

Building A Meaningful Mentoring Program With And For Black College Athletes At A Predominately White Institution

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Project Overview

In our proposal, we identified that the ***primary aim was to first identify and recognize the mentoring needs of our Black athletes and then establish a mentoring program***, which will provide infrastructure to support an integrated network to serve as mentors for these Black athletes (Knight Commission on Intercollegiate Athletics, 2021; call to action 3.2; 4.1). A ***secondary aim was to examine the overall experience of the Black athlete at Elon***. Understanding mentor networks and mentor needs of Black athletes fits well within our institution's current strategic plan.

Implementation

We will outline the four phases of our project. **Phase I** was to examine the experiences of current Black athletes at Elon. We were interested in their mentoring networks, as well as their experience on a Predominately White Institution. **Phase II** of the project was to find out information from former Black athletes about their mentor networks while at Elon. **Phase III** was to enhance pre-existing mentoring programs and begin developing mentoring programs targeted at Black athletes. The **Phase IV** will discuss some of our thoughts for the future for our work at our institution.

Phase I - Mentoring Current Black Athletes

In an attempt to better understand the experience of Black athletes, we administered a survey to all athletes that identified themselves as Black or multiracial in the spring of 2022 through early summer 2022. We then also conducted a survey of Black students in the spring of 2023 as a comparison group. The initial survey asked questions about mentorship (e.g., characteristics of mentors & who are their mentors), as well as questions about their experiences on campus (e.g., integration on campus, belonging, wellbeing and experience as a Black student and athlete). For the non-athlete group, we took out questions that focused on the student-athlete experience. From this initial work, we identified a Black female athlete who worked with us in the summer and fall semester 2022 on various aspects of the grant. During this time, she conducted focus groups to ask Black athletes about their experiences with mentors on campus and was specifically interested in how Black athletes can or need to self-advocate to identify mentors.

Survey Research

Our initial survey was fully completed by 30 Black athletes (20 males). When separately looking at peer mentors and staff and faculty mentors some interesting results appeared. The composition of peer mentors was mostly Black (59%) and involved in athletics (89%). See Figure 1 below for more detailed information about who is mentoring Black Athletes and Non-athletes.

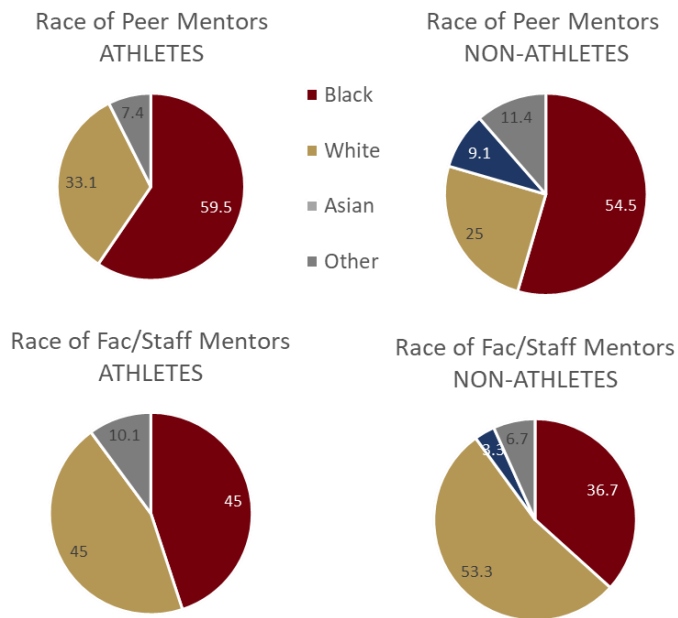


Figure 1. The Race Of Peer And Fac/Staff Mentors Identified By Athletes And Non-Athletes

The types of support that were identified included: 1) Athletic; 2) Personal; and 3) Academic. When looking at staff and faculty on campus, 41% of those identified were Black and 81% were involved in athletics. The two primary types of support seeking were: 1) Athletic; and 2) Academic. See Figure 2 for a more detailed explanation, including non-athletes.

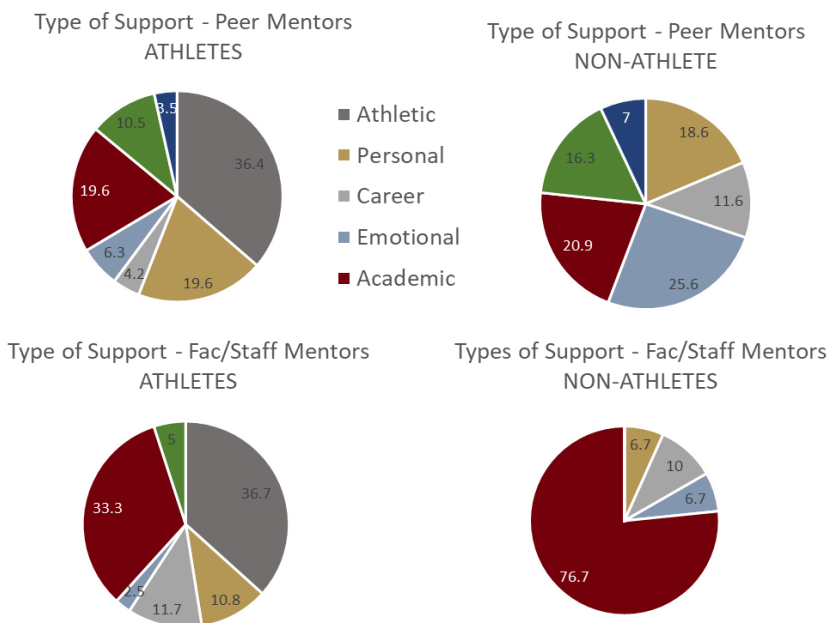


Figure 2. Types Of Support Provided To Athletes And Non-Athletes By Peer Mentors And Fac/Staff Mentors.

Interestingly, 87% of the Black athletes viewed themselves as mentors and rated that they had similar strengths in characteristics as they rated for people they seek out as mentors. However, the open ended question about why they did **not** see themselves as mentors had answers from most participants. These answers highlighted discrepancies. The characteristics they lacked to be mentors (e.g., age, confidence, knowing resources, training) were not important characteristics for mentors they seek out; so an interesting disconnect. ***It does emphasize opportunities to support our student-athletes as mentors by providing tools, language, and resources so they can gain confidence and experience. It also emphasizes the importance of understanding the breadth of support people need and different models of mentoring that can provide that.***

Some take-aways findings:

- Most Faculty/Staff mentors of athletes were athletic coaches or advisors
- The types of support from Faculty/Staff mentors was primarily academic or athletic for both Athletes and Non-Athletes
- Peer-mentors for athletes provided a significant amount of athletic support and additional supports compared to non-athletes
- Athletes have some built in supportive mentor structures, but feedback given in focus groups suggested they would like more interaction and opportunities for mentoring from faculty.
- Additionally, athletes, while they consider themselves mentors, do not feel prepared to be effective mentors. These results give our program very tangible program infusion and implementation strategies.

Initial analyses of other items that we asked related to integration on campus, belonging and experiences as a Black athlete on a predominately White institution. Overall the responses to these items were generally positive in that ***Black athletes felt that they belonged at the institution, had been able to make close personal relationships, and had a good academic experience while on campus.*** Additionally, there were no major concerns identified concerning being a Black athlete at a predominately White institution. This was different from what Black students on our campus said (See Figure 3 below, but also summary).

Some main findings from the survey data across athletes and non-athletes:

- Minority status stress scale scores were lower in athletes compared to non-athletes
- Well-being scores were higher in athletes compared to non-athletes
- Identity, discrimination, and institutional integration scores were similar for athletes and non-athletes
- While this data gives some small insights, focus group data suggests that while athletes have mentors, they do identify wanting to connect with faculty, staff, and alumni beyond athletes for mentoring support..
- The cohorted experience of Black athletes at a PWI is positive in providing mentors related to the program and supporting athletes.
- ***Elon has a strategic goal to support holistic mentoring constellations for every student. This data will support considerations for Black athletes and elevate athletics as a model for our campus.***

Mentoring Relationships in Black-identifying Students and Student-Athletes

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Department of Exercise Science



INTRODUCTION AND PURPOSE

Mentoring relationships have been shown to be an important tool for undergraduate student success and satisfaction. These relationships can be integral for campus communities especially for underrepresented student groups. For students of color at Predominantly White Institutions (PWI), there may be additional barriers to finding meaningful mentors, both among peers and among faculty/staff. Lack of mentoring for these groups of students has negative effects on aspiration and attainment (Davis, 2007). Holistic peer mentoring has positive effects on well-being, social integration, and cultural support (Ward et al., 2012). Mentoring, in the context of this study, is defined as individualized, developmental relationships (between faculty, students, community members and/or professional staff) that promote multi-faceted learning/growth and are experienced as reciprocal and mutually beneficial (Vandermaas-Peeler et al., 2022).

The purpose of this study was to examine mentoring holistically at a PWI for both Black-identifying college students and Black-identifying student-athletes, with comparisons drawn between these groups to determine who mentors are, where they are found, what support they provide and how mentoring affects other elements of Black student's experiences.

METHODS

Participants:

- 37 Black collegiate student-athletes
 - 25 male-identifying
 - 12 female-identifying
- 13 Black students (non-athletes)
 - 11 female-identifying
 - 2 male-identifying

Protocol: An email was distributed to collegiate student-athletes with an attached link to a Qualtrics survey. The survey included questions on demographics, well-being (WHO-5), experiences with discrimination (Everyday Discrimination Scale), identity (Multidimensional Inventory of Black Identity), self-silencing (Silencing the Self Scale), motivation towards sports and academics (Student Athletes' Motivation Toward Sports and Academics Questionnaire) and questions about peer mentors and faculty/staff mentors. A second Qualtrics survey was distributed to non-athlete Black students, with the same measures, excluding the SAMSAQ and adding in a sense of belonging scale. This survey was distributed via email and through flyers.

RESULTS AND DISCUSSION

Student-athletes and students scored similarly on most identity measures, except for athletes scoring higher on the well-being index. Athletes find mentors in athletics primarily, 81% of peer mentors were involved in athletics.

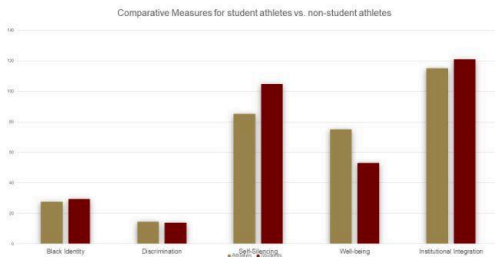


Figure 1: Total scores on comparative measures

Mentoring Others

Students and student-athletes both noted their wariness to be a mentor to others

Student: *I don't feel like I know enough about the world or how to navigate myself in it to help someone do the same.*

Student-athlete: *I'm still learning in a lot of ways and I'm not quite ready to show other players the way just yet. I definitely try to give advice where I can but wouldn't call myself a "mentor."*

	Student-Athlete (peers)	Non-student athletes (peers)	Student-athlete (fac/staff)	Non-student athletes (fac/staff)
Race of mentor				
Black	59.5	54.5	45.0	36.7
White	33.1	25.0	45.0	53.3
Asian	-	9.1	-	3.3
Other	7.4	11.4	10.1	6.7
Type of support				
Athletic	36.4	-	36.7	-
Personal	19.6	18.6	10.8	6.7
Career	4.2	11.6	11.7	10.0
Emotional	6.3	25.6	2.5	6.7
Academic	19.6	20.9	33.3	76.7
Social	10.5	16.3	5.0	-
Cultural	3.5	7.0	-	-

Table 1: Percentages of race of mentors and type of support given to participants

Main Findings

- Black student-athletes are finding mentors through athletics which may indicate that student athletes have an easier time finding mentors.
- Both students and student-athletes are finding peer mentors within their racial group, but faculty and staff mentors are majority white for non-student athletes.
- The faculty and staff mentors that athletes named have more areas of support covered, with 7 support domains indicated, versus only 4 for non-student athletes' faculty and staff mentors.

Figure 3. Poster presented at Elon's Spring Undergraduate Research Forum (SURF) 2023

Focus Groups

Late in spring semester 2022, we identified a Black female athlete to be a co-researcher and work on the project. After reviewing literature, she became interested in the concept of self-advocacy and how it might be useful to think about for students to build mentoring relationships. Self-advocacy is defined as the ability to communicate one's needs and wants and to make decisions about the support needed to achieve them. ***Pillars of self-advocacy include: 1) knowledge of self (understanding one's preferences, goals, learning styles, strengths, weaknesses, accommodation needs), 2) knowledge of rights, 3) ability to communicate, and 4) ability to be a leader.*** Self-advocacy is a skill learned from families, educators and peers. It is a valuable skill used for seeking, formulating, and navigating valuable mentoring relationships that enhance one's college experience. Studies show higher levels of self-reported self-advocacy skills produce higher levels of adaptation to college. To explore this concept, she conducted five focus groups of 20 Black athletes from football, basketball (men's and women's), and track and field (women's). From these focus groups she has found a few themes. ***First, Black athletes seem to want mentors to be developed through genuine interest and less interested in being forced into these relationships. Second, many athletes identified coaches and athletics staff to be mentors. Finally, there was great interest in developing mentoring relationships with faculty on campus.*** While these are preliminary analyses of the focus groups, it does provide some interesting considerations when thinking about ways to support how student-athletes develop mentoring relationships. See Figure 4 for a poster presented on our campus for this work.

BACKGROUND

The Black student-athlete population is a unique group with diverse needs. Assistance with these needs can be met through the formulation of mentoring relationships. **A mentoring relationship is defined as a relationship that promotes academic, social, personal, cultural, and career-focused learning and development in intentional, sustained, and integrative ways in an individualized manner.** Examples of mentors include faculty, staff, friends, coaches, and family.

Self-advocacy is defined as the ability to communicate one's needs and wants and to make decisions about the supports needed to achieve them.

Pillars of self-advocacy include:

1. knowledge of self (understanding one's preferences, goals, learning styles, strengths, weaknesses, accommodation needs),
2. knowledge of rights,
3. ability to communicate, and
4. ability to be a leader

Self-advocacy is a skill learned from families, educators and peers. It is a valuable skill used for seeking, formulating, and navigating valuable mentoring relationships that enhance one's college experience. Studies show higher levels of self-reported self-advocacy skills produce higher levels of adaptation to college.

PURPOSE

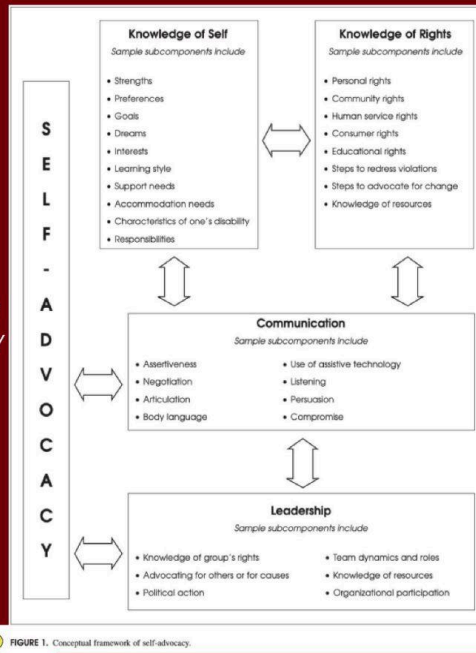
The purpose of this research is to gauge the current climate of mentoring relationships and self-advocacy skills among Black student-athletes on Elon University's Campus. To determine what type of mentoring relationships currently exists, how they were formed, and use past mentorship experiences as means for guidance to form these valuable relationships at Elon moving forward. Determining the needs of these students is critical so that the proper efforts are made by Elon University faculty to best support their experience.

IMPLICATIONS

Existing mentorship programs lack cultural relevance and ways to speak to specific populations in a meaningful manner. Therefore, we must determine the most effective ways to communicate with and support Black college athletes by teaching them to self-advocate in formal mentoring relationships in order to make them long-lasting and prosperous for the mentor and mentee.

MENTORING RELATIONSHIPS & SELF-ADVOCACY

Conceptual Framework of Self-Advocacy



A mentorship constellation allows one to seek the aspects to the left from a variety of individuals with different levels of expertise. This is the most beneficial form of mentorship as the mentee receives diverse perspectives, and all responsibility is not placed on 1 individual mentor.

A special Thank You to all Elon student-athlete participants!

FOCUS GROUPS

Five focus groups were conducted to explore this concept, including 20 Black athletes from football, men's and women's basketball, and track and field. These student-athletes were asked questions to understand their experience as well as their knowledge of constellation mentoring (the use of multiple mentors simultaneously who provide comprehensive support of a specific need) and self-advocacy (the ability to communicate one's needs and wants and to make decisions about the supports required to achieve them.)

FINDINGS

General themes found included:

- Student-athletes defined a mentor as one who takes a genuine interest, is an inspiration, and is consistent and honest.
- Student-athletes find the idea of self-advocacy intriguing but struggle with it as many value acquiring mentors who have gender, race, or interests in common.

RELEVANCE OF THEMES

- While for many student-athletes, coaches filled the mentor role, athletes desire a greater amount and deeper connection with their professors. For many student-athletes, coaches were their primary mentors throughout their academic and athletic experience due to accessibility. Student-athletes desire a connection with their professors, not strictly related to their sport. So that these connection can provide personal growth outside of athletics as well as be more prosperous and long-lasting, also providing career development.
- There seems to be a disconnect between student-athletes and faculty on identifying factors like gender, race & interest in the Predominantly White Institution setting making self-advocating to form mentoring relationships more frightening to student-athletes.



Formulation of mentoring relationship as a Black college athlete contributes to personal and interpersonal student-athlete development. This creates more well-rounded individuals and improves career readiness.

Figure 4. Role of Self-Advocacy in Black Athlete Mentor Constellations

PHASE II - Mentoring Experiences of Former Black Athletes

In October 2022, we finalized the survey to send out to Former/Alumni Black athletes. After considering the work happening on our campus around mentoring and that our student had been doing in the summer, we decided to focus our alumni survey on mentoring that occurred while at Elon. Unfortunately, some of our efforts to initially begin data collection had some problems, we have only recently started recruitment of subjects and have only 10 participants for our survey. Therefore, we don't feel comfortable sharing those findings. We have continued to think through the best way to collect this data and have hit some roadblocks. However, we know this is an important part of our future plans and will continue to work with athletics and our alumni office on ways to do this.

PHASE III - Integration of Mentoring in Athletics

In Spring and Fall of 2023, we started to work with athletics on ways to integrate mentoring into pre-existing programs and initiatives that they were already doing. We realize that much of this work is happening on our campus already, but if we can continue to intentionally layer in mentoring content, it will benefit our Black athletes.

First, during summer we had conversations with the person who coordinates the Elon 1010 course. This is a required course of all first year students in the fall semester. Currently, Elon student-athletes are cohorted into different sections of the course and the course is taught by Athletics staff and administrators. The purpose of this course is academic advising, career development and orientation to our institution. This seems an ideal place to introduce student-athletes to the concept of mentoring and how to build mentoring relationships. At our meeting, we discussed how mentoring could be incorporated into the curriculum and the plan was that 1-2 sessions of the course would focus on mentoring, specifically thinking about building mentoring networks and constellations over the four years at Elon.

Second, Elon currently has the Phoenix Leadership Academy that targets leadership development across sports. This would be another ideal place to continue to emphasize the importance of mentorship and how to build mentoring networks and constellations. One of our co-investigators is involved in this program and has advocated for more intentional discussion about mentoring and mentoring constellations to be brought into this space. This is also a place in which intentional mentor development can happen to help these athletes think about themselves as peer mentors. We have identified that many of these students want to be leaders and possess the skills; they just need to be developed.

Third, Elon football for the past few years has hosted a networking event in February. This is an event where they bring back alumni to network with current football players. We worked with one of the athletics staff who organizes the event. They integrated discussion around mentoring into this event and the importance of building relationships. The purpose was to give skills to our student-athletes to continue building these mentored relationships. This event was recently

expanded to other sports and I think is a good way to help students build the skills necessary to enter into mentoring relationships.

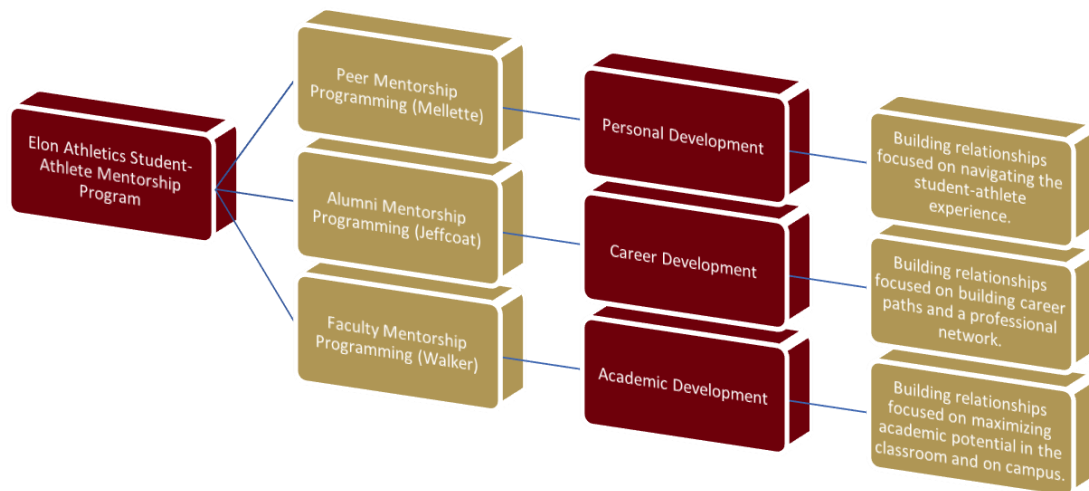
Finally, two of the faculty members on this grant and two of the alumni researchers that were recruited were asked to serve on the university's committee to complete the NCAA Diversity, Equity, and Inclusion Review Framework. This was an opportunity for us to share the knowledge we had gained as a result of our work on the grant, but also to become more acquainted with what is happening in our athletics department. Hopefully this report will be used to work synergistically with the efforts of the athletics department in the upcoming years.

NEXT STEPS - PHASE IV

We are happy with the work that we did as a result of this Knight grant, but we hope to continue the momentum we have and deepen the programs we have intervened and the relationships we have built. Despite the good work that is currently happening on our campus, we still would like to enhance our efforts around mentoring for our Black student-athletes. We hope to build three new programs: **1) alumni peer mentoring program; 2) peer student-athlete mentoring program; and 3) developing a faculty mentoring program for Black athletes.** From the data that we have collected so far, it is obvious to us that these programs are currently lacking, but fit well within the current efforts of our institution to help our students think about mentoring networks and constellations. In addition to these three programs, **we will also look to growing the number of Black student-athletes who are participating in undergraduate research on our campus.** Elon has a recognized program in undergraduate research and has a long history of high-quality mentoring on our campus. This seems a promising avenue of growth in our community. Below we will discuss these efforts more.

One of the first steps that we will do before designing these will be to conduct focus groups with our Student-Athlete Advisory Committee. These are leaders on our teams who will be helpful in giving insight into the types of programs needed. It will also be a good place to introduce concepts regarding mentoring that can then be passed along to their teammates.

Development of a Three-tier Mentorship Program



As a result of the survey, we believe that there is an opportunity to establish a three-tier mentorship program, geared towards comprehensive guidance for Black student-athletes in various areas during their time at Elon. The mentorship program will comprise of three different mentor-mentee experiences, including peer mentorship, alumni/student-athlete mentoring, and faculty/student-athlete mentorship.

Goals for each potential mentorship program are as follows:

Peer Mentorship

1. Relatable Support
 - a. Peers who are also student-athletes can provide unique insights and support based on shared experiences. They understand the demands of balancing academics, athletics, and personal life, making them particularly effective mentors.
2. Empowerment and Motivation
 - a. Peer mentors can inspire and motivate their fellow student-athletes by sharing their own successes, challenges, and strategies for managing time, stress, and performance expectations.
3. Academic Assistance
 - a. Peer mentors can offer academic support, including study tips, time management techniques, and guidance on navigating academic resources such as tutoring services, study groups, and academic advisors.
4. Athletic Guidance

- a. Peer mentors can provide guidance on athletic performance, training strategies, injury prevention, and recovery techniques based on their own experiences as athletes.
5. Social and Emotional Support
 - a. Student-athletes may face unique social and emotional challenges related to their athletic commitments. Peer mentors can offer a supportive and empathetic ear, helping their peers navigate issues such as team dynamics, performance anxiety, and balancing social life with athletic and academic responsibilities.
6. Leadership Development
 - a. Serving as peer mentors allows student-athletes to develop leadership skills such as communication, empathy, problem-solving, and conflict resolution, which are valuable both on and off the field.
7. Fostering a Sense of Community
 - a. A peer mentorship program fosters a sense of camaraderie and community among student-athletes, creating opportunities for collaboration, teamwork, and mutual support.
8. Long-lasting Relationships
 - a. Peer mentorship relationships often evolve into long-lasting friendships and support networks that extend beyond the collegiate years, providing ongoing encouragement and guidance throughout each other's lives and careers.

Alumni Mentorship

1. Guidance and Support
 - a. Student-athletes often face unique challenges balancing their athletic commitments with academic and personal responsibilities. Alumni mentors who have navigated similar challenges can provide invaluable guidance and support, helping current student-athletes manage their time effectively and prioritize their commitments.
2. Career Development
 - a. Many student-athletes aspire to pursue careers beyond their athletic endeavors. Alumni mentors can offer insights into various career paths, provide networking opportunities, and offer advice on resume building, job interviews, and career advancement strategies.
3. Transition Assistance
 - a. Transitioning from the structured environment of collegiate athletics to the professional world can be daunting. Alumni mentors who have successfully made this transition can provide reassurance, share their own experiences, and offer practical advice on adjusting to life after college sports.
4. Networking Opportunities
 - a. Alumni mentors can introduce student-athletes to valuable networking contacts within their fields of interest, opening doors to internships, job opportunities, and professional connections that may not be readily accessible through other channels.
5. Personal Development

- a. Beyond academic and professional guidance, alumni mentors can also serve as role models and mentors in personal development areas such as leadership, communication skills, and emotional resilience.
- 6. Enhanced Alumni Engagement
 - a. Implementing a student-athlete alumni mentorship program fosters a sense of community and camaraderie among former and current athletes, strengthening the bond between the university and its alumni base.
- 7. Long-Term Relationships
 - a. Mentorship relationships often extend beyond the duration of a student-athlete's collegiate career, evolving into lifelong connections that provide ongoing support and mentorship as individuals progress through different stages of their lives and careers.

Faculty Mentorship

- 1. Academic Support
 - a. Faculty mentors can provide tailored academic support to student-athletes, helping them navigate course requirements, select appropriate classes, and develop effective study habits. Faculty mentors can also offer guidance on research opportunities, internships, and academic enrichment activities.
- 2. Personalized Advising
 - a. Faculty mentors can serve as trusted advisors, offering personalized guidance on career goals, graduate school options, and academic and professional development opportunities tailored to the individual interests and aspirations of student-athletes.
- 3. Balancing Demands
 - a. Student-athletes often face unique challenges balancing their athletic commitments with academic responsibilities. Faculty mentors can help student-athletes develop strategies for managing their time effectively, prioritizing tasks, and maintaining a healthy balance between academics, athletics, and personal life.
- 4. Advocacy and Support
 - a. Faculty mentors can advocate on behalf of student-athletes, helping them navigate academic policies, access resources, and address any challenges or barriers they may encounter in their academic pursuits.
- 5. Career Development
 - a. Faculty mentors can offer insights into various career paths related to the student-athlete's academic interests and provide guidance on resume writing, job search strategies, and professional networking.
- 6. Networking Opportunities
 - a. Faculty mentors often have extensive professional networks that they can leverage to connect student-athletes with internship opportunities, industry professionals, and alumni mentors in their fields of interest.
- 7. Personal Development

- a. Faculty mentors can support the personal development of student-athletes by fostering critical thinking skills, promoting intellectual curiosity, and encouraging self-reflection and growth.
8. Role Modeling
 - a. Faculty mentors serve as positive role models for student-athletes, demonstrating the importance of academic excellence, lifelong learning, and intellectual curiosity.
9. Enhanced Faculty-Student Engagement
 - a. A student-athlete faculty mentorship program can enhance faculty-student engagement and foster meaningful relationships that could contribute to a supportive and inclusive campus culture.

In conclusion, the potential implementation of each of these mentorship programs could play a pivotal role in supporting the holistic development of student-athletes, empowering them to thrive academically, athletically, and professionally both during and after their collegiate careers.

Undergraduate Research in Black Athletes

Undergraduate research is a high impact educational experience and is one of Elon's Five Experiences that we highlight. Our undergraduate research program is often highly ranked - this year we are #11 in the U.S. News and World Reports. In our current strategic plan, we have a goal to have 33% of our students graduate with an undergraduate research experience. Undergraduate research is a high touch, mentored experience and happens through taking an independent research course. The overall study body is at 23% for the past 5 years; however, the rate for athletes is 15%, Black athletes is 10% and Black males is 7%. This shows the need for an intervention to close these gaps. We will work with the Director for Academic Support Services and Associate Athletic Director on ways to show undergraduate research opportunities at our institution. One method would be to target all student-athletes, especially Black athletes, who have a GPA over 3.0 with messaging about the benefits of undergraduate research and how to get involved. A good time to have these conversations would be during their sophomore or junior year so that they could have time to develop their project over time. A second strategy would be to target students to do independent research in the summer when many Black athletes on our football and basketball teams are on campus. Identifying short-term projects that could be accomplished in the summer could be one way to give Black athletes a mentored research experience while they are at Elon and close the gap in percentages that currently exist.

We realize that our work is not done, but we greatly appreciate the support of the Knight Commission on Intercollegiate Athletics for this grant to help us learn more about the Black athlete experience on our campus. We are committed to helping this population develop mentoring skills and to learn how to seek out mentors. We know this will help their experience on the playing field and in the classroom at Elon.



FINANCIAL REPORT

GRANT SUBAWARD TITLE: Building A Meaningful Mentoring Program with and for Black College Athletes at a Predominately White Institution
GRANT/SUBAWARD PERIOD: 1/1/2022-8/31/2023
PROJECT DIRECTOR/TITLE: Eric Hall, Professor of Exercise Science and Director of Undergraduate Research

BUDGET SUMMARY

EXPENSE CATEGORY	APPROVED BUDGET	TOTAL EXPENSES	REMAINING BALANCE:
Student Stipends	3,000.00	3,000.00	-
Alumni Stipend	-	-	-
Faculty Stipends	16,685.75	16,685.75	-
Data Collection Platform	900.00	649.97	250.03
Incentives - Phase I, II, III	4,079.25	3,232.95	846.30
TOTAL	\$ 24,665.00	\$ 23,568.67	\$ 1,096.33

I certify that all expenditures reported (or payment requested) are for appropriate purposes and in accordance with the provisions of the application and award documents.

Signature: Courtney Saul

Date: 2/13/2024

Courtney Saul, Senior Grants Accountant, Post Award Administrator, Elon University