

Curriculum Vitae and Table of Contents

Randall W. Engle

School of Psychology, Georgia Institute of Technology

I.	Earned Degrees.....	2
II.	Employment History.....	2
III.	Honors and Awards.....	2-3
IV.	Research, Scholarship, and Creative Activities.....	3-14
	A. Published Books and Book Chapters.....	3-5
	A1. Books.....	3
	A2. Book Chapters.....	3-5
	B. Refereed Publications and Submitted Articles.....	5-11
	C. Other Publications and Creative Products.....	11
	D. Dissertations Directed.....	11-12
	E. Grants.....	12-14
V.	Professional Organizations.....	15
VI.	Service.....	15

I. Earned Degrees

B.A.	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

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
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
2012-2015	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 American 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
APS Mentor Award 2017
Elected Fellow of American Association for the Arts and Sciences 2018
SEPA Mentor Award, 2019

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 Aphasia Conference, 2019

IV. Research, Scholarships, and Creative Activities

Google Scholar Profile at <https://scholar.google.com/citations?user=irWRyqcAAAAJ&hl=en>

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. New York: Oxford University Press.
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.

A2. Book Chapters

1. Engle, R. W. (1994). Memory. In Robert Sternberg (Ed.), Encyclopedia of human intelligence (pg. 700-704), NY: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. 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.
6. Engle, R.W. (2001). What is working memory capacity? In Roediger, H. L., Nairne, J.S., Neath, I., Suprenant, A. M. The Nature of Remembering: Essays in Honor of Robert G. Crowder. Washington, D.C.: 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:NY.
9. Heitz, R.P., Unsworth, N. & Engle, R.W. (2004). Working memory capacity, attention, and fluid intelligence. In Wilhelm, O. & Engle, R.W. (Eds.), *Handbook on Understanding and Measuring Intelligence*, (pp 61-78), Sage Press: CA.
10. Wilhelm, O. & Engle, R. W. (2004). Intelligence: A diva and a workhorse. In Wilhelm, O. & Engle, R.W. (Eds.), *Handbook on Understanding and Measuring Intelligence*, (pp 1-10), Sage Press: CA.
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. Unsworth, N., Heitz, R. P., & Engle, R.W. (2005). Working memory capacity and attention control. In Engle, R.W., Sedek, G., von Hecker, U. & McKintosh, D. (Eds.) *Cognitive Limitations in Aging and Psychopathology: Attention, Working Memory, and Executive Functions*. Cambridge University Press: London.
13. 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: Attention, Working Memory, and Executive Functions*. Cambridge University Press: London.
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.
15. Engle, R.W. (2007). Integrative comments 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. 125-1420). Washington, DC: American Psychological Association.
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. Ikowska, 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.

21. 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* (307-321).

22. 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). New York, NY, US: Cambridge University Press.

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.

2. Engle, R. W. (1974). The modality effect: Is PAS responsible? *Journal of Verbal Learning and Verbal Behavior*, 13, 824-829.

3. Engle, R. W. (1974). Negative recency effect in delayed recognition. *Journal Experimental Psychology*, 102, 209-216.

4. Engle, R. W. (1975). Pupillary measurement and release from proactive inhibition. *Perceptual and Motor Skills*, 41, 835-842.

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.

6. Engle, R. W., & Durban, E. D. (1977). Effects of modality of presentation on delayed recognition. *Perceptual and Motor Skill*, 45, 1203-1210.

7. Engle, R. W. (1977). A developmental study of the Prelinguistic Auditory Store (PAS). *Intelligence*, 1, 358-368.

8. Engle, R. W., & Bukstel, L. (1978). Memory processes among bridge players of differing expertise. *American Journal of Psychology*, 91, 673-689.

9. Engle, R. W., & Nagle, R. J. (1979). Strategy training and semantic encoding in mildly retarded children. *Intelligence*, 3, 17-30.

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.

11. Engle, R. W. (1980). The suffix effect: How many positions are involved? *Memory & Cognition*, 8, 247-252.

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.

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.

15. Engle, R. W., Fidler, D. S., & Reynolds L. H. (1981). Does echoic memory develop? *Journal of Experimental Child Psychology*, 32, 459-473.

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.
18. Engle, R. W., & Roberts, J. S. (1982). How long does the modality effect persist? *Bulletin of the Psychonomic Society*, 19, 343-346.
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.
20. Engle, R. W., & Marshall, K. (1983). The development of memory span: Are acquisition strategies responsible? *Journal of Experimental Child Psychology*, 36, 429-436.
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.
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.
23. Turner, M. L., & Engle, R. W. (1986). Working memory capacity. *Proceedings of the Human Factors Society*, 30, 1273-1277.
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.
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.
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..
27. Turner, M. L. & Engle, R. W. (1989). Working memory capacity: An individual differences approach. *Journal of Memory and Language*, 28, 127-154..
28. Cantor, J. & Engle, R. W. (1989). The effects of concurrent load on mouthed and vocalized modality effects. *Memory & Cognition*, 17, 701-711.
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.
30. Shimp, T. A., Stuart, E. W. and Engle, R. W. (1990). Classical conditioning of negative attitudes. *Advances in Consumer Research*, 17, 536-540.
31. 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.
32. Engle, R. W., Nations, J. K. and Cantor, J. (1990). Word knowledge and working memory capacity. *Journal of Educational Psychology*, 82, 799-804.
33. 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.
34. Cantor, J. Engle, R. W., Hamilton, G. (1991). Short-term memory, working memory, and verbal abilities: How do they relate? *Intelligence*, 15, 229-246 .

35. 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.
36. 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.
37. 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.
38. 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.
39. 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.
40. 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.
41. Engle, R. W., Conway, A. R. A., Tuholski, S. W., & Shisler, R. J. (1995). A resource account of inhibition. *Psychological Science*, 6, 122-125.
42. 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
43. Rosen, V.M. & Engle, R.W. (1997). The role of working memory capacity in retrieval. *Journal of Experimental Psychology: General*, 126, 211-227.
44. Rosen, V. M. & Engle, R. W. (1997). Forward and backward serial recall. *Intelligence*, 25, 37-47.
45. Rosen, V. M. & Engle, R. W. (1998). Working memory capacity and suppression. *Journal of Memory and Language*, 39, 418-436.
46. Engle, R.W., Tuholski, S.W., Laughlin, J.E., & Conway, A.R.R. (1999). Working memory, short-term memory and general fluid intelligence: A latent variable approach. *Journal of Experimental Psychology: General*, 128, 309-331.
47. 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.
48. Conway, A.R.A, Tuholski, S.W., Shisler, R.J. & Engle, R.W. (1999). The effect of memory load on negative priming: An individual differences investigation. *Memory & Cognition*, 27, 1042-1050.
49. Conway, A. R. A., Kane, M. J., & Engle, R. W. (1999). Is Spearman's g determined by speed or working memory capacity? Book review of Jensen on Intelligence-g-factor. *Psychology*, 10(074).
50. Kane, M.J., & Engle, R.W. (2000). Working memory capacity, proactive interference, and divided attention: Limits on long-term memory retrieval. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 26, 336-358.
51. Kane, M.J., Bleckley, M.K., Conway, A.R.A., & Engle, R.W. (2001). A controlled-attention view of working-memory capacity. *Journal of Experimental Psychology: General*, 130, 169-183.
52. Tuholski, S. W., Engle, R. W., Baylis, G. C. (2001). Individual differences in working memory capacity and enumeration. *Memory & Cognition*, 29, 484-492.
53. Hambrick, D. Z., Wilhelm, O., & Engle, R. W. (2001). The role of working memory in learning disabilities. *Issues in Education*, 7, 87-95.
54. Engle, R. W. (2002). Working memory capacity as executive attention. *Current Directions in Psychological Science*, 11, 19-23.

55. Hambrick, D. Z. & Engle, R. W. (2002). Effects of domain knowledge, working memory capacity and age on cognitive performance. *Cognitive Psychology*, 44,339-387.
56. Kane, M.J. & Engle, R.W. (2003). The Role of Prefrontal Cortex in Working-Memory Capacity, Executive Attention, and General Fluid Intelligence. *Psychonomics Bulletin and Review*, 9, 637-671.
57. Kane, M.J. & Engle, R.W. (2003). Working-memory capacity and the control of attention: The contributions of goal neglect, response competition, and task set to Stroop interference. *Journal of Experimental Psychology: General*, 132, 47-70.
58. Conway, A.R.A., Kane, M.J., & Engle, R.W. (2003). Working memory capacity and its relation to general intelligence. *Trends in Cognitive Sciences*, 7, 547-552.
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.
60. Bleckley, M. K., Durso, F. T., Crutchfield, J. M., Engle, R., & Khanna, M. (2004). Individual differences in working memory capacity predict visual attention allocation. *Psychonomic Bulletin and Review*, 10, 884-889.
61. Feldman-Barrett, L., Tugade, M. M., & Engle, R. W. (2004). Individual differences in working memory capacity and dual-process theories of the mind. *Psychological Bulletin*, 130, 553-573.
62. Unsworth, N., Schrock, J. C., & Engle, R.W. (2004). Working Memory Capacity and the Antisaccade Task: Individual Differences in Voluntary Saccade Control. *Journal of Experimental Psychology: Learning, Memory, & Cognition*, 30, 1302-1321.
63. Oberauer, K., Lange, E., & Engle, R.W. (2004). Working Memory Capacity and Resistance to Interference. *Journal of Memory and Language*, 51, 80-96.
64. Kane, M.J., Hambrick, D.Z., Tuholski, S.W., Wilhelm, O., Payne, T.W., Engle, R.W. (2004) The Domain Generality of Working-Memory Capacity: A Latent-Variable Approach to Verbal and Visuo-Spatial Memory and Reasoning. *Journal of Experimental Psychology: General*, 133, 189-217.
65. Unsworth, N., & Engle, R. W. (2005). Working memory capacity and fluid abilities: Examining the correlation between Operation Span and Raven. *Intelligence*, 33, 67-81.
66. Conway, A.R.A., Kane, M.J., Bunting, M.F., Hambrick, D.Z., Wilhelm, O., & Engle, R.W. (2005). Working memory span tasks: A methodological review and user's guide. *Psychonomic Bulletin and Review*, 12, 769-786.
67. Murray, J.D. & Engle, R.W. (2005). Accessing situation model information: Memory-based processing versus here-and-now accounts. *The Journal of Psychology*, 139, 261-272.
68. Heitz, R.P., Redick, T.S., Hambrick, D.Z., Kane, M.J., Conway, A.R.A., & Engle, R.W. (2006). Working memory, executive function, and general fluid intelligence are not the same. *Behavioral and Brain Sciences*, 29, 135-136.
69. Kane, M.J., Poole, B.J., Tuholski, S.W., & Engle, R.W. (2006). Working memory capacity and the top-down control of visual search: Exploring the boundaries of "executive attention." *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 32, 749-777.
70. Redick, T.S., and Engle, R.W. (2006). Working memory capacity and Attention Network Test performance. *Applied Cognitive Psychology*, 20, 713 – 721.
71. Unsworth, N., & Engle, R.W. (2006). A temporal-contextual retrieval account of complex span: An analysis of errors. *Journal of Memory and Language*, 54, 346 – 362.
72. Unsworth, N., & Engle, R. W. (2005). Individual differences in working memory capacity and learning: Evidence from the serial reaction time task. *Memory & Cognition*, 33, 213-220.
73. Unsworth, N., Heitz, R.P., Schrock, J.C., & Engle, R.W. (2005). An automated version of the operation span task. *Behavior Research Methods*, 37, 498 – 505.

74. Unsworth, N. and Engle, R.W. (2006) Simple and complex memory spans: Evidence from list-length effects. *Journal of Memory and Language*, 54, 68 – 80.
75. Unsworth, N. and Engle, R.W. (2007). The nature of individual differences in working memory capacity: Active maintenance in primary memory and controlled search from secondary memory. *Psychological Review*, 114,104-132.
76. Unsworth, N. and Engle, R.W. (2007). On the division of short-term and working memory: An examination of simple and complex spans and their relations to higher-order abilities. *Psychological Bulletin*, 133, 1038-1066
77. Heitz, R. P. & Engle, R. W. (2007). Focusing the spotlight: Individual differences in visual attention control. *Journal of Experimental Psychology: General*, 136, 217-240.
78. Heitz, R. P. ,Schrock, J. C. ,Payne, T. W. & Engle R. W. (2008). Effects of incentive on working memory capacity: Behavioral and pupillometric data. *Psychophysiology*, 44, 1–11.
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.
81. Parker, S., Garry, M., Engle, R. W. Harper, D. N., & Clifasefi, S. L. (2008). Psychotropic placebos reduce the misinformation effect by increasing monitoring at test. *Memory*, 16, 410-419.
82. Shamosh, N.A., DeYoung, C.G., Green, A.E., Reis, D.L., Johnson, D.R., Conway, A.R.A., Engle, R.W., Braver, T.S., Gray, J.R. (2008). Individual differences in delay discounting relation to intelligence, working memory, and anterior prefrontal cortex. *Psychological Science*, 19, 904-911.
83. Unsworth, N., Redick, T.S., Heitz, R.P., Broadway, J.M., & Engle, R.W. (2009). Complex working memory span tasks and higher-order cognition: A latent-variable analysis of the relationship between processing and storage. *Memory*, 17, 635-654.
84. Engle, R. W. (2010). Role of working-memory capacity in cognitive control, *Current Anthropology*, Vol 51(s1), S17-S26.
85. Shipstead, Z., Redick, T. S., & Engle, R.W. (2010). Does working memory training generalize? *Psychologica Belgica*, 50, 245-276.
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.
87. Redick, T. S., Calvo, A., Gay, C. E., & Engle, R. W. (2011). Working memory capacity and go/no-go task performance: Selective effects of updating, maintenance, and inhibition. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 37, 308-324.
88. Broadway, J. M., & Engle, R. W. (2011). Lapsed attention to elapsed time? Individual differences in working memory capacity and temporal reproduction. *Acta Psychologica*, 137, 115-126.
89. Redick, T. S., & Engle, R. W. (2011). Integrating working memory capacity and context-processing views of cognitive control. *Quarterly Journal of Experimental Psychology*, 64, 1048-1055.
90. Calderón-Garcidueñas, L., Engle, R., Mora-Tiscareño, A., Styner, M., Gómez-Garza, G., Zhu, H., . . . D'Angiulli, A. (2011). Exposure to severe urban air pollution influences cognitive outcomes, brain

- Vol. and systemic inflammation in clinically healthy children. *Brain and Cognition*, 77(3), 345-355.
Doi:10.1016/j.bandc.2011.09.006
91. Shipstead, Z., Hicks, K. L., & Engle, R. W. (2012). Cogmed working memory training: Does the evidence support the claims? *Journal of Applied Research in Memory and Cognition*, 1(3), 185-193.
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97. Lopez, N., Previc, F. H., Fischer, J., Heitz, R. P., & Engle, R. W. (2012). Effects of sleep deprivation on cognitive performance by United States Air Force pilots. *Journal of Applied Research in Memory and Cognition*, 1(1), 27-33. Doi:10.1016/j.jarmac.2011.10.002.
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103. Harrison, T. L., Shipstead, Z., Hicks, K. L., Hambrick, D. Z., Redick, T. S., & Engle, R. W. (2014). Working memory training may increase working memory capacity but not fluid intelligence. *Psychological Science*, 24(12), 2409-2419.
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110. Hicks, K. L., Foster, J. L., & Engle, R. W. (2016). Measuring working memory capacity on the web with the online working memory lab (the OWL). *Journal of Applied Research in Memory and Cognition*, 5(4), 478-489. Doi:10.1016/j.jarmac.2016.07.010
111. Draheim, C., Hicks, K. L., & Engle, R. W. (2016). Combining reaction time and accuracy: The relationship between working memory capacity and task switching as a case example. *Perspectives on Psychological Science*, 11(1), 133-155. Doi:10.1177/1745691615596990
112. Shipstead, Z., Harrison, T. L., & Engle, R. W. (2016). Working memory capacity and fluid intelligence: Maintenance and disengagement. *Perspectives on Psychological Science*, 11(6), 771-799. Doi:10.1177/1745691616650647
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115. Foster, J. L., Harrison, T. L., Hicks, K. L., Draheim, C., Redick, T. S., & Engle, R. W. (2017). Do the Effects of Working Memory Training Depend on Baseline Ability Level? *Journal of Experimental Psychology: Learning, Memory, and Cognition*. Advance online publication. Doi:10.1037/xlm0000426.
116. Draheim, C., Harrison, T. L., Embretson, S. E., & Engle, R. W. (2017). What Item Response Theory Can Tell Us About the Complex Span Tasks. *Psychological Assessment*. Advance online publication. Doi:10.1037/pas0000444.
117. Engle, R. W. (2018). Working memory and executive attention: A revisit. *Perspectives on Psychological Science*, 13(2), 190-193. <http://dx.doi.org/10.1177/1745691617720478>.
118. Redick, T.S., Wiemers, E.A. & Engle, R.W. (2019). The role of proactive interference in working memory training and transfer. *Psychological Research*. <https://doi.org/10.1007/s00426-019-01172>.

Other Publications and Created Products

Citation count as of 4/16/19: 43,545,223 (h=77) – Google Scholar at

<https://scholar.google.com/citations?user=irWRyqcAAAAJ&hl=en&oi=ao>

All papers and chapters available for download at

<http://psychology.gatech.edu/renglelab/Publications.htm>

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.

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.	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
	Total	\$9,062,669

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).

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)