

**A Growing Community: Helping Grand Forks Increase Inclusion
of New Americans**

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AUTHORS

Paul Cumings
E. Timotheus Kamaboakai
Anurag Kapil
Cathy Stone

The Hubert H. Humphrey School of Public Affairs
The University of Minnesota
Instructors: Kevin Gerdes and Gregg Colburn

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About the Authors – Our Capstone Group

Cathy Stone is receiving her Masters in Public Affairs and Nonprofit Management Certificate from the Humphrey School of Public Affairs. She works for the Hazelden Betty Ford Foundation as a clinical supervisor.

E. Timotheus Kamaboakai is an international student from Liberia and a candidate for Master of Public Affairs. He works for the Young Men's Christian Association (YMCA) in Liberia as a program development officer.

Anurag Kapil is a Government of India (GOI) fellow, pursuing a Masters in Public Affairs. He is an officer of Indian Civil Services and has served the GOI for 17 years in various capacities. He has experience in the field of general administration, finance management, government accounting and public policy. He was posted as Director in the Ministry of Coal, GOI, before joining this course.

Paul Cumings is receiving his Masters in Public Policy from the Humphrey School of Public Affairs. He currently serves as the Tax Policy Manager for the Minnesota Department of Revenue.

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Introduction

The Global Friends Coalition made contact with the University of Minnesota to propose a project focused on helping the organization educate the Grand Forks, ND community about the benefits New Americans bring to the city, thereby increasing positive attitudes towards New Americans. In partnership with the Global Friends Coalition, we discussed the focus of the project and examined the assumptions that this proposed solution was predicated on; specifically, that bias and/or negative stereotypes are the result of a lack of information about the benefits New Americans bring. Instead, to best understand what might be influencing the community's bias towards New Americans, we felt it crucial to delve into the academic literature on the causes and roots of bias and discrimination. This led us to a project that is predominantly focused not only on what causes bias and discrimination, but the theories and practices that increase inclusion. By better understanding the cause of the problem, we believe we have formulated the most effective solutions.

In recent years, the number of New Americans in Grand Forks has increased. Annually, about 100 refugees are being resettled in Grand Forks through Lutheran Social Services. In addition, other New Americans are moving to Grand Forks after first resettling in other U.S. cities.

A 2010 Knight Foundation *Soul of the Community Report* found that only 15% of Grand Forks residents rated the community as being open to immigrants. The percentage remained consistent with those surveyed about the openness to racial and ethnic minorities.

There are a number of myths about New Americans that research data have dispelled. Reports from cities that have high rates of concentrated immigration show that they are among the safest places to live (Sampson, 2008). The literature suggests that immigrants are highly motivated, goal driven individuals who generally do not break laws. These people have left their homes, families and languages to start a new life with hopes of a better future for them and their families. In many cases, they defer indulgences, work hard, and do not create unruliness (Tonry, 2014).

While research suggests that immigrants bring many positive qualities to communities, prejudice and discrimination by long-term residents still occurs. When looking at the academic literature we found that discrimination is largely described within the context of "in-groups" and "out-groups." The in-group is a group that includes the "self" and is characterized by a positive group image and an out-group is a group of people who are different than the self (Esses et. al, 2001). As such, an in-group with members high in

social dominance orientation, are more likely to discriminate towards an out-group. Esses et. al. describe a fundamental dilemma for immigrants; they pose a threat to non-immigrants when they succeed, as they are viewed as taking an opportunity from non-immigrants (a job, a customer, etc.), and when they struggle or need assistance they are viewed as a drain on social services.

The dissonance between the research of positive qualities immigrants bring to communities and the reality of discrimination moved us to provide more research and tools on bridging the divide between in-groups and out-groups and moving towards implementing inclusive practices. The research on inclusion points to the importance of increased interactions between in-group and out-group members (Gaetner et al, 1999). To decrease bias, in-group and out-group members simply need to perform tasks together. Bias is decreased through task completion. The more interaction between in-group and out-group members, the more bias is decreased (Gaetner et al, 1999).

The work of integrating New Americans into existing communities has occurred since the founding of our country and many examples exist. Other countries, too, have developed successful strategies at welcoming out-groups to develop strong and diverse communities. In this report we present successful efforts of community groups, local governments, faith communities, educational institutions, and other individuals leading community based entities in welcoming new immigrants and promoting healthy communities.

Finally, our recommendations to decrease discrimination and increase inclusion of New Americans in the Grand Forks community are based on the literature provided in this report. Our recommendations include:

- 1.) **Continue Collaborating with Stakeholders (individuals with high interest, influence, or power)** so that your work can have the broadest impact.
- 2.) **Utilize task based and interpersonal interactions to encourage decategorization and recategorization**
- 3.) **Start a marketing campaign that reinforces mutual differentiation and the value of diversity:** Partner with community stakeholders, businesses, and institutions that already place a premium on diversity.
- 4.) **Build and sustain good media relations** to help shape a balanced image of New Americans, and help build cultural competency and inclusion.

Methodology

The purpose of this project was to help the Global Friends Coalition identify ways to increase inclusion and decrease discrimination of New Americans in the community of Grand Forks.

In exploring this study, we developed three research questions that guided our work:

- 1.) What does the research say about discrimination of minority groups, especially in smaller cities?
- 2.) What are examples of racial, cultural and religious discrimination or discrimination based on language experienced by New Americans in the Grand Forks area?
- 3.) What practices can we find within the United States that promote inclusion of New Americans in communities similar to Grand Forks?

To answer the research questions outlined above, we used two primary research methods:

- 1.) Reviewing academic literature and journals;
- 2.) Seeking perspectives of key stakeholders in the community.

Our literature review was based on the research questions and delved into substantive findings on discrimination and inclusion as well as successful practices in other parts of the country. This included dozens of sources from scholarly research and practitioners who have studied similar questions in the past. The information from local, state, and national sources focused on immigrants, discrimination and diversity issues. Sources also included dissertations and news journals. Key points from these sources were summarized into common themes for analysis.

Additional information was sought through discussions and interviews with key stakeholders. Resource people within Global Friends Coalition and Grand Forks Police Department were contacted to provide more information, context, and examples related to the Grand Forks community. These discussions were mainly done through email exchanges, virtual meetings, and references to presentations that have been made on this topic.

A stakeholder analysis of power and interests was also conducted to map out those individuals and groups that are essential to addressing these community issues (Bryson, 2004). This process enabled our group to identify the various leaders in the city. With support from the Global Friends Coalition's leadership, we also learned of the Immigration Integration Initiative (III), which is made of key stakeholders in the community including

the police department, the Grand Forks Public Schools, the County Health Department, the local community college and university, various New Americans representing different community groups (Liberian, United African, Somali, and Bhutanese communities), and the City of Grand Forks.

Deliverables Presented at Conclusion of the Study:

- 1.) Research paper in response to the research questions
- 2.) Recommendations to the Global Friends Coalition about what the organization can do proactively to increase the inclusion of New Americans
- 3.) A brochure summarizing the study
- 4.) Powerpoint presentation created and delivered to staff and volunteers of Global Friends, leaders of the City of Grand Forks and members of the community to describe the findings

Background and Context

Connecting the Global Friends Coalition and the Humphrey School

Global Friends Coalition reached out to the Humphrey School of Public Affairs and asked for assistance in documenting the benefits New Americans bring to American communities. The goal of this project with the Humphrey School of Public Affairs is to help the Global Friends Coalition with inclusion efforts and to decrease discrimination in Grand Forks. This community has had historically low levels of ethnic diversity. A 2010 Knight Foundation *Soul of the Community Report* found that only 15% of Grand Forks residents rated the community as being open to immigrants. The percentage remained consistent with those surveyed about the openness to racial and ethnic minorities. These statistics demand that more community-wide actions are necessary to preserve the unity and attractiveness of this city that is growing increasingly diverse.

Grand Forks becomes home to about 100 refugees every year who are resettled through Lutheran Social Services. In addition, there are a large number of secondary refugees moving to Grand Forks from Minneapolis, San Diego, and New York among others. In this context, the Global Friends Coalition has evolved as a community-based volunteer organization to support New American integration into the community, through work with New Americans and the broader community.

Some long-term residents have questions and concerns about their newest neighbors. The mentoring and outreach programs of the Global Friends Coalition give people of different backgrounds specific opportunities to bridge boundaries. There is a need to be able to reach people who are not volunteering with the organization. The Global Friends Coalition recognizes that as the number of New Americans grow in Grand Forks greater understanding is essential to both ease and prevent tensions in the community.

Background on the Global Friends Coalition

The information below is taken directly from Global Friends Coalition's website at www.gfcoalition.org.

Global Friends Coalition is both an old and new organization. For approximately twenty years the "Grand Forks Refugee Resettlement Coalition" was a loose group of volunteers who assisted refugees resettled through New American Services (NAS), a program of Lutheran Social Services.

In 2008, Global Friends Coalition received its 501(c)(3) status. Since then it has built a strong board of directors, created a successful mentoring program, hosted numerous community events each year, built partnerships with many local agencies, and become a strong, professional organization to which the city looks to foster immigrant integration as the community becomes more and more diverse. The Mission of Global Friends Coalition is to bring together individuals and organizations to foster refugee (New American) integration through work with New Americans and the Greater Grand Forks community.

Global Friends Coalition has three primary goals:

- Support Refugees (New Americans) to become more fluent in English.
- Support New Americans to become more connected, engaged, and contributing members of their new communities.
- Support the Greater Grand Forks community to actively embrace its New American residents.

The programs of Global Friends are grouped into three main areas:

- *Family Mentors and Adult Literacy Program:* Mentors provide guidance and support to refugees through social interaction, cultural sharing, and English conversation. Our in-home English tutors provide English education to those unable to attend formal English courses.
- *Resilient Youth Program:* College students and young professionals are matched with students at Red River High School to help with homework, help build English skills and confidence, and serve as positive role models to the students.
- *Outreach and Advocacy Program:* This program provides New Americans and members of the Greater Grand Forks community opportunities to learn more about our community and become engaged in meaningful ways.

The Context in Grand Forks

In an effort to learn more about the Grand Forks community we reached out to learn the perspectives of both New Americans and long-term residents of the Grand Forks area. We included a few of those perspectives in this section. We also provide some information related to New Americans in North Dakota and the Grand Forks area.

“My personal experiences of discrimination in Grand Forks involve two occasions in which someone screamed at me, ‘go back to where you came from.’ Aside from the constant stares, I have not had anyone say anything else to me.

I have had friends who have wors(e) experiences. One of my friends was chased off the freeway by a man that kept honking at her and driving very closely. She exited the freeway and the man followed her off the freeway and back on it. Finally she was afraid, called the police, and drove to the student union on campus. The man followed her. When police arrived, she told them what happened, and the officer dismissed her concerns and told the man he was free to go.

After the San Bernardino shooting, one of my friends was called a terrorist, and a pick-up truck full of young men pulled up next to her and threatened her. They stepped out of the truck to physically threaten her but she went inside her apartment building.

Recently, I went to a lab at Altru, the biggest hospital in Grand Forks. I went there to take a drug test for a new part-time job. The lab technician told me to take off my hijab in order for me to take the urine test. I told her that my hijab was a religious garment and I am not going to take it off. She said if I did not take it off, she would have to directly observe me pee into a cup. This was completely unnecessary and all due to my religious attire.

We have a Mayor that understands that new Americans help boost Grand Forks’ economy. This city (Grand Forks) has a lot of jobs that new Americans are now filling. We have many people that consistently stand against racism and bigotry. When Juba was burned down, the community really came together to show support to the owners and to the Somali community at large. Grand Forks is a small town, I know people on a first name basis. That’s a great environment for new Americans. It’s the perfect way to create a sense of inclusiveness.”

Ifrah, a young Somali Woman in Grand Forks

North Dakota is home to 18,569 immigrants as of 2015 and approximately 2.7% of North Dakotans are foreign born (New Americans in North Dakota, 2015). Many of those immigrants are coming as refugees to this country. As of the publication of this report, Lutheran Social Services (LSS) indicates that there have been 264 arrivals of new refugees to North Dakota in 2016, with 49 of them being resettled in Grand Forks (Lutheran Social Service, 2016). The City of Grand Forks has a population of 66,861

people, of which 90% are whites (Suburbanstats, 2016). Since 2008, there has been an increase in the number of refugees entering Grand Forks. This number has grown from 10 to 95 individuals being resettled annually (Lutheran Social Service, 2016).

Many of these refugees are from Bhutan (southeast Asia). The Lutheran Social Services in North Dakota also resettles refugees from Somalia (East Africa) and Iraq (Middle East). In addition, there are some secondary refugees (refugees that have previously been settled in other parts of the country) from Somalia, Nepal (Southeast Asia), Burundi (East Africa), Iraq and other countries that are moving to Grand Forks.

United States Citizenship and Immigration Service (USCIS) defines an immigrant as an alien who has been granted the right by the USCIS to reside permanently in the United States and to work without restrictions in the United States (also known as Lawful Permanent Residents - LPR). A refugee is a person forced to leave his/her country in order to escape war, persecution or natural disaster. The term New Americans applies to documented immigrants, naturalized citizens (granted citizenship after she/he fulfills requirements established by Congress in the Immigration and Nationality act) and refugees. The term was adopted to reflect a broader concept and less negative connotation.

The movement of primary and secondary refugees to Grand Forks have also led to some unfavorable incidents of discrimination in the community. As shared earlier through the story of Ifrah, some residents of the city are not happy about their new neighbors who look, speak or behave differently from them. Some of these incidents have been captured in Grand Forks Police reports as follows:

- On March 23, 2015, police were alerted to a graffiti painted on the north side of 1020 S Washington Street in Grand Forks, which read "Somalia Niggers." Through the intervention of the police and the property manager of the wall on which this graffiti was painted, it was later learned that two Somali females were on the verge of signing a lease for the use of the property for the purpose of opening a business in the old Quizno's location, which could have been a factor for this act.
- On December 4, 2015, police were called to 2017 S Washington Street for a similar incident, where someone had spray painted, "SS go home" on the front window of the Juba Coffee owned by Abdulaziz Moallin, a Somali immigrant. Later on December 8, 2015, there was a suspicious fire incident at the cafe. A individual was later charged and plead guilty to charges for starting the fire.

In addition to these cases documented by the Grand Forks Police Department, there are many other experiences and perspectives that have not been reported. Through Global Friend's Coalition's staff interactions with immigrants and others in the city, we have compiled some other experiences and perspectives in the community:

"I was exercising with a high school student named "Fatuma" at a fitness club—she was there for some rehabilitation follow-up and I was her ride. Fatuma and I were walking on a treadmill when two older men started talking very loudly about Somali men needing to pray when they were at work. One said to the other, "My son tells me that the workers have to stop and pray several times in the day. I'm all for prayer, but get your work done. Don't make others do it." And then they started talking about English—"Why don't "those people" just learn English before they come to the US?" We left after that—they treated the high school student as though she was invisible. I should have confronted them."

A non-profit leader

"I moved to Grand Forks in 2011. I originally lived in Minnesota. And also attended the Vocational School in EGF (East Grand Forks) in 1978. With this said I have always had a good opinion of Grand Forks and North Dakota. The family values that the small farm brought to this area have made it what it is today. The people care for one another, watched over one another's safety and would help anyone in need. But as you know the farming family of yesterday is slowly disappearing. The people of Grand Forks are kept informed of what is going on in the Muslim or what they are called now "the new american" community. All we citizens get is word of mouth stuff. We fear asking. It seems we get silenced by accusations of being Racist, Bigots and all kinds of Phobes."

A white resident of Grand Forks

"When I was working as a nurse's aide, a man used to shout, "Go back to Africa." Whenever he saw me, he would shout those words. I knew though that he just needed to be educated. He had never left North Dakota so he'd never seen many different people. Eventually, he came to accept me. Even though I don't work there anymore, I still visit him occasionally."

A young female New American worker

The Dissonance between Perceptions and Facts

When listening to stories of Grand Forks residents' reactions to New Americans, you might come to the conclusion that immigrants are detrimental to communities. Yet, the evidence suggests that New Americans and the diversity they bring are a benefit to communities. For this reason, this report is timely and important. In the table below, we compare some of the commonly held perceptions and what our research tells us.

What are some commonly held perceptions?	What does the research tell us?
Immigrants (documented and undocumented) are committing more serious crimes than long-term residents	During 1990-2013 the foreign-born share of US pop grew by 4% and the number of undocumented immigrants tripled. During this same time the FBI reports property crime declining by 41% and violent crime declined by 48%. (Jacobsen C., Richardson, Hendrix-Sloan, 2016)
Immigrants are more likely to be incarcerated than long term residents	Long term residents are 2 to 5 times more likely to be incarcerated than immigrants (Butcher, Piehl, 2007)
High rates of immigration leads to increasing rates of violence and property crime	Reports from cities that have high rates of concentrated immigration show that they are among the safest places to live (Sampson, 2008). The literature suggests that immigrants are highly motivated, goal driven individuals who generally do not break laws (Tonry, 2014).
Immigrants compete with long-term resident workers for available jobs	Research shows that new immigrants and long term resident workers hold different jobs due to their traditions and the education levels (Smith & Edmonston, 1997).
Immigrants are putting pressure on limited government and community resources and finances.	Studies have shown that economic stimulus is generated in the regions where immigrants settle down (UNHCR Standing Committee, 1997). The original cost of receiving and resettling is much less in comparison to the contribution immigrants have added to the economy each year, due to the boost in labor supply and stimulating the economy by increasing consumer demand (Cortes, 2004).

Review of the Literature

Our review of the literature focuses on three main topics: 1) the benefits New Americans bring to their new communities, 2) the theoretical roots of discrimination, and 3) effective practices in increasing inclusion. Our research suggests that immigrants bring many positive qualities to communities and yet discrimination still exists. This dissonance moved our group to provide more research and tools on bridging the divide between in-groups and out-groups, and moving towards implementing inclusive practices.

New Americans are a Benefit to their New Community

The economic, cultural and demographic growth of this country has a direct relationship with the contributions of immigrants. According to Michael Clemens, a senior fellow who is head of the Migration and Development Initiative at the Center for Global Development, a Washington think tank, “refugees or New Americans are often described and considered as a ‘burden’ for the countries and areas where they settle. The general thinking is, that the immigrants are drain on limited government coffers and thus a weight on a sluggish economy” (Swanson, 2015). Many fear that immigrants reduce the opportunities for employment for long-term residents (Swanson, 2015). However, studies and reports negate this fear and portray an entirely different picture, demonstrating how immigrants have been contributing to the economy of America. Studies on the inflow of refugees and their settlement in America in the late 1970’s have shown that the refugees were dependent on the government resources initially but in a short time period they have shown a remarkable achievement in attaining self-sufficiency (Cortes, 2004). Their contribution to the economy had overcome the costs incurred by the government in receiving and resettling them (Cortes, 2004).

Immigrants have shown tremendous entrepreneurial skills and a high level of motivation to start businesses. Immigrants are 30 percent more likely to start a business than non-immigrants according to the Small Business Administration, and 18 percent of all small business owners in the United States are immigrants (Furman, 2012). These businesses owned by the immigrants have led to the creation of many jobs and job opportunities for workers in America. According to the release in 2007 by the Fiscal Policy Institute, 4.7 million people were employed by immigrant-owned small businesses generating more than \$776 billion annually. Immigrants over the years have also attained the education and skills to develop cutting-edge technologies and start high-tech companies in America. These contributions of the immigrants have been noticed nationwide. Jason Furman writes that “as a nation of immigrants, we must remember that generations of immigrants have helped lay the railroads and build our cities, pioneer new industries and fuel our

Information Age” (Furman, 2012). Griswold notes that “successive waves of immigrants have kept our country demographically young, enriched our culture and added to our productive capacity as a nation, enhancing our influence in the world. Immigrants also raise demand for goods as well as the supply” (Griswold, 2002).

Studies and reports indicate that the economic benefits brought by immigrants have been tremendous. According to the United Nations High Commissioner for Refugees (UNHCR) Study on social and economic impact of large refugee populations on host countries, an economic stimulus is generated by the presence of immigrants and lead to the development of the host regions (Social and Economic Impact, 1997). Purchases of food, clothing and other household items creates a stimulus. In addition, this additional demand for goods and services contributes to the need for additional employment opportunities (Social and Economic Impact, 1997).

Immigrants also bring new skills that can potentially add new economic opportunities for the regions welcoming them. In Guinea, immigrants introduced swampland rice on land that long-term residents believed was unusable (Social and Economic Impact, 1997). New ways to cultivate cardamom were brought in by refugees to Nepal adding to the harvest for that important cash crop (Social and Economic Impact, 1997). Jacobsen notes that immigrants can have a “multiplier effect” because of the increased capital, economic activity and productivity that expands local and regional economies (Jacobsen, 2002).

Along with the opportunities, as described by Goodkind in a study conducted on Hmong refugees, immigrants in the process of resettling in a new country or a region have experienced numerous struggles. In many cases, they have developed a coping mechanism to overcome post-migration stressors with ease. They have adjusted to the new settings overcoming the situations where they had lack of meaningful social roles, social isolation, discrimination by long-term residents and poverty (Goodkind, 2006). The newcomers to America have exhibited their potential to make valuable contributions to America due to their unique perspectives enriched from their experiences, traditions, and skills brought from across the globe (Goodkind, 2006).

There has been a popular belief or myth, not based on research, that immigrants are competing with the long-term residents regarding the availability of jobs, and in this process the long-term residents are losing their job opportunities (Smith & Edmonston, 1997). However, reports and studies show that immigrants and the long-term resident workers hold and practice two different sets of jobs due to their traditions and the education levels (Smith & Edmonston, 1997). The jobs taken by the long-term residents have very rarely been taken by the immigrants. Moreover, the immigrants mostly fill jobs that long-term residents will not take (Smith & Edmonston, 1997). The majority of the immigrants who lack advanced education have been engaged in the jobs like tailoring,

housekeepers, butlers, taxicab drivers, textile workers, cooks, nannies, and kitchen staff. This is clearly a sector where either the long-term residents are not taking the jobs or the numbers are negligible. The changes in demography and the level of education of the long-term American residents indicate that in the long run, the existing aging population will result in shortage in supply of workers for such jobs usually taken by the immigrants. This has become all the more important matter of concern due to expansions of businesses, industry and exports of America (U.S. Export Fact Sheet, 2009).

As the immigrants have been filling the manual labor jobs, the long-term residents who have been engaged in manual labor jobs are able to take new kinds of jobs, due to either an increase in production or an expansion and diversification of industries (Peri, n.d.). Thus the increase in the number of immigrant workers complement the growth of production and help stabilize the economy by reducing the mismatch between demand for labor and its supply at the local level (Peri, n.d.). A study done on states with high levels of immigration by Smith and Edmonston shows that immigrants are highly concentrated in certain jobs and are almost absent in some other job fields (Smith & Edmonston, 1997).

Recent studies conducted in Minnesota also indicate that immigrant businesses in formerly downtrodden neighborhoods have experienced a transformative effect in the overall prosperity of the communities (Fairlie, 2008). There has been a tremendous rejuvenation and satisfaction in the needs of long-term resident families, contributed by small businesses, owned by immigrants (Fairlie, 2008).

The fear that immigrants will be snatching the job opportunities of the long-term residents and that it will be harming the economic growth and development of the community are baseless. Reports and studies clearly show that immigrants are bringing new skills, new businesses and best practices of different cultures from across the globe.

Threatening Existing Norms - Roots of Discrimination

Our research suggests that immigrants bring many positive qualities to communities and yet discrimination still exists in many communities. Discrimination is largely described within the context of “in-groups” and “out-groups.” An out-group is a group of people who are different than the “self” and the in-group is a group that includes the self and is characterized by a positive group image (Esses et. al, 2001). In their 2008 paper, Esses et. al, indicated that social dominance orientation, which is described as an individual’s support of group hierarchies and inequalities, found that those high in social dominance orientation “view the world as a competitive place where only the toughest survive, and express a willingness to discriminate against other groups in order to attain or maintain group dominance” (Esses et. al, 2008, 8).

An in-group with members high in social dominance orientation, are more likely to discriminate towards an out-group. Stephan et al., state that an individual is more likely to discriminate against an immigrant if they perceive that immigrant as a threat. They describe two forms of threats: Realistic threat and symbolic threat (Stephan et. al., 2005). Realistic threat is based on Realistic Group Conflict Theory and is characterized by perceived group competition for resources, which in turn results in efforts to reduce immigrants’ access to resources (Esses et. al, 2001). As such realistic threats threatens the economic or political power of the nonimmigrants (Stephan et. al., 2005). A symbolic threat is based on Social Identity Theory, which is the tendency for in-groups to achieve and maintain positive distinctiveness for one’s own group (Esses et. al, 2001). Typically, symbolic threat is defined as a threat to the in-group’s worldview e.g. values, beliefs, culture (Stephan et. al., 2005).

Esses et. al. describe a fundamental dilemma for immigrants, as they pose a threat to in-groups when they do not do well economically, as the non-immigrants perceive immigrants as a drain on social services. Yet, immigrants are also perceived negatively when they succeed economically, as the successes are often seen as coming at the expense of nonimmigrants (Esses et. al, 2001). Furthermore, as immigrants succeed economically and integrate or assimilate into society they pose a threat to the positive distinctiveness of the in-group, thereby arousing antipathy and discrimination. As such, immigrants are often perceived negatively regardless of whether they succeed economically or socially (Esses et. al, 2001).

The likelihood of discrimination increases when the out-group is dehumanized. When dehumanization occurs, the in-group loses their ability to see commonalities between them and the out-group (Esses et. al, 2008). When dehumanization and realistic or symbolic threat are experienced simultaneously, acts of discrimination are more likely to occur (Esses et. al, 2008). Another related factor that influences discrimination is the in-

group's beliefs about diversity (Kauff et. al., 2012). When the in-group views diversity as a threat, discrimination increases (Kauff et. al., 2012).

Moving Forward Together - Theories on Inclusive Practices

The dissonance between the research of positive qualities immigrants bring to communities and the reality of discrimination moved us to provide more research and tools on bridging the divide between out-groups and in-groups and moving towards implementing inclusive practices.

The research on inclusion points to the importance of increased interactions between in-group and out-group members (Gaetner et al, 1999). To decrease bias, in-group and out-group members simply need to perform tasks together. Bias is decreased through task completion and bias is decreased further the more interpersonal the interaction between in-group and out-group members is (Gaetner et al, 1999). This bias is decreased due to the way these interactions influence decategorization, recategorization, and mutual differentiation (Gaetner et al, 2000).

Decategorization

Decategorization increases personal and self-revealing interactions between in-group and out-group members reducing the validity of out-group stereotypes. Within these interactions, the member of the in-group starts viewing the out-group member as an individual, assigning an identity to the out-group member that is separate from the out-group stereotypes and more humanizing (Gaetner et al, 2000). Over time as the number of out-group members are decategorized, there is a decrease in the validity of the out-group stereotypes.

Recategorization

Recategorization is based on the model that intergroup interaction decreases bias and prejudice. Differing from decategorization, recategorization aims to help in-group and out-group members find overlap in their identity, thereby increasing the salience of cross-cutting group memberships (Gaetner et al, 2000). "Making interactants aware that members of another group are also members of one's own group can improve intergroup attitudes" (Gaetner et al, 2000, 102). A broader goal of recategorization is to help members categorize at a higher level, viewing their membership within a group as a subcategory of a broader, more inclusive whole e.g. from one's family, to one's neighborhood, to one's city, to one's nation, to all of humankind (Gaetner et al, 2000).

Mutual Differentiation

Efforts to value diversity becomes most important after understanding our individual similarities and differences. “Rather than reducing the salience of the social categories as proposed by the decategorization and recategorization approaches, the mutual intergroup differentiation model encourages groups to emphasize their mutual distinctiveness but in the context of cooperative interdependence” (Gaetner et al, 2000, 103). This model is based on the awareness of the indispensable contributions of the other towards a mutual goal, capitalizing on each group’s relative superiorities and inferiorities (Gaetner et al, 2000).

As stated previously, task completion and interpersonal interaction are effective methods to decrease bias. Task completion, without interpersonal interaction, is sufficient to decrease bias (Gaetner et al, 1999). When in-group and out-group members complete different tasks (without interpersonal interaction) that are related to a mutual or cooperative goal, favorable attitudes towards out-group members’ contributions is increased, enhancing mutual differentiation (Gaetner et al, 2000). Mutual differentiation results in a greater value on diversity. Having a greater appreciation for diversity increases positive attitudes towards immigrants (Kauff et al, 2012). Acknowledging and valuing differences between in-groups and out-groups, as well as a desire to maintain differences (e.g. not desiring assimilation) is associated with more positive views between in-groups and out-groups across different out-groups (Kauff, 2012). In addition, bias is further decreased if in-group and out-group members have interpersonal interactions. When interpersonal interactions occur, decategorization and recategorization have the opportunity to develop (Gaetner et al, 1999). Furthermore, if the interactions occur under optimal conditions (e.g. equal status, voluntary, pleasant, intimate, cooperative contact) the beneficial effects in reducing prejudice is enhanced (Ward & Masgoret, 2006). Overall, more contact with immigrants decreases anxiety and perceived threats and results in more positive attitudinal outcomes (Ward & Masgoret, 2006).

Successful Practices in Other Communities

Many communities from around the world have dealt with migration and how to move from decategorizing new migrants to embracing the diversity in their communities. These are examples of how community groups, local governments, faith communities and educational institutions have dealt successfully with migration. These examples include successful practices from the United States and foreign countries related to migration and other efforts to bridge the divide between in-groups and out-groups.

Successful practices within Community Groups

Reaching out to neighbors in small town Michigan

Successful Practice: Lakeshore Ethnic Diversity Alliance

In 1996, a group of concerned residents came together to form the Lakeshore Ethnic Diversity Alliance. This non-profit grew from one employee to having a staff of nine. The goal of the alliance is to dismantle barriers so that all people have equal access and opportunity to participate fully in the life of the community. Some of the program offerings include Racial Equity Diversity and Inclusion Workshops, year-long programs providing safe spaces for middle and high school students to talk about race, migrant programs, bumper sticker campaign, classes for businesses who want to be more inclusive, migrant programs, consulting, and a regular summit on race and inclusion. See the Appendix A for a copy of the bumper sticker.

Using which theory of inclusion: Decategorization and Mutual Differentiation

For more information: <http://www.ethnicdiversity.org/>

Honoring festivals and customs of new immigrants

Successful Practice: Come into dialogue about new celebrations

New immigrants bring a wealth of new depth to any community. In many cases, immigrants may bring celebrations with them. In Badalona, Spain, a local Sikh community asked permission to parade through the streets. The community brought together city officials and neighborhood residents to understand the request. After conversation, a successful parade occurred with local neighborhoods both watching and participating in the parade. Hmong and Somali communities have brought new celebrations and holidays to communities in Minnesota. Those celebrations have become part of the fabric of the community.

Using which theory of inclusion: Decategorization and Recategorization

For more information: <http://citiesofmigration.ca/wp-content/uploads/2012/03/Practice-to-Policy.pdf>

Meals together

Successful Practice: Minnesotans United For All Families

The simple concept of inviting families over to their house for dinner was one of the successful strategies used by Minnesotans United For All Families on the “Vote No to limit marriage” campaign in Minnesota. Like migrants, Lesbian, Gay, Bisexual and Transgender (LGBT) Minnesotans were part of the out-group in Minnesota. In other states similar campaigns focused on intellectual arguments about the benefits LGBT people bring to various communities. In Minnesota, they tried a different approach. They told their personal stories to people through strategies like inviting their neighbor over for dinner. Amy Lange was quoted in MinnPost saying that “we know that when we talk to people, we win them over.” and that “you don’t move people in one conversation.” She

went on to say that “most people who are not with us on this are not bigots. They’ve just got a certain concept of marriage.” In this case, it was about telling their story - nothing more. That was done through something as simple as a shared meal.

Using which theory of inclusion: Decategorization and Recategorization

For more information: <https://www.minnpost.com/politics-policy/2012/05/questions-asked-rumors-debunked-marriage-amendment-house-parties>

Neighbors working with neighbors to support growing businesses

Successful Practice: Community groups and city provide welcome programs for immigrant entrepreneurs

Starting a business is difficult. Starting business in a different country with different rules and expectations is even more daunting. Community groups around the world are using entrepreneurship as a way for long standing business owners to connect with migrant entrepreneurs. A community group formed in Munich, Germany focused on supporting entrepreneurs by giving advice, training and networking. Vienna, Austria created a welcome program for migrant entrepreneurs providing multi-lingual services in a “one-stop shop.” In Minnesota, the African Development Center (ADC) aims to grow immigrant businesses in recognition of many of the language, cultural, and religious barriers that are presented to them.

Using which theory of inclusion: Decategorization and Mutual Differentiation

For more information: <http://citiesofmigration.ca/wp-content/uploads/2012/03/Practice-to-Policy.pdf>
and <http://www.adcminnesota.org/>

Providing internal diversity and inclusion campaigns to enhance skills of new and existing Americans

Successful Practice: MN Dept. of Revenue Diversity and Inclusion Campaign

Sometimes people want to be inclusive but they don’t know the right words or have the skills to be effective at building a team that values diversity. The Minnesota Department of Revenue sought to have a workplace where every individual felt welcomed, valued, and respected. Throughout the past year, the department has provided tools to create inclusive environments, policies and practices. The campaign featured new topics every month including a tip sheet highlighting ways to incorporate the month's topic into your daily routine. One example of a tool that that used was the “I am Revenue” posters that not only categorized the person as to what everyone perceives them as, but other suggestions on how to view them differently. See Appendix B for an example of the posters.

Using which theory of inclusion: Recategorization and Mutual Differentiation

For more information: Contact Karly Turner (Equity, Access and Inclusion Officer) at karly.turner@state.mn.us

Successful Practices with Local Governments

Local government as a convener

Successful Practice: Hennepin County Workforce Pipeline

Hennepin County in Minnesota heard from employers that they wanted and appreciated a diverse workforce but they were having trouble recruiting candidates with the tailored experience needed. In addition, they heard from New Americans who were motivated to be part of the workforce but needed some skills in order to be best equipped to apply to some jobs. In May of 2014, the county decided to become a convener by launching the Hennepin Workforce Initiative. Through this initiative, they provide multiple short-term, tuition-free customized training and college credit-bearing pathways into careers such as Human Services, Office Support, Building Operations and Health Advocacy both at Hennepin County and with other public and private sector employers. This initiative also looks for opportunities between labor shortages and skill gaps.

Using which theory of inclusion: Mutual Differentiation

For more information: Contact John Thorson (Hennepin County Workforce Development Director) at John.Thorson@hennepin.us

Community members prepared to speak up about anti-immigrant views

Successful Practice: Barcelona created an anti-rumor campaign

In 2010, the city council in Barcelona, Spain started an “anti-rumor campaign” to prevent racism and develop positive intercultural existence. By taking on racial stereotypes and giving people tools to have conversations about migrants, residents are working to decategorize migrants and begin the process of mutual differentiation. The way they have set up their program is to first identify and analyze the main stereotypes, then build a network of social actors and finally to implement an education strategy to counteract those stereotypes. The city has trained over 350 anti-rumor agents to counter prejudice.

Using which theory of inclusion: Decategorization and Recategorization

For more information: <http://www.antirumores.com/eng>

Provide opportunities to shadow community leaders

Successful Practice: Citizen’s League Capitol Pathways Internship Program

Sometimes getting in the room is half the battle. In Minnesota, many leaders have espoused the importance of diversity and yet the legislative committee rooms and the halls of the State Capitol are still a place with mostly white faces. A Minnesota non-profit called the Citizen’s League started the Capitol Pathways Internship Program on the premise that in order to have a strong state, Minnesota government and the people who run it must be representative of the diversity of the state. This program seeks to be intentional about ensuring there is diversity in the halls of power. This program matches immigrants and minorities with willing organizations in order to build relationships with

leaders, gain exposure and build their resume. Interns are housed in legislator's offices and advocacy organizations working on many public policy ideas.

Using which theory of inclusion: Mutual Differentiation

For more information: <http://citizensleague.org/minnesota-capitol-pathways-2016/>

Taking a walk – together

Successful Practice: Encouraging people to walk together in communities

How could taking a walk be a successful practice? Some of the simplest ideas can be the most powerful in tearing down assumptions. Cities around the world promote simple walking tours as way to build experiences together and for new residents to get to know their new city. In the Netherlands, the city organizes walking tours of markets, businesses and places of worship. The local school board in Toronto, Canada takes walks with teachers in immigrant neighborhoods on "Community and Faith Walks." These walks provide experiences for teachers to learn about immigrant communities.

Using which theory of inclusion: Decategorization

For more information: <http://citiesofmigration.ca/wp-content/uploads/2012/03/Practice-to-Policy.pdf>

Keeping the conversation going between police and new immigrants

Successful Practice: Minneapolis outreach to Somali Community

Building trust between immigrant communities and police can be one of the most important relationships during the first few years when a new migrant enters a community. This can be a difficult relationship to solidify because the migrants may have certain expectations of protection while having a whole new set of laws to live under. One platform that has worked well for Somali immigrants in the past has been "Monthly Police-Somali Community Dialogues." These have been between the Confederation of the Somali Community in Minnesota (CSCM) and the Minneapolis Police Department. At some meetings, the police will talk to elders about crime within the Somali community. Other times, immigrants will bring up concerns about community policing. Many of these meetings would include special guests and presentations. Throughout it all, people built greater knowledge and respect for each other by simply listening to each other's needs.

Using which theory of inclusion: Decategorization and Recategorization

For more information:

<http://www.rwjf.org/content/dam/farm/reports/reports/2006/rwjf13807>

Successful Practices in Libraries, Parks and Recreation Facilities

Using libraries as a catalyst for learning more about diversity

Successful Practice: Danish library giving space for people to tell their story

In many communities, libraries have become places to gather. In many places they are the centers of the community. Programs of all sorts are offered at libraries around the world including literacy programs. In Denmark, they took it one step further by starting the “Living Library” movement. Instead of reading a book, students are asked to prepare books by presenting their life stories. Examples have been popping up all over the world including the United Kingdom, Portugal, and the United States. Telling your story and having others listen helps to break down misconceptions and build strong bonds.

Using which theory of inclusion: Decategorization and Recategorization

For more information:

<http://citiesofmigration.ca/wp-content/uploads/2012/03/Practice-to-Policy.pdf> and <http://publications.mcgill.ca/reporter/2012/01/living-library-event-inspires-human-books-to-tell-their-stories/>

Parks are catalysts for playing together and integration

Successful Practice: New York, Barcelona and Minneapolis using parks as a way to ensure community is inclusive

Parks have changed over time to be reflections of the neighborhoods around them. Many major cities have examples of parks changing to meet the needs of their communities. In New York, they have special outreach programs to immigrants, diversity training for park employees, a wider selection of food and programs designed with immigrants in mind. Currie Park, in the heart of one of Minneapolis’ migrant neighborhoods, has gone through many iterations. In 2002-03 the baseball field was replaced with a soccer field in recognition of the growing Somali community. In the most recent master plan, they plan on expanding to two soccer fields when the park is reconfigured again. The design of our public spaces in order to ensure people have a place to gather respects the changing diversity of our communities.

Using which theory of inclusion: Mutual Differentiation

For more information: <http://citiesofmigration.ca/wp-content/uploads/2012/03/Practice-to-Policy.pdf> and https://www.minneapolisparcs.org/_asset/fs16oc/South-Service-Area-Master-Plan_2016.06.16_Web_CH4a.pdf

Successful Practices in Faith Communities

Faith communities reaching out to other faith communities

Successful Practice: Minnesota Council of Churches “Blessed Ramadan signs”

Minnesota Christians are placing signs in lawns and next to churches that read “to our Muslim neighbors, Blessed Ramadan.” Since Minnesota Christians and others have been placing “To Our Muslim Neighbors: Blessed Ramadan” signs in their yards the response has been encouraging. They have been joined in this effort to be peacemakers by congregations in New York, Washington, Rhode Island and Kentucky. Muslims have walked into churches to say “thank you,” flowers and notes of gratitude are being left on porches, and people’s attitudes are being changed.

Using which theory of inclusion: Mutual Differentiation

For more information: <http://www.mnchurches.org/newsandevents/blog.html>

Faith communities reaching out to other faith communities

Successful Practice: Trinity Lutheran Congregation "Safe Place: Homework Help"

One Christian faith community in a Minneapolis neighborhood with a growing Muslim population wanted to reach out but didn’t know quite what to do. It saw a need for after-school activities and especially homework help. Many students go home to parents who don’t speak English which can make it difficult to help their child with homework. Trinity Lutheran Congregation decided to offer a safe place after school for neighborhood kids to come and do their homework. Not only does it offer an opportunity for members to learn from migrant youth, it also provides a place where kids can get help with their homework. This is not a place where students feel pressured by proselytization. Through this partnership, strong bonds between migrant youth and some of the older community members are growing.

Using which theory of inclusion: Decategorization and Mutual Differentiation

For more information: <http://www.safeplacehomeworkhelp.org>

Finding places for meaningful dialogue with other faith groups

Successful Practice: “Respectful Conversations” Project of the Minnesota Council of Churches

Sometimes people would rather just keep to themselves than engage in a conversation that may be emotional or make them feel vulnerable. The Minnesota Council of Churches has tried to find a way to have the difficult conversations with people who disagree. They started an initiative called “Respectful Conversations.” These conversations are “designed not to change minds, but soften hearts.” Using that frame of mind, they are able to find an authentic way for people to be heard without the necessity to be right. Since 2012, over 2,000 Minnesotans have participated in over 80 Respectful Conversations on topics ranging from the racial implications of religious art and Muslim/Christian dialogues on global security. This is an opportunity for migrants and

non-migrants to be respected, heard, and build greater trust. On average, 70% of participants report that "I have a stronger sense of empathy for those whose viewpoint is different from my own" and over 95% agree that they felt listened to.

Using which theory of inclusion: Decategorization and Recategorization

For more information:

<http://www.mnchurches.org/respectfulcommunities/respectfulconversations.html>

Inclusion of faith backgrounds in the community

Successful Practice: Joint Religious Legislative Coalition

In 1971, faith groups in Minnesota joined together to bring vision and wisdom to the public realm for the well-being of Minnesotans under a new organization called the Joint Religious Legislative Coalition (JRLC). It was the first such organization in the United States. Originally, that group consisted of Christians and Jews. Eventually, it was expanded to include all of the major Abrahamic faiths – Christians, Jews and Muslims. JRLC is authorized and governed by appointees from the Minnesota Catholic Conference, the Minnesota Council of Churches, the Jewish Community Relations Council of Minnesota and the Dakotas, and the Islamic Center of Minnesota. At the time Muslims were added to the organization they represented a small slice of all people of faith in Minnesota. Yet, their inclusion has opened many doors for honest and productive dialogue that has enriched all communities. JRLC advocates for issues including welfare reform, housing, health care, human rights, criminal justice, environmental stewardship, tax policy, gambling, economic justice, bias crimes, and other policy areas.

Using which theory of inclusion: Mutual Differentiation

For more information: <http://www.jrlc.org/>

Successful Practices for Educational institutions

Getting students walking to school together

Successful Practice: City of Auckland, New Zealand Walking School Bus

The bus stop was always a gathering place for diverse people to come together. Many schools are encouraging more physical activity. Yet, with security concerns many parents are worried about their children's safety on long walks to schools. The City of Auckland, New Zealand has used a walking school bus to not only get students active but also to get neighbors working together. In these walking school buses, they set a route and then have children walk to school together - inviting more students to join in the walking as they get closer to school. In New Zealand, this has helped families connect and become better neighbors.

Using which theory of inclusion: Decategorization

For more information: <http://citiesofmigration.ca/wp-content/uploads/2012/03/Practice-to-Policy.pdf>

School readiness for new immigrants

Successful Practice: Benson, North Carolina Migrant Education Program

Some immigrant children move more frequently than other children and have language difficulties according to the leaders in Benson, North Carolina. In response, they set up a migrant education program to help New Americans meet high academic challenges. This program provides high quality supplemental support services and fosters coordination among schools, agencies, organizations, and businesses to assist migrant families. Providing enough ESL courses also helps to ensure migrants can fully integrate into host communities.

Using which theory of inclusion: Mutual Differentiation

For more information: <http://www.dpi.state.nc.us/mep/> and <http://www.rwjf.org/content/dam/farm/reports/reports/2006/rwjf13807>

Recommendations for the Global Friends Coalition

Our recommendations to decrease discrimination and increase inclusion of New Americans in the Grand Forks community are based on the literature provided in this report. We feel it is important for strategies to influence decategorization, recategorization, and mutual differentiation. We also see the importance of increasing the community's value of diversity. Strategies for decategorization and recategorization are similar, as are the strategies for mutual differentiation and increasing the value of diversity. As a result, we will be discussing them in those groupings. In addition, we will refer to the successful practices discussed previously in this report. It should be noted that these references are meant to be examples of actions based on the theories discussed in our literature, rather than specific suggestions for Global Friends and the broader community. Our hope is that Global Friends will use this information to further understand how to best impact the inclusion of New Americans into the Grand Forks area, and develop tactics that are varied and multifaceted, and utilize the connections and influence of various stakeholders within the Grand Forks community.

1.) Continue Collaborating with Stakeholders (individuals with high interest, influence, or power)

A successful campaign to foster inclusion, decrease bias and perceived threat, increase the cultural competencies of individuals, and increase the community's overall value of diversity will need to be a collaborative effort by many stakeholders. In addition, the benefits of these strategies will likely take years to be fully actualized. However, if members of the Grand Forks community can strategically engage in tactics that have proven to be most effective in increasing inclusion and decreasing bias, while at the same time valuing diversity of cultures, Grand Forks has an opportunity to create a cohesive, strong, and vital community and prevent corrosive divisiveness.

The Global Friends Coalition would benefit from partnering with others, such as Lutheran Social Services and the Immigrant Integration Initiative, to assess who in the community would like to be involved in, or has the influence and opportunity to increase inclusion of New Americans. By reaching out to these individuals (or organizations) and partnering with them, Global Friends can begin the process of educating on inclusion practices. This is important for organizations that are more task focused, as well as those that offer interpersonal interactions.

2.) Utilize task based and interpersonal interactions to encourage decategorization and recategorization

We recognize that Grand Forks community members likely have a variety of opinions about New Americans and a range of desires to challenge their biases and stereotypes. As such, there cannot be a “one-size fits all” approach to influence decategorization and recategorization. We know that bias is decreased most effectively when there is personal interaction. And we also know that a person’s willingness to voluntarily have a personal interaction with a New American, will largely be based on their desire to increase their awareness and learn more about this new community member. These strategies will need to be different than the strategies for individuals who are indifferent, and for those who are uninterested in increasing their knowledge of New Americans. We will discuss strategies in these clusters.

As not all individuals will be interested in interactive opportunities and may have more deeply rooted biases, the strategies that will be most effective for this group will be heavily task focused. These tasks do not need to be completed together and can have limited or no interaction, but they should share a mutually desired end goal that is dependent on the others completion of their task. An example includes, planting trees in a local park in order to increase shade. One group digs the holes, while the other plants and waters the trees. Lastly, one of the best ways for individuals to have a task focused non personal, yet cooperative interaction with one another is to be a member of the same sporting team. As such it could be valuable for the community to invest in soccer fields, as this is a global sport. This investment will reach maximum benefit if efforts can be made for New Americans and long-term residents to play together on the same team. This is particularly important for youth, as it will help increase inclusion of the Grand Forks area for years to come.

For individuals who are more indifferent to learning about New Americans, the strategies should be more task focused, but with an interactive element. This will allow individuals who are not actively interested in increasing their awareness, to do so passively, which research shows is effective to decrease bias. Tasks can include community projects, as well as participation on sports teams (or other hobbies).

Personal interactions are most effective to decrease bias and increase inclusion. However, participants have to be motivated to engage in these interactions. Logic states that these individuals already have an interest in learning more and increasing their awareness. As such, this group of people will respond positively to opportunities to interact on a more intimate level. Some individuals may be highly motivated and interested in opportunities that are interactive and supportive in an ongoing manner, such as “host families,” while others may find that structured “getting to know you” activities are

desired. Examples include, “Respectful Conversations” as described previously, or “potluck dinners” which allow opportunities to meet many different people in an intimate setting, while also challenging hierarchical power dynamics often seen when one person hosts dinner for others. Lastly, this group may seek out educational opportunities to learn more about their new community members. We’d recommend that Global Friends have resources and opportunities available for these individuals to learn about the cultures of New Americans.

To most effectively provide a variety of opportunities for interactions and task completions, Global Friends will have to work closely with other organizations, public and private agencies, and other stakeholders. To help decrease bias within the community on a large scale, opportunities for interaction need to be widespread, consistent, and varied.

As opportunities are provided for these two demographics (motivated and indifferent individuals), a public awareness campaign, such as the “I am more than...” strategy discussed previously, is likely to have a greater impact. It should be noted that a public awareness campaign meant to reinforce recategorization efforts will have maximum effectiveness if it is part of wider strategies meant to increase interactions between the in-group and out-group.

3.) Start a marketing campaign that reinforces mutual differentiation and the value of diversity

To impact mutual differentiation and increase individual’s value of diversity, we see benefit in a marketing campaign that partners with people, businesses, organizations, and institutions that already place a high premium on diversity. Bumper stickers such as “I value diversity” or “Good Neighbors Come In All Colors” could be helpful to create a visual presence of support. In addition, we see the benefit in “Cultural Safe Space” stickers for businesses, organizations, and institutions who are committed to nurturing cultural respect and combating discrimination that occurs within their walls or property. These campaigns are similar to “safe zone” projects used to help LGBTQ youth and adults find places where they can feel confident they’ll experience support rather than discrimination. These “safe zone” projects usually involve an opportunity for increasing one’s competency of the marginalized group, and we would suggest that Global Friends develop something similar (Bolger & Killermann, N.D).

In addition, the MN Council of Churches has launched a successful Ramadan respect and awareness campaign, as discussed previously. We recommend that Global Friends

partner with local progressive faith communities who would be interested in working together to increase the religious and cultural competencies of their parishioners.

4.) Build and Sustain Good Media Relations

Lastly, we see good relationships with the media as being instrumental in helping shape a positive image of New Americans, and the efforts individuals, businesses, organizations, and institutions are taking to help build cultural competency and inclusion. It is vital to help balance the inevitable stories of discrimination that occur, such as the fire to the Somali owned, Juba Coffee House and Restaurant, and any reports of crime perpetrated by a New American (which is also an inevitability, as law breaking can occur in all demographics). The more local media can report on successes and positive ways the community are coming together, the more they will shape a public dialogue about and build a social norm of inclusion. It is helpful to invite the media to events, where they can discover stories of interest.

Limitations of the Report

In preparation for the publication of this report, our group listened to the leadership of the Global Friends Coalition and others within the community and read public and private reports of Grand Forks residents reacting to a changing community. Our report intended to build on those reports to give both theoretical and practical tools to become a more welcoming and inclusive community.

However, our group does not claim to be experts on the discrimination experienced in Grand Forks nor have complete knowledge of works ongoing in Grand Forks to decrease discrimination and promote inclusion. While some of our group members have been to Grand Forks, our descriptions are based on the accounts of others and are not based on a short or long term immersion into Grand Forks by our research group. We also do not claim to know the extent to what practices or recommendations groups like the Immigration Integration Initiative have already started to champion.

We applaud the efforts of the Global Friends Coalition and the Immigration Integration Initiative in taking tangible forward looking steps in decreasing discrimination and increasing inclusion. It is our sincere hope that our recommendations can help to bolster their ongoing work. If our recommendations or naming of successful practices overlap with existing efforts, our lack of reference or attribution of that work should not be seen as a slight to those existing efforts. It merely shows a limitation of this report.

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Appendix A



Corresponding Successful Practice: Lakeshore Ethnic Diversity Alliance

One of the program offerings by the Alliance included an awareness campaign featuring a bumper sticker.

Using which theory of inclusion: Decategorization and Mutual Differentiation

For more information: <http://www.ethnicdiversity.org/>

Appendix B



Corresponding Successful Practice: MN Dept. of Revenue Diversity and Inclusion Campaign

One example of a tool that was used was the “I am Revenue” posters shown above that not only categorized the person as to what everyone perceives them as, but other suggestions on how to engage with them.

For more information: Contact Karly Turner (Equity and Inclusion Officer) at karly.turner@state.mn.us