

**HENRY FORD COLLEGE
OFFICE OF THE PRESIDENT**

BID AWARD

SUBJECT: Nimble Storage Adaptive Hybrid Array
Sealed Bid #18905

The Director of Network and IT Infrastructure requests a contract for the equipment, supplies and services necessary to install a Nimble Storage Adaptive Hybrid Storage Array. A hybrid storage array is a system for data storage that contains a mix of solid-state flash memory drives and traditional hard disk drives. Flash drives transfer data much faster than hard disk drives. Adding a small number of flash drives to a traditional array improves its overall performance immensely and costs much less than an all flash array. The hybrid array from Nimble Storage includes predictive analytics that allows the array to adapt to usage patterns resulting in faster, more efficient access to data. The addition of the adaptive hybrid storage array allows IT Services to expand HFC's enterprise storage capacity and grow the virtual server network. The Technology Improvement Fund (TIF) provides over \$124,700 to fund this project with the balance coming from general fund accounts.

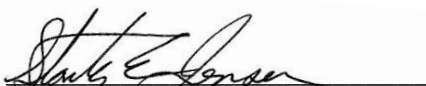
The College solicited proposals under Sealed Bid #18905. The bid responses appear below.

AmeriNet	\$230,962.03
Active Solutions Group	No Reply
Alliance Technology Solutions	No Reply
CDW-G	No Reply
CTC Technologies	No Reply
Forsythe Solutions Group	No Reply
KLA Laboratories	No Reply
NVINT	No Reply
Sehi Computer Products	No Reply
Sentinel Technologies	No Reply

RECOMMENDATION:

The College administration recommends a contract award to AmeriNet for \$230,962.03 for the purchase of a Nimble Storage Adaptive Hybrid Array in accordance with the specifications of Sealed Bid #18905.


John S. Satkowski, J.D.
Vice President of Financial Services


Stanley E. Jensen, Ph.D.
President

**HENRY FORD COLLEGE
OFFICE OF THE PRESIDENT**

CONTRACT AWARD

SUBJECT: Gateways to Completion Program

The Vice President of Academic Affairs requests a contract for the professional advisory services connected with the Gateways to Completion (G2C) program. This program represents a partnership with the John N. Gardner Institution to improve student outcomes in high-risk courses. Developed by the student success experts at the John N. Gardner Institute with the added insight of a distinguished National Advisory Committee, G2C is a comprehensive process that mobilizes institutions to substantially improve gateway courses. Specifically, G2C is designed to help institutions gather and analyze data to craft and implement a plan for enhancing student learning and success in high enrollment courses that have historically resulted in high rates of D and E grades, withdrawals, and incompletes. Generally, foundation level undergraduate courses, have been targeted as gateway courses. Lack of success in these courses is correlated with altered higher education goals including, for many students, the failure to complete a degree or certificate. These unrealized aspirations can limit social mobility and create increased debt.

During this three-year program, faculty on the course committees and the project steering committee work with other support personnel to design and implement evidence-based teaching practices in order to increase student learning, satisfaction, and academic success. The G2C process employs extensive use of student data and evidence-based effective pedagogies in the course redesign process. In addition, G2C includes a Teaching and Learning Academy that helps faculty learn about and subsequently apply engaging pedagogies in their course transformation efforts.

Throughout the process, the Gardner Institute will assist the College in its efforts to analyze, create and subsequently implement plans to improve teaching and learning in historically high-risk gateway courses. The Institute also provides:

- Support from a senior Institute advisor,
- General support from other staff on elements such as the Student Learning Gains survey and the G2C technology platform,
- Access and enhancements to the G2C on-line technology platform and tools,
- Process webinars and meetings such as the G2C Community of Practice Annual Meetings and the Annual Gateway Course Experience Conference ,
- A predictive analytics process collaborative,
- A teaching & learning academy,
- Feedback sessions, and
- Research opportunities and opportunities to disseminate findings.

Research conducted by the John N. Gardner Institute revealed that higher education institutions which have participated in the G2C project have achieved these positive outcomes:

- Increases in first-to-second term retention rates,
- Decreases in the number of students in poor academic standing,
- Increases in A, B, and C grades,

- Decreases in D, E, W, and I grades,
- Lower course repetition rates, and
- Higher performance in the next course in the sequence.

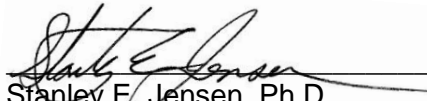
The non-profit John N. Gardner Institute is dedicated to assisting colleges and universities in their efforts to improve teaching, learning, and student success and, in the process of doing so, advance higher education's broader aims of equity and social justice. To achieve this mission, the Institute provides certain proprietary products and services, including, the Gateways to Completion process. The College requests a sole source award.

The College intends to work on at least four courses over the three-year G2C process. The normal fee for four (4) courses is regularly \$10,250 per course per year (\$41,000 annually). In recognition of the College's participation in the statewide Michigan Gateways to Completion process, the Gardner Institute will discount the annual fee by 50%, to \$20,500 per year for three years. The contract totals \$61,500 for the three year program. HFC Foundation accounts provide funding for this purchase.

RECOMMENDATION:

The College administration recommends a contract award to the John N. Gardner Institute for Excellence in Undergraduate Education in the amount of \$61,500 for a three-year gateway course improvement program in accordance with Gateways to Completion Agreement dated November 1, 2017.


John S. Satkowski, J.D.
Vice President of Financial Services


Stanley E. Jensen, Ph.D.
President

STAFF RECOMMENDATIONS

Recommended action: Move to approve the following staff recommendations at HFC:

Retirement (A-5)

Stanley Jensen, Office of the President, President, 4 ½ years of service, effective 1/1/18.

Appointment (B-5)

Geraldina Moglica, Campus Safety Associate, \$15.07 per hour, Step 1, effective 1/8/18, 12 months.

Sirena Perkins, Senior Teller, Student Accounts, \$15.75 per hour, Step 4, effective 12/4/17, 12 months.

Return from Leave of Absence (C-5)

Brian Kirchner, School of Science, Technology, Engineering and Mathematics, Geology Instructor, \$104,471, PhD, Step 13, effective 1/3/18; REASON: Return from Sabbatical Leave.

Tracie Varitek, School of Liberal Arts, English Instructor, \$97,490, MA, Step 13, effective 1/3/18; REASON: Return from Sabbatical Leave.

Change in Classification (D-5)

Christian Jordan, from Facilities Associate (Part-Time), Facility Services, to Campus Safety Associate (Full-Time), Campus Safety, effective 1/16/18, \$14.29 per hour, \$0.78 increase, total, \$15.07 per hour, Step 1, 12 months.

Guy Pizzino, from Associate Dean, School of Science, Technology, Engineering and Mathematics, Grade 1, Step 12, HFCC Administrators' Association, to Manufacturing Instructor, School of Science, Technology, Engineering and Mathematics, MA, Step 13, Schedule HFCC Federation of Teachers, effective 1/3/18; REASON: Return to faculty position.

Achievement of Tenure (E-5)

Kristen Jablonski, Hospitality Instructor, School of Business, Entrepreneurship and Professional Development, effective 12/18/17.

Rachelle Loomus, Legal Assistant Instructor, School of Business Entrepreneurship and Workforce Development, effective 12/18/17.

Expression of Sympathy (F-5)

Jacqueline Maurier, appointed 8/23/07, Adjunct Surgical Technology Instructor, School of Health and Human Services, deceased 11/27/17.