

OUTREACH INCENTIVE GRANT FUNDING: END-OF-YEAR PROJECT REPORT

Title of Proposal: _Using Sport, Recreation, and Exercise for Community Development_____

Your Name: ___Dixie Thompson_____ Project Date: ____AY 2010-11_____

Additional project support received from other university or external sources:

Source	Amount	Title
Dept of KRSS	\$6,000	Instructor Salary (Huffman – Fall 2010 & Spring 2011)
Dept of KRSS	\$4,500	Instructor Salary (Hillyer – Fall 2010)
Corporate Sponsors	\$1,505	Support cost of Knox Kicks Event
Individual contributors	\$660	Support cost of Knox Kicks Event
Community Partners	????	Transportation
Community Partners	????	Discounted food for events

Please use this sheet to answer each of the following questions about your project (1-2 pp total)

1. **ASSESSMENT:** How did this project document or assess its engagement with the community?

Assessment was a key component of this Service-Learning class. The following assessments were conducted:

- Qualitative interviews with 10 Iraqi refugees
- Exit interviews with 35 students
- Four qualitative interviews with community partners – resettlement agency, ESL institute, 2 individual sponsors

2. **PARTNERSHIP/RECIPROCITY:** How did the university and community work together?

From the beginning the instructors and students in the class worked with the Iraqi families to plan the year's events. Example, the Iraqi women expressed a need for a culturally appropriate place to exercise. Students identified a local church willing to provide a place for holding an exercise class. This weekly class created an opportunity for a cultural exchange of dance and exercise experiences. Another example of cooperative exchange was the planning of the final event, Knox Kicks World Cup. For this event, the students and Iraqis worked together to plan the event, recruit participants, and work at the event itself. This class demonstrated that UT students can work alongside of individuals from the community and in cooperation with community partners to have a positive impact in the community.

Community partners provided transportation to the various events, provided translation as needed, and hosted the Thanksgiving celebration.

3. **BENEFITS:** What were the benefits (University/community) of this partnership?

Students were given an opportunity to apply discipline-specific knowledge in ways that would enhance their learning while positively impacting the community. They were given a cross-cultural experience without the need to travel to a foreign country. Students were given a chance to develop a deeper appreciation for the struggles of individuals from refugee communities.

Individuals in the Iraqi refugee community were given opportunities for social inclusion, knowledge about the Knoxville community and American culture, and resources that addressed their exercise and recreation needs. These individuals benefitted from gaining knowledge about their holistic health, information from job fairs, and increased their aptitude in conversational English. Given that only 2.5 caseworkers are assigned to approximately 3000 Iraqi refugees in Knoxville, the need for people to work with them is great.

4. **SHARED DECISION-MAKING:** Did the community have a "voice" or role for input into this project?

From the beginning this service-learning class viewed the Iraqi refugees families as partners in this experience. The self-identified needs from the Iraqi families were determined during two weeks of exchanges with

approximately 50 families. This work set the course and helped identify the events for the entire year. The women's exercise class (described above) is a prime example of the shared decision-making inherent in all aspects of the class. Other needs expressed by the community included: safe spaces and opportunities for children to play, social inclusion for families at sporting events, and soccer as a sport that could be used to bring members of diverse communities together.

5. **SCHOLARSHIP:** Are there any examples of faculty scholarship that will be informed by this project?

Ashleigh Huffman's doctoral dissertation will revolve around this work. Because UT is one of 11 universities world-wide to participate in developing a toolkit for how to use sport to build bridges in communities, a publication from this work will be presented to the United Nations High Commission for Refugees. We anticipate that multiple peer reviewed manuscripts will ultimately come from this work.

6. **CONCLUSIONS:** What conclusions and best practices can be drawn from the partnership?

KRSS students can use their discipline-specific knowledge to make a difference in this community. Students expressed a true appreciation for the opportunity to use their knowledge in this way. There is a need for a continuation of this work.

In terms of best practices, it is clear that a shared sense of ownership (cooperation, shared decision-making) is imperative for this type of activity to be successful. UT (students, faculty, administrators) has to work cooperatively with community partners and with the community in need. There is a great need for flexibility and adaptability as projects evolve.

7. **FUTURE PLANS:** What are the future plans for this partnership?

Dr. Ashleigh Huffman will join the Department of Kinesiology, Recreation, and Sport Studies as a clinical assistant professor for academic year 2011-12. She will continue the work with the Iraqi families in Knoxville. Additionally, the department will look for ways to expand this type of work to the broader community. We plan to establish the Center for Sport, Peace, and Society to ensure the continuation of this work.