

# **LANE COMMUNITY COLLEGE**

**RFP 25/26-08**

**Strategic Planning Consultancy**



**ISSUE DATE: JUNE 1, 2026 2:00PM (PST)**

**CLOSING DATE: JULY 6, 2026 2:00PM (PST)**

## PART 1: INVITATION TO PROPOSE

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### 1. Invitation

Lane Community College (hereinafter “College” or “LCC”), a Community College District established under Oregon Revised Statutes, invites proposals from qualified consultants and firms (hereinafter “consultant(s),” “respondent(s),” “firm,” or “contractor(s)”) to provide Strategic Planning Facilitation Services.

The College seeks an experienced facilitation partner to lead an inclusive, data-informed strategic planning process culminating in the adoption of its next multi-year Strategic Plan to be implemented in 2027. This process builds deliberately on substantial institutional pre-work and is not a blank-slate exercise. Consultants should be prepared to honor existing momentum while bringing rigorous facilitation methodology to move the College confidently into its next chapter.

The scope of this engagement has been calibrated to a budget of \$100,000–\$125,000. Proposals should reflect realistic, high-quality work within these parameters. The College is not seeking a comprehensive consulting retainer; it is seeking a skilled facilitation partner who can focus resources where they matter most.

### 2. Submission of Proposals

Interested firms and individuals must submit complete proposals electronically via:

Submission Portal	<a href="https://bidlocker.us/a/lanecc/BidLocker">https://bidlocker.us/a/lanecc/BidLocker</a>
Deadline	July 6, 2026 2:00 PM (PST)

Delivery is the sole responsibility of the proposer. Late submissions will not be accepted. The number of proposals received, the identity of proposers, and proposal contents will not be disclosed to the public until all proposals have been evaluated, any required negotiations completed, and a recommendation for award has been published.

### 3. Single Point of Contact

All questions and communications regarding this RFP must be directed to the single point of contact below. No other College employees are authorized to provide information or guidance on this solicitation.

Name / Title	Greg Davies: Administrator, Contracts & Procurement
Email	<a href="mailto:DaviesGM@lanecc.edu">[DaviesGM@lanecc.edu]</a>
Deadline: Request for Clarification	June 24, 2026

Responses to all submitted questions will be posted publicly to the BidLocker portal **no later than June 29, 2026**. No verbal responses will be considered binding.

## PART 2: INSTITUTIONAL OVERVIEW & CONTEXT

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### 1. About Lane Community College

Lane Community College (LCC) is a comprehensive, two-year public institution founded in 1964 and located on a 314-acre main campus southeast of Eugene, Oregon. The College's service district encompasses more than 382,000 residents across a 5,000-square-mile area spanning from the Cascade Mountains to the Pacific Coast, including portions of Benton, Linn, and Douglas counties and the unincorporated community of Tenmile, Oregon.

In addition to its main campus, LCC operates the Mary Spilde Downtown Center (a six-story, multi-use facility in downtown Eugene), the Aviation Academy at Eugene Airport, and satellite locations in Cottage Grove and Florence. These facilities reflect the College's commitment to serving geographically diverse communities across its region.

LCC employs approximately 1,050 full- and part-time faculty and staff and currently serves over 17,000 credit and noncredit students. The College's student body reflects the diversity of the region it serves, with approximately 63% identifying as White/Non-LatinX, 16% as Latino/a/x, 3% as Asian/Pacific Islander, 2% as Black, 1% as American Indian or Alaska Native, and 9% as two or more races. Approximately 2% of the student body are enrolled as international students.

### 2. Governance

Lane Community College is governed by a seven-member, locally elected Board of Education. The Board governs by policy and delegates operational authority to the President and administration within a robust shared governance framework. Board Policy 325 (College Governance System) requires that policy decisions be informed by "many and diverse voices," and meaningful engagement across all employee groups and constituent communities is a hallmark of LCC's institutional culture.

### 3. Current Strategic Plan & Institutional Context

LCC's current Strategic Plan (2022–2027) is organized around six high-level goals. As the College approaches the expiration of this plan, it is not starting over. LCC is building forward from a foundation of genuine progress and institutional learning.

Respondents should understand that this planning process is an evolution, not a reinvention. The College has invested substantially in institutional development through two significant external partnerships that will inform and shape the next plan:

- Achieving the Dream's (ATD) Community Vibrancy Initiative: LCC's participation in this initiative has generated frameworks, data, and commitments related to student and community economic mobility, cross-sector partnerships, and equity in service delivery. Insights from this work are expected to be meaningfully integrated into the next strategic plan.
- Aspen Institute President's Fellowship: The President's participation in this fellowship has deepened the institutional commitment to excellence, equity, and student success, and will shape the College's vision for bold, measurable progress. Proposers should demonstrate an understanding of, or readiness to engage with, the Aspen framework for community college excellence.

**Consultants are expected to build on these foundations, not set them aside.** Because substantial data and analytical work has already been completed through these partnerships, the consultant's role is to synthesize and build rather than to conduct independent primary research. Proposals should articulate specifically how pre-existing momentum, data, and commitments will be honored and integrated throughout the planning process.

Respondents should also understand that LCC is undertaking this process at a moment of genuine internal reflection. Faculty, classified and professional/technical staff, College Council and its affiliates, and the Board of Education bring significant and substantive perspectives on the current strategic plan and its implementation. A planning process that does not authentically engage with those perspectives – including critical ones – will not produce a plan with the institutional credibility it needs to succeed. Proposals must address directly how the facilitation design will foster authentic and constructive input from these groups, not merely procedural participation.

## PART 3: SCOPE OF WORK

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### 1. Overview

The College seeks a consulting partner to facilitate the development of LCC's next multi-year (3-, 4- or 5-year) Strategic Plan. The scope has been deliberately calibrated to a budget of \$100,000–\$125,000 and is designed to deploy consultant resources where they provide the highest value: skilled facilitation of internal and external stakeholder processes, synthesis of existing data into actionable strategic insight, and collaborative plan drafting. The College is not seeking a comprehensive consulting retainer or independent primary research.

Because LCC has already generated substantial data and strategic insight through its Achieving the Dream (ATD) and Aspen partnerships, the consultant will synthesize existing institutional knowledge rather than conduct an independent environmental scan. The College's internal team will support data gathering and logistics; the consultant's role is to bring structure, expertise, and facilitation skill to the process.

## 2. Task List

The consultant's work will encompass the following core tasks, to be refined collaboratively with the College's strategic planning team following contract award:

### A. Landscape Synthesis (in lieu of independent environmental scan)

- Review and synthesize existing institutional data provided by the College, including ATD and Aspen datasets, Lightcast labor market analysis, and other relevant documents.
- Identify key strategic drivers, emerging challenges, and opportunities most relevant to the College's next planning cycle, based on materials provided.
- Produce a concise Landscape Synthesis Brief (8–12 pages) that distills findings into strategic implications and recommended areas of focus. This brief is integrated into the stakeholder engagement process rather than delivered as a standalone research report.

The College does not expect the consultant to independently gather or license new primary data. Proposals should not include costs for external data licensing.

### B. Stakeholder Engagement

Authentic stakeholder engagement is central to this process and to producing a plan that the College community will commit to pursuing. Given the institutional context described in Part 2, the engagement design must be specifically calibrated to surface honest input from employee and shared governance groups who have real and substantive perspectives on the current plan and its implementation. Procedural participation is not sufficient.

The consultant will design and facilitate the following stakeholder engagement activities:

#### Priority constituencies (dedicated facilitated sessions required):

- Board of Education: One dedicated facilitated retreat or working session (half-day minimum) designed to surface trustee perspectives on institutional direction, current plan performance, and priorities for the next cycle. Session design must allow for genuine deliberation, not only affirmation of staff-generated options.
- Full-time Faculty: Two dedicated facilitated sessions (e.g., focus groups or structured forums) designed to elicit authentic faculty perspectives on

institutional direction, academic priorities, and the conditions needed for the next plan to have credibility with the faculty. Facilitators must be prepared to engage productively with critical perspectives.

- Classified and Professional/Technical Staff: At least one dedicated facilitated session with classified and professional/technical staff, using a format and facilitation approach that makes candid input genuinely safe and valued.
- College Council: At least one dedicated facilitated session with College Council members.

**Additional constituencies (survey or targeted outreach):**

- Students: The consultant will design a structured survey instrument and facilitation guide for student focus groups; survey administration and focus group logistics will be managed by college institutional research (IR) staff. The consultant will analyze results and incorporate findings.
- Affiliated shared governance bodies of College Council: The consultant will design a structured survey instrument for affiliated shared governance bodies of College Council; survey administration will be managed by LCC's institutional research (IR) staff. The consultant will analyze results and incorporate findings.
- Part-time/adjunct faculty: Included in the survey instrument designed for all faculty.
- Administrators and college leadership: Incorporated into leadership working sessions (see Task C).
- Community, employer, and external partners: The College will host one community and partner forum; the consultant will design the agenda and facilitation approach and will be present to facilitate. The College manages logistics and outreach.

The consultant will synthesize all engagement findings into a Stakeholder Engagement Summary Report integrating quantitative and qualitative data and identifying major themes and strategic implications.

**C. Leadership & Board Facilitation**

The consultant will facilitate:

- One President's Cabinet working session focused on data sense-making, to connect landscape synthesis findings and stakeholder themes to emerging strategic priorities.
- One Board of Education session (as noted in Task B) dedicated to trustee engagement with planning direction and draft plan architecture.

- Additional brief check-ins or working sessions with the strategic planning team as needed within scope.

#### **D. Plan Development & Drafting**

- Collaborate with the strategic planning team to translate data and stakeholder input into a proposed plan architecture, including a compelling north star, three to five bold multi-year goals, and measurable outcomes and metrics.
- Support the drafting, iterative review, and refinement of the multi-year Strategic Plan document.
- Ensure the plan reflects authentic institutional voice and avoids generic or template-driven language.
- Facilitate a campus consultation process to validate the draft plan with the broader college community prior to Board adoption. The College's internal team manages logistics, and the consultant provides facilitation guidance and synthesizes feedback.

#### **E. Goal Architecture and Accountability Templates**

In lieu of a comprehensive implementation framework (which is beyond the scope of this engagement), the consultant will:

- Develop a goal architecture document that connects each strategic goal to proposed key performance indicators (KPIs), responsible parties, and annual review prompts.
- Provide two to three planning templates suitable for integration into LCC's existing annual planning and budget cycles.
- Offer written recommendations on governance and accountability mechanisms for ongoing plan stewardship, suitable for the College's leadership team to develop further.

#### **F. Final Deliverables & Launch Support**

- Produce all final deliverables in publication-ready form (see Part 5).
- Provide Board presentation materials and an executive summary suitable for broad public communication.

### **PART 4: DESIRED OUTCOMES**

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The College's overarching goal for this process is a Strategic Plan that is not merely a document, but a direction that drives institutional commitment, guides resource allocation, shapes organizational culture, and inspires the college community.

Specifically, the College seeks:

- A compelling, clearly articulated north star (overarching vision or guiding aspiration) that is bold enough to be transformational and specific enough to be actionable.
- Three to five high-level strategic goals, each supported by measurable outcomes and metrics aligned with LCC's mission and the commitments that have emerged from ATD and Aspen work.
- A process that reflects genuine community voice, particularly among employee groups, and produces a plan with authentic institutional buy-in.
- Integration of the College's commitments to student success, economic mobility, equity, and community vibrancy as foundational principles rather than additive considerations.
- Goal architecture and accountability templates that connect the plan to real operational and budget decisions.
- A plan that is broadly understood and embraced by faculty, staff, students, and community.

**PART 5: DELIVERABLES**

Consultants are expected to produce all of the following deliverables. Proposals should describe the format and approach for each.

#	Deliverable	Description
1	Project Work Plan & Timeline	A detailed, phased project plan with milestones, deliverables, and responsible parties, submitted within 30 days of contract execution.
2	Landscape Synthesis Brief	A concise (8–12 page) written synthesis of existing institutional data and external context, with strategic implications and recommended areas of focus. Delivered before stakeholder engagement begins.
3	Stakeholder Engagement Summary Report	A written synthesis of all stakeholder engagement findings, integrating quantitative and qualitative data and identifying major themes. Includes specific summary of faculty, classified staff, College Council, and Board input.



4	<b>Draft multi-year (3-, 4- or 5-years) Strategic Plan</b>	A complete draft plan including north star, goals, objectives, metrics, and KPIs, prepared for institutional review and consultation.
5	<b>Final multi-year Strategic Plan</b>	The publication-ready final plan document, incorporating all feedback from the campus community review process.
6	<b>Goal Architecture &amp; Accountability Templates</b>	A goal architecture document with KPIs and annual planning templates suitable for integration into LCC's planning and budget cycles, with brief written recommendations on governance and accountability.
7	<b>Board Presentation Materials</b>	A presentation deck and supporting materials suitable for a formal Board of Education adoption meeting.
8	<b>Executive Summary</b>	A concise, accessible summary of the plan suitable for broad public communication.

## PART 6: TIMELINE & KEY MILESTONES

The College is targeting completion of its next multi-year Strategic Plan in time for Board of Education adoption and implementation beginning July 2027. The following represents the College's anticipated planning timeline; proposers should account for these milestones in their proposed project plans.

Timeframe	Phase / Activity	Notes
August 2026	Contract Award & Kickoff	Project planning and consultant onboarding; document transfer from the College to the consultant
Aug – Sept 2026	Landscape Synthesis	Consultant reviews existing data and produces Landscape Synthesis Brief
Oct – Dec 2026	Stakeholder Engagement	Dedicated sessions with Board, College Council, faculty, and classified staff; student and community survey and forum
Nov – Dec 2026	Leadership Facilitation & Sense-Making	Cabinet working session; data synthesis integrating landscape and stakeholder findings

Jan 2027	Draft Plan Development	Collaborative drafting with planning team
Feb – Mar 2027	Campus Consultation & Review	Draft shared broadly; feedback collected and synthesized
May 2027	Plan Finalization	Revisions completed; final document prepared
Spring 2027	Board of Education Adoption	Formal adoption at scheduled Board meeting
July 2027	Plan Launch & Implementation	New plan takes effect

Proposers are required to submit a proposed project timeline with phases, milestones, and key decision points as part of their proposal. The College will prioritize proposers whose timelines demonstrate realistic sequencing and clear accountability within the budget parameters of this engagement.

## PART 7: STAKEHOLDER ENGAGEMENT EXPECTATIONS

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Authentic, inclusive stakeholder engagement is a cornerstone of LCC’s shared governance culture and a non-negotiable element of this planning process. Board Policy 325 requires that policy decisions be informed by many and diverse voices. The strategic planning process must embody this commitment.

The College is candid with respondents about the institutional context: faculty, classified and professional/technical staff, and the Board of Education include members who hold significant concerns about the current strategic plan and the processes by which it has been implemented. The engagement design must capture candid perspectives from these groups and actively bridge those insights into a framework for productive, collaborative pathways. A facilitation approach that produces only surface-level affirmation from these groups will not serve the College well. Proposals must address directly how the consultant will create conditions for genuine engagement, capturing and documenting critical perspectives to ensure they are represented in the planning documents and data.

### Priority Engagement Constituencies

Given the budget parameters of this engagement, the consultant’s direct facilitation resources are focused on the constituencies with the greatest need for dedicated, expert-facilitated engagement:

- **Board of Education:** Dedicated facilitated retreat or working session (minimum half-day) to surface trustee perspectives on institutional direction, current plan performance, and priorities. Board members must have a genuine opportunity to deliberate and influence plan direction, not only to react to staff proposals.
- **Faculty (full-time):** Two dedicated facilitated sessions. Facilitators must be equipped to engage productively with substantive concerns, academic values, and faculty perspectives on institutional priorities – including perspectives that may be critical of current institutional direction.
- **Classified and Professional/Technical Staff:** At least one dedicated facilitated session. The design must make candid participation genuinely safe and valued, not performative. Findings from this session will be reported honestly in the Stakeholder Engagement Summary.
- **College Council:** At least one dedicated facilitated session. Facilitators must be equipped to engage productively with substantive concerns, institutional values, and offer multiple perspectives with regard to college priorities.

### **Additional Engagement Constituencies**

The following groups will be engaged through instruments designed by the consultant but administered by the College IR office, or through a single facilitated community forum:

- Students (with particular attention to underrepresented populations): survey and focused listening sessions facilitated with consultant-designed instruments,
- Part-time and adjunct faculty: included in faculty survey,
- Administrators and college leadership: incorporated into leadership working sessions, and
- Community members, employers, K–12 partners, and regional stakeholders: one consultant-designed and facilitated community forum, logistics managed by the College.

### **Equity in Engagement**

The College expects proposals to address explicitly how the engagement design will ensure equity of access and authentic participation (not just attendance at meetings or workshops). Proposals should describe:

- How focus group and facilitation design will elicit authentic perspectives rather than confirming pre-existing assumptions,
- How the consultant will balance honest engagement with institutional dissatisfaction with forward-looking strategic work, and

- How digital and in-person modalities will be used appropriately given geographic diversity and the different needs of different constituency groups.

### **Shared Governance Integration**

Given LCC's robust shared governance system, consultants must demonstrate experience working within such structures and an ability to facilitate processes that honor participatory norms while maintaining forward momentum. The engagement design should integrate with, rather than parallel or side-step, existing governance bodies and structures.

## **PART 8: VENDOR QUALIFICATIONS & EXPERIENCE**

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Respondents must demonstrate the following qualifications. Proposals should provide concrete evidence, not general assertions, for each qualification area.

### **Required Qualifications**

- Demonstrated experience facilitating multi-year strategic planning processes at accredited post-secondary institutions with elected governing boards, preferably including community colleges, Hispanic-Serving Institutions (HSIs), or other minority-serving institutions (MSIs)
- Experience facilitating planning processes in environments where employee trust in institutional processes is low or where significant internal skepticism about prior planning efforts must be navigated productively
- Expertise in synthesizing complex institutional and community datasets into strategic implications, without being expected to conduct independent primary research
- Experience facilitating focus groups, open forums, retreats, and other stakeholder engagement processes with diverse constituencies, including students and community members from historically marginalized populations
- Ability to facilitate Board of Education sessions and navigate the dynamics of governing board engagement in a shared governance environment
- Experience leading processes that produce strategic plans with clear north stars, bold goals, and measurable outcomes (not generic, template-driven documents)
- Familiarity with and demonstrated capacity to integrate equity-centered frameworks, including Achieving the Dream (ATD), the Aspen Institute's community college excellence model, or comparable frameworks
- Strong references from comparable engagements at peer institutions.

### Team Composition

Proposals must include:

- The name and qualifications of the proposed lead facilitator, including relevant experience and credentials
- Biographies of all proposed team members and their roles in this engagement
- Identification of any proposed subcontractors and the work they would perform.

### References

Respondents must provide contact information for a minimum of three (3) references from comparable strategic planning engagements at post-secondary institutions. At least two references should be from community college engagements within the past five years. The College reserves the right to contact references not listed by the proposer.

## **PART 9: FACILITATION PHILOSOPHY & APPROACH**

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The College places significant weight on fit and alignment. Specifically, whether a proposer's facilitation philosophy and approach align with LCC's culture, values, and governance norms. Proposals must include a substantive narrative addressing the following:

- How you build genuine consensus across constituencies with different perspectives and priorities, particularly in a shared governance environment where multiple voices have legitimate standing
- How you manage conflict productively, including how you navigate environments where employee skepticism about prior planning processes is real and must be engaged honestly rather than managed around
- How you create conditions in which faculty, classified staff, College Council, and Board members who hold critical perspectives feel genuinely heard, and how those perspectives shape the plan rather than being absorbed without consequence
- How you ensure that the final plan reflects authentic institutional voice rather than a generic consultant template or a facilitator's preferred framework
- How you keep a complex, multi-stakeholder process moving toward completion while maintaining inclusivity and quality within defined budget and time parameters
- How you integrate pre-existing institutional commitments (such as LCC's ATD Community Vibrancy work and Aspen President's Fellowship frameworks)

without simply ratifying existing documents or treating prior work as a constraint rather than a resource

- Your approach to equity-centered facilitation, including how you ensure that historically marginalized voices are not just included but genuinely influential in shaping strategic direction.

Proposals should be concrete and illustrative, drawing on specific examples from prior engagements where relevant. Rather than a description of standard strategic planning methodology, the College is looking for evidence of genuine facilitation wisdom, institutional fit, and the ability to work with candor and care in an environment of real internal complexity.

## PART 10: BUDGET & COST PROPOSAL

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The College invites proposers to submit an itemized cost proposal organized by project phase and deliverable. Cost proposals should include all anticipated fees, expenses, and reimbursables. Proposals that do not include a cost breakdown by phase will be considered incomplete.

### Cost Proposal Requirements

- Total project cost
- Itemized fees by phase and/or deliverable
- Hourly rates for all proposed team members (for potential change order purposes)
- Anticipated travel and expense costs, if any
- Any proposed payment milestones tied to deliverable completion

**The budgeted range for this consultancy is \$100,000 – \$125,000.**

This range reflects the College's deliberate decision to concentrate consultant resources on high-value facilitation and synthesis work, with college staff supporting logistics, data gathering, and administrative functions. Proposals should be structured accordingly. The College understands that robust facilitation requires meaningful investment and will not automatically select the lowest-cost proposal; cost will be evaluated in the context of overall value, realism, and fit.

## PART 11: PROPOSAL REQUIREMENTS

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Complete proposals must include all of the following components in the order listed. Proposals that omit required components will be considered non-responsive.

#	Component	Requirements
1	Executive Summary	A concise summary (no more than 2 pages) of the proposer's approach, qualifications, and why they are well-suited for this engagement.
2	Institutional Understanding	A narrative demonstrating the proposer's understanding of LCC's context, mission, student population, governance structure, and pre-existing strategic work (ATD, Aspen), and internal stakeholder dynamics.
3	Facilitation Philosophy & Approach	A substantive narrative addressing all elements listed in Part 9, including specific experience working in environments of institutional skepticism or change fatigue.
4	Proposed Scope & Timeline	A proposed project work plan identifying major phases, key milestones, and deliverable deadlines, mapped against the College's timeline. Include the proposed number, format, and sequencing of facilitated sessions for each priority constituency (Board, College Council, full-time faculty, classified, and professional/technical staff), and identify dependencies or decision points that could affect pacing.
5	Stakeholder Engagement Methodology	A description of the facilitation methods and modalities the proposer will use to elicit input from each constituency group, including shared governance bodies (e.g., College Council), and how sessions will be structured to surface candid perspectives. Address how in-person and digital formats will be selected and deployed given the College's geographic diversity, and how the engagement design will ensure equity of access and genuine influence for historically underrepresented voices.
6	Team Qualifications	Bios and relevant experience for all proposed team members, including lead facilitator and any subcontractors.
7	Sample Work Products	At least one (1) sample strategic plan from a comparable institutional engagement, and at least one (1) sample stakeholder engagement report.
8	References	Contact information for a minimum of three (3) references from comparable post-secondary engagements within the past five (5) years.
9	Itemized Cost Proposal	Full cost breakdown by phase and deliverable, as described in Part 10.

10	Required Certifications	All required certifications, disclosures, and attestations required by Oregon law and College procurement policy.
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## PART 12: EVALUATION CRITERIA

Proposals will be evaluated by a review committee comprising College leadership, faculty, staff, and student representatives. The following criteria and weights will be applied. The College reserves the right to conduct finalist interviews before making a final recommendation.

Evaluation Criterion	Weight	Key Considerations
Facilitation Philosophy & Institutional Fit	30%	Evidence of a facilitation approach aligned with LCC's shared governance culture and equity commitments; demonstrated ability to work productively in environments of institutional skepticism; ability to honor pre-existing institutional momentum; authenticity of approach.
Stakeholder Engagement Methodology	25%	Quality and specificity of proposed engagement design for Board, faculty, classified staff, and College Council; inclusivity and equity-centeredness; demonstrated experience with diverse constituencies; proposed modalities and accessibility.
Relevant Experience & Qualifications	20%	Depth and comparability of prior strategic planning work at post-secondary institutions; ATD/Aspen or equivalent equity-framework familiarity; team qualifications and lead facilitator credentials.
Proposed Timeline & Project Management	15%	Realism and rigor of proposed timeline relative to budget; clarity of phasing and milestones; demonstrated capacity to manage a complex, multi-stakeholder process within defined parameters.
Cost & Value	10%	Completeness and clarity of cost proposal; overall value relative to proposed scope and quality; alignment with College budget parameters.
<b>TOTAL</b>	<b>100%</b>	



The College reserves the right to reject any or all proposals, to waive minor irregularities, and to accept the proposal deemed most advantageous to the College. Award is not guaranteed to the lowest-cost proposer.

## PART 13: PROCESS & GENERAL CONDITIONS

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### 1. RFP Process Timeline

RFP Release	June 1, 2026 2PM (PST)
Pre-Proposal Webinar (Optional)	June 22, 2026
Questions Deadline	June 24, 2026
Responses to Questions Posted	June 29, 2026
Proposals Due	July 6, 2026 no later than 2:00 PM (PST)
Finalist Interviews	July 15-20, 2026 (estimated)
Anticipated Award	August 1, 2026 (estimated)

### 2. Questions & Clarifications

All questions regarding this RFP must be submitted in writing to the Single Point of Contact identified in Part 1 by the Questions Deadline above. Questions received after the deadline will not be answered. All questions and official responses will be posted publicly to the BidLocker portal and will be considered part of this RFP.

Verbal communications from college employees other than the designated Single Point of Contact are not binding and should not be relied upon.

### 3. Pre-Proposal Webinar

The College will host an optional pre-proposal webinar to review the RFP, answer questions, and provide additional context about the institution and planning process. Attendance is not required but is strongly encouraged. **Connection details will be posted to the BidLocker portal.**

#### **4. Proposal Validity**

Proposals shall remain valid for a minimum of ninety (90) calendar days following the proposal due date.

#### **5. Confidentiality**

The number of proposals received, the identity of proposers, and the contents of any proposal will not be disclosed until all proposals have been evaluated, any required negotiations completed, and a recommendation for award published. Following award, proposals are subject to public disclosure under Oregon public records law.

#### **6. Right to Reject**

Lane Community College reserves the right to reject any or all proposals, to waive informalities or irregularities, to re-issue this RFP, and to cancel this solicitation at any time without liability. The College is not obligated to make an award.

#### **7. Costs of Proposal Preparation**

All costs associated with preparation and submission of proposals are the sole responsibility of the proposer. The College will not reimburse any costs incurred in connection with responding to this RFP.

#### **8. Equal Opportunity**

Lane Community College is an Equal Opportunity Employer and is committed to ensuring equal opportunity in contracting. The College encourages proposals from firms owned by women, minorities, veterans, and persons with disabilities.

#### **9. Oregon Law & Procurement Requirements**

This solicitation is conducted in accordance with applicable Oregon Revised Statutes governing public contracting and Lane Community College procurement policy. By submitting a proposal, respondents certify compliance with all applicable legal requirements, including non-collusion requirements, required disclosures, and any applicable insurance and indemnification requirements.

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**END OF REQUEST FOR PROPOSALS**

Lane Community College | Strategic Planning Consultancy