GUILFORD
COLLEGE

REQUEST FOR PROPOSALS

EPIIC-SPARK Faculty Fellows Program

Professional Development and Proposal Support Services

Guilford College

Greensboro, North Carolina

RFP Issue Date	**October 26, 2026**
Questions Due	**November 9, 2026**
Proposal Due	**November 30, 2026**
Anticipated Selection	**December 16, 2026**
Anticipated Contract Period	**January 2026 through June 2028**
RFP Contact	**Samantha Roth, Lead PI EPIIC - SPARK ▪ sroth@guilford.edu**

1. Introduction and Background

Guilford College invites proposals from qualified individuals or firms to design and deliver the professional-development and proposal-support experience for the College's EPIIC-SPARK Faculty Fellows Program.

EPIIC-SPARK — Enabling Partnerships to Increase Innovation Capacity: Supporting Partnerships for Advancement, Research, and Knowledge — is funded by the National Science Foundation and is designed to build institutional capacity, cultivate effective partnerships, and establish systems that sustain gains in research, grantsmanship, collaboration, and innovation. Guilford's Faculty Fellows Program is one of the College's capacity-building activities under the award.

Guilford is a small, teaching-centered liberal arts college where faculty balance significant teaching and service responsibilities with research, scholarship, creative activity, educational work, and community engagement. The Faculty Fellows Program creates a voluntary, compensated, and supported pathway for eligible faculty who wish to develop projects that may benefit from external funding and/or partner support.

Guilford College has established the program's overall design, including its purpose, six-month cohort model, eligibility and selection process, core participation expectations, integration with the College's institutional pre-award process, and required fellowship outcomes. The selected provider(s) will not be asked to redesign the fundamental program model. Instead, the provider(s) will work within that established framework to develop and deliver the detailed professional-development curriculum, workshop sequence, instructional materials, individualized proposal coaching, peer-learning activities, and related proposal-development support.

Faculty will enter the fellowship with defined project concepts that have already been reviewed and approved by Guilford College. Projects may represent diverse forms of research, scholarship, creative activity, educational work, community engagement, and other faculty-led activity. Not every project will include an external partnership, workforce-development component, or the same form of applied work; support should be tailored to the nature of each Fellow's project while maintaining the program's core emphasis on grantsmanship and externally supported project development.

2. Purpose of the Engagement

The College will support two annual Faculty Fellows cohorts, one in 2027 and one in 2028. Each cohort will participate in a six-month fellowship and include three Faculty Fellows, for a total of six Fellows across the two-year engagement. Fellows from Cohort 1 will serve as peer mentors to Cohort 2 in 2028, sharing their experience and lessons learned. The Grants Office will develop and administer the mentorship plan as part of the College's efforts to establish sustainable internal support for faculty project development. Cohort dates will be established by Guilford College in collaboration with the provider.

The purpose of this engagement is to translate Guilford's established Faculty Fellows model into a high-quality, applied professional-development and proposal-support experience. Fellows may enter with varying levels of grant-development experience, but all will begin with an approved project concept that is sufficiently defined to enter a structured proposal-development process.

By the conclusion of the six-month fellowship, each Fellow is expected to complete a comprehensive project proposal that provides a strong foundation for adaptation to a specific funding opportunity or prospective partnership. Fellows are encouraged, but not required, to submit a proposal during the fellowship when a suitable opportunity is identified and sufficient time is available for proposal preparation and institutional review and approval. Any submission will be coordinated through the Grants Office. Submission during the fellowship is not a required measure of program success.

Each Fellow will also identify prospective funding opportunities and/or partners to pursue during the following year and develop a practical strategy for doing so. The provider will help Fellows identify and assess relevant opportunities using its knowledge of the funding landscape and appropriate prospect-research tools, databases, professional networks, or other resources available to it. This support will build on the funding-research orientation provided by the Grants Office and help Fellows assess project fit, eligibility, timing, and next steps. After the fellowship concludes, the Grants Office will be responsible for follow-up with Fellows to review progress and revise those strategies as needed.

The College is not seeking a provider to write proposals on behalf of faculty or to establish a separate grant-development process. The engagement should create a comprehensive project proposal adaptable to an external funding opportunity or prospective partner and help Fellows build knowledge, skills, confidence, professional relationships, and habits they can apply to future externally supported work.

3. Roles and Collaboration

The engagement is intended to complement, rather than duplicate, Guilford College's existing grants infrastructure. Clear role boundaries will be maintained throughout the fellowship.

A. Guilford College / Grants Office Responsibilities

- Own the overall Faculty Fellows Program design, EPIIC-SPARK alignment, eligibility requirements, application and selection process, participation expectations, and required program outcomes.
- Select Faculty Fellows and approve the project concepts that will enter the fellowship.
- Own and administer Guilford College's institutional pre-award, compliance, budget-development, approval, and submission processes.
- Coordinate engagement with Finance, Human Resources, the Institutional Review Board, Institutional Research and Effectiveness, and other College offices as appropriate to individual projects.
- Coordinate program evaluation and institutional evidence collection, including work with the EPIIC-SPARK external evaluator.
- Oversee implementation of Fellows' individualized funding and/or partnership development strategies, monitor progress during the fellowship and the following year, and coordinate follow-up and strategy revisions as needed.
- Develop and administer the mentorship plan through which Cohort 1 Fellows will support Cohort 2, building

sustainable internal capacity for faculty project development.
- Provide a first-month workshop introducing the funding landscape, relevant agencies and foundations, Grantseeker registration, and use of the platform's prospect-research tools.

B. Selected Provider Responsibilities

- Develop the detailed professional-development curriculum, learning objectives, workshop content, exercises, resources, and delivery approach within Guilford's established program model.
- Recommend the number, duration, format, sequencing, and pacing of workshops, coordinated with individualized coaching, peer learning, and proposal-development milestones.
- Provide individualized grantsmanship and proposal-development coaching responsive to each Fellow's discipline, project type, level of experience, and working style.
- Provide substantive feedback on project framing, narrative development, proposal components, feasibility, and external-support strategy.
- Facilitate cohort and peer-learning activities that help Fellows exchange feedback and learn across disciplines.
- Help Fellows identify and assess prospective funding opportunities and/or partners using the provider's own resources and expertise. Work with Fellows and the Grants Office to develop individualized funding and/or partnership development strategies covering pursuit during the fellowship and the following year.
- Provide agreed-upon participation, milestone, and strategy-development information to the Grants Office to support its monitoring, follow-up, and program-evaluation responsibilities.
- Operate within Guilford's institutional grant processes and refer institutional approval, compliance, budget, commitment, and submission decisions to appropriate College personnel.

C. Shared Responsibilities

- Conduct a pre-cohort planning process to review the selected Fellows, approved project concepts, institutional expectations, and program milestones.
- Finalize the detailed curriculum, workshop sequence, meeting schedule, and milestone structure for each cohort.
- Coordinate regularly regarding Fellow progress, emerging barriers, promising opportunities, and areas requiring additional institutional or proposal-development support.
- Review participant experience and program evidence after Cohort 1 and identify reasonable refinements for subsequent delivery.
- Fellows are responsible for completing required proposal-development work and carrying out the agreed-upon next steps in their individualized strategies.

4. Scope of Services

A. Pre-Cohort Planning and Curriculum Development

Before Cohort 1 begins, the selected provider(s) will work with the Grants Office and program leadership to finalize the detailed professional-development curriculum and delivery plan within Guilford's established Faculty Fellows Program model. The core curriculum developed for Cohort 1 is expected to serve as the foundation for Cohort 2. Before the second cohort begins, the provider(s) and Guilford will review participant feedback, lessons learned, evaluation findings, and any relevant program or institutional changes and make targeted refinements as appropriate.

For Cohort 1, the selected provider(s) will:

- Review the Faculty Fellows Program Guide, the approved project concepts for the incoming cohort, and information provided by Guilford regarding its pre-award process and other institutional procedures relevant to proposal development.
- Develop the detailed six-month curriculum and work plan within the established program structure, connecting professional development directly to Fellows' proposal-development milestones.
- Establish clear learning objectives and identify workshop materials, exercises, tools, and resources.
- Recommend the number, duration, format, and sequence of workshops and their integration with coaching,

peer review, and independent work.
- Ensure the approach can support diverse project types and disciplines represented within a liberal arts institution.
- Identify where Guilford staff should lead or co-facilitate content related to institutional processes, budgeting, compliance, or other College-specific requirements.
- Coordinate the curriculum and delivery schedule with the Grants Office-led funding-research workshop and, as needed, accommodate College-organized peer-mentoring activities. The Grants Office will independently develop and administer the mentorship plan; mentorship planning and administration are outside the provider's scope.

The curriculum is expected to progress through stages similar to: orientation and planning; project design and narrative development; institutional and operational development; proposal assembly and review; and revision and external-support planning. Proposers should recommend the number, duration, format, and sequence of workshops needed to address the required content and support the fellowship outcomes within six months. Guilford College will approve the final curriculum and delivery plan during pre-cohort planning.

B. Minimum Service Commitment and Pricing Assumptions

For purposes of pricing, proposers should address the following service commitments for each six-month cohort. No fixed number of workshops is prescribed. Each proposal must specify the proposed workshop number, duration, format, and sequence, explain how the series will achieve the required content and outcomes, and include the full cost of the proposed workshop series. The selected provider and Guilford College may refine the schedule and sequencing during pre-cohort planning.

- A coordinated series of applied professional-development workshops covering proposal writing, budget development, and partnership development. Proposers should recommend the number, duration, format, and sequence needed to support Fellows' progress toward a comprehensive project proposal and an individualized funding and/or partnership development strategy within the six-month fellowship. Workshops should connect to individualized coaching and work between sessions. The plan should incorporate the Grants Office-led funding-research workshop during the first month. The College prefers substantial in-person engagement on the Guilford College campus, although proposers may recommend an effective in-person, hybrid, or limited virtual mix.
- At least one individualized coaching session per Fellow per month to address questions, review proposal materials, and support project development. For pricing, assume six sessions per Fellow: 18 sessions per three-Fellow cohort and 36 sessions across both cohorts.
- One pre-cohort planning meeting with the Grants Office and program leadership before each cohort begins.
- At least one check-in meeting with the Grants Office during each six-month fellowship to review Fellow and cohort progress, discuss concerns, and identify steps to address challenges. Additional meetings may be scheduled by mutual agreement as needed.
- Reasonable availability by email between scheduled sessions for faculty questions and time-sensitive project-development needs. Proposers should specify typical response times and any limits on included email support.

C. Fellow Intake and Individual Development Planning

Guilford College will select Fellows and approve their project concepts before the fellowship begins. The Grants Office will provide the selected Fellows' applications and relevant selection information to the provider for use in curriculum planning and individualized support. The provider will review these materials before requesting additional information and will not require Fellows to repeat information already supplied. In consultation with Guilford, the provider will confirm or supplement only the information needed to establish each Fellow's baseline, learning goals, and six-month development plan. The process will use a small set of consistent elements that can be revisited at the end of the fellowship to document progress:

- Prior grant-development or external-funding experience;
- Current project/proposal stage at fellowship entry;
- Existing collaborators or external partners, if applicable;
- Any identified funding opportunity or prospective partner, if applicable;

- Anticipated barriers and support needs;
- Individual learning and proposal-development goals; and
- Milestones and an individualized development plan for the six-month fellowship.

D. Cohort Workshops and Applied Professional Development

Workshops must cover proposal writing, budget development, and partnership development and emphasize direct application to Fellows' actual projects. Proposers should recommend the instructional sequence and allocation of time across these areas, integrating workshops with coaching and independent work. Budget-development instruction will be coordinated with Guilford staff, who retain responsibility for College-specific budget requirements and approvals. Partnership-development instruction should provide broadly applicable skills, with project-specific application tailored to each Fellow's needs; an external partner is not required for every project. During the first month, the Grants Office will lead a workshop covering an overview of the funding landscape, agencies and foundations to explore, Grantseeker registration, and use of the platform's prospect-research tools. The provider will coordinate its curriculum with that workshop and reinforce its application through project-specific coaching. Required content includes:

- Project design, need/rationale, goals, objectives, activities or methodology, and anticipated outcomes;
- Assessing project fit with potential funding opportunities and sponsor priorities, building on the Grants Office's introductory funding-research workshop;
- Developing compelling project and proposal narratives;
- Work plans, timelines, evaluation approaches, and sustainability planning;
- Budget development, including translating project activities into costs and preparing a budget justification, in coordination with Guilford College staff;
- Partnership development, including identifying prospective partners, clarifying shared interests and roles, and planning appropriate outreach, with application tailored to individual projects;
- Sponsor or funder communication and appropriate pre-submission conversations;
- Proposal assembly, review, revision, and response to feedback; and
- Additional grantsmanship or externally supported project-development topics appropriate to the cohort, as proposed by the provider and agreed with Guilford College.

E. Individualized Coaching and Proposal-Development Support

Individual coaching should help Fellows:

- Refine approved project concepts without unnecessarily redefining the fundamental project purpose;
- Apply professional-development content to project-specific decisions and proposal components;
- Help Fellows identify and assess prospective funding opportunities and/or partners using the provider's own resources and expertise, building on the funding-research training provided by the Grants Office;
- Establish and maintain practical individual goals and deadlines;
- Develop and strengthen proposal narratives and other required components;
- Address barriers, stalled progress, or changing circumstances;
- Prepare for peer, professional, institutional, or partner review when appropriate;
- Build skills and habits that can be applied to future proposal-development work; and
- Work with each Fellow and the Grants Office to develop a practical funding and/or partnership development strategy, including prospective opportunities, anticipated timing, and agreed-upon next steps.

F. Proposal-Development Milestones and Progress Tracking

The selected provider will maintain a clear, practical system for helping Fellows progress from their starting point toward the required fellowship outcomes. The system should include:

- Defined milestones and expectations for work between sessions;
- Regular progress check-ins and timely follow-up;
- Documentation of milestone completion and areas requiring additional support;
- Changes in project/proposal stage from fellowship entry to exit;
- Funding opportunities and/or prospective partners identified;
- Collaborations or partnerships developed or strengthened, when applicable;

- Proposal submissions completed or planned, when applicable; and
- Barriers encountered and strategies used to address them.

The provider will track proposal-development milestones and provide agreed-upon progress information to the Grants Office. The Grants Office will oversee implementation of Fellows' individualized funding and/or partnership development strategies and monitor progress on agreed-upon pursuit activities during and after the fellowship. Fellows will be responsible for carrying out their agreed-upon next steps.

Progress should not be reduced to a single linear measure or to grant submission alone. Depending on the project and timing, meaningful progress may include development of a structured proposal framework, completion of narrative and operational components, identification of suitable funding opportunities or prospective partners, tailoring to a specific opportunity, or submission when appropriate. These indicators will document progress toward the required outcomes: a comprehensive project proposal and an individualized funding and/or partnership development strategy by the conclusion of the six-month fellowship.

G. Comprehensive Proposal and Funding/Partner Development Strategy

By the conclusion of the six-month fellowship, the provider will support each Fellow in completing a comprehensive project proposal and an individualized funding and/or partnership development strategy developed in consultation with the Grants Office. Strategy development should begin early enough to inform proposal development and allow pursuit of suitable opportunities during the fellowship when feasible. The strategy will identify prospective funding opportunities and/or partners, anticipated timing, priority next steps during the fellowship and the following year, and any additional development or institutional actions needed before pursuit.

Fellows are encouraged, but not required, to submit proposals during the fellowship when a suitable opportunity and sufficient preparation time align. Any submission will be coordinated through the Grants Office. The Grants Office will oversee strategy implementation and monitor progress during and after the fellowship; Fellows will carry out their agreed-upon next steps. The provider's responsibilities for strategy development and related coaching will occur within the six-month fellowship.

H. Grantsmanship and Long-Term Capacity Development

The engagement should strengthen Fellows' broader ability to navigate the external-support environment, not simply produce one proposal. As appropriate, the provider should coach Fellows in:

- Assessing fit among project goals, sponsor priorities, and funding mechanisms;
- Communicating appropriately with program officers, foundation staff, corporate or community partners, and other external stakeholders;
- Preparing for pre-submission conversations;
- Seeking and interpreting feedback;
- Responding constructively to unsuccessful proposals;
- Understanding how future proposal development interacts with Guilford's institutional processes; and
- Developing sustainable grant-seeking and project-development practices beyond the Faculty Fellows Program.

I. Collaboration with Guilford College

The selected provider(s) will:

- Participate in pre-cohort planning and at least one check-in meeting with the Grants Office during each six-month fellowship to review progress, discuss concerns, and identify steps to address challenges. Additional meetings may be scheduled by mutual agreement as needed.
- Coordinate major program milestones with the Grants Office.
- Communicate about Fellow and cohort progress, emerging opportunities, and potential problems.
- Respect Guilford College's institutional grant-development, approval, compliance, budget, and submission processes.
- Work with the Grants Office during work-plan development and ongoing coordination to identify when institutional decisions or approvals may be needed. The Grants Office will work with Fellows and appropriate

College personnel to obtain those decisions and approvals; the provider will incorporate the agreed steps into proposal-development milestones.
- Maintain appropriate confidentiality around draft proposals and individual coaching while providing agreed-upon progress information needed for program administration and evaluation.
- Support the College's broader goal of building durable internal capacity for grantsmanship and externally supported project development.

5. Anticipated Deliverables

At a minimum, the selected provider(s) will provide the following for each annual cohort:

A. Pre-Cohort Curriculum and Work Plan

A six-month plan outlining learning objectives; the proposed number, duration, format, and sequence of workshops; coaching structure; peer-learning activities; proposal-development milestones; major deliverables; and anticipated timing. The workshop series must cover proposal writing, budget development, and partnership development and incorporate the Grants Office-led first-month funding-research workshop. The plan will be finalized with Guilford College before the cohort begins.

B. Fellow Intake and Individual Development Plans

A concise intake and development plan for each Fellow documenting agreed-upon baseline elements, individual goals, milestones, anticipated support needs, and proposal-development priorities.

C. Cohort Workshops and Materials

The applied professional-development workshop series agreed upon with Guilford College, including proposal writing, budget development, and partnership development, along with relevant exercises, tools, and resource materials. Workshop number, duration, format, and sequence will be proposed by the provider and finalized during pre-cohort planning. The Grants Office will lead the first-month funding-research workshop; the provider will coordinate its instructional content with that session.

D. Individualized Coaching

At least one individualized coaching session per Fellow per month during the six-month cohort period, plus reasonable between-session support within the limits described in the provider's proposal.

E. Proposal Review and Feedback

Timely, substantive feedback on project concepts, narrative drafts, proposal components, and comprehensive proposal drafts, tailored to each Fellow's stage of development.

F. Progress and Milestone Tracking

A practical system for tracking Fellow participation, milestone completion, proposal/project stage, identified opportunities, barriers, and progress toward fellowship outcomes.

G. Funding Opportunity and/or Partner Guidance

Support identifying and evaluating prospective funders and/or partners appropriate to individual projects, recognizing that not every project will require the same form of external partnership.

H. Final Proposal and One-Year Pursuit Strategy

Support for each Fellow to complete a comprehensive project proposal and a practical strategy identifying prospective funding opportunities and/or partners to pursue during the following year.

I. Grants Office Coordination

One pre-cohort planning meeting and at least one check-in meeting with the Grants Office during each six-month fellowship. Additional meetings may be scheduled by mutual agreement as needed.

J. End-of-Cohort Summary
A concise, standardized summary that documents Fellow participation; milestones completed; project/proposal stage at entry and exit; funding or partnership opportunities identified; collaborations developed, when applicable; submissions completed or planned, when applicable; barriers encountered; recommended next steps; and lessons learned for program improvement.

K. Cohort Two Refinement
Following Cohort One, consultation with Guilford College to review participant experience, progress evidence, lessons learned, and appropriate refinements to the detailed curriculum and delivery approach for Cohort Two without changing the program's core requirements unless Guilford College approves such changes.

The selected provider will support consistent evidence collection for program monitoring, but will not serve as Guilford's external evaluator. Any direct coordination with the EPIIC-SPARK external evaluator will occur only at Guilford College's request.

6. Period of Performance
The College anticipates entering into one or more contracts that collectively support two six-month Faculty Fellows cohorts:

- Cohort One: 2027 | Six-month fellowship | Three Faculty Fellows | Final dates to be established
- Cohort Two: 2028 | Six-month fellowship | Three new Faculty Fellows | Final dates to be established

Limited planning and coordination with College staff will occur before the launch of each cohort. Guilford College may also invite prior Fellows to participate in selected peer-learning or mentoring activities in a subsequent cohort; such participation is not assumed to replace the selected provider's required services.

Continuation through the full contract period will be subject to satisfactory performance and applicable College and federal requirements.

7. Proposal Requirements
Proposals should be clear and concise. Guilford College prefers proposals that can address the full engagement, but the College reserves the right to make one award, multiple awards, or no award and may divide the scope among providers. Proposers should clearly identify any component(s) of the scope they are not proposing to perform.

A. Executive Summary
Provide a brief overview of the individual or firm's qualifications, proposed role, and suitability for this engagement.

B. Understanding of the Established Program and Proposed Curriculum Approach
Describe how you would work within Guilford College's established Faculty Fellows model to design and deliver the detailed professional-development and proposal-support experience. Address how your approach would:

- Connect workshops, individualized coaching, peer learning, and independent work to proposal-development milestones;
- Support faculty with differing levels of grantsmanship experience;
- Support diverse disciplines and forms of scholarship within a teaching-centered liberal arts institution;
- Emphasize learning and application rather than generalized grant-writing instruction;
- Accommodate projects with different external-support pathways, including projects with or without external partners; and
- Produce a comprehensive proposal foundation and a one-year external-support strategy without treating grant submission during the fellowship as the sole measure of success.

C. Coaching, Facilitation, and Interpersonal Approach
Describe your philosophy and approach to coaching faculty or other professionals through complex, deadline-driven work. Please address:

- How you establish productive and trusting coaching relationships;
- How you adapt to participants with different levels of experience and working styles;
- How you provide candid or challenging feedback while maintaining motivation;
- How you respond when a participant misses milestones, loses momentum, or becomes disengaged;
- How you balance encouragement with accountability; and
- How you facilitate productive peer interaction within a small, interdisciplinary cohort.

Proposers are encouraged to provide an example of successfully working with an individual who had a promising project or concept but required significant structure, accountability, or support to bring it to a more developed stage.

D. Proposed Cohort Structure, Milestones, and Work Plan

Describe how you would structure a six-month Faculty Fellows experience consistent with the scope and pricing assumptions in this RFP. Include:

- Proposed number, duration, format, and sequence of workshops, including coverage of proposal writing, budget development, and partnership development and coordination with the Grants Office-led first-month funding-research workshop;
- Approach to individualized coaching;
- Major stages of proposal development;
- Milestones and deliverables;
- Expectations for Fellow work between sessions;
- Methods for monitoring progress and documenting project/proposal stage at entry and exit;
- Approach to peer learning and feedback;
- Strategies for maintaining accountability and helping Fellows regain momentum;
- Approach to proposal review and revision; and
- Approach to developing a one-year funding and/or partner pursuit strategy.

Clearly identify which activities you propose to conduct in person, virtually, or in a hybrid format.

E. Grant Development Expertise and Grantsmanship

Describe relevant knowledge and experience in research and project grant development, including experience with:

- Federal agencies;
- Foundations;
- State government;
- Private-sector or corporate funding;
- Research grants;
- Applied, educational, creative, or community-engaged projects;
- Interdisciplinary proposals;
- External partnership development when relevant to proposal strategy; and
- Helping applicants identify and assess appropriate funding opportunities.

Describe your experience coaching grant seekers in broader grantsmanship skills, including appropriate communication with program officers, foundation staff, corporate representatives, or other funding and partnership contacts.

F. Understanding of Institutional Context and Collaboration

Describe your experience working with colleges or universities, particularly smaller or teaching-centered institutions where faculty balance project development with significant teaching and service responsibilities. Explain how you would:

- Work collaboratively with Guilford College's Grants Office and program leadership;
- Maintain clear roles and responsibilities among the provider, Fellows, and College staff;
- Integrate College-specific pre-award requirements into coaching without creating a parallel institutional process;
- Communicate appropriately about Fellow progress, opportunities, barriers, and support needs; and
- Contribute to durable internal grantsmanship and project-development capacity.

G. Progress Tracking and Evaluation Support

Describe how you would document Fellow participation and progress in a consistent, low-burden manner that supports program management and Guilford's external evaluation. Address how you would capture baseline status, milestone completion, project/proposal stage at entry and exit, opportunities identified, collaborations developed when applicable, submissions completed or planned when applicable, barriers encountered, and recommended next steps.

H. Availability and Responsiveness

Describe:

- Your availability during the anticipated 2027 and 2028 cohort periods;
- Your ability to provide substantial in-person engagement on the Guilford College campus;
- Typical response time for Fellow or College questions;
- Typical turnaround time for proposal or document review;
- Your ability to accommodate time-sensitive sponsor deadlines when appropriate; and
- Any limits on the amount or type of individualized support, communication, or document review included in the proposed fee.

I. Relevant Experience and References

Provide examples of comparable engagements and describe the results achieved. The College is particularly interested in demonstrating effectiveness in professional-development design, faculty coaching, facilitation, proposal development, accountability, and work across disciplines. Success will not be evaluated solely on the number or dollar value of grants previously awarded.

Provide three professional references, preferably from higher education or comparable organizations, including:

- Organization;
- Contact name and title;
- Email and telephone number;
- Nature and approximate dates of the engagement; and
- Brief description of services provided.

J. Qualifications

Provide resumes, curricula vitae, or professional biographies for the individual or individuals who would perform the work. If submitting as a firm, clearly identify the person or persons who would work directly with Guilford faculty and describe their roles. The College will evaluate the qualifications of the individuals actually proposed to perform the services.

K. Cost Proposal

Provide a clear cost proposal for the engagement. Pricing should be sufficiently itemized to support evaluation of the full scope and, if Guilford elects to make multiple awards, individual service components.

- Cost for Cohort One (three Fellows);
- Cost for Cohort Two (three Fellows);
- Total proposed two-cohort contract amount;
- Full cost of curriculum development and the proposed workshop series, identifying the number and duration of provider-led workshops included;
- Whether workshop pricing assumes in-person, virtual, or hybrid delivery;
- Individual coaching and proposal-review services included in the fee;
- Any limits on communication, document review, or support between scheduled sessions;
- Rates for additional or optional services beyond the proposed scope, if applicable; and
- Any other assumptions that materially affect pricing.

8. Evaluation of Proposals

Responsive proposals will be evaluated using the following criteria:

Evaluation Criterion	Points
Understanding of Established Program & Proposed Curriculum Approach	20
Coaching, Facilitation, & Individualized Support	20
Grant Development Expertise & Grantsmanship	15
Cohort Milestones, Progress Tracking & Evaluation Support	10
Understanding of Guilford's Context & Institutional Collaboration	10
Relevant Experience, Cross-Disciplinary Capacity & References	10
Availability & Responsiveness	5
Cost & Overall Value	10
TOTAL	**100**

9. Interviews

Guilford College may invite one or more finalists to participate in a virtual interview as part of the evaluation process. If the College is considering multiple awards, interviews may also be used to clarify how proposed providers would coordinate with Guilford and, if applicable, with one another.

10. Proposal Submission

Proposals must be received no later than November 30, 2026 at 5:00 p.m. Eastern Time.

Proposals should be submitted electronically to:

Samantha Roth
Grants Project Manager
Lead PI, EPIIC-SPARK
Guilford College
sroth@guilford.edu

Subject: [Proposer Name] Proposal — EPIIC-SPARK Faculty Fellows Professional Development and Proposal Support Services

Questions regarding this RFP must be submitted in writing to Samantha Roth at sroth@guilford.edu no later than **November 9, 2026, at 5:00 p.m. Eastern Time**. Responses to substantive questions will be shared with all known prospective proposers to ensure equal access to clarifications.

11. Federally Funded Procurement

This procurement is supported by funding from the National Science Foundation through Guilford College's EPIIC-SPARK initiative, Award No. 2519897.

The selected contractor(s) will be required to comply with applicable federal requirements and Guilford College policies associated with the expenditure of federal grant funds.

The selected contractor(s) may be required to provide information necessary for the College to document price reasonableness, contractor eligibility, conflicts of interest, and other applicable procurement requirements. Any resulting agreement will incorporate applicable federal contract provisions as required.

Proposers must disclose any actual or potential conflict of interest related to this engagement.

Award is contingent upon successful completion of applicable vendor and federal eligibility reviews.

12. General Conditions

Guilford College reserves the right to:

- Reject any or all proposals;

- Request clarification or additional information from any proposer;
- Verify references and information submitted in a proposal;
- Invite selected proposers to interviews;
- Negotiate the final scope, schedule, deliverables, and price with the selected proposer(s);
- Make one award, multiple awards, or no award and divide the scope of services among two or more providers when doing so is determined to best meet the College's needs;
- Coordinate scopes and responsibilities among multiple selected providers if more than one award is made;
- Waive minor informalities or irregularities that do not affect the fairness of the competitive process;
- Cancel or amend this solicitation when doing so is in the College's best interest; and
- Make an award or awards based on the proposal or combination of proposals determined to provide the best overall value to the College, considering price and the other evaluation factors identified in this RFP.

Costs incurred in preparing or submitting a proposal are the responsibility of the proposer and will not be reimbursed by Guilford College.

Issuance of this RFP does not obligate Guilford College to enter into a contract. Award is subject to Guilford College's approval of the final scope, price, and budget.

Any resulting contract will be subject to applicable College requirements and the terms and conditions of the federal award. Continuation of services will be contingent upon satisfactory contractor performance.