



COUNCIL FOR CHRISTIAN COLLEGES & UNIVERSITIES

Inclusion Innovation Collaborative Request for Proposals

OVERVIEW

In June 2020, the Council for Christian Colleges & Universities (CCCUC) was awarded a grant through the American Immigration Council to become a part of the Inclusion Innovation Collaborative that will support the development and scaling of projects that build more inclusive and welcoming communities across the United States. As a part of the CCCUC's proposal, six member institutions will be identified to receive funding to promote programs that engage their students in work with other groups in their cities to create more inclusive communities.

The CCCUC invites all U.S. member institutions to apply for one of these grants. Six institutions will be selected to become part of this project. **Proposals should be emailed to the CCCUC by 5 p.m. ET on September 15.** A detailed description of the program, eligibility requirements, and proposal requirements is included below. Questions should be directed to Jessica Martin (jmartin@cccuc.org).

PROGRAM PARTNERS

The following organizations are a part of the Inclusion Innovation Collaborative:

- American Alliance of Museums
- Center for Inclusion and Belonging
- Council for Christian Colleges and Universities
- New American Economy
- Over Zero
- The Trust for Public Lands
- Welcoming America
- YMCA – Diversity Inclusion office (national office)

The CCCUC is grateful to the American Immigration Council for this opportunity and to the Walmart Foundation for its generous support of this project.

BACKGROUND NATIONAL INCLUSION CAMPAIGN

America is becoming an increasingly diverse nation. Yet in the current climate, many people—including new Americans—are receiving the message that they are unwelcome and are being excluded from full integration into their communities. This not only contradicts our most cherished core American values but threatens the health of our economy and society as families, workers, and neighbors are less able to put down roots, build their lives, and invest in their communities. To respond effectively in this challenging environment and begin laying the foundation for a more inclusive future, the American Immigration Council is creating an ambitious, national campaign that is designed to reenergize America's welcoming spirit.

The National Inclusion Campaign has two components: a national media campaign (the “air game”) and a local community activation campaign (the “ground game”). The air game is being launched with the Ad Council, which has a long history of designing national communications campaigns that address public issues and stimulate action. It is anticipated that the air game will begin in 2020.

While it is hoped that this national campaign (air game) will inspire the public to engage in bridge-building activities in local communities, a ground game is needed (driven by local organizations) to engage a broad swath of Americans to engage their neighbors. Breaking down barriers, insecurities and stereotypes of groups considered the “other” and promoting a new sense of belonging in our communities and neighborhoods.

Partner organizations will use their existing networks and programs that utilize Social Contact Theory (Alport) to encourage deeper relationships to form between neighbors as they work on common goals and have opportunities for personal interaction. At the end of the project it is hoped that public awareness will build around the inclusion imperative, that there is a clear call to action, and that corresponding local activities develop to bring people together across lines of difference to help cement new attitudes and behaviors. The National Inclusion Campaign holds that synergistic air- and ground-game strategies hold the most promise in advancing an America that inspires hope and promotes greater social connection and cohesion as it builds a “nation of neighbors.”

As the national voice of Christian higher education, the CCCU is uniquely positioned to support local impact throughout campuses and promote storytelling at a national level. As part of the Inclusion Innovation Collaborative, the CCCU will engage a cohort of key leaders from our institutions to think deeply about the values of belonging and inclusion while also promoting these ideals through effective programming.

The CCCU’s potential reach in community engagement is wide: 97% of the CCCU’s U.S. institutions are actively engaged in community service already. In fact, 35.2% of students at CCCU institutions are involved in community service, which is higher than the national average. With additional support through this grant, a select group of CCCU institutions will be able to work together to focus on increased community engagement storytelling, to pursue new programs enhancing belonging and inclusion, and to support current department operations. By focusing on sub-awarding this funding to a cohort of six institutions, the goal is to both increase the quality of community engagement programming on CCCU campuses and to raise the percentage of students participating in their communities.

EXPECTATIONS OF GRANT RECIPIENTS

Each grantee is expected to provide the following:

Support: How well does the proposal support the overall outcomes of the CCCU related to the overall grant? These outcomes include:

- Promote the values of inclusion and belonging through community engagement programming on our campuses.
- Educate campuses on creative ways that social contact theory can be used in community engagement programming.
- Collect stories of student experiences from participating institutions that demonstrate the importance of being a good neighbor.
- Provide resources to each institution involved to share with its own community networks which focus on the message of belonging and inclusion within their communities.
- Increase the amount of CCCU students participating in community engagement.
- Share collected stories of programs through CCCU social media avenues.

Supervision: Identifying a point of contact for the grant on campus.

Network: Attending monthly cohort meetings. The CCCU is committed to working with six member institutions to create a cohort of institutions who will be able to share and cultivate ideas together. The cohort will meet virtually every month to discuss creative ways to further their programming and how to tell the story of the community impact made.

Program: Committing to developing, implementing and evaluating at least one program involving students, which helps them engage with other community groups (using the principles of Social Contact Theory).

Documentation: Submitting a progress or final report by May 15, 2021. Final report should include a description of the program implemented; an evaluation of the program, including lessons learned (successes and challenges); and a compilation of stories or student reflections on the impact of the program. In addition, each institution will be expected to contribute to a storytelling social media campaign in their community as well as on a national scale.

SELECTION CRITERIA

All CCCU member institutions in the United States are invited to submit a proposal. Funding requests can be used to support current programming efforts that may be susceptible to budget cuts in the current economic climate as well as to cover the following types of expenses: salaries of additional staff (e.g. students), travel expenses for cohort-related meetings, funding new creative programs using social contact theory, and supporting a storytelling social media campaign. Grants will be awarded for up to \$10,000. All institutions will receive notification of funded proposals by September 15, 2020.

Funding proposals will be evaluated based on the following criteria:

- Program design and impact: How closely does the potential impact of the program align with the stated outcomes of the program? How do these outcomes align with the overall outcomes of the grant?
- Creativity & social contact theory: How creative is the program in using social contact theory in its design and implementation? See the short description of social contact theory at the end of this document.
- Scalability and replicability: Can the program be replicated on a large scale or on other campuses?
- Community reach: What is the overall impact of the program on the surrounding community?
- Logistics and stewardship: Does the program make good use of resources?

APPLICATION GUIDELINES

Applications accepted July 15 to September 15, 2020.

Application should be submitted in the following format:

Organization information

- Demographic and geographic information (enrollment, student body make-up, community description, etc.).
- Summarize your organization's history and programs in relationship service-learning and community engagement. Highlight accomplishments.

Purpose of Grant

- Describe the proposed program or project.
- Identify the target populations and number of people to be served by the project.
- Describe the project goals and objectives, and your plan to meet them.
- Identify potential organizations or partners who might participate in your proposed program.
- Provide a timetable for implementation.

Evaluation

- Describe your plan to document progress and results. Interim and final evaluation and expenditure reports will be required for every grant awarded.

Applications should be submitted electronically to the CCCU to Jessica Martin (jmartin@cccu.org) by September 15, 2020.

QUESTIONS?

Questions should be directed to Jessica Martin (jmartin@cccu.org).

DEFINITIONS

Social Contact Theory (Gordon Allport)

Allport was a psychologist and Harvard professor until his death in 1967. Allport's social contact theory or intergroup contact was presented in 1954, the theory revolved around a strategy for modifying stereotype and decreasing prejudices. Assumptions of the theory, include:

- Negative stereotypes may be due to insufficient knowledge of different societal groups.
- When people of different races and ethnicities are exposed to each other it will inherently reduce their biases.
- According to Allport, for these interactions to be successful and biases lessen, the following conditions are needed; equal status between groups, common goals, intergroup cooperation and support from authorities.

As a result, programs based on social contact theory should strive to create a culture where different groups are working together towards a common goal, where all those involved feel equally a part of the process.

Community Engagement within Colleges and Universities

While there is no commonly agreed definition of community engagement, for the purposes of this grant it describes collaboration between higher education institutions and their larger communities (especially local communities) for mutually beneficial exchange. College and universities should create relationships with other community institutions that promote trust, reciprocity, and lead to long term partnerships that bring about a sustainable vision for their community's future.