

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

BOARD REPORT

SUBJECT: Women's Institute for National and Global Success (WINGS)


WINGS is a mentoring program designed to connect HFCC women students who express interest in the fields of Science, Technology, Engineering, Mathematics and Business (STEM+B) with leading professional women in these same fields. The goals of this program are to help HFCC women student mentees explore and identify careers in the STEM+B fields that are suited to their strengths, values and interests; learn tools that will move them toward the pursuit of these fields while experiencing success along the way; gain competence in networking, communication skills, political savvy, and strategic goal setting; and grow in personal confidence and self-awareness.

Mentees will have the opportunity to participate in leadership and personal development seminars with seasoned professionals in the STEM+B fields, attend professional meetings, community events, social dinners and lunches with their mentors, and spend time with other WINGS participants for the purpose of developing lifelong friendships and contacts.


At the end of the program, all women who complete the program requirements will receive a copy of their co-curricular transcript and a certificate of completion. Their academic transcript will show the stamp, "Leadership Certificate-Women's Institute for National and Global Success".

Creators of the program and founding program committee members include HFCC faculty members Linda Brandt, Nahla Haidar, Kim Moscardelli, Elaine Saneske, Royetta Ealba, Cassandra Fluker, and chair, Brenda Hildreth. In addition to faculty, Lisa Copprue, Vice President for Student Affairs, and Ms. Nada Berry and Ms. Teresa Jensen, community supporters of HFCC educational initiatives, also serve on the committee.

The Board will be provided with an update of this program and the anticipated value it will offer to HFCC students.



Lisa Copprue, PhD
Vice President, Student Affairs



Stanley E. Jensen, PhD
President

**HENRY FORD COMMUNITY COLLEGE
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BOARD REPORT

SUBJECT: CHAMPS Life Skills Program

The Challenging Athletes' Mindset for Personal Success (CHAMPS) program was designed to provide information to student athletes that can assist them with academic and athletic success, and help student athletes translate these successes to other areas of their lives. In addition, CHAMPS ensures that College resources are utilized for organized study time.

CHAMPS is a weekly program that includes campus and community guest speakers to deliver information on various topics, including:

Career preparation	Representing HFCC	NJCAA & NCAA eligibility
Time management	in the community	Entrepreneurism
Testing strategies	Stress management	Nutrition for athletes
Community service	Careers in criminal justice	Student Rights and
Financial aid requirements	Expectations & responsibilities	responsibilities
First impressions	of student athletes	Note taking


The second hour of the program provides quiet time for independent study. To maximize the impact of the study hour, student-athletes travel to the Learning Lab to work with tutors, have access to computers, and to participate in both independent and group study.

In addition to the speakers and study time, student athletes are provided with Progress Reports to deliver to instructors bi-weekly. Athletics staff reviews progress reports and provides follow-up with students as appropriate. An additional component includes student-led 'Hot Topic' discussions to encourage healthy debate among peers.

The CHAMPS Life Skills Program was designed to provide a well-rounded, multi-perspective program for student athletes to develop the academic and life management skills necessary to lead successful and productive lives. Through exposure to diverse campus and community leaders, introduction of relevant academic and life management topics, and structured study, we believe the program successfully accomplishes this goal.



Lisa Copprue, PhD
Vice President, Student Affairs



Stanley E. Jensen, PhD

**HENRY FORD COMMUNITY COLLEGE
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BOARD REPORT

SUBJECT: Telecommunication Program (TCM)

Past

Mass Communication courses, beginning with Film History, were first offered in the (then) English Division with English course designations (EN) in the 1970s. Then, in 1979, Introduction to Mass Communication was the first offered with a "MC" designation. When the Fine Arts Center was completed in 1981, including a TV production studio, a new department was spun off: Performing Arts, which along with the Art Department were the first residents of the Fine Arts Center. All of MC-related courses from English were given "MC" designations, later changed to "SMC" (Speech & Mass Communication). During that time, the school applied for and was awarded by the FCC the only remaining spot on the FM radio dial in this area, and in 1985, HFCC's own WHFR Radio officially went on the air. Licensed as a non-commercial, educational station broadcasting in stereo on 89.3FM with 270 Watts of effective radiated power, WHFR exists to provide a real-world lab experience in telecommunication for HFCC students and alumni, to serve the needs of Dearborn and the surrounding communities, and to assist HFCC college relations. By the late 1980's, with the industry expanding and WHFR operating 24/7, all SMC courses were redesigned as TCM courses, with the Telecommunication Program being solidified at this institution.

Present

In 2008, the head of the Telecommunication Dept., Jay Korinek retired after 40 years at HFCC. Susan McGraw took over as full-time Dept. lead and began working to expand the program. In 2010, the Telecommunication Dept. was awarded a TIF grant to update its television control room and classroom studio in the Fine Arts Center with state-of-the-art technology, and expanded its classroom and editing lab into the Technology Building to accommodate program growth in 2011. For the first time in the history of the program, all core classes were offered as both day and evening sections to allow for the demand of working students to complete their TCM degree. In summer 2013, the Telecommunication Program moved to the Communications Division under the auspices of Katherine Grahl, Associate Dean and Susan McGraw, Academic Coordinator. Program changes have been minimal, as the move was a good fit for all. All TCM course masters have been updated and approved this past month, and TCM program review is scheduled for next year.

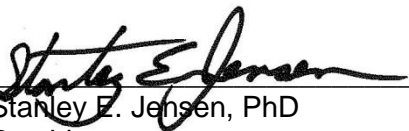
This semester (Winter 2014), one full-time plus eleven highly-qualified, specialized adjunct instructors are teaching 581 students in the area of Telecommunication. Students come from all areas of Metro-Detroit, most with the goal of graduating from HFCC, others to transfer to a four-year-institution, and some for specialized training or retraining in a specific area of the industry. HFCC Telecommunication Alumni are working in various fields locally, nationally and even internationally as announcers, filmmakers, editors, TV producers, news journalists, screenwriters, voiceover talent, newscasters, web specialists, promotions coordinators, and more. Our alumni are very loyal to the college and support us in a variety of ways. Our WHFR alumni, in particular, contribute financially to our annual on-air pledge drive and also come on the airwaves to help garner support from listeners.

Future

The field of Telecommunication, both theoretical and practical, is ever-changing and expanding in today's society. The goal of the Telecommunication Department is to provide a well-rounded, practical program with the most up-to-date resources and cutting edge instruction as new and different platforms and technologies emerge. Our plan for the future is to continue to educate and empower our students to be confident, competitive and successful in whatever area of Telecommunication they pursue, while concurrently instilling important media literacy skills that are no doubt needed to be a savvy and contributing member of our media-dominant society.



Tracy Pierner, PhD, PE
Vice President of Academic Affairs



Stanley E. Jensen, PhD
President

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

BOARD REPORT

SUBJECT: Accreditation

Henry Ford Community College is currently accredited by the North Central Association of Colleges and Schools, Higher Learning Commission (NCA/HLC) and is scheduled for re-accreditation in 2015. A team of peer reviewers trained by the Higher Learning Commission will visit HFCC for three days in April, 2015 to determine whether the College meets the Commission's established criteria for accreditation. Re-accreditation from the Higher Learning Commission is critical to the College as it allows for the receipt of Title IV Federal Financial Aid funds.

In February, 2012, the Board of NCA/HLC finalized new criteria and a new model for accreditation that they had been working on over the prior four years. These changes come as a result of increasing pressures from the U.S. Department of Education and other external/public pressures for increased transparency and accountability in higher education. The new criteria for accreditation are:

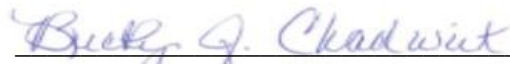
- **Criterion One- Mission –**
The institution's mission is clear and articulated publicly; it guides the institution's operations;
- **Criterion Two- Integrity: Ethical and Responsible Conduct –**
The institution acts with integrity; its conduct is ethical and reasonable;
- **Criterion Three- Teaching and Learning: Quality, Resources, and Support –**
The institution provides high quality education, wherever and however its offerings are delivered;
- **Criterion Four- Teaching and Learning: Evaluation and Improvement –**
The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement; and
- **Criterion Five - Resources, Planning, and Institutional Effectiveness –**
The institution's resources, structures and processes are efficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

The opening sentence in the document for the new criteria outlines the Commission's expectations by stating that "the Higher Learning Commission seeks a culture of aspiration and continual improvement rather than satisfaction of minimum requirements." In essence, the commission now requires institutions to build systemic and systematic processes for continuous improvement. Relative to the old criteria, the

new criteria place more emphasis on the following: mission and integrated planning; continuous quality improvement; evidence and evaluation.

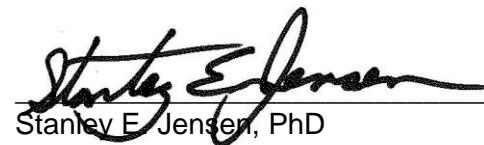
In 2011, HFCC was chosen to be a Pioneer institution to work with the new model and criteria for accreditation. The College has already fulfilled its obligation for the Quality Initiative by participating in the Lumina Foundation's, Degree Qualifications Profile (a Commission sponsored project) and is now scheduled to move into the assurance process – formerly the self-study. The new process requires the College to provide a maximum 35,000 word assurance argument as to how the College meets the criteria for accreditation and provide documentation, as evidence, that supports the argument.

A Re-accreditation Team has been formed to gather evidence and create an assurance argument to be forwarded to the Commission by February, 2015. Members of the team include a cross-functional team of faculty, staff and administrators. Team members are: Reginald Best, Becky Chadwick, Rama Chidambarum, Adam Cloutier, Betsy Cohn, Lisa Copprue, Holly Diamond, Cynthia Eschenburg, Paul Fisher, Janice Gilliland, Lori Gonko, Catherine Grahl, Diane Green, Charles Jacobs, Peter Kim, Randy Knight, Tricia Llewellyn, Catherine Marsden, Jim Martini, Tracy Pierner, Gary Saganski, John Satkowski, Kim Schopmeyer, Tim Seguin, Susan Shunkwiler, and Karen Wilmering.



Becky Chadwick

Executive Director, Information, Marketing and Effectiveness



Stanley E. Jensen, PhD
President

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

BOARD REPORT

SUBJECT: Institutional Review Board (IRB)

One of the functions of higher education institutions is to engage in research, either through participation in grants, as part of the fulfillment of requirements for advanced degrees, or for the general advancement of knowledge. Recently, Henry Ford Community College created an Institutional Review Board (IRB). The purpose of the IRB, also known as the human subjects review board, is to protect the rights and welfare of human research participants and to facilitate research by using basic ethical principles.

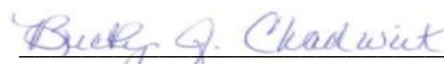
According to guidelines established by the Office of Human Research Protections (OHRP), an office of the federal department of Health and Human Services, five members must be chosen to serve on the IRB. The five-member composition of the Institutional Review Board must include members from varied backgrounds including: one member from a science discipline; one member from a non-science discipline; one member from outside the organization; members of the opposite gender; members that include a diversity of disciplines and other important factors (race, representing vulnerable populations).

The membership and composition factors of the HFCC IRB include:

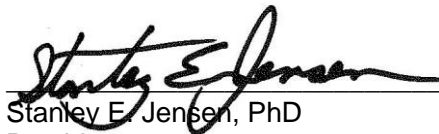
- Becky Chadwick (Chair) Educational Research/Institutional Research, female
- Mike Daher (non-scientist) Honors Program, Arab-American, male
- Kim Schopmeyer (social scientist), extensive training in Social Science research, male
- Lathika Moragoda (microbiologist, molecular biologist) South Asian, female
- Lisa Copprue (vulnerable populations) African-American, Cabinet member, female
- Drew Buchanan (Sponsored Research at UM-D, external member) experience with IRB, male

The College has already registered the IRB and received Federal-wide Assurance (FWA) which indicates that the College will comply with regulations for human subjects participation in research. Next steps will include training for all IRB members via training modules offered through the OHRP and by becoming familiar with the Ethical Guidelines for the Protection of Human Subjects Research (The Belmont Report) and the OHRP/ IRB Guidelines. The guidelines emphasize three basic ethical principles that include: respect for persons (requirement to acknowledge autonomy and requirement to protect those with diminished autonomy); beneficence (respect decisions and protect from harm); and justice (who received benefits and bears its burden).

The College, by creating the IRB, will mitigate any potential risk associated with the treatment of human subjects, will facilitate students' awareness of the appropriate protocol for conducting research, and ensure the ethical and responsible treatment of participants in all research conducted.



Becky Chadwick
Executive Director, Information, Marketing and
Effectiveness



Stanley E. Jensen, PhD
President

**HENRY FORD COMMUNITY COLLEGE
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BOARD REPORT

SUBJECT: Mission, Vision and Values

The Higher Learning Commission states in the Criteria for Accreditation the importance of the college mission statement, dedicating one of the five criteria for accreditation solely to the mission and mission documents. Criterion One-Mission, states that the “the mission statement is clear and articulated publicly; it guides the institutions operations”, and emphasizes the need for it to be kept current. The mission and its supporting documents are the cornerstone for all college activities and describe why the institution exists and for what purpose, the shared vision of the future, and the behaviors that are valued as business is conducted.

The current mission statement (according to the 1995 Higher Learning Commission Self-Study) was developed in 1987 and other mission supporting documents at a later date. As per directive of the Board of Trustees, in December 2013, the Shared Leadership Task Force was created. Part of the purpose and charge of this task force was to “refresh the mission, vision and values of the institution.” During the first meetings after the new year, Task Force members began discussion on the critical components of each and based on feedback, three separate sub-groups were formed to begin to draft language that would eventually become the new mission, vision and values statements. After consensus was reached among the Shared Leadership Task Force members, another small committee was formed to gather input from the campus community and our external constituents.

As part of the information gathering phase, surveys were administered to five separate constituent groups: faculty, administrators and staff; students; advisory committee members; members of the Community Leaders Advisory Committee (CLAC); and members of the external community (via a web-link on the College’s home page). Survey results provided informative feedback in drafting the final proposed statements but overwhelmingly there was support from all constituent groups. On average, approximately 81% of survey respondents indicated support for the mission and vision, and 91% support for the values statements.

The proposed mission statement is as follows:

Henry Ford Community College transforms lives and builds better futures by providing outstanding education. As a student-centered, evidence-based college, our success is measured by the success of our students. We empower learners through the development of independent, critical and creative thinking, and we foster diversity, tolerance, understanding, and acceptance to prepare learners to succeed in a global society. We anticipate and respond to the needs of our stakeholders, exceed their expectations, and serve the public good.

The proposed vision statement is:

First choice. Best choice.

The proposed values statement is:

We have a PASSION for...

- ...teaching and learning.
- ...exploring diverse perspectives and ideas.
- ...creating a student-centered environment.
- ...transforming lives through continuous learning.
- ...excellence in all that we do.

We demonstrate INTEGRITY through...

- ...accountability.
- ...responsible stewardship.
- ...ethical conduct.
- ...honest dialogue.
- ...sustainable practices.

We promote INGENUITY by...

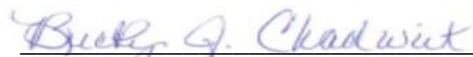
- ...being agile, flexible, and responsive.
- ...rewarding discovery, creativity, and innovation.
- ...collecting, evaluating, and acting on evidence.
- ...thinking critically.
- ...continuously reimagining the future.

We show RESPECT for one another when we...

- ...collaborate and rely on teamwork.
- ...celebrate diversity and inclusiveness.
- ...maintain transparent practices.
- ...show compassion and empathy.
- ...are engaged and committed to our shared work.

In the future, it is critical that the mission and supporting documents be regularly reviewed and, if necessary, revised to reflect the evolving nature of the College and its stakeholders.

In addition to the change in mission, vision and values, the College has carefully considered a name change. The College's name has changed periodically throughout its history (approximately once every ten years) and it is now an opportune time to consider changing the name from Henry Ford Community College to Henry Ford College. The change, if approved would align with the change in mission and supporting documents, the potential to offer four-year degrees, marketing and branding efforts, and campus-wide signage.



Becky Chadwick

Executive Director, Information, Marketing and Effectiveness



Stanley E. Jensen, PhD
President

**HENRY FORD COMMUNITY COLLEGE
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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.

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.

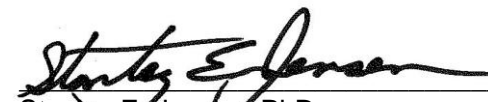
Bidder	Total Cost	Cost Score	Qualifications Score	Total Score
Findley Davies	\$129,000	78	593	671
Towers Watson	153,709	65	589	654
The Employers Association	33,500	238	390	628
Segal Consulting	230,000	4	603	607
Crowe Horwath	120,000	66	509	575

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.



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

SUBJECT: Lecture Capture Audio Visual Systems
Request for Proposal #14635

The College administration requests a contract for the labor, materials, equipment and services necessary to install Lecture Capture Audio Visual Systems in the following locations: Health Careers Education Center, Room H-303, Technology Building, Room T-141, and School of Nursing, Room N-137. The College recently issued a contract to Tegrity USA for the purchase of lecture capture software that can automatically record, store and index any classroom activity – lectures, demonstrations, labs, etc. – for later review by students at any time and from any location with web access. Under this contract, the audio visual dealer will provide the equipment, components and installation services necessary to integrate with the Tegrity software and make the lecture capture system operational. Federal Vocational Education Equipment Grant (Perkins) dollars provide 100% of the funds for this purchase.

Proposals were solicited under RFP #14635. The results are tabulated below:

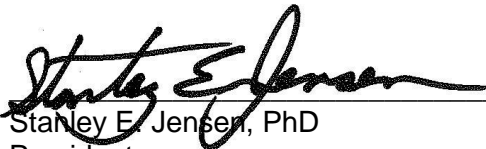
Troxell Communications	\$ 40,469.00
Thalner Electronic Labs	51,246.00
Sound Engineering	55,934.54
Immersion Graphics	No Bid
Bluewater Technologies	No Reply
City Animation – NBS	No Reply
Enertron	No Reply
Innovative Communications	No Reply
Tekin Systems	No Reply

RECOMMENDATION:

The College administration recommends the award of a contract to Troxell Communications in the amount of \$40,469 to install three (3) Lecture Capture Audio Visual Systems, in accordance with the specifications of RFP #14635.



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

SUBJECT: Audio Visual System for Physical Therapy Lab
Request for Proposal #14658

The faculty of the Health Sciences Division requests a contract for the labor, materials, equipment and services necessary to install an Audio Visual System in the Physical Therapy Lab, Health Careers Education Center, Room H-307. Currently, no AV equipment exists in the room. This project will provide five high-definition cameras mounted in different areas of the room for viewing and recording classroom training procedures; five large-screen LCD monitors; a document camera, digital video recorder, microphone system and speaker system; and associated components necessary to control the recording equipment and provide connectivity to the Tegrity lecture capture system. The Technology Investment Fund provides \$45,000 for this purchase with the balance of the funding coming from general fund accounts.

Proposals were solicited under RFP #14658. The results are tabulated below:

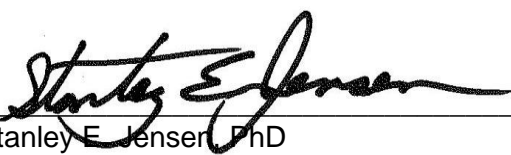
Thalner Electronic Labs	\$ 55,044.00
Sound Engineering	55,903.36
Immersion Graphics	No Bid
Troxell Communications	No Bid
Bluewater Technologies	No Reply
City Animation – NBS	No Reply
Enertron	No Reply
Innovative Communications	No Reply
Tekin Systems	No Reply

RECOMMENDATION:

The College administration recommends the award of a contract to Thalner Electronic Labs in the amount of \$55,044 to install an Audio Visual System in the Physical Therapy Lab, in accordance with the specifications of RFP #14658.



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

SUBJECT: Library Elevator Upgrade Project
Sealed Bid #14717


The College administration requests a contract for the engineering, supervision, labor, materials, equipment, and services necessary to upgrade one (1) hydraulic elevator located in the Eshleman Library. The elevator requires a complete overhaul and upgrade of the car, hoistway, and machine room components to make it fully operational and compliant with all codes, standards and regulations. Part of the work includes the inspection and possible replacement of the elevator's hydraulic jack assembly, including the cylinder, piston and packing. If the contractor encounters serious problems with the hydraulic jack, located at the bottom of the elevator shaft, then well drilling might be required. This condition will not be known until repairs begin. The maximum potential cost for well drilling, if needed, will be included in a contingency allowance. Plant fund accounts will be used for this work.

Bids were solicited under Sealed Bid #14717. Although only one bidder responded, Schindler Elevator currently holds the College's elevator maintenance contract and they successfully performed a similar service on the Powerhouse freight elevator several years ago. The bid process reduced their base price for the work by \$25,400 compared to their original cost estimate. Follow up calls to non-responding firms revealed that three bidders chose not to participate based on current their work loads. The bid results are tabulated below:

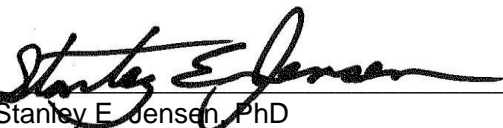
Firm	Base Bid	Contingency for Well Drilling	Total Base Bid with Contingency
Schindler Elevator	\$ 99,549	\$ 26,291	\$ 125,840
Detroit Elevator			No Reply
Lardner Elevator			No Reply
Michigan Elevator			No Reply
Otis Elevator			No Reply
Thyssen Krupp Elevator			No Reply

RECOMMENDATION:

The College administration recommends the award of a contract to Schindler Elevator Corporation in the amount of \$125,840, including contingency allowance, for the Library Elevator Upgrade Project, in accordance with the specifications of Sealed Bid #14717.



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



Stanley E. Jensen, PhD
President

**HENRY FORD COMMUNITY COLLEGE
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CONTRACT AWARD

SUBJECT: Steelcase Furniture, Library Media Center


The College administration requests a contract for the purchase and installation of Steelcase furniture, to include: (72) student chairs and (72) computer tables with associated electrical and power management equipment. This furniture will be installed in the Media Center on the second floor of the Eshleman Library as part of a project to upgrade the College's largest open computer lab.

Steelcase is one of the College's standard furniture suppliers whose products are used throughout the campus due to their quality, reliability, warranty and long-term value. Steelcase offers the College exclusive educational discounts through contracts with the Educational & Institutional Cooperative Service. Steelcase has designated Lincoln Office Solutions as the local educational dealer to service the College's account. A sole source award is requested.


The discounted contract cost for all furniture, shipping and installation totals \$57,391.06. General fund accounts will be used for this purchase.

RECOMMENDATION:

The College administration recommends the award of a contract to Lincoln Office Solutions in the amount of \$57,391.06 for the purchase and installation of Steelcase furniture for the Media Center, in accordance with Quote #8701 dated February 20, 2014.



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



Stanley E. Jensen, PhD
President

STAFF RECOMMENDATIONS

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

Resignation (A-9)

Tia Bennett, appointed 7/22/08, Financial Aid, Financial Aid Associate, submitted 2/26/14, effective 2/28/14.

Kathryn Wrench, appointed 4/15/13, Manager, Industrial Technology, submitted 2/14/14, effective 7/21/14.

Leave of Absence (B-9)

Sam Bazzi, appointed 08/21/01, Instructor, Math and Sciences Division, submitted 2/11/14, effective 8/26/14; REASON: Work Experience Leave of Absence for 2014-2015 academic year.

Appointment (C-9)

Maria Buffa, 7328 Anthony Street, Dearborn, 28126, Web Content Associate, Marketing and Communications, \$19.13 per hour, Step 4, effective 3/17/14, 12 Months

Ashlie Cheers, 5116 Cannif, #1, Hamtramck, 48212, Enrollment Associate II – Call Center, Enrollment Services, \$13.77 per hour, Step 1, effective 3/17/14, 12 Months.

Audrey Kindle, 5203 Chrysler Drive, #311, Detroit, 48202, Food Service Associate (Part-Time), Skylight Café, \$9.18 per hour, Step 1, effective 3/17/14, 10 Months.

Lynn Shemwell, 825 Moran, Lincoln Park, 48136, Library Associate II (Part-Time), Library, \$13.77 per hour, Step 1, effective 3/24/14

Shafyla Thompson, 3535 Lenore, Melvindale, 48122, Enrollment Associate II – Call Center, Enrollment Services, \$13.77 per hour, Step 1, effective 3/17/14, 12 Months.

Reappointment to Professional Staff (D-9)

Joseph Cosenza, Business and Computer Technology Division, effective 8/26/14; REASON: Reappointment to temporary, full-time faculty for the Fall 2014 semester.

Kristin Jablonski, Business and Computer Technology Division, effective 8/26/14; REASON: Reappointment to temporary, full-time faculty for the Fall 2014 semester.

Rachelle Loomus, Business and Computer Technology Division, effective 8/26/14; REASON: Reappointment to temporary, full-time faculty for the Fall 2014 semester.

Theresa Mozug, Health Sciences Division, Instructor, effective 8/26/14; REASON: Reappointment to temporary, full-time faculty for the Fall 2014 semester.

Reappointment to Professional Staff (D-9) (continued)

Joshua Osborn, Math and Sciences Division, Instructor, effective 8/26/14; REASON: Reappointment to temporary, full-time faculty for the Fall 2014 semester.

Victoria Shepherd, Humanities and Social Science Division, Instructor, effective 8/26/14; REASON: Reappointment to temporary, full-time faculty for the Fall 2014 semester.

David Tillman, Industrial Technology Division, Instructor, effective 8/26/14; REASON: Reappointment to temporary, full-time faculty for the Fall 2014 semester.

Salary Change in Status (E-9)

Zachariah Polzin, from Math and Sciences, Lab Associate II – Biology, Part-Time, 10 Months, to Lab Associate II – Biology, Math and Sciences, 11 Months, effective 3/3/14.

Cynthia Stiller, Instructor, Humanities and Social Science, Division, from Level MA, Step 11, Schedule HFCC, Federation of Teachers, to Level MA30, Step 11, Schedule HFCC Federation of Teachers; Reason: Completed requirements for MA30 degree in educational leadership, effective 5/13/14.

Change in Classification (F-9)

Reuben Brukley, from Building Operator, Facility Services, to Facilities Leader, Facility Services, effective 3/3/14, \$21.49 per hour, \$0.50 Long, total \$21.99 per hour, Step 8, 12 Months.

Terrilyn Hagen, from Business and Computer Technology Division, Assistant to the Associate Dean, to HR Assistant, Office of Human Resources, effective 3/17/14, \$49,903, Grade 3, Step 3, 12 Months.

Andrew Moser, from Records Associate III, Registration and Records, to Records Associate I, Registration and Records, effective 3/17/14, \$11.84 per hour, Step 2, 12 Months.

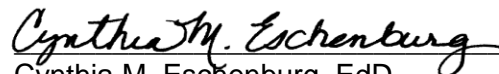
**HENRY FORD COMMUNITY COLLEGE
OFFICE OF THE PRESIDENT**

BOARD REPORT

SUBJECT: Local 71 Negotiations

Henry Ford Community College has successfully concluded negotiations with the HFCC Administrators' Association, Local 71, which represents full-time administrators at the College. A tentative agreement was reached on Monday, March 3, 2014. The Association ratified the agreement on March 11, 2014, and the Board of Trustees will be asked to approve the agreement at its March 17, 2014, meeting. The economic changes to the contract are as follows:

- **2013-2014 Fiscal Year** – Three percent (3%) reduction to the salary schedule. This reduction is effective April 1, 2014.
- **2014-2015 Fiscal Year** – An additional one percent (1%) reduction to the salary schedule. Administrators hired after July 1, 2008, and who are on a step lower than Step 6 will have their base salary increased by \$2,000 in lieu of moving to a new step. Administrators hired by the College before July 1, 2008 and who are on a step lower than Step 8 as of June 30, 2014, will have their base salary increased by \$2,000 to a maximum of Step 8.
- **2015-2016 Fiscal Year** – No increase on the salary schedule. Administrators hired after July 1, 2008, and who are on a step lower than Step 6 will have their base salary increased by \$2,000 in lieu of moving to a new step. Administrators hired by the College before July 1, 2008 and who are on a step lower than Step 8 as of June 30, 2014, will have their base salary increased by \$2,000 to a maximum of Step 8.
- **Longevity** – Administrators currently receiving longevity will continue to receive the amount equal to their 2012-2013 longevity compensation. No other administrators shall be eligible for longevity.
- **Pension Supplement** -- Administrators currently receiving a pension supplement/TSA will receive the amount equal to their 2012-2013 amount. No other administrator shall be eligible for a pension supplement/TSA contribution by the College.



Cynthia M. Eschenburg, EdD
Interim Vice President, Administrative Services



Stanley E. Jensen, PhD
President