**Jordan D. Goffena, Ph.D.**

**Curriculum Vitae**

Current Contact Information

**Office address:** 118 Laws Hall, 551 E High St, Oxford OH 45056;

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Education

George Mason University, Fairfax, Virginia 2020

Doctor of Philosophy in Education | Educational Psychology

Secondary Emphasis: Research Methods in Sport Psychology

Dissertation: The Development and Transfer of Self-Regulation during Motor Skill Acquisition: A Social Cognitive Perspective

Dissertation Advisor: Anastasia Kitsantas

Miami University, Oxford, Ohio 2015

Master of Science in Kinesiology and Health | Sport Psychology/Sport Leadership

Thesis: The Relationship between Coaches’ Leadership Behaviors and Athletes’ Self-Regulated Learning

Thesis Advisor: Thelma S. Horn

Miami University, Oxford, Ohio 2013

Bachelor of Science in Education | Life-Science Education

Self-Designed Thematic Sequence: Sport Psychology

Self-Designed Research-Based Capstone: Athletic Constructivism and Kinesthetic Inquiry

Capstone Advisor: Ann H. MacKenzie

Scholarly Interest

Influenced by his experience as a Miami University student-athlete and track and field coach, Dr. Goffena is generally interested in self-regulatory factors that affect performance, self-regulated learning, motivational theories of learning and performance, as well as the interplay between self-regulation and motivational processes that aide the learning both on the sporting field and in the academic classroom. Specifically, his research focuses on the role of self-regulation coaching to enhance the development and transfer of self-regulation during skill acquisition. From an applied sport psychology perspective, Dr. Goffena also works directly with the athletes/student-athlete as a Mental Skills Performance Coach.

Professional Work Experience

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| Visiting Assistant Professor of Sport Psychology, *Department of Sport Leadership and Management* | Miami UniversityOxford, Ohio | 2022 – Present |
| Mental Skills Performance Coach, *Intercollegiate Athletics*  | Miami UniversityOxford, Ohio | 2022 – Present  |
| Visiting Assistant Professor of Psychology  | The College of IdahoCaldwell, Idaho | 2021 – 2022 |
| Adjunct Professor of Educational Psychology  | George Mason UniversityFairfax, Virginia  | 2020 – 2021 |
| Adjunct Professor of Sport Management  | George Mason UniversityFairfax, Virginia  | 2020 – 2021 |
| Graduate Lecturer of Sport Management  | George Mason UniversityFairfax, Virginia  | 2016 – 2020 |
| Graduate Instructor of Kinesiology and Health | Miami UniversityOxford, Ohio | 2013 – 2015 |
| Assistant Track and Field Coach | Miami UniversityOxford, Ohio | 2012 – 2015 |

Publications

**Peer-Reviewed Scholarly Publications:**

Peters-Burton, E. E., **Goffena, J. D.**, & Stehle, S. M. (2022). Utility of a self-regulated learning microanalysis for assessing teacher learning during professional development. *Journal of Experimental Education, 90*(3), 523-549. <https://doi.org/10.1080/00220973.2020.1799314>.

**Goffena, J. D.**, Scheadler, T. R., & McCarver, Z. (2021). Contemporary hot topics in applied sport psychology: Past, present, and future. *Journal for Advancing Sport Psychology in Research*, *1*(2), 7-22. 1 (2): 7–22. <https://doi.org/10.55743/000008>.

**Goffena, J. D.**, & Horn, T. S. (2021). The relationship between coach behavior and athlete self-regulated learning. *International Journal of Sports Science and Coaching, 16*(1), 3-15. <https://doi.org/10.1177/1747954120951903>.

Welker, K., Krysiuk, A., Philpot, S., Nabors, L., **Goffena, J.**, Bernard, A., & Vidourek, R. (2019). An evaluation of #fitspiration viewing and exercise behavior in college students. *The Journal of Social Media in Society*, *8*(2), 51-62.

Peters-Burton, E. E., & **Goffena, J.** (2018). [Review of the book *Challenges and innovations in educational psychology teaching and learning*, by M. C. Smith and N. DeFrates-Densch]. *Teachers College Record*.

**Practitioner Articles:**

***Coach Practitioner Publications***

**Goffena, J.**, & MacKenzie, A. H. (2013, February). Athletic constructivism and kinesthetic inquiry: An educational theory-based method for coaching track and field. *Techniques Magazine*, *6*(3), 10-16.

***Researcher-Practitioner Partnership Publications***

Hunter, S., & **Goffena, J.** (2018, October). *Descriptive statistics and correlational analyses of teacher self-reports and principal observations*. A report to inform the Tennessee Department of Education.

Hunter, S., & **Goffena, J.** (2018, October). *Covariance structure of rubric ratings from teacher self-reports and principal observations*. A report to inform the Tennessee Department of Education.

**Academic Research Publications:**

**Goffena, J. D.** (2020). *The development and transfer of self-regulation during motor skill acquisition: A social cognitive perspective* (Order No. 28088252) [Doctoral Dissertation, George Mason University]. ProQuest Dissertations and Theses Global.

**Goffena, J. D.** (2015). *The relationship between coaches' leadership behavior and athletes' self-regulated learning* (Order No. 1601076) [Master’s Thesis, Miami University]. ProQuest Dissertations and Theses Global.

**Manuscripts Under Review:**

**Goffena, J. D.** (*invited article*; under review). The process of selecting a journal: How JASPR can serve students and early career professionals. *Journal for Advancing Sport Psychology in Research*.

Welker, K., Nabors, L., Gilbert, M., **Goffena, J.**, Vidourek, R., & Bernard, A. (under review). Fitspiration: Fitness inspiration for perceived overweight students.

Manuscripts in Progress

**Book Chapters:**

**Goffena, J. D.** (in preparation). The applications of self-regulated learning for self-talk for sport learning and performance. In J. Thibodeaux, J. Van Raalte, & Y. Dickens (Eds.), *Self-talk in sport performance: Exploring the psychology of inner dialogue.* American Psychological Association; APA PsycBooks.

**Research Manuscripts:**

**Goffena, J. D.**, & Kitsantas, A. (in preparation). The development and transfer of self-regulated learning for novices’ acquisition of a new motor skill.

**Goffena, J. D.**, & Horn, T. S. (in preparation). Motivational modeling: The structure of implicit beliefs, perceived motivational climate, and self-determined motivation in sport.

**Goffena, J. D.**, & Chirinos, D. S. (in preparation). Assessing the relationship between growth mindset, task value, and metacognitive self-regulation.

\*Bontrager, B., & **Goffena, J. D.** (in preparation). Development of academic self-concept during the school years: The influential role of teacher and social factors.

**Goffena, J. D.** (in preparation). The 5E pedagogical method of instruction: Applications for the sport psychology classroom.

\**Note*: These manuscripts represent mentorship experiences/continued work with graduate students.

Research Projects in Progress/Development

**Current Research Projects:**

**Goffena, J. D.** (data analysis phase). *Microanalytic measurement in sport psychology classroom.* While utilizing a microanalytic design, the purpose of this mixed methods study is to examine student SRL in the sport psychology classroom across three semesters of data collection (50+ students).

**Goffena, J. D.**, & Chirinos, D. S. (data analysis phase). *The relationship between implicit beliefs and self-regulated learning.* The purpose of this quantitative study is to assess the differences between college students’ growth and fixed mindsets and its relationship to task value and metacognitive self-monitoring components of self-regulated learning.

**Goffena, J. D.**, & Welker, K. (development phase). *Physical activity motivation and sport motivation for LGBTQ+ recreational sport athletes*. The purpose of this quantitative study is to assess LGBTQ+ individuals and their motivation for participating in recreational exercise and sporting activities and reasons for participating in LGBTQ+ sport leagues. This research aims to compare motivational variables to well-being factors (e.g., social, emotional, and psychological).

**Goffena, J. D.** (development phase). *The development and validation of the autonomy-supportive coach behavior scale (ASCBS)*. The purpose of this project is to develop a psychometric scale which assesses athlete perception of their coach’s autonomy supportive leadership behaviors from the perspective of cognitive-evaluation theory within the domain of self-determination theory. This project was endorsed by both George Mason University and The University of Queensland (with Dr. Cliff Mallett), and subsequently submitted for Fulbright U.S. Student Program in 2017.

Research Presentations

**International/National Levels:**

Chirinos, D. S., & **Goffena, J. D.** (2022, August). *Theories of intelligence, task value, and metacognitive self-regulation: A Structural Equation Model.* Poster presented at the American Psychology Association Educational Psychology Division annual meeting.

**Goffena, J. D.** (2021, October). *The 5E pedagogical method of instruction: Applications for the sport psychology classroom*. Poster presented at the Association of Applied Sport Psychology virtual annual meeting.

**Goffena, J. D.**, & Kitsantas, A. (2021, October). *Development and transfer of self-regulated learning among novice learners: A self-regulation coaching (SRC) model.* Poster presented at the Association of Applied Sport Psychology virtual annual meeting.

**Goffena, J. D.**, & Kitsantas, A. (2021, June). *Enhancing novice learners’ skill development and transfer through self-regulation coaching*. Poster presented at the North American Society for the Psychology of Sport and Physical Activity virtual annual meeting.

**Goffena, J. D.**, McCarver, Z., & Scheadler, T. R. (2021, June). *Temporal triangulation as a qualitative methodology to determine hot topics in applied sport psychology*. Poster presented at the North American Society for the Psychology of Sport and Physical Activity virtual annual meeting.

Welker, K., Krysiuk, A., Philpot, S., Nabors, L., **Goffena, J.**, Bernard, A., & Vidourek, R. (2020, March). *An evaluation of fitspiration viewing and exercise behavior in college students.* Poster presented at the Society for Public Health Education annual meeting, Atlanta, GA.

**Goffena, J. D.** (2019, October). Research design for the assessment of methods, “hot topics,” and student perceptions in applied sport and exercise psychology. In J. D. Goffena (Chair), *Current trends in methods, “hot topics,” and student perceptions within applied sport and exercise psychology*. Symposium presented to the Association of Applied Sport Psychology annual meeting, Portland, OR.

**Goffena, J. D.** (2019, October). Methodological trends in applied sport and exercise psychology. In J. D. Goffena(Chair), *Current trends in methods, “hot topics,” and student perceptions within applied sport and exercise psychology*. Symposium presented to the Association of Applied Sport Psychology annual meeting, Portland, OR.

**Goffena, J. D.**, Miller, A. D., & Horn, T. S. (2019, June). *Motivational modeling: The structure of implicit beliefs, perceived motivational climate, and self-determined motivation in sport*. Poster presented at the North American Society for the Psychology of Sport and Physical Activity annual meeting, Baltimore, MD.

Bethea, C. J., Kitsantas, A., & **Goffena, J.** (2019, June). *Examining the role of self-regulatory functioning on college wrestlers’ performance: A microanalytic study*. Poster presented to the Association for Psychological Science annual meeting, Washington, DC.

**Goffena, J.**, & Peters-Burton, E. E. (2017, October). *Self-regulated learning in the sport psychology classroom: Exploring students’ learning processes and outcomes.* Paper presented at the Association for Applied Sport Psychology annual meeting, Orlando, FL.

Peters-Burton, E. E.,**Goffena, J.**, Briscoe, M., & Poland, S. (2017, August). *Self-regulated learning strategies of teachers in a scientific argumentation professional development experience.*Paper presented at the European Science Education Research Association, Dublin, Ireland.

Peters-Burton, E. E., **Goffena, J.**, & Briscoe, M. (2017, April). *Supporting self-regulated learning strategies to improve teacher outcomes in a scientific argumentation professional development experience*. Paper presented at the National Association for Research in Science Teaching annual meeting, San Antonio, TX.

Peters-Burton, E. E., **Goffena, J.**, & Briscoe, M. (2017, April). *Utility of a self-regulated learning microanalysis for scientific argumentation in professional development experiences.* Paper presented at the American Educational Research Association annual meeting in San Antonio, TX.

Peter-Burton, E. E., Poland, S., & **Goffena, J.** (2017, January). *Understanding learning processes and outcomes of teachers in a professional development course about the nature of science*. Paper presented at the Association of Science Teacher Educators annual meeting, Des Moines, IA.

**Regional/Local/University Levels:**

**Goffena, J. D.** (2020, February). *The development and transfer of self-regulation: the role of self-regulation coaching*. Presentation presented at the 3-minute thesis competition, Fairfax, VA.

\*\*Castro, Y., & **Goffena, J.** (2019, April). *The Effects of Motivational Self-Talk on Competitive State Anxiety and Performance in Adolescent Female Soccer Players*. Poster presented at the College of Education and Human Development Research Symposium, Fairfax, VA.

**Goffena, J.** (2018, February). *Development and testing of a juggling assessment: An exploratory pilot study.* Poster presented at the Mid-West Sport Psychology Research Symposium, Miami University, Oxford, OH.

\*\*Van Oort, N., & **Goffena, J.** (2017, April). *Perfecting the perfectionist*. Poster presented at the College of Education and Human Development Research Symposium, Fairfax, VA.

**Goffena, J.** (2017, April). *The application of self-regulated learning theory as a framework for mental skills training in sport*. Poster presented at the College of Education and Human Development Research Symposium, Fairfax, VA.

**Goffena, J.** (2016, April). *The relationship between coaches’ leadership behavior and athletes’ self-regulated learning: A thesis*. Northeast Atlantic Sport Psychology Conference, Temple University, Philadelphia, PA.

**Goffena, J.**, & Horn, T. S. (2015, February). *The relationship between coaches’ leadership behavior and athletes’ self-regulated learning: A proposal*. Mid-West Sport Psychology Research Symposium, Ball State University, Muncie, IN.

**Goffena, J.** (2014, November). *Relationship between autonomy coaching and self-regulated learning*. Mid-West Educational Research Association Conference, Evanston, IL.

**Goffena, J.** (2013, April). *Athletic constructivism and kinesthetic inquiry*. Miami University Undergraduate Research Forum, Oxford, OH.

**Goffena, J.** (2013, April). *Athletic constructivism and kinesthetic inquiry: An educational theory-based method for coaching track and field*. Ohio Undergraduate Psychology Research Conference at Miami University, Oxford, OH.

\*\**Note*: These presentations represent a mentorship experience with undergraduate students.

Teaching Experience

**University Teaching – Miami University (Present):**

SLM 673: Developmental Perspectives on Youth Sport Participation

·A multidisciplinary developmental analysis of children and youth that focuses on the description and explanation of biological, psychological, and social aspects that relate to sport participation. In-person course to be taught Spring 2023.

SLM 473: Children and Youth in Sport

·Course Description: Influences on and consequences of the involvements of children and youth in sport; In-person course taught during Fall 2022 and to be taught Spring 2023.

SLM 402: Critical Reflection on Practices in Sport Leadership and Management

·Course Description: Engages collaborative groups of students in problem-based and/or community service-learning initiatives related to leadership and the culture of sport, recreation, or physical activity. Students work in teams to critically analyze a social need or problem, and develop a reflective action plan for the community based on that need; In-person course taught during Fall 2022 and to be taught Spring 2023.

SLM 272: Contemporary Perspectives on Leadership in Sport Contexts

·Course Description: Examination of contemporary theories of leadership as they apply to sport settings and consideration of the sociopolitical and socioenvironmental factors that may affect leadership effectiveness in the sport domain; In-person course taught during Fall 2022.

**University Teaching – The College of Idaho (2021-2022):**

PSY 399T: Sport and Performance Psychology

·Course Description: This course examines the theoretical foundations and methods of psychological research in the domain of sport, exercise, and performance. The course will focus on psychological topics related to self-efficacy, concentration, and anxiety, as well as psychosocial topics such as motivation, group and team dynamics, and coaching effectiveness. Attention is given to theories that enhance mental processing during motor skill acquisition. Readings from the primary literature in the sport and performance domain will be required; In-person accelerated course taught Winter 2022.

PSY 370: Health Psychology and Behavioral Medicine

·Course Description: This course examines the relationships between individual behavior, environment, culture, and health. Attention is given to theory as well as clinical and laboratory research. Topics of investigation include social determinants of health, the biopsychosocial model, behavior change interventions, and stress and coping; In-person course taught Fall 2021.

PSY 221: Educational Psychology

·Course Description: A study of the psychological principles applicable to educational theory and practice. This course fulfills a state requirement for teacher certification; In-person course to be taught Spring 2022.

PSY 201: Developmental Psychology

·Course Description: This course is survey of primarily the psychological development of humans across the life cycle. The course will include a focus on behavioral processes and challenges of the developmental stages from early childhood through late adulthood. The major theories and methods used to study developmental psychology will be considered. Some reading of the primary literature of developmental psychology will be required; In-person courses taught Fall 2021 (two courses taught), and two more for Spring 2022.

**University Teaching – George Mason University (2016-2021):**

**Educational Psychology Program Courses Taught**

EDEP 654: Learning, Motivation, and Self-Regulation

·Course Description: Focuses on theories and research on self-regulation of academic learning. Presents multi-dimensional conceptual framework for studying and applying self-regulation in educational contexts; Online synchronous course taught Fall 2020.

EDEP 632: Human Development

·Course Description: Examines the course of human development from early childhood to adulthood within the context of educational psychology. Emphasizes principles of research in human development and the major areas of cognitive, linguistic, and social contexts of development as they pertain to learners in schools and beyond; Online synchronous course taught Spring 2021.

EDEP 551: Principles of Learner Motivation

·Course Description: Focuses on theories and concepts of human motivation; and examines strategies, techniques, and interventions that promote and sustain learner motivation; Online synchronous course taught Spring 2021.

**Sport Management Program Courses Taught**

SPMT 320: Psychology of Sport

·Course Description: Psychological theories of personality, motivation, and anxiety explored in sport environment. Examines social-psychological research on audience effects, team cohesion, leadership, and fan behavior; In-person courses taught from Spring 2016 – Spring 2019 (seven consecutive semesters); Online asynchronous course taught Summer 2020; Online asynchronous course to be taught Summer 2021.

SPMT 304: Sport, Culture and Society

·Course Description: Analyzes sport from educational, political, economic, and cultural perspectives; Hybrid (online asynchronous/ in-person) course taught in Fall 2019.

SPMT 302: Philosophical and Ethical Dimensions of Sport

·Course Description: Investigates moral issues in sport and judgments about right and wrong behavior among athletes, coaches, spectators, and others; Hybrid (online asynchronous/ online synchronous) course taught in Spring 2021.

**Professor of Honor** – Provost Scholar Student-Athlete Awards 2018

Invited Guest Lecturer – Graduate School of Education

 ·EDRS 811: Problems and Methods in Education Research July, 2020

·EDRS 811: Problems and Methods in Education Research Nov, 2019

·SRST 796: Seminar in Sport and Recreation Studies Oct, 2019

·EDRS 620: Quantitative Inquiry in Education Sept, 2019

·EDRS 811: Problems and Methods in Education Research July, 2019

·SPMT 631: Theoretical Models of Sport Coaching Sept, 2017

**University Teaching – Miami University (2013-2015):**

Course Instructor

·KNH 120C: Individual Exercise 2014 – 2015

·KNH 112: Transition for College Students 2013

Teaching Assistant

·KNH 188: Physical Activity and Health 2015

 ·KNH 242: Personal Health 2015

 ·KNH 382L: Fitness Assessment and Exercise Prescription Laboratory 2015

 ·KNH 468L: Physiology and Biophysics of Human Activity Laboratory 2015

 ·KNH 272: Contemporary Perspectives on Leadership in Sport Contexts 2014

Organizational Assistant – Pedagogy Specialist 2014 – 2015

 ·KNH 244.L: Functional Anatomy Laboratory 2014

Organizational Assistant – Physical Activity Life Skills Course Designer

 ·T’ai Chi & Badminton 2014

**Secondary Teaching Experience:**

Ohio Department of Education Educators License: Biological and Life Sciences 2014

Student Teacher, Colerain High School 2012

Student Teacher, Wilson Middle School 2012

Student Teacher, Northwest High School 2012

Selected Consulting Experiences –Applied Sport Psychology

Mental Skills Performance Coach | Miami University 2022 – Present

·As the Mental Skills Performance Coach, I am responsible for the design and implementation of innovative supportive services and educational programming for student-athletes in the area of sport and performance psychology to maximize whole person success including athletic performance and overall well-being (i.e., psychological, social, and emotional well-being).

Sports United Consultant 2017 – 2018

·Sponsored by George Mason’s Center for Sport Management and funded by the U.S. Department of State’s Sports United grant, this opportunity allowed me to educate groups of international coaches and athletes at the youth, elite club, and professional levels about the field of sport psychology and the application of mental skills training for sport performance.

·*Countries represented in Program*: Argentina, Azerbaijan, Colombia, Georgia, Israel (Tel Aviv, Jerusalem), Jordan, Kosovo, Lebanon, Moldova, Peru, Saudi Arabia, South Africa, and Uzbekistan.

·*Topics Discussed during Program*: Anxiety Management, Attentional Focus, Association/ Disassociation Strategies, Autonomy-Supportive Coaching, Breath Control Strategies, Communication, Cohesion, Controlling the Controllables, Leadership, Mental Skills Training, Motivation, Peak Performance, Self-Confidence, Self-Regulation/ Self-Regulated Learning, and Self-Talk.

Team Consultation: Volleyball Feb, 2017

·This presentation was developed for girls in the 15/16 age group who play for Arlington Elite Volleyball Club. This presentation focused on concentration and attentional focus, cognitive selectivity for effective cueing, and the development of a mindful pre-performance routine.

Team Consultation: Periodization of Mental Skills 2014 – 2015

·Co-developed a season-long periodization of mental skills training program with collegiate track and field athletes. The program was in conjunction with physical skills training and focused on the development of mental skills for peak performance at the conference track meet.

Track and Field Summer Camp Instructor – Miami University 2014

·This presentation, titled, “Mental Skills Training: Anxiety Management and Mindfulness Training for Competition,” focused on being present in the moment of performance in order to perceive anxiety as facilitative for middle and high school track and field athletes.

Professional Development and Service Experiences

**PD/Service in the fields of Sport Psychology & Educational Psychology:**

Ad Hoc Expert Reviewer: Journal of Experimental Education 2021

Association for Applied Sport Psychology Student Delegate Leadership 2017 – 2018

·Initiative Chair: Graduate Information Fair

·Initiative Co-Chair: Best Practices in Research

Student Delegate for the Association of Applied Sport Psychology 2016 – 2018

SSRL Graduate Student Committee 2017 – 2018

 ·Studying and Self-Regulated Learning SIG, American Education Research Association

Graduate Student Mentor Program 2017

 ·Self-Regulated Learning SIG, American Education Research Association

Reviewer of Proposals, Mid-West Educational Research Association Conference 2014

 ·Division C – Learning and Instruction

**PD/Service to the University/College:**

Ph.D. Portfolio Workshop – PhD in Education Student Organization (PESO), GMU

 ·Q&A discussion on "Process to Defend your Portfolio” March, 2020

Ad Hoc Advisory Committee Member – Provost PhD Program Award 2019

Representative for Recreation Advisory Board – George Mason University 2015 – 2018

Panel Presentation for Doctoral Student Orientation – George Mason University

·Presentation on "Dissertation Phase Reflections” Dec, 2018

·Presentation on "If I Knew Then What I Know Now" June, Dec, 2015

Curriculum Building Committee for Student-Athletes – Miami University 2013 – 2014

Professional Organizations

**Sport Psychology:**

 Association of Applied Sport Psychology

 North American Society for the Psychology of Sport and Physical Activity

 American Psychology Association – Division 47 (Sport, Exercise & Performance Psychology)

**Educational Psychology:**

 American Psychology Association – Division 15 (Educational Psychology)

 American Education Research Association

 ·I.e., Studying and Self-Regulated Learning SIG

Research Funding Awards and Experiences

**Graduate-Level Awards:**

Awarded $7,000; GMU Provost Summer Research Fellowship 2019

Awarded $1,400; CEHD Doctoral Research Fellowship 2019

Awarded $8,300; CEHD Fellowship (4-time award winner) 2019

Awarded $1,785; GMU Graduate Student Travel Fund (4-time award winner) 2019

Awarded $750; AASP – Student Research Travel Award 2017

Awarded $300; Miami University Graduate Student Thesis Research Support 2015

**Experiences:**

Successfully applied for international research through the U.S. Fulbright Program 2017

Supplemental Sport-Related Experience and Honors

**Professional Coaching Experience:**

NCAA Division I Assistant Track & Field Coach – Miami University 2012 – 2015

·Event Coach for Decathlon, Pole Vault, & Throws; Created, adapted, and organized training for athletic and academic peak performances; Analyzed performance data to individualize training protocols and enhance performance; Supported student-athletes manage their academic coursework and balance busy work schedules.

Youth Sport/ Youth Development Coach: Pop Golf 2015

Member of USA Track & Field Coaches Registry 2013 – 2015

Track & Field Summer Camp Instructor – Miami University 2011 – 2014

·Event Coach: Pole Vault, Jumps, Throws

USA Track & Field Level II Certified Coach 2014

 ·Combined Events Specialist

USA Track & Field Level I Certified Coach 2012

National Federation of State High School Certified Coach 2012

Undergraduate Assistant Speed Enhancement Coordinator – Miami University 2012

 ·Women’s Field Hockey

Men’s Track & Field Undergraduate Assistant Coach – Miami University 2011 – 2012

**Athletic Experience:**

Darrell Hedric Award Recipient (Top Award for Miami Male Student-Athletes) 2012

Miami University All-Time Top-10 School Records: 2012

·Heptathlon (#1); Decathlon (#3); 110m Hurdles (#3)

Academic All-American: USTFCCCA’s All-Academic Team 2012

First Team Academic All – Mid-American Conference 2012

Two-Time Mid-American Conference Male Scholar Athlete of the Week 2012

Two-Time Mid-American Conference Field Athlete of the Week 2012

Miami University Male Athlete of the Week 2012

Miami University Men’s Track & Field Team Captain 2012

Male Student-Athlete Representative: President’s Coalition 2011 – 2012

Red Hawk Council Member: Men’s Track & Field 2011 – 2012

All – Mid American Conference Academic Honorable Mention 2011