysis findings to the Board of Trustees, College administration, Facilities Master Planning Committee, and the larger college community.

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John S. Satkowski, JD  
Vice President, Financial and Auxiliary Services

  
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Stanley E. Jensen, PhD  
President

STAFF RECOMMENDATIONS

Recommendation: Move that the following staff recommendations at HFCC be approved:

Resignation (A-10)

Audrey Kindle, appointed 3/17/14, Skylight Café, Food Service Associate, submitted 3/27/14, effective 4/1/14.

Mark LaBerge, appointed 4/19/11, Campus Safety, Director, submitted 3/4/14, effective 3/31/14.

Tricia Llewellyn, appointed 9/ 30/10, Workforce Development, Director, submitted 3/26/14, effective 4/15/14.

Appointment (B-10)

Jamie Henne, 22465 Doncaster Ave, Brownstown, 48193, Financial Aid Associate, Financial Aid, \$16.19 per hour, Step 2, effective 5/12/14.

Shalonda Jean-Louis, 16234 Hillsbriar Drive, Romulus, MI 48174, Enrollment Associate II – Call Center (Part-Time), Enrollment Services, \$13.77 per hour, Step 1, effective 3/24/14.

Roy Kellerman, 14304 Merriman, Livonia, 48154, Multimedia Associate (Part-Time), Instructional Technology, \$15.30 per hour, Step 1, effective 4/29/14.

Angela Kotsoyianis, 11410 Fordlin, Apt. 102, Allen Park, 48101, Financial Aid Associate, Financial Aid, \$16.19 per hour, Step 2, effective 5/12/14.

Ashleigh Martin, 76 West Adams Ave, #504, Detroit, 48226, Graphic Designer, Marketing and Communications, \$19.13 per hour, Step 4, effective 4/14/14.

Lea Sayles, 41841 Larimore Lane, Canton, 48187, Assistant to the Associate Dean, Business and Computer Technology Division, \$14.48 per hour, Step 2, effective 4/7/14.

Joyce Stukel, 1460 South Marie, Westland, 48186, Financial Aid Associate, Financial Aid, \$16.19 per hour, Step 2, effective 5/12/14.

Salary Change in Status (C-10)

Michelle Hill, from Learning Lab, Lab Associate II (Part-Time), 12 Months, to Lab Associate (Full-Time), Learning Lab, 12 Months, effective 4/7/14.

Achievement of Tenure (D-10)

Marrci Connor, Business and Computer Technology Division, effective 5/12/14.

Nahla Haidar, Math and Sciences Division, effective 5/12/14.

Robert James, Business and Computer Technology Division, effective 5/12/14.

Carla Serfas, Math and Sciences Division, effective 5/12/14.

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