Pre-proposal Questions for

**University of Arkansas**

**Request for Proposal - RFP No. 11242021**

**Intensive English Language, American Culture Training Post-Admission English Language/American Culture Training**

Page 4 “UA is seeking to award a **term** contract for IEP and post-admission ELAC to the Respondent that can provide the best overall value to UA.”

Do we understand that the word “term” (p. 3) refers to initial 4 years plus 3 years renewable equaling 7 years? If so, what happens after that period? The contract is four years with possible renewal for up to 3 additional years. Once the time period expires a new RFP will be issued. Refer to Section 8 of the RFP which outlines the “term”.

1.b “Advancing students through the program efficiently and effectively with **metrics** of either a conditionally admitted or admitted student success to gain English language proficiency,”

How are the metrics to be determined, and subsequently assessed, and by whom?

**This question will be addressed later and posted to Hogbid**

**Student success metrics would include percentage of conditionally admitted students who complete IEP and matriculate to the UA, and the time from admission into the IEP to time completion through the IEP for admission into the institution. I would be reported by the IEP to the office of international admissions and GSIE. Reporting should be done annually on an academic year (August 1 to July 30)**

1.d “Preparing either a conditionally admitted or admitted students for the academic environment of UA,”

What does “admitted” or “conditionally admitted” students mean? Can other types of students be admitted?

UA Undergraduate Admission Requirements:

<https://admissions.uark.edu/apply/admission-requirements.php>

UA Graduate Admission Requirements:

https://catalog.uark.edu/undergraduatecatalog/enrollmentservices/graduateschool/

International Student Admission Requirements:

<https://catalog.uark.edu/undergraduatecatalog/enrollmentservices/internationalstudents/>

*“All international students must present officially certified academic credentials, evidence of adequate financial support, and, for non-native English speakers only, a minimum TOEFL score of 550 (paper based), 79 (Internet based), or a minimum score of 6.5 on the IELTS, taken within the preceding two years. Students who have completed grades 10-12 at a U.S. accredited high school and have a satisfactory ACT English subscore may request a review for waiver of this requirement. Students transferring from an accredited U.S. institution (or institution in a county where English is the native language) with at least 24 transferable credit hours and completion of English Composition I and II with a grade of “C” or above will not be required to submit the TOEFL or IELTS for admission consideration.*

*Applicants who meet the academic and financial requirements but who do not meet the English proficiency requirement of the University of Arkansas will be offered conditional admission to attend an intensive English program ….. Students will be eligible to enroll in University of Arkansas academic courses upon successful completion of the highest level of the intensive English program with a 3.00 grade average “*

1.g “The language and culture training program should prepare students for matriculation into UA and enhance student success, retention, and graduation rates of the enrolled students coming from the IEP program. For students completing IEP, and enrolled students with continuing and enhanced ELAC, the IEP & ELAC programs should mitigate potential language barriers and support overall student success in university degree programs.”

How is the “respondent” expected to enhance the retention of international students at the UA after they leave the IEP or after they leave ELAC courses? What metrics will be used to assess this goal?

The University of Arkansas believes that a strong background in English language and culture training will support student success throughout their time at the University. Students in IEP will be tracked by respondent and institution for satisfactory progress through subsequent program. Tracking will be by both respondent and institution.

2.d “Instructional faculty shall meet accreditation standards for the Higher Learning Commission”

With respect to the Higher Learning Commission standards for faculty <https://download.hlcommission.org/FacultyGuidelines_OPB.pdf>, would HLC standards be the default standard for IEP and ELAC faculty? If so, what is the purpose, when CEA accreditation standards already guarantee the quality of faculty?

<https://cea-accredit.org/about-cea/standards>?

CEA accreditation is specific to the IEP program. Faculty of the IEP must have professional credentials as required by the institution to meet HLC standards.

ELAC faculty are contingent faculty of the institution and are teaching UA courses, therefore they must meet HLC standards for institutional accreditation. Faculty members have education and training commensurate with their teaching assignments

Related question here refers to 15.b in which faculty training is not mentioned. ***Is it worth detailing faculty qualifications in the proposal? Would such information weight favorably in terms of point awarded for this category? Standards for faculty qualification and credentials, either current faculty or standards to which future faculty would be hired are important to evaluation of the respondent and would weigh favorably in the category.***

2.f “Must have a tuition structure in line with UA tuition and competitive with peer institutions”

What does that mean? To what extent can UofA influence/determine the awarded programs tuition price point decisions? Because of the need for a “seamless” matriculation between the IEP and the UA, and because of funding expectations or limitations of sponsoring agencies, organizations, institutions or companies, the expectation is that IEP educational tuition should align with institutional tuition. The tuition and fee structure needs to be in line with peer institutions in order to be competitive for grants, contracts, and sponsored student programs where price is a consideration for the sponsoring agency, organization, institution or company. In other words, the cost of IEP cannot put the institution in jeopardy for losing students to other competitive institutions with a more favorable tuition structure. The two points are that tuition needs to have a market-driven component to be competitive in the IEP marketplace for students and should align with UA tuition structures as do other, especially in-house, IEP programs with whom the UA competes for students, especially sponsored students.

2.h. “With UA preapproval, the successful Respondent will be permitted to provide UA preapproved educational services outside of the UA contract.”

Which sort of programs would need preapproval? What does “UA preapproval” mean and what would be the process? Would Teacher Training programs be considered in or out of the scope of this agreement? If the respondent is using the association with the university, its location, or resources and facilities of the institution for programs that are non-institutional or IEP, preapproval would need to be gained. Teacher training programs, if using the resources of the university or are promoted as being associated with the university would require pre-approval.

9.10 refers to recruitment, considering item and separation of entities.

While we fully recognize the necessity of due diligence to avoid any misuse of logos and branding or any misleading representations by either institution, will collaboration for joint recruitment be possible with reasonable cost sharing?

Collaboration for recruiting may be considered on a case-by-case basis with approval by the institution. Cost-sharing would require appropriate agreements and articulation or contracts if outside of the scope of providing direct service to the institution and will be evaluated on a case-by-case basis.

Page 5 – 2c ELAC “Post-matriculation instruction in continuing advanced ELAC for non-native speakers to enhance student success in degree programs and in graduate assistant positions.”

What will be expected in terms of responsibilities over ELAC beyond instruction noted here? Who will lead/coordinate ELAC with regard to such items as curriculum development and review, hiring and review of faculty, evaluation of courses, enrolment and student support? The ELAC program including courses to be offered, review of faculty, evaluation of courses and enrollment will be managed by the institution unless otherwise articulated with the IEP provider. If the IEP provider is requested to provide ELAC instruction, the IEP provider will be responsible for hiring the faculty and providing the student support. If the IEP is requested to provide the ELAC instruction, the faculty would be considered contingent institutional faculty for teaching the institutional courses and follow all faculty policies and procedures, and meet institutional standards for instructing institutional courses.

Page 6 3. Cost pricing – “Upon bid award, all pricing and/or discounts must be firm for a period of four (4) years.”

Does that mean no increase in pricing for 4 years? Is this in reference to IEP tuition and/or ELAC course instruction and services? Pricing for all services for the duration of the contract (4 years) must be included in the proposal.

“The University of Arkansas may terminate this Agreement without cause, at any time during the Term (including any renewal periods), by giving the other party thirty (30) days advance written notice of termination. ***The termination will occur at the end of the semester in which that notice is given.”***

How can this work with student status (e.g. visas), length of terms that are longer than 30 days, student/program/sponsor goals and expectations for program completion? Is this clause negotiable? This clause could have potentially negative effects on students and sponsors, and in terms of goals and objectives, progression of proficiency levels, contracts and grants, to name a few. ***This question will be addressed later and posted to Hogbid***

9.5 “Upon termination, Contractor shall return all student education record information or

provide evidence that it was destroyed within thirty (30) days”

Does this imply that UofA assumes ownership of the IEP’s student and sponsor records? An independent IEP would need to keep its records in perpetuity. ***This question will be addressed later and posted to Hogbid.***

***Student records that belong to the institution will be returned or destroyed within thirty (30) days. Student records that belong to the IEP will be managed in accordance with accreditation requirements.***

Page 16 “Respondents may not assign or sublicense any resulting Contract without the prior written consent of an authorized representative of UA as provided by UA’s Board of Trustee Policy.”

Is this possible with permission? The clause is clear that prior written consent makes it permissible. This would require a contract revision or addendum reviewed and appropriately approved by the UA.

Page 20 Cost table

For example, to whom does “discount” $ and %” refer (student/UA)? What does “cost per student” refer to considering, for example, that different programming can carry different costs? The discount field should be used to show the amount of any discount provided as part of the contract. The cost is the amount per student or per class the university will be charged for each of the services. This does not include pricing for a sponsored grant with special programming to be provided by the IEP, that could be negotiated with the UA with prior approval.

Awarding and Contracting: It is noted in the RFP that once intent to award is offered, that contract negotiations will occur. Does this imply that conditions set in the RFP selection criteria and process may be up for negotiations in the contracting stage? ***Refer to Sections 7 and 15. As noted in Section 15, the selection criteria set forth in the RFP is firm for committee evaluation toward award. As noted in Section 7, UA reserves the right to further negotiate with the selected respondent on any or all elements, and to award accordingly.***

**ADDITIONAL QUESTIONS ASKED DURING MEETING:**

From Layah: Please repeat the answer to the question regarding Tuition on 2.f

***Repeated the original answer***

From Pambos Polycarpou to Everyone 11:02 AM
With regard to the response to 5-2c, we assume that institutional courses means courses provided by the University. ***Yes, University of Arkansas courses***

From William Gordon to Everyone 11:04 AM
I have a successful CEA accredited IEP offering intensive English, Business English and TOEFL Preparation courses. Would our institution qualify to apply for this contract.
***The University is unable to pre-determine bidder qualifications. Potential bidders should closely examine the RFP document and determine if they are capable of providing all elements of the Statement of Work.***