

CURRICULUM VITAE

Jonathan P. Miller, Ph.D.

Assistant Professor of Psychology
Lipscomb University
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A. Educational History

1. *Bowling Green State University*, Bowling Green, Ohio
Degree: **Ph.D.**, December, 2005
Field: Psychology
Major: Experimental Psychology
Specialization: Behavioral Neuroscience
Minor: Quantitative Methods
Dissertation: Effects of the NMDA receptor antagonist MK-801 on the timing and temporal processing of short-intervals in rats.
2. *Abilene Christian University*, Abilene, Texas
Degree: **M.S.**, May, 2000
Field: Psychology
Major: Clinical Psychology
Thesis: The role of explanatory flexibility in predicting negative affectivity and neuroticism.
3. *David Lipscomb University*, Nashville, Tennessee
Degree: **B.S.**, Suma cum Laude, May, 1998
Major: Psychology
Minor: History

B. Academic Honors:

1. *Bowling Green State University*
Lowell Schipper Memorial Award
J. P. Scott Center for Neuroscience, Mind & Behavior – Ph.D. Level Fellowship
2. *David Lipscomb University*
Top 10% of graduating class
Psi Chi (The International Honor Society in Psychology)
Alpha Chi, Tennessee Kappa Chapter (National College Honor Scholarship Society)
Dean's List – Fall, 1995; Spring, 1996; Fall, 1996; Spring, 1997; Fall, 1997; Spring, 1998
Honor Roll – Fall, 1994; Spring 1995
J. Ridley Stroop Award of Excellence, Honorable Mention

C. Professional Positions

1. **Faculty Member**, Psychology, Counseling, and Family Science, Lipscomb University
Assistant Professor: August 2023 – Present

<i>Course:</i>	<i>Times Taught:</i>
PS 2423 Developmental Psychology	1
PS 2503 Behavioral Statistics	1
PS 3413 Social Psychology	1
PS 4313 Biological Psychology	1

Duties: Teaching undergraduate courses & independent studies, student academic advising, service on faculty committees, Assist in monitoring and evaluation of program assessment plans for the psychology major. Participate in regular program review based on evaluation of assessment data.

Assistant faculty sponsor for the psychology club and Psi Chi (The International Honor Society in Psychology), August 2023 - Present.

2. **Faculty Member**, Division of Behavioral & Social Sciences, Oklahoma Christian University
Associate Professor: August 2019 – August 2023 (Promotion to Professor approved Feb 2023 & Tenure approved by OC Board of Trustees May 2023)

<i>Course:</i>	<i>Times Taught:</i>	<i>Course:</i>	<i>Times Taught:</i>
PSYC 1113 General Psychology I	23	PSYC 4213 Psychology of Learning	2
PSYC 3413 Social Psychology	4	PSYC 4313 Biological Psychology	2
PSYC 3523 Developmental Psychology	4	PSYC 4513 Cognitive Psychology	2
PSYC 3713 Personality	4	HMSC 5063 Res Methods in Hum Sci	1

Duties: Teaching undergraduate courses & independent studies, student academic advising, service on faculty committees, Assist in monitoring and evaluation of program assessment plans for the psychology major. Participate in regular program review based on evaluation of assessment data.

Assistant faculty sponsor for the psychology club and Psi Chi (The International Honor Society in Psychology), August 2019 - Present.

Committee service: IRB (2020 - present; chair 2022 - present), Second Mile Award Selection Committee (2021), Benefits Committee (2021)

3. **Faculty Member**, School of Behavioral Sciences, Ohio Valley University
Adjunct Instructor: August 2019 – May 2022
Professor: July 2017 – August 2019
Associate Professor: March 2011 – June 2017
Assistant Professor: August 2006 – March 2011
Chair, School of Behavioral Sciences: August 2007 – August 2019
Faculty Athletic Representative: August 2016 – August 2019
Assistant Faculty Athletic Representative: December 2015 – August 2016
Accreditation Liaison Officer: March 2010 – April 2016
Self-Study/Focused Visit Coordinator: March 2010 – August 2015
Office of Institutional Research (Co-Chair): February 2013 – January 2014

<i>Course:</i>	<i>Times Taught:</i>	<i>Course:</i>	<i>Times Taught:</i>
MAT 229 Intro to Statistics	12	PSY 440 Tests & Measurements	2
MAT 321 Statistical Methods	1	PSY 441 Cognitive Psychology	5
PSY 101 General Psychology	3	PSY 451 Senior Seminar	17
PSY 229 Intro. to Stats for Beh. Sci.	8	PSY 460 Learning Theories	6
PSY 233 Human Growth & Development	7	PSY 484 Research Design	3
PSY 250 Into to Cross Culture Understand	5	PSY 490 Guided Research	6
PSY 290 Research Design	8	PSY 492 Psychology of Religion	1
PSY 320 Abnormal Psychology	2	PSY 492 Readings on Mobile Phone Abuse	1
PSY 340 Personality Theories	16	PSY 493 Readings on the Psych of Rel.	1
PSY 351 Multicultural Diversity	2		
PSY 352 Multicultural Diversity – Int.	5	<i>School of Professional Studies (Adult Education)</i>	
PSY 360 Social Psychology	12	SOC 290 Understanding Cultural Diversity	3
PSY 421 History & Systems of Psychology	6	PSY 291 Seminar in General Psychology	1
PSY 439 Biological Psychology	10	PSY 392 Methods of Research & Analysis	21
		PSY 481 Social Psychology	1

Duties: Teaching undergraduate courses & independent studies, student academic advising, service on and chairing of faculty committees, course scheduling, recruiting adjunct professors, writing year-end reports, website maintenance, and administering budget funds. Lead the development, implementation, monitoring of program assessment plans for each major within the school of behavioral sciences. Lead regular program review based on evaluation of assessment data.

Lead Faculty Advisor for Alpha Chi (National College Honor Scholarship Society), August 2008 –August 2019. Lead/organize the recruitment of new student members & the annual induction ceremony, maintained Web site, encourage participation in national/regional conferences, and encourage participation in national service projects.

Faculty sponsor for the psychology club and Psi Chi (The International Honor Society in Psychology), August 2009 – August 2019. A student led and directed club for students interested in the field of psychology, founded in August 2009. Psi Chi chapter chartered in November 2015.

Restructured psychology majors (Spring 2010): added course offering to the academic catalog, renumbering of all courses, restructuring of course requirements (core requirements and track requirements), and addition of 4th degree track.

Oversaw creation of criminal justice major (2010-2011): researched course offerings and course requirements typical of criminal justice programs, located potential adjunct instructors eligible to teach criminal justice course work, created and submitted formal proposal for criminal justice major.

Oversaw creation of sociology major (2010-2011): researched course offerings and course requirements typical of sociology programs, located potential adjunct instructors eligible to teach sociology course work, created and submitted formal proposal for sociology major.

Chair of steering committee in preparation for the university's 10 year Higher Learning Commission's (HLC) reaccreditation visit in 2012-2013, attended national conferences on HLC accreditation processes, oversaw & aided in the establishment of a university wide assessment systems including the creation of university wide assessment document, oversaw & assist the writing of the university self-study documents, functioned as the accreditation liaison officer to HLC, and oversaw the transition from HLC's PEAQ to Pathways Accreditation models. Assisted in development of faculty evaluation systems as well as procedures of systematic review of all

academic programs. Through the self-study, successfully lead the university to reaffirmation of accreditation. In addition, the university was removed of the sanction of probation and placed into good standing with the HLC. Lead committee in preparation for fall 2014 focused visit by the HLC.

Co-chair of committee to establish an Office of Institutional Research. The initial work of the committee included: Researched duties of OIRs, wrote the charter documents, developed implementation plan. After the establishment, continued to assist in the work of the office (freshmen surveys, graduation surveys, alumni surveys, NSSE, data organization, data reporting).

Co-chair of committee to establish an Institutional Review Board (IRB). The initial work of the committee included: Research guidelines and responsibilities of an IRB, developed mission, procedures and essential documents for the committee. Committee member & chair.

Committee service: Retention Committee, Honor's Committee, Assessment Committee (chair), Faculty Representative Committee, Graduate Council, Academic Council, Steering/Self-Study Committee (chair), OIR (co-chair), IRB (co-chair/chair).

4. **Post-Doctoral Faculty Fellowship**, Psychology Department, Bowling Green State University

December 2005 – August 2006

Duties: NIA grant on animal timing, attention & aging: maintain research equipment, train animals in operant conditioning chambers, conduct lesion surgeries, animal perfusions, statistical analysis, manuscript preparation and editing, and assist in the daily running of the research lab.

Supervisors: Kevin Pang, Ph.D. & J. Devin McAuley, Ph.D.

5. **Instructor**, Psychology Department, Bowling Green State University

January 2005 – May 2005

Courses: Quantitative Methods I

Duties: Taught undergraduate level introductory statistics course, was responsible for all aspects of the course: Lecture, exams, quizzes, & homework. Planned and coordinated laboratory class activities with the teaching assistant.

Supervisor: J. Devin McAuley, Ph.D.

6. **Graduate Teaching Assistant**, Psychology Department, Bowling Green State University
August 2001 – May 2002

Courses: Statistical Theory I - Grad Level
Statistical Theory II - Grad Level

Duties: Assisted in teaching the two-class graduate level statistics sequence, taught laboratory portions of the courses on SPSS, & created/graded homework assignments and lab quizzes.

Supervisors: Michael Zickar, Ph.D. & J. Devin McAuley, Ph.D.

7. **Research Assistant**, Psychology Department, Bowling Green State University
August 2000 – December 2006

Duties: Conducted research on human timing & aging project, research circadian rhythms & age in SAMP8 mice, and aided in directing an undergraduate research group. NIA grant on animal timing, attention & aging: Built/maintained research equipment, trained animals in operant conditioning chambers, conducted lesion surgeries, perfusions, immocytochemistry, and statistical analysis.

Supervisors: J. Devin McAuley, Ph.D. & Kevin C. H. Pang, Ph.D.

8. **Practicum Appointee**, Psychology Department, Abilene Christian University

January 2000 – May 2000

University Counseling Center, Abilene Christian University

Assessment Experience: Trail Making Test (TMT); Stroop Color and Word Test; Speech Sounds Perception Test; Seashore Rhythm Test; Short Category Test.

Supervisor: Steve Allison, Ph.D.

August 1999 – December 1999

Career Counseling and Testing Center

Assessment Experience: Career I.Q. Test; Connor's Continuous Performance Test (CCPT); 16 Personality Factor (16PF); NEO Personality Indicator; Revised (NEO-PI-R); Strong-Campbell Skills/Interest Inventory.

Supervisor: Charles Rudolph, Ph.D.

January 1999 – May 1999

Counseling inmates at Texas State Penitentiary, Robertson Unit.

Supervisors: W. Robert McKelvain, Ph.D., & Glen Byers

9. **Graduate Teaching Assistant**, Psychology Department, Abilene Christian University

August 1998 – May 2000

Courses: Lifespan Development
Cognitive Assessment – Grad Level

Duties: Assisted a professor of psychology with classroom teaching, writing tests and quizzes, grading, class preparation, and conducting research. Demonstrating test administration, teaching test scoring, and checking student's scoring protocols. Performed administration of psychological batteries.

Assessment Experience: Bender Visual Motor Gestalt Test (BVMGT); House Tree Person Projective Drawings; Minnesota Multiphasic Personality Inventory, Second Edition (MMPI-2); Personality Inventory for Children (PIC); SACKS Sentence Completion Form; Thematic Apperception Test (TAT); Wechsler Adult Intelligence Scale, Third Edition (WAIS-III); Wechsler Individual Achievement Test (WIAT); Wechsler Intelligence Scale for Children, Third Edition (WISC-III); Wechsler Memory Scale, Third Edition (WMS-III); Wide Range Achievement Test, Third Revision (WRAT-3); Kaufman Assessment Battery for Children (K-ABC).

Supervisors: Angie McDonald, Ph.D. & Edwin B. Headrick, Ph.D.

10. **Teaching Assistant**, Psychology Department, David Lipscomb University

January 1998 – May 1998

Courses: General Psychology

Duties: Assisted with both one-on-one and group study to enhance lecture work for General Psychology students.

Supervisor: Roy Hamley, Ed.D.

D. Membership in Professional Associations

Southwestern Psychological Association: Active member 2020 - Present

Oklahoma Psychological Society: Active member 2020 – Present

Midwestern Psychological Association: Active member 2012 – Present

Faculty Athletic Representatives Association: Active member 2016 – 2019

Eastern Psychological Association: Active member 2011-2012

Sigma Xi – The Scientific Research Society (Associate Member): Active member 2004-2010

Society for Neuroscience – Student Member: Active member 2001-2006

Southwestern Psychological Association – Student Member: Active member 1999-2000

American Psychological Association – Student Member: Active member 1997-2005

E. Publications

McAuley, J. D., Miller, J. P., Wang, M., & Pang, K. C. H. (2010). Dividing time: Concurrent timing of auditory and visual events. *Experimental Aging Research*, 36(3), 306-324. <https://doi.org/10.1080/0361073X.2010.484744>

Ayala, C., Borawski, S., & Miller, J. P. (2008). Replication and pedagogy in the history of psychology V: The metronome and Wilhelm Wundt's search for the components of consciousness. *Science & Education*, 17, 525-535. <https://doi.org/10.1007/s11191-007-9107-5>

Pang, K. C. H., Miller, J. P., Fortress, A., & McAuley, J. D. (2006). Age-related disruptions of circadian rhythms and memory in an animal model of senescence. *Age*, 28, 283-296. <https://doi.org/10.1007/s11357-006-9013-9>

McAuley, J. D., Miller, J. P., & Pang, K. C. H. (2006). Modeling the effects of the NMDA receptor antagonist MK-801 on timing in rats. *Behavioral Neuroscience*, 120(5), 1163-1168. <https://doi.org/10.1037/0735-7044.120.5.1163>

Miller, J. P., McAuley, J. D., & Pang, K. C. H. (2006). Effects of the NMDA receptor antagonist MK-801 on short-interval timing in rats. *Behavioral Neuroscience*, 120(1), 162-172. <https://doi.org/10.1037/0735-7044.120.1.162>

- Miller, J. P., McAuley, J. D., & Pang, K. C. H. (2005). Spontaneous *fos* expression in the suprachiasmatic nucleus of young and old mice. *Neurobiology of Aging*, 26(7), 1107-1115. <https://doi.org/10.1016/j.neurobiolaging.2004.08.008>
- Pang, K. C. H., Miller, J. P., & McAuley, J. D. (2004). Circadian rhythms in SAMP8: A longitudinal study of the effects of age and experience. *Neurobiology of Aging*, 25(1), 111-123. [https://doi.org/10.1016/S0197-4580\(03\)00029-0](https://doi.org/10.1016/S0197-4580(03)00029-0)
- McAuley, J. D., Miller, J. P., & Pang, K. C. H. (2004). Age-related changes in the spontaneous motor rhythms of the senescence-accelerated mouse. *Experimental Aging Research*, 30(1), 113-127. <https://doi.org/10.1080/03610730490251513>
- McAuley, J. D., Miller, J. P., Beck, E. V., Nagy, M., & Pang, K. C. H. (2002). Age-related disruptions in circadian timing: Evidence for “split” activity rhythms in the SAMP8. *Neurobiology of Aging*, 23(4), 625-632. [https://doi.org/10.1016/S0197-4580\(01\)00344-X](https://doi.org/10.1016/S0197-4580(01)00344-X)
- Beck, R. & Miller, J. P. (2001). The erosion of belief and disbelief: The effects of religiosity and negative affect on belief in the paranormal and supernatural. *Journal of Social Psychology*, 141(2), 277-287. <https://doi.org/10.1080/00224540109600551>

F. Presentations

1. Paper Presentations

- Detherage, R. Jones, H., Peterson, M., Santos, J., Curry, K. D., & Miller, J. P. (2023). Problematic use of technology and its relationship to cyberbullying and core evaluation of self. Paper presented at the annual meeting of the Southwestern Psychological Association, Frisco, TX. – ***Psi Chi Regional Research Award Recipient***
- Ash, K., Martin, H., Skinner, H., & Miller, J. P. (2016). *Choosing wisely: Testing the existence of choice overload*. A paper presented at the 2016 Alpha Chi Nation Convention, Alexandria, VA.
- Capati, M., & Miller, J. P. (2013). *Your future is in the hand*. A paper presented at the 35th annual Mid-Eastern Honors Association Conference, Dearborn, MI.
- Kordella, B. C., & Miller, J. P. (2007). *Locus of control in college students relates to superstitious behavior*. A paper presented at the annual Interdisciplinary Conference for the Behavioral Sciences, Mount Union College, Alliance, OH.
- McAuley, J. D., Beck, E. V., Miller, J. P., Nagy, M., & Pang, K. C. H. (2001). *Age-related changes in the timing behavior of the SAMP8*. A paper presented at the meeting of New England Sequence and Timing, New Haven, CT.

Miller, J. P. (2000). The role of explanatory flexibility in predicting negative affectivity and neuroticism. In R. Beck (Chair) *Diathesis-stress Models for Depression and Anger*. Symposium conducted at the meeting of Southwestern Psychological Association, Dallas, TX.

Beck, R., Perkins, T. S., & Miller, J. P. (1999). Cognitive content-specificity for depression and anxiety: A meta-analysis. In R. Beck & T. S. Perkins (Co-Chairs), *The Relationship of Cognition and Emotion: Problems and Promise*. Symposium conducted at the meeting of Southwestern Psychological Association, Albuquerque, NM.

2. *Poster Presentations*

Dethrage, R., Jones, H., Peterson, M., Santos, J., & Miller, J. P. (2023). Relationship of problematic mobile phone use, attachment, and parental media mediation. Poster presented at the annual Oklahoma Christian University Celebration of Excellence, Oklahoma City, Oklahoma.

Walker, A., Cash, A., Ross, C., Osburn, A., & Miller, J. P. (2023). Religiosity, religious coping, and self-efficacy correlate with well-being. Poster presented at the annual Oklahoma Christian University Celebration of Excellence, Oklahoma City, Oklahoma.

Dethrage, R., Jones, H., Peterson, M., Santos, J., & Miller, J. P. (2023). Relationship of problematic mobile phone use, attachment, and parental media mediation. Poster presented at the annual meeting of Oklahoma Psychological Society, Edmond, Oklahoma.

Walker, A., Cash, A., Ross, C., Osburn, A., & Miller, J. P. (2023). Religiosity, religious coping, and self-efficacy correlate with well-being. Poster presented at the annual meeting of Oklahoma Psychological Society, Edmond, Oklahoma.

Osburn, A., Cash, A., Ross, C., Corbett, J., Scott, T., Walker, A., Riddle, J. L., & Miller, J. P. (2023). Religiosity and affect predict satisfaction with life. Poster presented at the annual meeting of the Southwestern Psychological Association, Frisco, TX.

Walker, A., Osburn, A., Cash, A., Ross, C., Corbett, J., Scott, T., Riddle, J. L., & Miller, J. P. (2023). Religiosity correlates to value and enjoyment of virtual religious services. Poster presented at the annual meeting of the Southwestern Psychological Association, Frisco, TX.

Curry, K. D., Dethrage, R., Johnson, L. A., & Miller, J. P. (2022). Problematic use of technology and its relationship to cyberbullying and core evaluation of self. Poster presented at the annual meeting of Oklahoma Psychological Society, Edmond, Oklahoma. – **2nd Place (Tie) for Undergrad Poster Award**

- Riddle, J. L., Deister, C., Cole, A., Scott, T., Osburn, A., Cash, A. Walker, A., & Miller, J. P. (2022). Religiosity and affect predict satisfaction with life. Poster presented at the annual meeting of Oklahoma Psychological Society, Edmond, Oklahoma. – **2nd Place (Tie) for Undergrad Poster Award**
- Walker, A., Scott, T., Osburn, A., Riddle, J. L., & Miller, J. P. (2022). Religiosity correlates to value and enjoyment of virtual religious services. Poster presented at the annual meeting of Oklahoma Psychological Society, Edmond, Oklahoma.
- Curry, K. D., Detherage, R. Johnson, L. A., & Miller, J. P. (2022). Problematic use of technology and its relationship to cyberbullying and core evaluation of self. Poster presented at the annual Oklahoma Christian University Celebration of Excellence, Oklahoma City, Oklahoma.
- Riddle, J. L., Deister, C., Cole, A., Scott, T., Osburn, A., Cash, A. Walker, A., & Miller, J. P. (2022). Religiosity and affect predict satisfaction with life. Poster presented at the annual Oklahoma Christian University Celebration of Excellence, Oklahoma City, Oklahoma.
- Walker, A., Scott, T., Osburn, A., Riddle, J. L., & Miller, J. P. (2022). Religiosity correlates to value and enjoyment of virtual religious services. Poster presented at the annual Oklahoma Christian University Celebration of Excellence, Oklahoma City, Oklahoma.
- Miller, J. P., Devericks, S., & Crum, J. W. (2021). Problematic mobile phone use is correlated with cyberbullying perpetration/victimhood and eveningness chronotype. Poster presented at the annual meeting of the Southwestern Psychological Association, San Antonio, TX.
- Kordella, B. C. & Miller, J. P. (2007). *Chance orientation in college students relates to superstitious behavior on a putting green.* Poster presented at the annual Undergraduate Research Day at the Capitol, Charleston, WV.
- McAuley, J. D., Miller, J. P. & Pang, K. C. H. (2006). *Modeling the effects of the NMDA receptor antagonist MK-801 on timing in rats.* Poster presented at the annual meeting of the Society for Neuroscience, Atlanta, GA.
- Miller, J. P., McAuley, J. D., & Pang, K. C. H. (2006). *Effects of selective cholinergic NBM lesions on short-interval timing.* Poster presented at the annual meeting of the Society for Neuroscience, Atlanta, GA.
- Miller, J. P., Borawski, S., McAuley, J. D., & Pang, K. C. H. (2005). *Gap duration and location affect short-interval timing in rats.* Poster presented at the annual meeting of the Society for Neuroscience, Washington, DC.
- Miller, J. P., McAuley, J. D., & Pang, K. C. H. (2004). *Effects of MK-801 on time estimation in rats trained on the peak interval procedure.* Poster presented at the annual meeting of the Society for Neuroscience, San Diego, CA.

- McAuley, J. D., Miller, J. P., Wright, K., Wong, M., & Pang K. C. H. (2004). *A comparison of simultaneous temporal processing in young and elderly rats and humans*. Poster presented at the annual meeting of the Medical College of Ohio Neurology/Neurobiology Research Day, Toledo, OH.
- Miller, J. P., McAuley, J. D., & Pang, K. C. H. (2004). *Effect of age on cellular activity in the suprachiasmatic nucleus of the senescence-accelerated mouse (SAMP8)*. Poster presented at the annual meeting of the Medical College of Ohio Neurology/Neurobiology Research Day, Toledo, OH.
- Gordon, N. S., Miller, J. P., Wright, K., Wong, M., McAuley, J. D., & Pang K. C. H. (2003). *A comparison of simultaneous temporal processing in young and elderly rats and humans*. Poster presented at the annual meeting of the Society for Neuroscience, New Orleans, LA.
- Miller, J. P., McAuley, J. D., & Pang, K. C. H. (2003). *Effect of age on cellular activity in the suprachiasmatic nucleus of the senescence-accelerated mouse (SAMP8)*. Poster presented at the annual meeting of the Society for Neuroscience, New Orleans, LA.
- McAuley, J. D., Miller, J. P., Beck, E. V., Nagy, M., & Pang, K. C. H. (2001). *Age-related changes in spontaneous motor timing in the SAMP8*. Poster presented at the annual meeting of the Society for Neuroscience, San Diego, CA.
- Miller, J. P., McAuley, J. D., Beck, E. V., Nagy, M., & Pang, K. C. H. (2001). *A longitudinal study of age-related changes in the circadian rhythm of the SAMP8*. Poster presented at the annual meeting of the Society for Neuroscience, San Diego, CA.
- Miller, J. P., McAuley, J. D., Beck, E. V., Nagy, M., & Pang, K. C. H. (2001). *Age-related changes in run-wheel behavior in senescence accelerated mice*. Poster presented at the annual meeting of the Research Symposium in Psychiatry, Psychology & Behavioral Science, Toledo, OH.
- Beck, E. V., McAuley, J. D., Miller, J. P., Nagy, M., & Pang, K. C. H. (2000). *Age-related changes in run-wheel behavior in senescence accelerated mice*. Poster presented at the annual meeting of the Society for Neuroscience, New Orleans, LA.
- Craun, C., Miller, J. P., Benedict, B. D., & Sparks, J. N. (1998). *Test anxiety and perfectionism in a college student sample*. Poster presented at the annual meeting of Middle Tennessee Psychological Association, Nashville, TN.

G. Other Projects

- Dethrage, R., Jones, H., Peterson, M., Santos, J., & Miller, J. P. (2023). Relationship of problematic mobile phone use, attachment, and parental media mediation. Unpublished research.

- Walker, A., Cash, A., Ross, C., Osburn, A., & Miller, J. P. (2023). Religiosity, religious coping, and self-efficacy correlate with well-being. Unpublished research.
- Curry, K. D., Detherage, R. Johnson, L. A., & Miller, J. P. (2022). Problematic use of technology and its relationship to cyberbullying and core evaluation of self. Unpublished research.
- Riddle, J. R., Deister, C., Cole, A., Scott, T., Osburn, A., Cash, A. Walker, A., & Miller, J. P. (2022). Religiosity and affect predict satisfaction with life. Unpublished research.
- Walker, A., Scott, T., Osburn, A., Riddle, J. R., & Miller, J. P. (2022). Religiosity correlates to value and enjoyment of virtual religious services. Unpublished research.
- Miller, J. P., Devericks, S, Crum, J. W. (2020). Problematic mobile phone use is correlated with cyberbullying perpetration/victimhood and eveningness chronotype. Unpublished research.
- Feight, C., Malepa, D., Miller, J. P. (2018). *Gen X versus Millennials: Comparing Erikson's Psychosocial Stages, Self-Esteem, and Narcissism*. Unpublished student research project, Ohio Valley University, Vienna, WV.
- Mason, M., & Miller, J. P. (2016). *Effects of open-ended vs close-ended questions on eye-witness testimony*. Unpublished student research project, Ohio Valley University, Vienna, WV.
- Smith, E., & Miller, J. P. (2016) *The effects of religiosity on depression*. Unpublished student research project, Ohio Valley University, Vienna, WV.
- Ash, K., Martin, H., Skinner, H., & Miller, J. P. (2016) *Choosing wisely: Testing the existence of choice overload*. Unpublished student research project, Ohio Valley University, Vienna, WV.
- Capati, M., & Miller, J. P. (2013). *Your future is in the hand*. Unpublished student research project, Ohio Valley University, Vienna, WV.
- Kordella, B. C., & Miller, J. P. (2007). *Locus of Control in College Students Relates to Superstitious Behavior*. Unpublished student research project, Ohio Valley University, Vienna, WV.
- Miller, J. P. (2005). *Effects of the NMDA receptor antagonist MK-801 on the timing and temporal processing of short-intervals in rats*. Unpublished doctoral dissertation, Bowling Green State University, Bowling Green, OH.
- Miller, J. P. (2000). *The role of explanatory flexibility in predicting negative affectivity and neuroticism*. Unpublished master's thesis, Abilene Christian University, Abilene, TX.
- Beck, R., & Miller, J. P. (1998). *Agency and communion in an iterated prisoner's dilemma: Do nice guys finish last?* Unpublished manuscript.

H. Professional Development

2023

Denneny, S., Lee, C., & McAdoo, T. (2023, May 10). Putting APA style into practice: Tips for integrating style into your curriculum. [Online seminar presented by APA]. Retrieved from

https://zoom.us/j/97292083087?tk=re_WNZLJwytwFCp99eAcxqCNYgeKxj6BQdin8953hwk.DQMAAAAWpw9fjxZ1bGYxa0J6WIJxNk8zbXICVUFVbUIRAAA&uuid=WN_kQVg_GXUSX649eTmsES7GA

41st Annual Conference of the Oklahoma Psychological Society, Edmond, OK.

2023 Southwestern Psychological Association Convention, Frisco, TX.

Dorri, J. & Zimbardo, P. (2023, Jan 31). Webinar: How to support mental health and college success. [Online seminar presented by Psi Chi]. Retrieved from

<https://www.gotomeet.me/psichi>

2022

40th Annual Conference of the Oklahoma Psychological Society, Edmond, OK.

2021

2021 Southwestern Psychological Association Convention, San Antonio, TX.

Daly, T. (2021, Feb 18). MindTap gradebook master class. [Online seminar presented by Cengage]. Retrieved from <https://cengage.zoom.us/j/92494215556>

2020

38th Annual Conference of the Oklahoma Psychological Society, Oklahoma City, OK.

Feldman, R. (2020, Sept 25). Good teaching is good teaching: learning science and student success in the time of COVID. [Online seminar presented by McGrawHill]. Retrieved from

<https://contractor-mheducation.webex.com/contractor-mheducation/onstage/g.php?MTID=e044872343ebe96d6ed5466af0ca32c18>

Johnson, A. (2020, Sept 10). Teaching with video conferencing. Retrieved from

<https://densm.zoom.us/j/97156907841?tk=JajCS4qyDRvUszQ2oUKbdKz7d6nnylztSoxg7UMCE.DQIAAAAWnwDDQRZ1V2h5NiZrTFRMU3ZLeTNsQzh5a0tBAAAAA&pwd=SHBKd2pxRit4dUIDV2FjSUFLbE5FQT09>

Lara, A. (2020, Mar 27). Basic strategies for teaching psychology online. Retrieved from

<https://cengage.zoom.us/j/937319212>

Carter, D. (2020, Mar 26). How to virtually see your students speak publicly. [Online seminar presented by Cengage]. Retrieved from <https://cengage.zoom.us/j/818556502>

Orr, S. (2020, Mar 13). Strategies for quickly transitioning course to online. [Online seminar presented by Cengage]. Retrieved from <https://cengage.zoom.us/j/499238250>

2019

O'Blanc, D. A., & Laughlin, T. (2019, Dec 5). Evaluations and beyond! Exploring the universe of institutional research surveys. [Online seminar presented by Scantron]. Retrieved from:

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Technical College, Prestonsburg, KY
2010 Annual NCA Higher Learning Commission Conference, Chicago, IL

2009

8th Annual Interdisciplinary Conference for the Behavioral Sciences, Mount Union College,
Alliance, OH

2008

28th Annual Christian Scholars' Conference, Lipscomb University, Nashville, TN
7th Annual Interdisciplinary Conference for the Behavioral Sciences, Mount Union College,
Alliance, OH

2007

6th Annual Interdisciplinary Conference for the Behavioral Sciences, Mount Union College,
Alliance, OH
Undergraduate Research Day at the Capitol, Charleston, WV

2006

Neuroscience; annual meeting of the Society for Neuroscience, Atlanta, GA

2005

Neuroscience; annual meeting of the Society for Neuroscience, Washington, DC

2004

Neuroscience; annual meeting of the Society for Neuroscience, San Diego, CA
Annual meeting of the Medical College of Ohio Neurology/Neurobiology Research Day,
Toledo, OH

2003

Neuroscience; annual meeting of the Society for Neuroscience, New Orleans, LA

2001

Neuroscience; annual meeting of the Society for Neuroscience, San Diego, CA

2000

2000 Southwestern Psychological Association Convention, Dallas, TX

1999

1999 Southwestern Psychological Association Convention, Albuquerque, NM

I. Statement of Teaching Philosophy

My basic philosophy of teaching has evolved, and will continue to do so, during my time as an instructor and as a student of my discipline and profession. Through these varied professional experiences, I continually try to identify new ideas that will assist me in delivering skills and knowledge. The general principle in my teaching includes the idea that teachers attempt to empower students with the necessary skills to take control of their own learning.

My goals as a teacher are simple: I try to know the individual, to work with the individual, and to prepare the individual so that he or she may make the most of coursework and degree track. Further, when I teach, I try to leave the student with more than just a knowledge of the subject I am teaching, but how a subject is interconnected a broader body of knowledge and world. In order to achieve these goals, I believe there are some important characteristics a teacher must display.

Enthusiasm is an important characteristic for an effective teacher. If students see an instructor demonstrating a passion for the subject being taught, inevitably they will be influenced by this energy and will actively engage themselves in learning. From the beginning of a course, an instructor should attempt to create a classroom atmosphere that allows students to feel comfortable participating in class. Displaying concern for students' progress, acknowledgement of their achievements, and the use of peer-correction and/or self-correction can contribute to such an atmosphere.

Creativity is the second characteristic, which I find important in teaching. A variety of class formats can be used when appropriate. In addition to traditional lectures, I attempt to include practical examples, group exercises, interactive activities that encourage critical thinking, and computer-assisted/multi-media displays, when possible, to actively involve the students in the class. To assess their progress, my assessment tools (homework, projects, examinations, etc.) always contain a variety of practical questions designed to allow the students to apply their knowledge to real-life situations.

Commitment to the students is the third trait important to a teacher. From the start of a course, students should be reminded that I always have time for them and that I want them to succeed. My ultimate objective is to serve as a facilitator for my students and to provide them with the tools they need to succeed in mastering course materials and identifying its practical applications in a context broader than the immediate class.

Lastly, an effective teacher must also be an active learner and student. This vital trait affects the students in a variety of ways. The instructor is an important model of a passionate life-long learner. Engaging in professional development impresses the value of this trait to students. In addition, active learning keeps the instructor abreast of the latest development and trends in the field, which allows a teacher to keep instructional materials relevant to the student's learning needs.

J. Statement of Research Experience and Effectiveness

My published research primarily examined the biological mechanisms and the cognitive processes of temporal memory within short interval timing tasks and the role of aging on circadian rhythms. Many of these topics required the integration of various approaches including behavioral, neuroanatomical, and pharmacological techniques coupled with cognitive science approaches and computational models. These projects facilitated the development of research and writing skills needed to successfully perform productive lines of empirical research.

Most recently, I have been engaging undergraduate students in the research process to further the development of their analytical and process skills needed to help students become active learners. Furthering skills related to the research process enable students to critically think about “problems” and creative solutions. The development of such skills is not only fundamentally important for a career in the psychological sciences, but also in preparing students for resolving issues throughout their lives. Topics have varied based on student interest and professional goals and include locus of control and superstitious behavior, an examination of the Forer Effect in a future telling paradigm, examination of the choice overload phenomena, the effect of religiosity on depression, and the effect of question type on the accuracy of eye-witness testimony, problematic mobile phone use, and religiosity and need for cognition. Along with engaging student in the research process, I believe it is impactful for students to both present their work and see others’ research presented ; therefore, I encourage my students to attend research conferences so they can sharpen communications skills while simultaneously learning from the work of others. The most recent presentations include posters/papers presented at the annual conferences of the Oklahoma Psychological Society and the Southwestern Psychological Association.

In conclusion, my research interests and involvements have been varied. I have research experiences with animal and human participants. As a result, I have had the opportunity to employ a varied set of approaches from survey to behavioral designs. My research experiences to date have been primarily based in collaborative research settings that include faculty mentors, student and faculty peers, and undergraduate advisees. I believe such settings are both productive and intellectually stimulating. I enjoy the dialogue and learning such collaborations bring and I would look forward to opportunities to continue collaborative research.

K. Statement of Faith

I believe that Jesus Christ is the son of the one eternal God (comprised of the Father, Son, & Holy Spirit), and in his death, burial, and resurrection. Through his death and resurrection, Christ secured the price of salvation for all people who accept this gift of salvation. The grace of God forgives the sins of all who accept this grace through their faith in Christ Jesus. The salvation given by God's grace is the driving force in our lives to do good works for the glorification of God/Christ and for the building and edification of the Kingdom of God. Pursuant to these beliefs, I believe that one day Christ will return calling all true believers to live with in eternally in heaven.

The Old and New Testaments scriptures are the inspired word of God. Through these scriptures we can gain knowledge about God's love, grace, and plan of salvation for the world. The teaching of both the Old and New Testaments give us examples of how we should live our lives as believers in Christ Jesus. Additionally, the scriptures can be used for the instruction of faith and worship in God/Christ.

L. Relationship of Faith and Christian Worldview to Teaching and Learning

The Old and New Testaments scriptures are the inspired word of God. Through these scriptures we can gain knowledge about God's love, grace, and plan of salvation for the world. God, as the creator, is the origin and author of all truth. Therefore, it is my belief that education through a Christian worldview is the most logical avenues for education to transpire. I have been blessed with the opportunity to be an alumnus of two universities affiliated with the churches of Christ and to be employed at such a university as well. These experiences have allowed me to develop and deepen my faith and spiritual walk.

In many ways faith and education are analogous. When approach correctly both are lifelong journeys of exploration, discovery, and growth. Neither is a singular static event tied an individual point in time. As such, current conclusions maybe eventually discarded and/or revised as deeper levels of knowledge and experience are acquired. In my mind, this is the process that is in part involved in the development of maturity and wisdom. Therefore, recognition and love for lifelong learning is at the heart of the intersection of a Christian worldview and teaching. As a professor, I attempt to encourage my students to also adopt this continual growth mindset as a disposition.

The merging of a Christian worldview and teaching also allows instructors use holistic approaches to training and teaching students. As an instructor I am not solely concerned with a student's grade in a particular course, but rather I am interested in challenging students academically, personally, and spiritually to mature and establish a unified worldview of their own that flows naturally from the wonders that God has created. Of course, each student entering academia will not be at the same level of faith, many will not claim a Christian faith, and other may not claim any faith systems of their own. Instructors teaching through a Christian worldview are equally concerned with these students and will treat them with the same compassion as due any of God's creation. All students, regardless of individual faith backgrounds, can benefit from the intersection of Christian Worldview within the educational curriculum.

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