

Curriculum Vitae and Table of Contents

Randall W. Engle

School of Psychology, Georgia Institute of Technology

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I. Earned Degrees

B.S.	1968	West Virginia State College (now WV State University)
M.A.	1969	The Ohio State University
Ph.D.	1973	The Ohio State University

II. Employment History

1972-1974	King College, Bristol, TN
1974-1978	Assistant Professor, University of South Carolina
1978-1983	Associate Professor, USC
1983-1995	Professor of Psychology, USC
1980-1984	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
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
2012-2015	Director, GSU/GT Center for Advanced Brain Imaging
2012-2016	Professional Fellow, University of Edinburgh

III. Honors and Awards

Teaching Honors:

1988 and 1994	Mortar Board Excellence in Teaching Award
1991	Ace Teacher Award, Models of the Mind, South Carolina Honors College
1992	Distinguished Honors College Professor
1993	Amoco Award for University Teacher of the Year
1993 and 1994	South Carolina Governor's Professor of the Year, nominee

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 America Association for the Advancement of Science
Distinguished Alumni Award, Department of Psychology, The Ohio State University
Lifetime Achievement Award, Division 3 of the American Psychological Association
Elizabeth Hurlock Beckman Award 2014 (given to professors who inspired their former students to achieve greatness.
APS Mentor Award 2017
Elected Fellow of America Academy of Arts and Sciences 2018
SEPA Mentor Award, 2019
Elected to National Academy of Sciences, 2020
Norman Anderson Lifetime Achievement Award from Society of Experimental Psychologists - 2021

Keynote address to:

German Psychological Society – Bielefeld, Germany
European Society of Cognitive Psychology – Krakow, Poland
International Society of Intelligence Research – Melbourne, Australia
Centre for Cognitive Ageing and Cognitive Epidemiology, Edinburgh
Psychonomic Society, 2017
Clinical Aphasiology Conference, 2019

IV. Research, Scholarships, and Creative Activities

Google Scholar Profile at [Randall W. Engle - Google Scholar](#), current citations almost 60,000 and h factor of 89.

A. Published Books and Book Chapters

A1. Books

1. Richardson, J.T.E, Engle, R.W., Hasher, L., Logie, R.H., Stoltzfus, E.R., & Zacks, R.T. (1996). *Working memory and human cognition*. Oxford University Press.
2. Wilhelm, O. & Engle, R.W. (Eds.). (2004). *Handbook of understanding and measuring intelligence*, Sage Press.
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.
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.
5. Novick, J. M., Bunting, M. F., Dougherty, M. R., & Engle, R. W. (Eds.). (2020). *Cognitive and working memory training: Perspectives from psychology, neuroscience, and human development*. Oxford University Press.
6. R. H. Logie, Z. Weng, S. E. Gathercole, N. Coan, & R. W. Engle (Eds.), *Memory in Science for Society: There is nothing as practical as a good theory*. Oxford University Press.

A2. Book Chapters

1. Engle, R. W. (1994). Memory. In Robert Sternberg (Ed.), *Encyclopedia of human intelligence* (pg. 700-704). Macmillan.
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*. 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). 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). 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). Cambridge Press.
6. Engle, R.W. (2001). What is working memory capacity? In Roediger, H. L., Nairne, J.S., Neath, I., Suprenant, A. M. (Eds.), *The nature of remembering: Essays in honor of Robert G. Crowder*. American Psychological Association Press.
 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.
 8. Engle, R.W. & Kane, M.J. (2004). Executive attention, working memory capacity, and a two-factor theory of cognitive control. In Ross, B. (Ed), *The psychology of learning and motivation* (Vol 44, pp 145-199). Academic Press. [http://dx.doi.org/10.1016/S0079-7421\(03\)44005-X](http://dx.doi.org/10.1016/S0079-7421(03)44005-X)
 9. Heitz, R.P., Unsworth, N. & Engle, R.W. (2004). Working memory capacity, attention control, and fluid intelligence. In Wilhelm, O. & Engle, R.W. (Eds.), *Handbook of understanding and measuring intelligence*. (pp 61-78), Sage Press.
 10. Wilhelm, O. & Engle, R. W. (2004). Intelligence: A diva and a workhorse. In Wilhelm, O. & Engle, R.W. (Eds.), *Handbook of understanding and measuring intelligence*, (pp 1-10), Sage Press.
 11. Hambrick, D. Z., Kane, M. J., & Engle, R. W. (2005). The role of working memory in higher-level cognition: Domain-specific vs. domain-general perspectives. In R. J. Sternberg & J. Pretz, Eds. *Cognition and intelligence*. (pp 104-121). Cambridge University Press.
 12. Engle, R.W., Sedek, G., von Hecker, U. & McIntosh, D. (2005). Cognitive limitations in aging and psychopathology: A brief tutorial to research paradigms. In Engle, R.W., Sedek, G., von Hecker, U. & McIntosh, D. (Eds.). *Cognitive limitations in aging and psychopathology*. (pp. 1-16). Cambridge University Press. <https://doi.org/10.1017/CBO9780511720413.002>
 13. Unsworth, N., Heitz, R. P., & Engle, R. W. (2005). Working memory capacity in hot and cold cognition. In R. W. Engle, G. Sedek, U. von Hecker, & D. N. McIntosh (Eds.), *Cognitive limitations in aging and psychopathology*. (pp. 19–43). Cambridge University Press. <https://doi.org/10.1017/CBO9780511720413.003>
 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. In A. R. A. Conway, C. Jarrold, M. J. Kane, A. Miyake, J. Towse (Eds.), *Variation in working memory*. (pp. 21-48). Oxford University Press. <http://dx.doi.org/10.1093/acprof:oso/9780195168648.003.0002>
 15. Engle, R.W. (2007). Working memory: The mind is richer than the models. In *Science of Memory: Concepts*, (Eds.) Roediger, H.L. III, Dudai, Y., and Fitzpatrick, S.M. Oxford University Press.
 16. Redick, T. S., Heitz, R. P., & Engle, R. W. (2007). Working memory capacity and inhibition: Cognitive and social consequences. In D. S. Gorfein & C. M. MacLeod (Eds.), *Inhibition in cognition*. (pp. 125–142). American Psychological Association. <https://doi.org/10.1037/11587-007>
 17. Price, J. L., Catrambone, R., & Engle, R. (2007). When capacity matters: The role of working memory in problem solving. In D. H. Jonassen (Ed.), *Learning to solve complex scientific problems*. (pp. 49-76). Lawrence Erlbaum. <http://dx.doi.org/10.4324/9781315091938-3>

18. Broadway, J. M., Redick, T. S., & Engle, R. W. (2010). Working memory capacity: Self-control is (in) the goal. In Hassin, R. R., Ochsner, K.N., & Trope, Y. (Eds.), *Self control in society, mind, and brain*. (pp. 163-173). Oxford University Press.
<https://doi.org/10.1093/acprof:oso/9780195391381.003.0009>
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*. (pp. 295-320). Springer.
https://doi.org/10.1007/978-1-4419-1210-7_18
20. Courage, M. L., Howe, M. L., Ilkowska, M., Engle, R. W., Kossowska, M., Orehek, E., Kruglanski, B.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*. (pp. 419-436). Springer.
https://doi.org/10.1007/978-1-4419-1210-7_25
21. 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.
22. Harrison, T. L., Shipstead, Z., & Engle, R. W. (2014). Taxonomy of transfer to cognitive abilities. In D. S. Lindsay, C. M. Kelley, A. P. Yonelinas, & H. L. Roediger III (Eds.), *Remembering: Attributions, processes, and control in human memory*. (pp. 307-321). Psychology Press.
23. Shipstead, Z., & Engle, R. W. (2018). Mechanisms of working memory capacity and fluid intelligence and their common dependence on executive attention. In R. J. Sternberg (Ed.), *The nature of human intelligence*. (pp. 287-307). Cambridge University Press.
24. Ellingsen, V. J., & Engle, R. W. (2020). Human intelligence: An introduction. In R.J. Sternberg (Ed.), *Human intelligence: An introduction*. (pp. 104-138). New York, NY, US: Cambridge University Press.
25. Hicks, K., & Engle, R. W. (2020). Cognitive perspectives of working memory training: Current challenges in working memory training. In J. M. Novick, M. F. Bunting, M. R. Dougherty, & R. W. Engle (Eds.), *Cognitive and working memory training: Perspectives from psychology, neuroscience, and human development* (pp. 3–13). Oxford University Press.
<https://doi.org/10.1093/oso/9780199974467.003.0001>
26. Dougherty, M. R., & Engle, R. W. (2020). Epilogue: Don't buy the snake oil. In J. M. Novick, M. F. Bunting, M. R. Dougherty, & R. W. Engle (Eds.), *Cognitive and working memory training: Perspectives from psychology, neuroscience, and human development* (pp. 539–C13.P25). Oxford University Press. <https://doi.org/10.1093/oso/9780199974467.003.0013>
27. Mashburn, C. A., Tsukahara, J. S., & Engle, R. W. (2021). Individual differences in attention control: Implications for the relationship between working memory capacity and fluid intelligence. In R. H. Logie, V. Camos, & N. Cowan (Eds.), *Working memory: The state of the science*. (pp. 175-211). Oxford University Press.
<https://doi.org/10.1093/oso/9780198842286.003.0007>
28. Burgoyne, A. P., Martin, J. D., Mashburn, C. A., Tsukahara, J. S., Draheim, C., & Engle, R. W. (2022). Measuring individual differences in working memory capacity and attention control and their contribution to language comprehension. In J. W. Schwieter & W. Zhisheng (Eds.), *The Cambridge Handbook of Working Memory & Language*. (pp. 247-272). Cambridge University Press. <https://doi.org/10.1017/9781108955638.015>

29. Mashburn, C. A., Burgoyne, A. P., & Engle, R. W. (2023). Working memory, intelligence, and life success: Examining relations to academic achievement, job performance, physical health, mortality, and psychological well-being. In R. H. Logie, Z. Weng, S. E. Gathercole, N. Coan, & R. W. Engle (Eds.), *Memory in Science for Society: There is nothing as practical as a good theory*. (pp. 149-183). Oxford University Press. <https://doi.org/10.1093/oso/9780192849069.003.0007>

B. Refereed Publications and Submitted Articles

1. Wickens, D. D., & Engle, R. W. (1970). Imagery and abstractness in short-term memory. *Journal of Experimental Psychology*, *84*, 268-272. <https://doi.org/10.1037/h0029108>
2. Engle, R. W. (1974). The modality effect: Is precategorical acoustic storage responsible? *Journal of Verbal Learning and Verbal Behavior*, *13*, 824-829. <https://doi.org/10.1037/h0036363>
3. Engle, R. W. (1974). Negative recency effect in delayed recognition. *Journal Experimental Psychology*, *102*, 209-216. [https://doi.org/10.1016/s0022-5371\(74\)80045-9](https://doi.org/10.1016/s0022-5371(74)80045-9)
4. Engle, R. W. (1975). Pupillary measurement and release from proactive inhibition. *Perceptual and Motor Skills*, *41*, 835-842. <https://doi.org/10.2466/pms.1975.41.3.835>
5. Engle, R.W., & Mobley, L. A. (1976). The modality effect: What happens in long-term memory? *Journal of Verbal Learning and Verbal Behavior*, *15*, 519-527. [https://doi.org/10.1016/0022-5371\(76\)90046-3](https://doi.org/10.1016/0022-5371(76)90046-3)
6. Engle, R. W., & Durban, E. D. (1977). Effects of modality of presentation on delayed recognition. *Perceptual and Motor Skill*, *45*, 1203-1210. <https://doi.org/10.2466/pms.1977.45.3f.1203>
7. Engle, R. W. (1977). A developmental study of the Prelinguistic Auditory Store (PAS). *Intelligence*, *1*, 358-368. [https://doi.org/10.1016/0160-2896\(77\)90018-6](https://doi.org/10.1016/0160-2896(77)90018-6)
8. Engle, R. W., & Bukstel, L. (1978). Memory processes among bridge players of differing expertise. *American Journal of Psychology*, *91*, 673-689. <https://doi.org/10.2307/1421515>
9. Engle, R. W., & Nagle, R. J. (1979). Strategy training and semantic encoding in mildly retarded children. *Intelligence*, *3*, 17-30. [https://doi.org/10.1016/0160-2896\(79\)80003-3](https://doi.org/10.1016/0160-2896(79)80003-3)
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. [https://doi.org/10.1016/s0022-5371\(80\)90192-9](https://doi.org/10.1016/s0022-5371(80)90192-9)
11. Engle, R. W. (1980). The suffix effect: How many positions are involved? *Memory & Cognition*, *8*, 247-252. <http://dx.doi.org/10.3758/BF03197612>
12. Engle, R. W., Nagle, R. J., & Dick, M. (1980). Maintenance and generalization of a semantic rehearsal strategy in educable mentally retarded children. *Journal of Experimental Child Psychology*, *30*, 438-454. [https://doi.org/10.1016/0022-0965\(80\)90049-1](https://doi.org/10.1016/0022-0965(80)90049-1)
13. Kramer, J. J., Nagle, R. J., & Engle, R. W. (1980). Recent advances in mnemonic strategy training with the mentally retarded: Implications for the special educator. *American Journal of Mental Deficiency*, *85*, 306-314.
14. Balota, D. A., & Engle, R. W. (1981). Structural and strategic factors in the stimulus suffix effect. *Journal of Verbal Learning and Verbal Behavior*, *20*, 346-357. [https://doi.org/10.1016/s0022-5371\(81\)90494-1](https://doi.org/10.1016/s0022-5371(81)90494-1)

15. Engle, R. W., Fidler, D. S., & Reynolds L. H. (1981). Does echoic memory develop? *Journal of Experimental Child Psychology*, 32, 459-473. [https://doi.org/10.1016/0022-0965\(81\)90108-9](https://doi.org/10.1016/0022-0965(81)90108-9)
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. [https://doi.org/10.1016/0022-0965\(81\)90111-9](https://doi.org/10.1016/0022-0965(81)90111-9)
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. [https://doi.org/10.1016/0022-0965\(82\)90027-3](https://doi.org/10.1016/0022-0965(82)90027-3)
18. Engle, R. W., & Roberts, J. S. (1982). How long does the modality effect persist? *Bulletin of the Psychonomic Society*, 19, 343-346. <https://doi.org/10.3758/BF03330277>
19. Greenberg, S. N., & Engle, R. W. (1983). Voice change in the stimulus suffix effect: Are the effects structural or strategic? *Memory & Cognition*, 11, 551-556. <https://doi.org/10.3758/bf03196992>
20. Engle, R. W., & Marshall, K. (1983). Do developmental changes in digit span result from acquisition strategies? *Journal of Experimental Child Psychology*, 36(3), 429-436. [https://doi.org/10.1016/0022-0965\(83\)90044-9](https://doi.org/10.1016/0022-0965(83)90044-9)
21. Dick, M. B., & Engle, R. W. (1984). The effect of instruction with relational and item-specific elaborative strategies on young children's organization and free recall. *Journal of Experimental Child Psychology*, 37, 282-302. [https://doi.org/10.1016/0022-0965\(84\)90006-7](https://doi.org/10.1016/0022-0965(84)90006-7)
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. <https://doi.org/10.1037/0278-7393.12.3.402>
23. Turner, M. L., & Engle, R. W. (1986). Working memory capacity. *Proceedings of the Human Factors Society*, 30, 1273-1277. <https://doi.org/10.1177/154193128603001307>
24. Stuart, E. W., Shimp, T. A., & Engle, R. W. (1987). Classical conditioning of consumer attitudes: Four experiments in an advertising context. *Journal of Consumer Research*, 14, 334-349. <https://doi.org/10.1086/209117>
25. Turner, M. L., LaPointe, L. B., Cantor, J., Reeves, C. H., Griffeth, R. H., & Engle, R. W. (1987). Recency and suffix effects found with auditory presentation and with mouthed visual presentation: They're not the same thing. *Journal of Memory and Language*, 26, 138-164. [https://doi.org/10.1016/0749-596x\(87\)90121-5](https://doi.org/10.1016/0749-596x(87)90121-5)
26. Turner, M. L., & Engle, R. W. (1989). Is working memory capacity task dependent? *Journal of Memory and Language*, 28(2), 127-154. [https://doi.org/10.1016/0749-596x\(89\)90040-5](https://doi.org/10.1016/0749-596x(89)90040-5)
26. Engle, R. W., Cantor, J. & Turner, M.L. (1989). Modality effects: Do they fall on deaf ears? *Quarterly Journal of Experimental Psychology*, 41A, 273-292. <https://doi.org/10.1080/14640748908402366>
27. Turner, M. L. & Engle, R. W. (1989). Working memory capacity: An individual differences approach. *Journal of Memory and Language*, 28, 127-154. [http://dx.doi.org/10.1016/0749-596X\(89\)90040-5](http://dx.doi.org/10.1016/0749-596X(89)90040-5)
28. Cantor, J. & Engle, R. W. (1989). The influence of concurrent load on mouthed and vocalized modality effects. *Memory & Cognition*, 17, 701-711. <https://doi.org/10.3758/bf03202631>

29. Balota, D. A., Cowan, N. and Engle, R. W. (1990). Suffix interference in the recall of linguistically coherent speech. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 16, 446-456. <https://doi.org/10.1037/0278-7393.16.3.446>
30. Engle, R. W., Nations, J. K., & Cantor, J. (1990). Is "working memory capacity" just another name for word knowledge? *Journal of Educational Psychology*, 82(4), 799–804. <https://doi.org/10.1037/0022-0663.82.4.799>
31. Shimp, T. A., Stuart, E. W. and Engle, R. W. (1990). Classical conditioning of negative attitudes. *Advances in Consumer Research*, 17, 536-540. <https://doi.org/10.1086/209117>
32. La Pointe, L. B. and Engle, R. W. (1990). Simple and complex word spans as measures of working memory capacity. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 16, 1118-1133. <https://doi.org/10.1037/0278-7393.16.6.1118>
33. Engle, R. W., Nations, J. K. and Cantor, J. (1990). Word knowledge and working memory capacity. *Journal of Educational Psychology*, 82, 799-804. <https://doi.org/10.1037/0278-7393.16.6.1118>
34. Shimp, T. A., Stuart, E. W. and Engle, R. W. (1991). A program of classical conditioning studies: An evaluation of CS and context factors. *Journal of Consumer Research*, 18, 1-12. <http://dx.doi.org/10.1086/209236>
35. Cantor, J. Engle, R. W., Hamilton, G. (1991). Short-term memory, working memory, and verbal abilities: How do they relate? *Intelligence*, 15, 229-246. [https://doi.org/10.1016/0160-2896\(91\)90032-9](https://doi.org/10.1016/0160-2896(91)90032-9)
36. Engle, R. W., Carullo, J. J., & Collins, K. W. (1991). Individual differences in the role of working memory in comprehension and following directions in children. *Journal of Educational Research*, 84, 253-262. <http://dx.doi.org/10.1080/00220671.1991.10886025>
37. Engle, R. W., Cantor, J., & Carullo, J. (1992). Individual differences in working memory and comprehension: A test of four hypotheses. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 18, 972-992. <https://doi.org/10.1037//0278-7393.18.5.972>
38. Turner, M. L., Johnson, S. K., McNamara, D. S., and Engle, R. W. (1992). Effects of same modality interference on immediate serial recall of auditory and visual information. *Journal of General Psychology*, 119, 247-263. <https://doi.org/10.1080/00221309.1992.9917806>
39. Cantor, J. & Engle, R. W. (1993). Working memory capacity as long-term memory activation: An individual differences approach. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 19, 1101-1114. <https://doi.org/10.1037//0278-7393.19.5.1101>
40. Turner, M.L., Schwartz, M.K., Clifton, G.E., & Engle, R.W. (1994). Effects of vocabulary size and acoustic similarity on serial recall of mouthed stimuli. *Journal of General Psychology*, 121, 361-376. <http://dx.doi.org/10.1080/00221309.1994.9921210>
41. Conway, A. R. A. & Engle, R. W. (1994). Working memory and retrieval: A resource-dependent inhibition model. *Journal of Experimental Psychology: General*, 123, 354-373. <https://doi.org/10.1037//0096-3445.123.4.354>
42. Engle, R. W., Conway, A. R. A., Tuholski, S. W., & Shisler, R. J. (1995). A resource account of inhibition. *Psychological Science*, 6, 122-125. <http://dx.doi.org/10.1111/j.1467-9280.1995.tb00318.x>

43. Conway, A. R. A., & Engle, R. W. (1996). Individual differences in working memory capacity: More evidence for a general capacity theory. *Memory*, 4, 577-590. <http://dx.doi.org/10.1080/741940997>
44. Rosen, V. M. & Engle, R. W. (1997). The role of working memory capacity in retrieval. *Journal of Experimental Psychology: General*, 126, 211-227. <https://doi.org/10.1037/0096-3445.126.3.211>
45. Rosen, V. M. & Engle, R. W. (1997). Forward and backward serial recall. *Intelligence*, 25, 37-47. [https://doi.org/10.1016/s0160-2896\(97\)90006-4](https://doi.org/10.1016/s0160-2896(97)90006-4)
46. Rosen, V. M. & Engle, R. W. (1998). Working memory capacity and suppression. *Journal of Memory and Language*, 39, 418-436. <https://doi.org/10.1006/jmla.1998.2590>
47. Engle, R. W., Tuholski, S. W., Laughlin, J. E., & Conway, A. R. A. (1999). Working memory, short-term memory and general fluid intelligence: A latent variable approach. *Journal of Experimental Psychology: General*, 128, 309-331. <https://doi.org/10.1037/0096-3445.128.3.309>
48. Kane, M. J., Conway, A. R. A., & Engle, R. W. (1999). What do working memory tests really measure? *Behavioral and Brain Sciences*, 22, 101-102. <http://dx.doi.org/10.1017/S0140525X99291789>
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144. Martin, J. D., Tsukahara, J. S., Draheim, C., Shipstead, Z., Mashburn, C. A., Vogel, E. K., & Engle, R. W. (2021). The visual arrays task: Visual storage capacity or attention control? *Journal of Experimental Psychology: General*, 150(12), 2525–2551. <https://doi.org/10.1037/xge0001048>
145. Burgoyne, A. P., Mashburn, C. A., Tsukahara, J. S., & Engle, R. W. (2022). Attention control and process overlap theory: Searching for cognitive processes underpinning the positive manifold. *Intelligence*, 91, 101629. <https://doi.org/10.1016/j.intell.2022.101629>
146. Draheim, C., Pak, R., Draheim, A.A., & Engle, R.W. (2022). The role of attention control in complex real-world tasks. *Psychonomic Bulletin & Review*, 29(4), 1143–1197. <https://doi.org/10.3758/s13423-021-02052-2>
147. Burgoyne, A. P., Mashburn, C. A., Tsukahara, J. S., Hambrick, D. Z., & Engle, R. W. (2023). Understanding the relationship between rationality and intelligence: A latent-variable approach. *Thinking & Reasoning*, 29(1), 1–42. <https://doi.org/10.1080/13546783.2021.2008003>
148. Pak, R., McLaughlin, A. C., & Engle, R. (2023). The relevance of attention control, not working memory, in human factors. *Human Factors: The Journal of the Human Factors and Ergonomics Society*, Advance online publication. <https://doi.org/10.1177/00187208231159727>
149. Burgoyne, A. P., Tsukahara, J. S., Mashburn, C. A., Pak, R., & Engle, R. W. (2023). Nature and measurement of attention control. *Journal of Experimental Psychology: General*. Advance online publication. <https://dx.doi.org/10.1037/xge0001408>
150. Draheim, C., Tsukahara, J.S., & Engle, R.W. (2023). Replication and extension of the toolbox approach to measuring attention control. *Behavior Research Methods*. <https://doi.org/10.3758/s13428-023-02140-2>.
151. Mashburn, C. A., Barnett, M. K., & Engle, R. W. (2023). Processing speed and executive attention as causes of intelligence. *Psychological Review*, Advance online publication. <https://dx.doi.org/10.1037/rev0000439>

C. Other Publications and Created Products

Citation count as of 2/8/2023: 62,201 (h=90) – Google Scholar at

[Randall W. Engle - Google Scholar](#)

All papers and chapters available for download at [Attention & Working Memory Lab \(gatech.edu\)](#)

D. 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 symmetry 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. The Mechanisms of Working Memory Capacity: Maintenance, Retrieval, and Attention Control, Zach Shipstead, 2011.
22. N-back as a measure of working memory capacity, Tyler Harrison, 2017.

23. Individual Differences in Prospective Memory Performance: A Micro and Macro-Analytic Investigation of Intention Execution, and Ongoing Task Cost, Jessie Martin, 2018.
24. Change detection as a framework for understanding individual differences in attention control and allocation of attention across the visual field, Chris Draheim, 2021.
25. The fluctuation and waning of attention: The influence of cognitive ability, resource depletion, task utility, internal distraction, and arousal on sustained attention, Jason Tsukahara, 2022.

E. 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
20.	Aptitude for Analysis. Center for Applied Study of Linguistics, Un. Of MD. 2012-2013.	\$335,934
21.	Does measurement of Attention Control ability increase validity of the ASVAB? 2018	\$176,999
22.	Individual differences in executive attention and its value in selection for military jobs. Navy Naval Research Lab, DC. 2020	\$2,950,687
23.	Individual differences in executive attention and its value in selection for military jobs. Strategic Analysis INC, Arlington, VA. 2020	\$219,200
24.	Attention Control, Processing Speed, and Cognitive Ability. Institute of Mental Chronometry, Lafayette, CA. 2021	\$299,979
25.	Physiological Underpinnings of Attention Control, Working Memory Capacity, and Fluid Intelligence: The Role of the Locus Coeruleus. Navy Office of Naval Research. 2021.	\$146,400
26.	A Latent Variable Investigation of Cognitive Ability, Locus Coeruleus, and Functional Connectivity of Brain Networks. Navy Office of Naval Research. 2022	\$1,263,238
27.	Investigating the Physiological Underpinnings of Attention Control. Navy Office of Naval Research. 2023	\$117,193
28.	Understanding and Building Overall Cognitive Capability through Attention Control. Navy Office of Naval Research. 2023-2028	\$7,499,317
	Total	\$16,255,386

21.	The Unitary versus Non-Unitary Nature of Executive Function. Center for Applied Study of Linguistics, Un. Of MD. 2012-2013.	\$369,178
22.	Understanding the Role of Working Memory Capacity in Complex Task Performance. Office of Naval Research, 2009-2012	\$899,822
23.	Development of a Web-based Test Battery for Seal Profile Development. Office of Naval Research. 2012-2013	\$254,649
24.	Benefits of Working Memory Training. Office of Naval Research. 2012-2015.	\$1,700,000
25.	The Physiological Underpinnings of Working Memory Capacity: The Role of the Locus Coeruleus. ONR DURIP GRANT, for equipment.	\$713,356
26.	Benefits of working memory training – Renewal. Office of Naval Research, 2015-2018.	\$999,997
27.	Evaluating the potential for cognitive enhancement in Task Based Language Teaching, DARPA, 08/01/17 - 02/28/2018	\$366,295
28.	Addition of Measures of Attention Control in predictive validity of the ASVAB – expansion of existing ONR grant.	\$176,999
29.	Individual differences in executive attention and its value in selection for military jobs. Navy Research Labs. 2020-2024.	\$2,950,687
30.	Individual differences in executive attention and its value in selection for military jobs. Strategic Analysis INC, Arlington, VA. 3/1/2020 – 12/30/2020	\$219,200
31.	Attention Control, Processing Speed, and Cognitive Ability. Institute of Mental Chronometry, Lafayette, CA. 7/7/2021 – 9/30/2024	\$299,979
32.	Physiological Underpinnings of Attention Control, Working Memory Capacity, and Fluid Intelligence: The Role of the Locus Coeruleus. Navy Office of Naval Research. 4/1/2021-3/30/2022	\$146,400
33.	A Latent Variable Investigation of Cognitive Ability, Locus Coeruleus, and Functional Connectivity of Brain Networks, 5/1/2022 – 10/31/2024	\$1,263,238
34.	Investigating the Physiological Underpinnings of Attention Control. Navy Office of Naval Research. 1/1/2023 – 12/31/2023	\$117,193
35.	Understanding and Building Overall Cognitive Capability through Attention Control. Navy Office of Naval Research. 4/1/2023 – 3/30/2028	\$7,500,000
	Total	\$21,559,366

V. Professional 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), American Academy of Arts and Sciences (Fellow), National Academy of Sciences.

VI. 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.

Editorial Board, Journal of Applied Research in Memory and Cognition, 2012-present.

Editor, Current Directions in Psychological Science, 2009-present.

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, 1999-2008.

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)