

**Randall W. Engle**  
**School of Psychology**  
**Georgia Institute of Technology**  
**Atlanta, GA 30332-0170**

**email: [randall.engle@gatech.edu](mailto:randall.engle@gatech.edu)**  
**voice: 404-644-8152**  
**fax: 404-894-8905**

**EDUCATION:**

1968 B.A., West Virginia State College  
1969 M.A., The Ohio State University  
1973 Ph.D., The Ohio State University

**POSITIONS:**

1972-1974 Assistant Professor, King College, Bristol, TN  
1974-1978 Assistant Professor, University of South Carolina  
1978-1983 Associate Professor, USC  
1983-1995 Professor of Psychology, USC  
1980 to 1984 Program Director, Doctoral Program in  
General-Experimental Psychology  
1995-2008 Chair, School of Psychology,  
Georgia Institute of Technology  
2000-Present Adjunct Professor, Department of Psychiatry, Emory  
Medical School  
2005-2008 Associate Dean, College of Sciences, Georgia Tech  
1995-Present Professor, School of Psychology, Georgia Institute of  
Technology  
2008-2009 Founding Director, GSU/GT Center for Advanced Brain Imaging  
2012-Present Director, GSU/GT Center for Advanced Brain Imaging  
2012-Present Professional Fellow, University of Edinburgh

**PUBLICATIONS** – Citation count as of 11/11/13: 18,521 - Google Scholar at  
<http://scholar.google.com/citations?hl=en&user=irWRYqcAAAAJ>

All papers and chapters available for download at  
<http://psychology.gatech.edu/renglelab/Publications.htm>

**ARTICLES:**

1. Wickens, D. D., & Engle, R. W. (1970). Imagery and abstractness in short-term memory. Journal of Experimental Psychology, 84, 268-272.
2. Engle, R. W. (1974). The modality effect: Is PAS responsible? Journal of Verbal Learning and Verbal Behavior, 13, 824-829.

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10. Engle, R. W., Clark, D. D., & Cathcart, J. S. (1980). The modality effect: Is it a result of different strategies? Journal of Verbal Learning and Verbal Behavior, 19, 226-239.
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16. Kramer, J. J., & Engle, R. W. (1981). Teaching awareness of strategic behavior in combination with strategic training: Effects on children's memory performance. Journal of Experimental Child Psychology, 32, 513-530.
17. Watson, E. S., & Engle, R. W. (1982). Is it lateralization, processing strategies or both that distinguishes good and poor readers? Journal of Experimental Child Psychology, 34, 1-19.
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22. Sipe, S., & Engle, R. W. (1986). Echoic memory processes in good and poor readers. Journal of Experimental Psychology: Learning, Memory, and Cognition, 12, 402-412.
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59. Mecklinger, A., Weber, K., Gunter, T.C., & Engle, R.W. (2003). Dissociable brain mechanisms for inhibitory control: effects of interference content and working memory capacity. Cognitive Brain Research, 18, 26-39.
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79. Unsworth, N., Engle, R. W. (2008). Speed and accuracy of accessing information in working memory: An individual differences investigation of focus switching. Journal of Experimental Psychology: Learning, Memory, and Cognition. 34, 616-630.
80. Calderón-Garcidueñas, L., Mora-Tiscareño, A., Esperanza Ontiveros, E., Gómez-Garza, G., Barragán-Mejía, G., Broadway, J., Chapman, S., Valencia-Salazar, G., Jewells, V., Maronpot, R. R., Henríquez-Roldán, C., Pérez-Guillé, B., Torres-Jardón, R., Herrit. L., Brooks, D., Osnaya-Brizuela, N., Monroy, M. E., González-Maciel, A. G., Reynoso-Robles, R., Villarreal-Calderon, R., Solt, A., C., Engle, R. W., (2008). Air pollution, cognitive deficits and brain abnormalities: A pilot study with children and dogs. Brain and Cognition, 68, 117-127.

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86. Broadway, J. M., & Engle, R. W. (2010). Validating running memory span: Measurement of working memory capacity and links with fluid intelligence. Behavior Research Methods, 42, 563-570.
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92. Redick, T. S., Broadway, J. M., Meier, M. E., Kuriakose, P. S., Unsworth, N., Kane, M. J., & Engle, R. W. (2012). Measuring working memory capacity with automated complex span tasks. European Journal of Psychological Assessment, 28, 164-171.
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94. Redick, T. S., Shipstead, Z., Harrison T., L., Hicks, K. L., Fried, D. E., Hambrick, D. Z., Kane, M. J., Engle, R. W. (in press). No evidence of intelligence improvement after working memory training: A randomized, placebo-controlled study. Journal of Experimental Psychology, General.
95. Shipstead, Z., Redick, T. S., Hicks, K. L., & Engle, R. W. (in press). The scope and control of attention as separate aspects of working memory. Memory.

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#### **BOOKS:**

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2. Wilhelm, O. & Engle, R.W. (Eds.). (2004). Handbook on Understanding and Measuring Intelligence, Sage Press: CA.
3. Engle, R.W., Sedek, G., von Hecker, U. & McIntosh, D. (Eds.). (2005). Cognitive Limitations in Aging and Psychopathology: Attention, Working Memory, and Executive Functions. Cambridge University Press: London.
4. (Polish translation of the above book.) Engle, R.W., Sedek, G., von Hecker, U. & McIntosh, D. (Eds.). (2007). Ograniczenia poznawcze.: Starzenie sie I psychopatologia. Wydawnictwo Naukowe: Warsaw.

#### **CHAPTERS**

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2. Engle, R. W. (1996). Working memory and retrieval: An inhibition-resource approach. In J.T.E. Richardson, R.W. Engle, L. Hasher, R.H. Logie, E.R. Stoltzfus, & R.T. Zacks (Eds.) in Working memory and human cognition. New York: Oxford University Press.
3. Engle, R. W. & Conway, A. R. A. (1998). Working memory and comprehension. In R. H. Logie, & K. J. Gilhooly, (Eds.), Working memory and thinking (pp 67-92). East Sussex, UK: Psychology Press.
4. Engle, R.W. & Oransky, N. (1999). The evolution from short-term to working memory: Multi-store to dynamic models of temporary storage. In R. Sternberg (Ed.), The Nature of Cognition (pp. 514-555). Cambridge, MA: MIT Press.
5. Engle, R.W., Kane, M.J. & Tuholski, S.W. (1999). Individual differences in working memory capacity and what they tell us about controlled attention, general fluid intelligence and functions of the prefrontal cortex. In Miyake, A. & Shah, P. (Eds.), Models of working memory: Mechanisms of active maintenance and executive control (pp.102-134). London:Cambridge Press.
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7. Hambrick, D. Z. & Engle, R. W. (2003). The role of working memory in higher level cognition. In Davidson, J. & Sternberg, R. The nature of problem solving. MIT Press.
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14. Kane, M. J., Conway, A. R. A., Hambrick, D. Z., & Engle, R. W. (2007). Variation in working-memory capacity as variation in executive attention and control. To appear in A. R. A. Conway, C. Jarrold, M. J. Kane, A. Miyake, J. Towse (Eds.), Variation in Working Memory. Oxford University Press.
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17. Broadway, J.M.; Redick, T.S.; Engle, R.W. (2010). Working memory capacity: Self-control is (in) the goal. Hassin, R. R. (Ed); Ochsner, K.N. (Ed); Trope, Y. (Ed). Self control in society, mind, and brain, Oxford series in social cognition and social neuroscience (pp. 163-173). New York, NY, US: Oxford University Press
18. Courage, M. L.; Howe, M. L.; Ilkowska, M.; Engle, R. W.; Kossowska, M.; Orehek, E.; Kruglanski, A. W.; McVay, J.C.; Kane, M. J.; Marszał-Wiśniewska, M.; Zajusz, D.; Orzechowski, J. Sedek, G.; Brzezicka, A. Individual differences in working memory and higher-ordered processing: The commentaries. In Gruszka, A. Matthews, G., Szymura, B. (Eds). Handbook of individual differences in cognition: Attention, memory, and executive control. The Springer series on human exceptionality (pp. 419-436). New York, NY, US: Springer Science + Business Media.
19. Ilkowska, M. & Engle, R. W. (2010). Trait and state differences in working memory capacity. In Gruszka, A. Matthews, G., Szymura, B. (Eds). Handbook of individual differences in cognition: Attention, memory, and executive control, The Springer series on human exceptionality. (pp 295-320). New York, NY, US: Springer Science + Business
20. Ilkowska, M. & Engle, R. W. (2010). Working memory capacity and self-regulation. In Hoyle, R. H., Handbook of personality and self-regulation, (pp. 265-290). Wiley-Blackwell, xiv, 528 pp.

## **DISSERTATIONS DIRECTED:**

1. Formal operation problem solving as a function of sex, interest and record keeping. Barbara W. S. Poteat, 1977.
2. Teaching awareness of strategic behavior in combination with strategy training: Effects on children's memory performance. Jack J. Kramer, 1979.
3. Hemispheric lateralization of phonetic processes vs. mnemonic load as the primary determinant of the ear asymmetry in normal and dyslexic children. E. Selman Watson, 1980.
4. Automatic and attentional activation in semantic and episodic memory: Implications for the utility of conscious awareness. David A. Balota, 1981.
5. Case-structure patterns of verbs and judgement of sentence topic. Vance Truesdale, 1981 (Department of English, Program in Linguistics).
6. The effect of mnemonic instructions on intentional and incidental remembering in children. Malcolm B. Dick, 1984.
7. Do individual differences in working memory capacity predict higher level cognitive abilities. Marilyn L. Turner, 1987.
8. Testing a new theory of the psychological refractory period. B.J. Casey, 1990.
9. Working memory capacity as long-term memory activation. Judy Cantor, 1992.
10. Primacy effects in impression formation: The role of working memory capacity. Paula Skedsvold, 1993.
11. Cognitive processing occurring in the response period of recall tasks: Subvocal rehearsal or memory search? Linda LaPointe, 1995.
12. Individual differences in working memory capacity and resistance to interference in a paired-associate task. Virginia M. Rosen, 1996.
13. An investigation of selective attention: A test of the episodic retrieval theory of negative priming. Andrew R. A. Conway, 1996.
14. Effects of domain knowledge, working memory capacity and age on cognitive performance. David Z. Hambrick, 2000.
15. Working Memory Capacity as Controlled Attention: Implications for Visual Selective Attention. M. Kathryn Bleckley, 2000.
16. Control, Automaticity, and Working Memory: A Dual-Process Analysis, Karen Daniels, 2002
17. Working Memory Capacity and Pitch Discrimination, Tabitha Payne, 2003
18. Individual Differences in Complex Memory Span and Episodic Retrieval: Examining the Dynamics of Delayed and Continuous Distractor Free Recall, Nash Unsworth, 2006.
19. Neural Correlates of Speed-Accuracy Tradeoff: An Electrophysiological Analysis, Richard Heitz, 2007.
20. Individual Differences in Working Memory Capacity and the Distinction between Proactive and Reactive Control, Thomas Redick, 2009.

21. , Zach Shipstead, 2011.

**PROFESIONAL ORGANIZATIONS:**

APA (Fellow of Division 3), APS (Fellow), Psychonomic Society (elected chair of the Governing Board), Midwestern Psychological Association, Sigma Xi (Chapter President 1985-1986), Society of Experimental Psychology (limited membership honor society), Memory Disorders Research Society (limited membership honor society), American Association for Advancement of Science (Fellow).

**AWARDS AND HONORS:**

**Teaching Honors:**

Mortar Board Excellence in Teaching Award, 1988 and 1994.

Ace Teacher Award, Models of the Mind, South Carolina Honors College, 1991

Distinguished Honors College Professor, 1992

Amoco Award for University Teacher of the Year, 1993

South Carolina Governor's Professor of the Year, nominee, 1993 and 1994

### **Professional Honors:**

Invited address to American Psychological Association, Division 3, 1996 annual meeting

Chair of Executive Board of Council of Graduate Departments of Psychology

Elected to Executive Committee of Division 3 of APA

Elected to Governing Board of Psychonomic Society

President, Division 3 of APA

Chair of Governing Board of Psychonomic Society

Elected to membership in The Society of Experimental Psychologists

Elected to membership in the Memory Disorders Research Society

Elected Fellow of American Association for the Advancement of Science

### **PROFESSIONAL SERVICE:**

Editorial Board for *American Journal of Mental Deficiency* 1980-1982.

Editorial Board, *Intelligence*, 1993-1999.

Editorial Board, *Journal of Experimental Psychology: Learning, Memory and Cognition*, 1994-1999.

Editorial Board, *Memory & Cognition*, 1997-1999.

Editorial Board, *Behavioral Neuroscience Reviews*, 2002-2007.

Editor, *Current Directions in Psychological Science*, 2009-2014.

Program Committee, American Psychological Society, 1997-1999 meetings.

Program Chair, American Psychological Society, 2000 and 2001 meetings.

Research Advisory Board, Department of Defense Polygraph Institute, 1999-present.

Board member, Council of Graduate Departments of Psychology

Chair of the Governing Board, Council of Graduate Departments of Psychology

Executive Committee, APA Division 3.

President, APA Division 3

Governing Board, Psychonomic Society

Chair, Governing Board, Psychonomic Society

APA Council of Representatives (Div 3)

**GRANTS:**

1. Modality effects in short-term memory. Productive scholarship grant. 1 year.	\$640
2. Research in auditory sensory memory in children. National Institute of Child Health and Human Development. 3 years.	\$49,000
3. Research on memory strategies in normal retardates. Biomedical Research Grant. 1 year	\$2,840
4. Modality effects in deaf subjects. Biomedical Research Grant. 1 year.	\$4,500
5. Auditory sensory memory. Productive Scholarship grant. 1 year.	\$850
6. Training cognitive strategies in children. National Institute of Child Health and Human Development. 2 years	\$73,000
7. The role of echoic memory in reading disability. Biomedical Research Grant. 1 year.	\$6,500
8. Working memory capacity: An individual differences approach. Air Force Office of Scientific Research. 2 years.	\$150,000
9. Is dyslexia a language based problem? Biomedical Research Grant. 1 years.	\$6,000
10. Adult illiteracy. Cutting Edge Grant. 2 years	\$77,000
11. Individual differences in working memory. National Institute of Child Health and Human Development. 4 years.	\$403,150
12. Retrieval and storage consequences of working memory limitations. Air Force Office of Scientific Research. 3 years.	\$228,039
13. Retrieval and storage consequences of working memory limitations. Air Force Office of Scientific Research AASERT Grant. 2 years.	\$102,524
14. Working memory, controlled attention and task switching. Air Force Office of Scientific Research. 3 years.	\$394,960
15. Augmentation of working memory, controlled attention and task switching. Air Force Office of Scientific Research AASERT Grant. 3 years.	\$125,000
16. Working memory and focused and sustained attention. Air Force Office of Scientific Research. Jan 1, 2000-December 31, 2002	\$644,685
17. Working memory capacity and interference. (TransCoop grant with Dr. Klaus Oberauer). Alexander von Humboldt Foundation, Jan 1, 2001-Dec 31, 2001	\$15,751
18. Working memory capacity and control of attention, Air Force Office of Scientific Research, Feb 1, 2003-Jan 1, 2004	\$62,000
19. Understanding the role of working memory capacity in complex task performance to improve sailor and marine selection, classification, and training. Office of Naval Research, 2009-2012	\$900,000

