

Curriculum Vitae

Contact Information

Jeffry Ricker, Ph.D.

Phoenix, Arizona, United States
drjeffryricker@gmail.com
(602) 696-5977

Websites and social media

- LinkedIn Profile <www.linkedin.com/in/dr-jeffry-ricker/>
- Blog: Knowing Ourselves - Psychological Science & Everyday Life <<https://knowing-ourselves.com/?s=Jeffry+Ricker>>
- General Psychology Readings <<https://psy101readings.com/home/chapter-1/>>
- Academia.edu Profile <<https://scottsdalecc.academia.edu/JeffryRicker>>
- ResearchGate Profile <<https://www.researchgate.net/profile/Jeffry-Ricker>>

Positions/Experience

Educational and Scientific Writer

January 2002 to Present

- Author of two introductory-psychology textbooks (one online and the other printed)
- Author of online critical-thinking lessons for two published psychology textbooks
- Author of online readings in various fields of psychology
- See Websites and Social Media (above) and Educational Publications/Presentations (below) for details

Professor of Psychology

Scottsdale Community College
July 1999 to July 2020

- Higher education expertise

Held positions with responsibilities and duties such as:

- Faculty governance (division chair, department chair, faculty senate president)
- General studies across a district comprising ten colleges
- State-wide articulation (Arizona public colleges and universities)
- Inter-state articulation (public and private colleges/universities across states)
- Curriculum development
- Instructional Technology expertise.

- Developed websites for teaching psychology to students and the general public
- Owned a listserv and website for psychology instructors interested in teaching critical and skeptical thinking
- Student Mentoring and Advising Expertise

See Appendix A for details

Instructor of Psychology

Scottsdale community College
August 1994 to June 1999

Visiting Faculty in Psychology and Sociology

University of Missouri, St. Louis
January 1994 to May 1994

Adjunct Instructor of Psychology

Scottsdale Community College
Paradise Valley Community College (Fall 1990)
August 1989 to August 1993

Visiting Faculty in Biology and Zoology

Arizona State University, Tempe
August 1987 to May 1989

Courses Taught

- Abnormal Psychology
- Developmental Psychology
- Human Genetics
- Introduction to Biology for Majors (Genetics Section)
- Introduction to Psychology
- Psychology of Gender Differences
- Psychology of Human Sexuality
- Psychology of Personality
- Research Methods
- Social Psychology

Teaching Assistant

- Behavior-Genetic Analysis
Responsible for:
 - Developing and teaching the laboratory section of the course
 - Writing and grading tests in lecture section of the course
- Comparative Psychology
Responsible for:
 - Developing and teaching the laboratory section of the course
 - Writing and grading tests in lecture section of the course

Education

Post-doctoral Program in Clinical Psychology

University of Missouri, St. Louis
August 1993 to May 1994
Clinical Director: Jane Stake, Ph.D.

Ph.D. Program in Cognitive and Experimental Psychology

University of Illinois, Urbana- Champaign
August 1980 to May 1987
Research Specialization: Behavioral Genetics and Behavioral Evolution
Dissertation Advisor: Jerry Hirsch, Ph.D.

B.S. Program in Psychology

University of Illinois, Urbana- Champaign
August 1977 to January 1980

A.A. Program in Liberal Arts

William Rainey Harper College
August 1975 to May 1977

Dissertations and Theses

Doctoral Dissertation

Ricker, J. P. (1987). *Genetic and evolutionary analysis of Drosophila melanogaster divergently selected for geotaxis.*

Master's Thesis:

Ricker, J. P. (1984). *Selection and hybrid analysis of Drosophila melanogaster for differences in a measure of geotaxis.*

Senior Research Thesis:

Ricker, J. P. (1980). *Attempted replication of selection for classical conditioning in the blow fly, Phormia regina.*

Research Interests

- The evolution of genetic systems underlying behavioral phenotypes due to long-term selection in domesticated or natural populations
- Accessibility of Computer Technology, Websites, and Software by Blind and Visually Impaired Users
- The Effects of Negative Stereotypes About the Competence of Blind and Visually impaired people in Educational and Work Settings
- implicit bias and the implicit association test
- Critical Thinking: Development of Interventions and Assessments of Undergraduate Psychology Students
- Assessing the Importance of Reading Skills in the Successful Completion of Undergraduate Psychology Courses
- Biological and Cognitive Correlates of Schizophrenia

Organization Affiliations

- American Medical Writers Association (AMWA)
- Association For Psychological Science (Charter Member)
- American Council of the Blind (Central Chapter of Arizona)
- National Federation of the Blind (Phoenix Chapter of Arizona)

Certificates and Certifications

- Certificate of Completion -- WebAIM Accessible Documents Course
- Creating Accessible Documents in Microsoft Office (Word, Excel, Powerpoint) and Adobe Acrobat
- Certificate of Completion -- American Medical Writers Association Essential Skills Course (in progress)
- Lifetime Teaching Certificate in Biology and Psychology
- State Board of Directors for Community Colleges of Arizona, Issued 1989; Credential ID Regular A.1.a.; No. 12416
- Fellowship program in Institutional and Scientific Racism; August 1980 to July 1986; NIMH Grant #MH 15173

Skills

- Proficient in APA style
- Developing proficiency in MLA and Chicago styles
- Developing proficiency in the use of Microsoft Office with screen readers
- Proficient in the writing of Braille; developing proficiency in the reading of Braille
- Proficient in the use of screen readers for blind and visually impaired computer users

Publications and Presentations

Academic Publications

- Markow, T. A., & Ricker, J. P. (1992). Male size, developmental stability, and mating success in natural populations of three *Drosophila* species. *Heredity*, *69*, 122-127.
- Markow, T. A., & Ricker, J. P. (1991). Developmental stability in hybrids between the sibling species pair, *Drosophila melanogaster* and *Drosophila simulans*. *Genetica*, *84*, 115-121.
- Ricker, J. P., & Hirsch, J. (1988). Genetic changes occurring over 500 generations in lines of *Drosophila melanogaster* selected divergently for geotaxis. *Behavior Genetics*, *18*, 13-25.
- Ricker, J. P. and Hirsch, J. (1988). Reversal of genetic homeostasis in laboratory populations of *Drosophila melanogaster* under long-term selection for geotaxis and estimates of gene correlates: Evolution of behavior-genetic systems. *Journal of Comparative Psychology*, *102*(3), 203-214.
- Ricker, J. P., Skoog, L. A., & Hirsch, J. (1987). Domestication and the behaviour-genetic analysis of captive populations. *Applied Animal Behaviour Science*, *18*(1), 91-103.
- Ricker, J. P., Brzordad, J. N., & Hirsch, J. (1986). A demonstration of discriminative conditioning in the blow fly, *Phormia regina*. *Bulletin of the Psychonomic Society*, *24*, 240-243.
- Ricker, J. P., Hirsch, J., Holliday, M. J., & Vargo, M. A. (1986). An examination of claims for classical conditioning for use in the genetic analysis of *Diptera*. In J. L. Fuller & E. C. Simmel (Eds.), *Perspectives in Behavior Genetics*. Hillsdale, NJ: Erlbaum.
- Ricker, J. P., & Hirsch, J. (1985). Evolution of an instinct under long-term divergent selection for geotaxis in domesticated populations of *Drosophila melanogaster*. *Journal of Comparative Psychology*, *99*, 380-390.

Academic Presentations

- Ricker, J., Boring, R., Harris, A., & Markow, T. (1989). Fluctuating dermatoglyphic asymmetry and its association with positive and negative symptoms of schizophrenia. *Schizophrenia Research*, *11*.
- Ricker, J. P., and Hirsch, J. (1988). Divergent selection for geotaxis spanning 550 generations and genetic analysis in *Drosophila melanogaster* [Abstract]. *Behavior Genetics*, *14*(6), 612.
- Hirsch, J., Holliday, M., and Ricker, J. (1987). Instinct, conditioning, individual differences, and the behavior-genetic component analysis of *DIPTERA* [Abstract]. *Bulletin of the Psychonomic Society*, *25*(5), 331.

- Hirsch, J., Holliday, M., and Ricker, J. (1984). Conditioning flies and experimental control of both heredity and environment [Abstract]. *Bulletin of the Psychonomic Society*, 22(4), 286.

Educational Publications

- Ricker, J. (2006). *Teaching and Assessing Skeptical and Critical Thinking in Abnormal*
- Ricker, J. P. (2009). *What is Psychological Science?* Online textbook for PSY 101.
- Ricker, J. P. (2006). *An introduction to psychology: The science of mind and behavior*. Online textbook for PSY 101.
- Ricker, J. P. (2006). Assessment of critical thinking at Scottsdale Community College. In M. Gorton (Ed.), *Annual Report of the Student Learning Outcomes Assessment Committee: 2005-2006 Academic Year*. Scottsdale, AZ: SCC Institutional Research.
- Ricker, J. P. (2005). Use of the Scottsdale Test of Critical Thinking in Assessing Critical Thinking in ENG 101 and ENG 102. In J. Neibling (Ed.), *Annual Report of the Student Learning Outcomes Assessment Committee: 2004-2005 Academic Year*. Scottsdale, AZ: SCC Institutional Research.
- Ricker, J. P. (2004). Assessment of critical thinking at Scottsdale Community College: A pilot study. In J. Neibling (Ed.), *Annual Report of the Student Learning Outcomes Assessment Committee: 2003-2004 Academic Year*. Scottsdale, AZ: SCC Institutional Research.
- Ricker, J. P. (2004). Critical thinking lessons for Weiten's, *Psychology: Themes & Variations* (6th ed.). Belmont, CA: Wadsworth.
- Ricker, J. P. (2003). Critical thinking lessons for Weiten's & Lloyd's, *Psychology Applied to Modern Life: Adjustment in the 21st Century*. Belmont, CA: Wadsworth.
- Ricker, J. P. (2002). *An introduction to the science of psychology*. Boston, MA: Pearson Custom Publishing.

Educational Presentations

Assessment Instruments:

Ricker, J. P. (2001-2016). *Scottsdale Test of Critical Thinking*.

- This scale consists of thirty items, each of which presents a scenario that requires students to think critically in order to solve a problem. The skills and abilities addressed in the STCT are as follows:
 - The ability to reason methodologically
 - The ability to recognize limitations of intuitive thinking
 - The ability to reason inductively and deductively
 - The ability to recognize important formal and informal fallacies
 - The ability to correctly apply descriptive statistics (averages) to predictions about individuals
 - The ability to engage in probabilistic reasoning
 - The ability to develop and use precise definitions of concepts in one's reasoning
 - The ability to distinguish between empirically testable and non-testable hypotheses

Ricker, J. P. (2004-2007). *Scale of Belief Formation*.

- In designing this scale, it was assumed that skepticism can be conceived as a personality disposition. Thus, a low score on the scale is hypothesized to be associated with reduced skepticism.

Ricker, J. P. (Undated). *Knowledge of Psychology*.

- This scale was developed to assess Students' acceptance of widely held misconceptions about topics in Psychology.

Ricker, J. P. (Undated). *Reading Comprehension in Psychology*.

- This test was developed to measure students' ability to comprehend textbook material of varying degrees of difficulty.

Appendix A

Student Services Position

Academic Advisor

Scottsdale Community College

August 1998 to August 2003; August 2012 to August 2016

Responsibilities and duties:

- Assists students in developing educational and career plans
- Assists students in monitoring progress towards educational goals

University/College Articulation Positions

General Studies Representative

Maricopa County Community College District (MCCCD)

August 2006 to May 2013

Responsibilities and duties:

- Represents MCCCD as a voting member on Arizona State University's General Studies Councils (Tempe Campus and West Campus)
- The faculty liaison between the Maricopa Community Colleges and Arizona State University for any issues involving Maricopa's general-education program (Tempe Campus)
- Assists Maricopa faculty in developing and submitting proposals for general-education values for their courses

Related Committee Assignments (partial list):

- Chair of ASU's Historical Awareness Subcommittee
- MCCCD District Curriculum Committee
- MCCCD Transfer Articulation Group
- MCCCD Representative - Arizona General Education Articulation Task Force

Psychology Curriculum Development Positions

Chair, Arizona Psychology Articulation Task Force

May 2005 to May 2006

Chair, MCCCD Psychology Instructional Council

August 2001 to May 2003; August 2004 to May 2006

MCCCD Lead Member — State of Arizona, Psychology Articulation Task Force

August 2001 to May 2003; August 2004 to May 2006

SCC representative to MCCC'D's Psychology Instructional Council
August 1996 to May 2006

Faculty Governance Positions

Chair of Social and Behavioral Sciences Division

Scottsdale Community College
July 2005 to June 2008

Responsibilities and duties:

- Long-range planning and coordinating divisional activities involving the development and evaluation of curriculum, academic/occupational programs, instructional delivery modes, and instructional facilities
- Supervises divisional activities involving course scheduling, student-outcomes assessment, hiring, and faculty/staff evaluations
- Operational budgeting, which includes developing the divisional budgetary cycle, as well as supervising the use of departmental, program, and course budgets
- Interpreting and communicating college/district policies and procedures to the faculty and staff

Related Committee Assignments (partial list):

- Division Chairs Committee
- College Curriculum Committee

Faculty Senate President

Scottsdale Community College
May 2004 to May 2005

Responsibilities and duties:

- Oversees the development and evaluation of activities designed to achieve the primary functions of the SCC Faculty Senate, which are:
 - To facilitate communication among faculty
 - To serve as the executive representative of SCC faculty to college administrators, district administrators, and the Governing Board
 - To select representatives to serve on college committees and administrative councils
 - To participate in the formation and implementation of college and district policies that affect any of the following: curriculum, instructional methods, the educational experiences of students and the employment conditions of faculty
- Presides at all meetings of the Senate
- Represents SCC faculty at all meetings of the MCCC'D Faculty Executive Council
- Appoints members to serve on all special committees
- Is a member, ex-officio, of college committees
- Is the official spokesman of the Senate

Related Committee Assignments (partial list):

- SCC Representative to MCCC Faculty Executive Council

Chair of Behavioral Sciences Department

Scottsdale Community College

August 2000 to June 2004

Responsibilities and duties:

- Long-range planning and coordinating of departmental activities involving the development and evaluation of curriculum and academic/occupational programs
- Supervises departmental activities involving faculty teaching assignments, course scheduling, student-outcomes assessment, faculty hiring, and faculty/staff evaluations
- Prepares the annual student learning outcomes assessment report
- Develops the departmental, special-program, and supply budgets

Related Committee Assignments (partial list):

- Behavioral Sciences Department Representative — Student Learning Outcomes Assessment Committee
- Chair of the Critical Thinking Subcommittee of the SCC Student Learning Outcomes Committee