

## CURRICULUM VITAE

**NAME:** Arthur C. Graesser

**DEPARTMENT:** Psychology and Institute for Intelligent Systems

**UNIVERSITY:** The University of Memphis

**RANK:** Professor

**WEBSITE:**

<http://www.memphis.edu/psychology/people/faculty/graesser.php>,

## SHORT BIOGRAPHICAL SKETCH

Dr. Graesser is a professor in the Department of Psychology and the Institute of Intelligent Systems at the University of Memphis, as well as an Honorary Research Fellow at University of Oxford. He received his Ph.D. in psychology from the University of California at San Diego. His primary research interests are in cognitive science, discourse processing, and the learning sciences. More specific interests include knowledge representation, question asking and answering, tutoring, text comprehension, inference generation, conversation, reading, education, memory, emotions, artificial intelligence, computational linguistics, and human-computer interaction. He served as editor of the journal *Discourse Processes* (1996–2005) and is the current editor of *Journal of Educational Psychology* (2009-2014). His service in professional societies includes president of the Empirical Studies of Literature, Art, and Media (1989-1992), the Society for Text and Discourse (2007-2010), the International Society for Artificial Intelligence in Education (2007-2009), and the Federation of Associations in the Behavioral and Brain Sciences Foundation (2012-13). In addition to publishing over 600 articles in journals, books, and conference proceedings, he has written 3 books and co-edited 16 books. He and his colleagues have designed, developed, and tested software in learning, language, and discourse technologies, including AutoTutor, AutoTutor-Lite, AutoMentor, ElectronixTutor, MetaTutor, GuruTutor, DeepTutor, HURA Advisor, SEEK Web Tutor, Personal Assistant for Lifelong Learning (PAL3), Operation ARIES!, iSTART, Writing-Pal, Point & Query, Question Understanding Aid (QUAID), QUEST, & Coh-Metrix.

## DEGREES

DEGREE	DISCIPLINE	INSTITUTION	YEAR
B.A.	Psychology	Florida State University	1972
Ph.D.	Psychology	University of California, San Diego	1977

## HONORS/AWARDS

HONOR/AWARD	INSTITUTION/COMPANY/ORGANIZATION	YEAR
Graduate Fellowship	National Science Foundation	1972–75
Dissertation Fellowship	University of California, San Diego	1975–76
Distinguished Teaching Award	California State University, Fullerton	1977
Distinguished Research Award	The University of Memphis	1992
Fellow of Division 15	American Psychological Association	1993
Fellow of Division 3	American Psychological Association	1995
Meritorious Faculty Award	The University of Memphis, College of Arts and Sciences	1996
Board of Visitors Eminent Faculty Award	The University of Memphis	1999
Dunavant Professor Award	The University of Memphis	2001–2004
Outstanding Paper Award	eLearning American Association for Computers in Education	2002
Outstanding Paper Award	IEEE Conference on Systematics, Computers, & Informatics	2003
Finalist for Outstanding paper award	Artificial Intelligence in Education Conference	2003
Outstanding Paper Award	eLearning American Association for Computers in Education	2005
Albrecht Outstanding Paper Award (my doctoral student, Heather Mitchell)	Society for Text and Discourse	2006
Fellow	American Educational Research Association	2009
Fellow	Association for Psychological Science	2009
Fellow	Society for Text and Discourse	2009
Distinguished Scientific Contribution Award	Society for Text and Discourse	2010
Distinguished Contributions of Applications of Psychology to Education and Training Award	American Psychological Association	2011
Honorary Research Fellow	University of Oxford	2011
University of Memphis Presidential Award for Lifetime Achievement in Research	University of Memphis	2012
Distinguished University Professor of Interdisciplinary Research	University of Memphis	2014

## TEACHING EXPERIENCE

SUBJECT ( <i>indicate Undergraduate (U), Graduate (G), Other</i> )	INSTITUTION
Cognitive Psychology (U, G)	California State University, Fullerton
Research Methods (U)	California State University, Fullerton
Introductory Psychology (U)	California State University, Fullerton
Cognitive Psychology (U, G)	The University of Memphis
Cognitive Science (U, G)	The University of Memphis
Research Methods (U, G)	The University of Memphis
Advanced Research Methods (U)	The University of Memphis
Introductory Psychology (U)	The University of Memphis
Statistics (U, G)	The University of Memphis
Expert Systems (U)	The University of Memphis
Serious Games and Human-Computer Interaction (U, G)	The University of Memphis
Intelligent Tutoring (G)	
Artificial Intelligence (U, G)	The University of Memphis

## DOCTORAL STUDENT AND POSTDOC MENTORING

Students involved in scholarly (research, creative) activities that Graesser directly supervised (committees chaired) or co-chaired at UM since 1985.

Doctoral	Debra Long	1989, Tenured Full Professor, U. of California, Davis
Doctoral	Keith Millis	1990, Tenured Full Professor, Northern Illinois University
Doctoral	Kathy Lang	1990, High Tech Business Owner, New Jersey
Doctoral	Darold Hemphill	1991, Manager in a research division at SAIC in New Jersey
Doctoral	Chris Forsythe	1992, Research Scientist at Sandia Labs
Doctoral	Levy Eymard	1993, Human Factors Psychologist at FedEx
Doctoral	Joseph Magliano	1993, Tenured Full Professor, Northern Illinois University
Doctoral	Eugenie Bertus	1994, Manager in a research division at a firm in Texas
Doctoral	Nathalie Person	1994, Tenured Full Professor, Rhodes College
Doctoral	Cheryl Bowers	1996, Associate Professor, University of Memphis, Lambuth
Doctoral	Shane Swamer	1996, Human Factors Specialist in a firm in San Diego
Doctoral	Bill Baggett	1998, Research Associate Professor, IIS, University of Memphis
Doctoral	Katja Wiemer	2000, Tenured Associate Professor, Northern Illinois University
Doctoral	Brent Olde	2002, Research Director, Office of Naval Research
Doctoral	Shannon Whitten	2003, Assistant Professor, University of Central Florida
Doctoral	Shulan Lu	2004, Tenured Associate Professor, Texas A&M University
Doctoral	Heather Mitchell	2005, Tenured Associate Professor, Webster College
Doctoral	Matthew Ventura	2005, Research Scientist, Pearson Education
Doctoral	Andrew Olney	2006, Tenured Associate Professor, Director of IIS, U. Memphis (Computer Science, with Lee McCauley)
Doctoral	Tanner Jackson	2007, Research Scientist, Educational Testing Service
Doctoral	Moongee Jeon	2008, Tenured Associate Professor, Konkuk University, Korea
Doctoral	Sidney D'Mello	2009, Tenured Associate Professor, University of Notre Dame (Computer Science, with Stan Franklin)
Doctoral	Patrick Chipman	2010, Experimental Psychology, ABD
Doctoral	Jeremiah Sullins	2010, Tenured Associate Professor, Harding University
Doctoral	Amy Johnson	2011, Visiting Research Faculty, Arizona State University
Doctoral	Brent Morgan	2014, Business start-up in learning and discourse technologies
Doctoral	Blair Lehman	2014, Research Scientist, Educational Testing Service
Doctoral	Amber Strain	2014, Research Scientist, Decooda
Doctoral	Carol Forsyth	2014, Research Scientist, Educational Testing Service
Doctoral	Haiying Li	2015, Postdoctoral Fellow, Rutgers University
Doctoral	Nia Dowell	2017 Postdoctoral Fellow, University of Michigan
Doctoral	Shi Feng	2017 Expeerimental Psychology
Postdoctoral	Jonathan Golding	1988, Tenured Full Professor, University of Kentucky
Postdoctoral	Rolf Zwaan	1994, Tenured Full Professor, Erasmus University, Netherlands
Postdoctoral	Victor Ottati	1995, Tenured Full Professor Professor, Loyola University of Chicago
Postdoctoral	Peter Hastings	2000, Tenured Associate Professor, DePaul University (Computer Science)
Postdoctoral	Jim Hoeffner	2000, Lecturer, University of Michigan
Postdoctoral	Max Louwerse	2003, Tenured Full Professor, Tilberg University, Netherlands
Postdoctoral	Kris Moreno	2003, Microsoft Corporation in research on games and animated agents
Postdoctoral	Christian Hempelmann	2005, Tenured Associate Professor, Texas A&M Commerce (with Danielle McNamara)
Postdoctoral	David Dufty	2006, Research corporation, Australia
Postdoctoral	Yasuhiro Ozuru	2006, Assistant Professor, University of Alaska (with Danielle McNamara)
Postdoctoral	Roger Taylor	2008, Tenured Associate Professor, State University of New York, Oswego
Postdoctoral	Scotty Craig	2010, Assistant Professor , Arizona State University (with Barry Gholson)
Postdoctoral	Fazel Keshtkar	2011, Assistant Professor, St. Johns University, New York City
Postdoctoral	Benjamin Nye	2015, Assistant Professor and Director of the Learning Sciences, Institute of Creative Technologies, University of Southern California (with Xiangen Hu)

## RESEARCH/SCHOLARSHIP/CREATIVE ACTIVITIES

### Publications

#### *Books (Authored, Edited)*

- Graesser, A. C. (1981). *Prose comprehension beyond the word*. New York: Springer-Verlag.
- Graesser, A. C., & Black, J. B. (Eds.). (1985). *The psychology of questions*. Hillsdale, NJ: Erlbaum.
- Graesser, A. C., & Clark, L. C. (1985). *Structures and procedures of implicit knowledge*. Norwood, NJ: Ablex.
- Graesser, A. C., & Bower, G. H. (Eds.). (1990). *The psychology of learning and motivation: Inferences and text comprehension*. New York: Academic Press.
- Lauer, T., Peacock, E., & Graesser, A. C. (Eds.). (1992). *Questions and information systems*. Hillsdale, NJ: Erlbaum.
- Britton, B. F., & Graesser, A. C. (Eds.). (1996). *Models of understanding text*. Mahwah, NJ: Erlbaum.
- Hacker, D. J., Dunlosky, J., & Graesser, A. C. (Eds.). (1998). *Metacognition in educational theory and practice*. Mahwah, NJ: Erlbaum.
- Goldman, S., Graesser, A. C., & van den Broek, P. (Eds.). (1999). *Narrative comprehension, causality, and coherence*. Mahwah, NJ: Erlbaum.
- Otero, J., Leon, J. A., & Graesser, A. C. (Eds.). (2002). *The psychology of science text comprehension*. Mahwah, NJ: Erlbaum.
- Graesser, A. C., Gernsbacher, M. A., & Goldman, S. (Eds.). (2003). *Handbook of discourse processes*. Mahwah, NJ: Erlbaum.
- De Vega, M., Glenberg, A. M., & Graesser, A. C. (Eds.). (2008). *Symbols and embodiment: Debates on meaning and cognition*. Oxford, U.K.: Oxford University Press.
- Hacker, D. J., Dunlosky, J., & Graesser, A. C. (Eds.). (2009). *Handbook of metacognition in education*. Mahwah, NJ: Erlbaum/Taylor & Francis.
- Dimitrova, V., Mizoguchi, R., Du Boulay, B., & Graesser, A.C. (Eds.). (2009). *Artificial Intelligence in Education*. Amsterdam: IOS Press.
- Rus, V. & Graesser, A.C. (Eds.). (2009). *The question generation shared task and evaluation challenge*. ISBN: 978-0-615-27428-7
- D'Mello, S. K., Graesser, A. C., Schuller, B., & Martin, J. (Eds.). (2011). *Affective Computing and Intelligent Interaction*. Berlin: Springer-Verlag.
- Sottolare, R., Graesser, A., Hu, X., Holden, H. (Eds.)(2013). *Design Recommendations for Intelligent Tutoring Systems: Learner Modeling* (Vol.1). Orlando, FL: Army Research Laboratory.
- McNamara, D.S., Graesser, A.C., McCarthy, P.M., Cai, Z. (2014). *Automated evaluation of text and discourse with Coh-Matrix*. Cambridge, MA: Cambridge University Press.
- Sottolare, R., Graesser, A.C., Hu, X., & Goldberg, B. (Eds.)(2014), *Design Recommendations for Intelligent Tutoring Systems: Instructional Management* (Vol.2). Orlando, FL: Army Research Laboratory.
- Sottolare, R., Graesser, A.C., Hu, X., & Brawner, K. (Eds.)(2015), *Design Recommendations for Intelligent Tutoring Systems: Authoring Tools* (Vol.3). Orlando, FL: Army Research Laboratory.
- Sottolare, R., Graesser, A.C., Hu, X., Olney, A., Nye, B., & Sinatra, A. (Eds.) (2016). *Design Recommendations for Intelligent Tutoring Systems: Domain Modeling* (Vol. 4). Orlando, FL: U.S. Army Research Laboratory. ISBN 978-0-9893923-9-6.

#### *Refereed Journal Publications (Does Not Include Book Chapters)*

- Mandler, G., Worden, P. E., & Graesser, A. C. (1974). Subjective disorganization: Search for the locus of list organization. *Journal of Verbal Learning and Verbal Behavior*, 13, 220–235.
- Graesser, A. C., & Mandler, G. (1975). Recognition memory for the meaning and surface structure of sentences. *Journal for Experimental Psychology: Human Learning and Memory*, 104, 238–248.
- Mandler, G., & Graesser, A. C. (1976). Analyse dimensionnelle et le locus de l'organisation. In S. Erhlich and E. Tulving (Eds.), *La Mémoire Sémantique* [Special issue]. *Bulletin de Psychologie, Special Annuel*. (A journal issue devoted to psychological research on semantic memory.)
- Graesser, A. C. (1978). How to catch a fish: The memory and representation of common procedures. *Discourse Processes*, 1, 72–89.

- Graesser, A. C. (1978). Tests of a holistic chunking model of sentence memory through analyses of noun intrusions. *Memory and Cognition*, 6, 527–536.
- Graesser, A. C., Higginbotham, M. W., Robertson, S. P., & Smith, W. R. (1978). A natural inquiry into the National Enquirer: Self-induced versus task-induced reading comprehension. *Discourse Processes*, 1, 355–372.
- Graesser, A. C., & Mandler, G. (1978). Limited processing capacity constrains the storage of unrelated sets of words and retrieval from natural categories. *Journal of Experimental Psychology: Human Learning and Memory*, 4, 86–100.
- Graesser, A. C., Gordon, S. E., & Sawyer, J. D. (1979). Recognition memory for typical and atypical actions in scripted activities: Tests of a script pointer plus tag hypothesis. *Journal of Verbal Learning and Verbal Behavior*, 18, 319–322.
- Graesser, A. C., Hautt-Smith, K., Cohen, A. D., & Pyles, L. D. (1980). Advanced outlines, familiarity, text genre, and retention of prose. *Journal of Experimental Education*, 48, 209–220.
- Graesser, A. C., Hoffman, N. L., & Clark, L. F. (1980). Structural components of reading time. *Journal of Verbal Learning and Verbal Behavior*, 19, 131–151.
- Graesser, A. C., Robertson, S. P., Lovelace, E. R., & Swinehart, D. M. (1980). Answers to why-questions expose the organization of story plot and predict recall of actions. *Journal of Verbal Learning and Verbal Behavior*, 19, 110–119.
- Graesser, A. C., Woll, S. B., Kowalski, D. J., & Smith, D. A. (1980). Memory for typical and atypical actions in scripted activities. *Journal of Experimental Psychology: Human Learning and Memory*, 6, 503–515.
- Graesser, A. C., Robertson, S. P., & Anderson, P. A. (1981). Incorporating inferences in narrative representations: A study of how and why. *Cognitive Psychology*, 13, 1–26.
- Smith, D. A., & Graesser, A. C. (1981). Memory for actions in scripted activities as a function of typicality, retention interval, and retrieval task. *Memory and Cognition*, 9, 550–559.
- Woll, S. B., & Graesser, A. C. (1982). Memory discrimination for information typical or atypical of person schemata. *Social Cognition*, 1, 287–310.
- Britton, B. K., Graesser, A. C., Glynn, S. M., Hamilton, T., & Penland, M. (1983). Use of cognitive capacity in reading: Effects of some content factors in text. *Discourse Processes*, 6, 39–58.
- Graesser, A. C., Hopkinson, P., Lewis, E., & Brufloet, H. (1984). The impact of different information sources on idea generation: Writing off the top of our heads. *Written Communication*, 1, 341–364.
- Haberlandt, K., & Graesser, A. C. (1985). Component processes in text comprehension and some of their interactions. *Journal of Experimental Psychology: General*, 114, 357–374.
- Nakamura, G. V., Graesser, A. C., Zimmerman, J. A., & Riha, J. (1985). Script processing in a natural situation. *Memory and Cognition*, 13, 140–144.
- Graesser, A. C., & Haberlandt, K. (1986). Research on component processes in reading: Reply to Danks. *Journal of Experimental Psychology: General*, 115, 198–200.
- Haberlandt, K., Graesser, A. C., Schneider, N. J., & Kiely, J. (1986). The impact of end-of-clause processes and new arguments on reading times. *Journal of Memory and Language*, 25, 314–322.
- Graesser, A. C., Hopkinson, P., & Schmid, C. (1987). Differences in interconcept organization between nouns and verbs. *Journal of Memory and Language*, 26, 242–253.
- Dillon, J. T., Golding, J., & Graesser, A. C. (1988). An annotated bibliography of question asking. *Questioning Exchange*, 2, 81–85.
- Graesser, A. C. (1988). Introduction to cognitive science perspectives on question generation. *Questioning Exchange*, 2, 1–2.
- Graesser, A. C., & Golding, J. (1988). Models of questioning in cognitive psychology and artificial intelligence. *Questioning Exchange*, 2, 315–324.
- Graesser, A. C., Lang, K., & Horgan, D. (1988). A taxonomy for question generation. *Questioning Exchange*, 2, 3–16.
- Long, D., & Graesser, A. C. (1988). Wit and humor in discourse processing. *Discourse Processes*, 11, 35–60.
- Graesser, A. C., Long, D., & Mio, J. S. (1989). What are the cognitive and conceptual components of humorous texts? *Poetics*, 18, 143–164.
- Haberlandt, K., & Graesser, A. C. (1989). Buffering new information during reading. *Discourse Processes*, 12, 479–494.

- Haberlandt, K., & Graesser, A. C. (1989). Processing of new arguments at clause boundaries. *Memory and Cognition*, *17*, 186–193.
- Haberlandt, K., Graesser, A. C., & Schneider, N. J. (1989). Reading strategies in fast and slow readers. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *15*, 815–823.
- Dwyer, W. O., Graesser, A. C., Hopkinson, P. L., & Lupfer, M. B. (1990). Application of script theory to police officers' use of deadly force. *Journal of Police Science and Administration*, *17*, 295–301.
- Golding, J. M., Graesser, A. C., & Millis, K. K. (1990). What makes a good answer to a question?: Testing a psychological model of question answering in the context of narrative text. *Discourse Processes*, *13*, 305–325.
- Graesser, A. C., & Franklin, S. P. (1990). QUEST: A cognitive model of question answering. *Discourse Processes*, *13*, 279–303.
- Graesser, A. C., Roberts, R. M., & Hackett-Renner, C. (1990). Question answering in the context of telephone surveys, business interactions, and interviews. *Discourse Processes*, *13*, 327–348.
- Lang, K. L., Graesser, A. C., & Hemphill, D. D. (1990). The role of questioning in knowledge engineering and the interface of expert systems. *Poetics*, *19*, 143–166.
- Graesser, A. C., Gordon, S. E., Forsythe, C., & Greer, J. (1991). Design of optimal person-artifact interfaces: Contributions from cognitive science. *Educational Training Technology International*, *28*, 15–22.
- Graesser, A. C., & Hemphill, D. (1991). Question answering in the context of scientific mechanisms. *Journal of Memory and Language*, *30*, 186–209.
- Graesser, A. C., Lang, K. L., & Roberts, R. M. (1991). Question answering in the context of stories. *Journal of Experimental Psychology: General*, *120*, 254–277.
- Kreuz, R. J., & Graesser, A. C. (1991). Aspects of idiom interpretation: Comment on Nayak and Gibbs. *Journal of Experimental Psychology: General*, *120*, 90–92.
- Magliano, J. P., & Graesser, A. C. (1991). A three-pronged method for studying inference generation in literary text. *Poetics*, *20*, 193–232.
- Mio, J. S., & Graesser, A. C. (1991). Humor, language and metaphor. *Metaphor and Symbolic Activity*, *6*, 87–102.
- Graesser, A. C., Gordon, S. E., & Brainerd, L. E. (1992). QUEST: A model of question answering. *Computers and Mathematics with Applications*, *23*, 733–745.
- Graesser, A. C., Langston, M. C., & Lang, K. L. (1992). Designing educational software around questioning. *Journal of Artificial Intelligence in Education*, *3*, 235–241.
- Long, D. L., Golding, J. M., & Graesser, A. C. (1992). A test of the on-line status of goal-related inferences. *Journal of Memory and Language*, *31*, 634–647.
- Graesser, A. C., & Kreuz, R. J. (1993). A theory of inference generation during text comprehension. *Discourse Processes*, *16*, 146–160.
- Graesser, A. C., & McMahan, C. L. (1993). Anomalous information triggers questions when adults solve problems and comprehend stories. *Journal of Educational Psychology*, *85*, 136–151.
- Kreuz, R. J., & Graesser, A. C. (1993). The assumptions behind questions in letters to advice columnists. *Text*, *13*, 65–89.
- Langston, M. C., & Graesser, A. C. (1993). The “Point and Query” Interface: Exploring knowledge by asking questions. *Journal of Educational Multimedia and Hypermedia*, *2*, 355–368.
- Magliano, J. P., Baggett, W. B., Johnson, B. K., & Graesser, A. C. (1993). The time course of generating causal antecedent and causal consequence inferences. *Discourse Processes*, *16*, 35–53.
- Magliano, J. P., Graesser, A. C., Eymard, L. A., Haberlandt, K., & Gholson, B. (1993). The locus of interpretive and inference processes during text comprehension: A comparison of gaze durations and word reading times. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *19*, 704–709.
- Magliano, J. P., Little, L. D., & Graesser, A. C. (1993). The impact of comprehension instruction on the calibration of comprehension. *Journal of Reading and Instruction*, *32*, 49–63.
- Millis, K., Graesser, A. C., & Haberlandt, K. (1993). The impact of connectives on memory for expository texts. *Applied Cognitive Psychology*, *7*, 317–340.
- Graesser, A. C. (1993). Inference generation during text comprehension. *Discourse Processes*, *16*, 1–2.
- Graesser, A. C. (1993). Psychological mechanisms in literary and aesthetic comprehension. *Poetics*, *22*, 1–3.

- Zwaan, R. A., & Graesser, A. C. (1993). Reading goals and situation models: Commentary on Glenberg & Mathew on reading-inference. *Psychology* 4(3).
- Zwaan, R. A., & Graesser, A. C. (1993). There is no empirical evidence that some inferences are automatically or partially encoded in text comprehension: Commentary on Garnham on reading-inference. *Psychology*, 4(4).
- Dijkstra, K., Zwaan, R. A., Graesser, A. C., & Magliano, J. P. (1994). Character and reader emotions in literary texts. *Poetics*, 23, 139–157.
- Graesser, A. C., & Person, N. K. (1994). Question asking during tutoring. *American Educational Research Journal*, 31, 104–137.
- Graesser, A. C., Singer, M., & Trabasso, T. (1994). Constructing inferences during narrative text comprehension. *Psychological Review*, 101, 371–395.
- Millis, K., & Graesser, A. C. (1994). The time-course of constructing knowledge-based inferences for scientific texts. *Journal of Memory and Language*, 33, 583–599.
- Person, N. K., Graesser, A. C., Magliano, J. P., & Kreuz, R. J. (1994). Inferring what the student knows in one-to-one tutoring: The role of student questions and answers. *Learning and Individual Differences*, 6, 205–229.
- Quinn, R. A., Houts, A. C., & Graesser, A. C. (1994). Naturalistic conceptions of morality: A question answering approach. *Journal of Personality*, 62, 239–262.
- Sell, M. A., Cohen, R., Graesser, A. C., Duncan, M. K., Ray, G. E., MacDonald, C. D., & Crain, M. (1994). The form and function of speech act exchanges in children's dyadic interactions. *Discourse Processes*, 18, 119–139.
- Singer, M., Graesser, A. C., & Trabasso, T. (1994). Minimal or global inference during reading. *Journal of Memory and Language*, 33, 421–441.
- Graesser, A. C., Person, N. K., & Magliano, J. P. (1995). Collaborative dialogue patterns in naturalistic one-to-one tutoring. *Applied Cognitive Psychology*, 9, 495–522.
- Linz, D., Donnerstein, E., Shafer, B. J., Land, K. C., McCall, P. L., & Graesser, A. C. (1995). Discrepancies between the legal code and community standards for sex and violence: An empirical challenge to traditional assumptions in obscenity law. *Law & Society Review*, 29, 127–168.
- Person, N. K., Kreuz, R. J., Zwaan, R., & Graesser, A. C. (1995). Pragmatics and pedagogy: Conversational rules and politeness strategies may inhibit effective tutoring. *Cognition and Instruction*, 13, 161–188.
- Zwaan, R. A., Langston, M. C., & Graesser, A. C. (1995). The construction of situation models in narrative comprehension: An event-indexing model. *Psychological Science*, 6, 292–297.
- Zwaan, R. A., Magliano, J. P., & Graesser, A. C. (1995). Dimensions of situation model construction in narrative comprehension. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 21, 386–397.
- Golding, J. M., Graesser, A. C., & Hauselt, J. (1996). The process of answering direction-giving questions is lost on a university campus: The role of pragmatics. *Applied Cognitive Psychology*, 10, 23–39.
- Graesser, A. C., Baggett, W., & Williams, K. (1996). Question-driven explanatory reasoning. *Applied Cognitive Psychology*, 10, S17–S32.
- Graesser, A. C. (1997). Where is the body in the mental model for a story? *Brain and Behavior Sciences*, 20, 25.
- Graesser, A. C., & Gernsbacher, M. A. (1997). Preface: Discourse processes after two decades. *Discourse Processes*, 23, 223–224.
- Graesser, A. C., Swamer, S., & Hu, X. (1997). Quantitative discourse psychology. *Discourse Processes*, 23, 229–263.
- Wiemer-Hastings, K., & Graesser, A. C. (1997). Requiem for the mind. *Siegener Periodicum zur Internationalen Empirischen Literaturwissenschaft*, 16, 377–383.
- Graesser, A. C., & Bertus, E. L. (1998). The construction of causal inferences while reading expository texts on science and technology. *Scientific Studies of Reading*, 2, 247–269.
- Graesser, A. C., Kessler, M. A., Kreuz, R. J., & McLain-Allen, B. (1998). Verification of statements about story worlds that deviate from normal conceptions of time: What is true about *Einstein's Dreams*? *Cognitive Psychology*, 35, 246–301.
- Wiemer-Hastings, K., & Graesser, A. C. (1998). Who needs created features? *Brain and Behavior Sciences*, 21, 39.

- Williams, K. E., Hultman, E., & Graesser, A. C. (1998). CAT: A tool for eliciting knowledge on how to perform procedures. *Behavior Research Methods, Instruments, & Computers*, *30*, 565–572.
- Zwaan, R. A., & Graesser, A. C. (1998). Constructing meaning during reading. *Scientific Studies of Reading*, *2*, 195–198.
- Franklin, S. B., & Graesser, A. C. (1999). A software agent model of consciousness. *Consciousness and Cognition*, *8*, 285–301.
- Graesser, A. C., Bowers, C. A., Olde, B., & Pomeroy, V. (1999). Who said what? Source memory for narrator and character agents in literary short stories. *Journal of Educational Psychology*, *91*, 284–300.
- Graesser, A. C., Bowers, C., Olde, B., White, K., & Person, N. (1999). Who knows what: Propagation of knowledge among agents in a literary storyworld. *Poetics: Journal of Empirical Research on Literature, the Media, and the Arts*, *26*, 143–175.
- Graesser, A. C., Wiemer-Hastings, K., Wiemer-Hastings, P., Kreuz, R., & the Tutoring Research Group. (1999). AutoTutor: A simulation of a human tutor. *Cognitive Systems Research*, *1*, 35–51.
- Krovi, R., Graesser, A. C., & Pracht, W. E. (1999). Agent behaviors in virtual negotiation environments. *IEEE Transactions on Systems, Man, and Cybernetics*, *29*, 15–25.
- Magliano, J., Trabasso, T., & Graesser, A. C. (1999). Strategic processing during comprehension. *Journal of Educational Psychology*, *91*, 615–629.
- Ottati, V., Rhoads, S., & Graesser, A. C. (1999). The effect of metaphor on processing style in a persuasion task: A motivational resonance model. *Journal of Personality and Social Psychology*, *77*, 688–697.
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- Joksimović, S., Dowell, N. M., Oleksandra, S., Kovanović, V., Gašević, D., Dawson, S., & Graesser, A. C. (2015). How do you connect? Analysis of social capital accumulation in connectivist MOOCs. In J. Baron, & G. Lynch (Eds.), *Proceedings of the 5th International Conference on Learning Analytics and Knowledge* (pp. 64-68). New York: ACM.
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- Li, H., Cai, Z., & Graesser A. C. (2016). How good is popularity? Summary grading in crowdsourcing. In M. Chi & M. Feng (Eds.), *Proceedings of the 9th International Conference on Educational Data Mining*.
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### **Book Reviews**

- Graesser, A. C. (1981). Reading and writing from multiple perspectives. *Contemporary Psychology*, 26, 184–185.
- Graesser, A. C. (1982). A pallid forest with abstract trees. *Contemporary Psychology*, 27, 123–124.
- Graesser, A. C. (1982). Another text on human memory. *Contemporary Psychology*, 27, 216–217.
- Graesser, A. C. (1983). How to develop a theory of story points. *The Behavioral and Brain Sciences*, 3, 610–611.
- Graesser, A. C. (1985). A computer program that comprehends stories (perhaps like people do). *Contemporary Psychology*, 30, 460–461.
- Graesser, A. C. (1986). Discourse analysis in the 1980's: Integrating language structure, communicative function, and sociocultural context. *Contemporary Psychology*, 31, 849–851.
- Graesser, A. C. (1987). Contemporary issues in language and discourse processes. *Contemporary Psychology*, 32, 813.
- Graesser, A. C. (1987). How to convince your microcomputer to collect the data. *Contemporary Psychology*, 32, 278.
- Graesser, A. C. (1988). The first comprehensive text in cognitive science. *Contemporary Psychology*, 33, 583–585.
- Graesser, A. C. (1989). The content, sequencing, and timing of skilled action. *Contemporary Psychology*, 34, 735–736.
- Graesser, A. C. (1993). Narrative thought and narrative language. *Language and Speech*, 36, 109–112.
- Graesser, A. C. (1995). Imagine law without simple rules. *Contemporary Psychology*, 40, 143–144.
- Graesser, A. C., & Bowers, C. (1996). Review of “Deixis in Narrative: A Cognitive Science Perspective.” *Minds and Machines*, 6, 395–399.
- Graesser, A. C. (1996). Review of “Time-Constrained Memory: A Reader-Based Approach to Text Comprehension.” *Computational Linguistics*, 22, 265–266.
- Graesser, A. C. (1997). How did I ever remember that song? *Contemporary Psychology*, 42, 582–583.
- Graesser, A. C., & Wiemer-Hastings, P. (1997). What do children write? What do they know about writing? *The American Journal of Psychology*, 110, 646–651.
- Graesser, A. C. (1997). Reflections on IGEL 5 at Nakoda Lodge, Alberta, Canada. *IGELnews*, 5, 9–11.
- Graesser, A. C., & Whitten, S. (2000). Review of Walter Kintsch's book, “Comprehension: A Paradigm in Cognition.” *Journal of Pragmatics*, 32, 1247–1252.
- Graesser, A. C., & Hoeffner, J. (2000). Complex computer models are needed to understand complex learning. *Contemporary Psychology*.
- Graesser, A. C., & Whitten, S. N. (2001). Scripts of the mind and educational reform. *Contemporary Psychology*, 46, 261–262.

### **Nonrefereed Publications**

- Stanley, G., & Graesser, A. C. (1973). Constancy scaling and the brackets illusion. *Bulletin of the Psychonomics Society*, 2, 198–200.

- Rabinowitz, J. C., & Graesser, A. C. (1976). Word recognition as a function of retrieval processes. *Bulletin of the Psychonomics Society*, 7, 75–77.
- Cohen, A. D., & Graesser, A. C. (1980). The influence of advanced outlines on the free recall of prose. *Bulletin of the Psychonomics Society*, 15, 348–350.
- Graesser, A. C., & Riggio, R. E. (1983). Computerizing a business. *Business to Business*, 28–29.
- Riggio, R. E., & Graesser, A. C. (1983). Guidelines for purchasing and computerizing a business. *Business News*, 73–75.
- Nakamura, G. V., & Graesser, A. C. (1985). Memory for script-typical and script-atypical actions: A reaction time study. *Bulletin of the Psychonomics Society*, 23, 384–386.
- Graesser, A. C. (1992). *Questioning mechanisms during complex learning* (ERIC Document Reproduction Service No. ED 350.306).
- Graesser, A. C. (1993). *Questioning mechanisms during tutoring, conversation, and human-computer interaction* (ERIC Document Reproduction Service No. TM 020 505).
- Graesser, A. C., & Wisher, R. A. (2001). *Question generation as a learning multiplier in distributed learning environments* (Technical Report 1121). U.S. Army Research Institute for the Behavioral and Social Sciences.
- Graesser, A. C., Burger, J., Carroll, J., et al. (2003). *Question generation and answering systems: R&D for technology-enabled learning systems* (Research roadmap for Federation of American Scientists).
- Graesser, A. C., & Hu, X. (2003). *Question generation and answering in distance learning environments* (Army Research Institute Technical Report). Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.
- Ryder, J. M., Graesser, A. C., Le Mentec, J.-C., Louwerse, M. M., Karnavat, A., Popp, E. A., & Hu, X. (2003). *A dialog-based intelligent tutoring system for practicing battle command reasoning* (CHI Systems Technical Report 01020.030929). Fort Washington, PA: CHI Systems, Inc.
- Ryder, J. M., Graesser, A. C., Le Mentec, J.-C., Louwerse, M. M., Karnavat, A., Popp, E. A., & Hu, X. (2004, June). *A dialog-based intelligent tutoring system for practicing battle command reasoning* (Army Research Institute Technical Report 1147). Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.
- Graesser, A. C., & King, B. G. (2006). *Technology-based training* (Paper prepared for the National Research Council and the National Academy of Sciences).
- Rus, V. & Graesser, A.C. (Eds.). (2009). *The Question Generation Shared Task and Evaluation Challenge*. ISBN: 978-0-615-27428-7

### **Presentations at Conferences, Universities, and Events**

Starting in 2011, I am no longer going to list individual presentations. I have approximately 3 dozen presentations per year.

## SUPPORT

### Grants & Contracts Received (Principal Investigator on all of the Following Grants)

- Faculty Research Grant, California State University. *Discourse representation and memory*, 1977, \$430.
- National Institute of Mental Health. *The memory and representation of prose passages*, 1978, \$5,300.
- Faculty Research Grant, California State University. *Memory representations of sentences acquired in versus out of a spatial context*, 1979, \$500.
- National Institute of Mental Health. *Memory for schema-relevant and irrelevant information*, 1979–1981, \$135,000.
- Hughes Aircraft Corporation. *An analysis of conceptual errors of first-time users of computer text editors*, 1982, \$1500.
- Faculty Research Grant, California State University. *Analysis and simulation of question answering*, 1983, \$470.
- Hughes Aircraft Corporation. *Developing a prototype expert system for clinical diagnosis*, 1985, \$1,200.
- Singer Corporation. *An operator task analysis for a communication control system*, 1985, \$11,800.
- General Motors Corporation. *Quantification of driver information handling activities*, 1987, \$11,430.
- Office of Naval Research. *Investigations of human question answering*, 1987–1989, \$211,498.
- General Motors Corporation. *A human factors tool for the prediction of driver performance with hand controls*, 1988–1989, \$56,000.
- Office of Naval Research. *Questioning mechanisms during complex learning*, 1990–1992, \$252,360.
- Office of Naval Research. *Questioning mechanisms during tutoring, conversation, and human-computer interaction*, 1992–1994, \$97,000.
- National Institute of Aging. *Generating causal antecedent and consequence inferences while comprehending scientific text*, 1994, \$3,000.
- University of Memphis. *Theory based revision of questions on questionnaires*, 1994, \$3,000.
- Office of Naval Research. *Predicting information needed prior to request with cognitive models of the user's task knowledge*, 1995–1996, \$92,879.
- National Science Foundation. *Simulating tutors with natural dialog and pedagogical strategies*, 1997–2001, \$900,000.
- United States Bureau of Census. *QUEST questionnaire evaluation tool*, 1998–1999, \$58,512.
- Office of Naval Research. *Question-driven explanatory reasoning about devices that malfunction*, 1998–2000, \$135,312.
- Institute for Defense Analysis and ONR NAWCTSD. *A web site on institutional review boards and the ethical use of human subjects*, 2000–2001, \$950,000 (\$750,000 through Thoughtware Corporation and \$200,000 through U. of Memphis).
- National Science Foundation. *Developing and testing a computer tool that critiques survey questions*, 2000–2002, \$205,990.
- Office of Naval Research. *Why2000: A tutor that teaches mental models using natural language dialogs*, 2000–2005, \$1,168,700 (other PI is Kurt VanLehn at University of Pittsburgh). Plus \$90,175 for graduate student fellowship.
- Office of Naval Research. *Eye tracking while answering questions in electronic multimedia environments*, 2001–2002, \$120,000.
- National Science Foundation. *Developing AutoTutor for computer literacy and physics*, 2001–2005, \$1,274,075.
- National Science Foundation. *Understanding in science*, 2002–2005, \$296,902 (PI on subcontract from University of Illinois at Chicago, with Jennifer Wiley as PI).
- National Science Foundation. *Monitoring emotions while students learn with AutoTutor*, 2003–2009, \$1,250,000 (PI, with a subcontract given to MIT).
- Northern Illinois University. *AutoTutor for critical thinking*, 2005–2006, \$80,000.
- Department of Defense Counterintelligence Field Activity. *Computer-based text analysis across cultures: Viewing language samples through English and Arabic Eyes*, 2007–2008, \$67,990 (PI on subcontract from University of Texas at Austin, with James Pennebaker as PI).
- Institute of Education Sciences. *Acquiring research investigative and evaluative skills (ARIES) for scientific inquiry*, 2007–2011, \$640,000 (PI on subcontract from Northern Illinois University, with Keith Millis as PI, amount is Memphis allocation).

Office of Naval Research. *Automated performance assessment for after-action review with individuals and teams*, 2008–2010, \$335,000 (PI on subcontract from Sandia Labs, with Chris Forsythe as PI).

Sandia Labs. *Robust automated knowledge capture*, 2008–2009, \$45,000 (PI on contract).

Department of Defense Counterintelligence Field Activity. *Behavioral assessments based on automated text analysis*, 2008–2009, \$100,000 (PI on subcontract from University of Texas at Austin, with James Pennebaker as PI).

American Psychological Association. *Editing of Journal of Educational Psychology*, 2008–2013, \$400,000.

FedEx Institute of Technology. *AutoCommunicator*, 2008–2009, \$80,000 (Xiangen Hu is also PI).

National Science Foundation. *AutoMentor: Virtual Mentoring and Assessment in Computer Games for Stem Learning*, 2009–2015, \$742,428 (PI on subcontract from University of Wisconsin, with David Shaffer as PI, amount is Memphis allocation).

National Science Foundation. *Modeling Discourse and Social Dynamics in Authoritarian Regimes*, 2009–2013, \$582,000 (PI on grant, with collaborators Cornell University and University of Texas that have separate budgets).

National Science Foundation. *Inducing, Tracking, and Regulating Confusion and Cognitive Disequilibrium during Complex Learning*, 2009–2013, \$420,000.

National Science Foundation. *Beyond boredom: Modeling and promoting engagement during complex learning*, 2011–2015, \$301,864 (PI on subcontract from Notre Dame University, with Sidney D’Mello as PI).

Institute of Education Sciences. *Developing instructional approaches suited to the cognitive and motivational needs of struggling adult learners*, 2012–2017, \$2,219,911 (PI on subcontract from Georgia State University, with Daphne Greenberg as PI, amount is Memphis allocation).

Office of Naval Research. *Personalized Assistant for Learning 3*, 2014–2016, \$400,000 (PI on subcontract from University of Southern California, with Bill Swartout as PI, amount is Memphis allocation).

Office of Naval Research. *Integration of Intelligent Tutoring Systems for Electronics*, 2015–2017, \$3,800,000 (PI on grant, with 5 other universities as collaborators).

National Science Foundation. *Developing and Testing the Internship-inator, a Virtual Internship in STEM Authorware (VISA) System*, 2014–2019, \$1,000,000 (PI on subcontract from University of Wisconsin Madison, with David Shaffer as PI, amount is Memphis allocation).

### **Grants and Contracts Received (Co-PI or Senior Researcher on Following Grants)**

IBM. *Intelligent computer assisted instruction for introductory psychology*, 1983–1984, \$50,000 (with John Black at Yale University as PI).

Office of Naval Research. *Intelligent distribution agents*, 1998–2002, \$1,500,000 (Stan Franklin is PI).

National Institutes of Health. *Smoking cessation in the elderly*, 1998–2004, \$2,100,000 (Bob Klesges is PI).

National Institutes of Health, National Heart, Lung, and Blood Institute. *Decreasing weight gain in African American preadolescent girls*, 1999–2004, \$4,501,168 (Bob Klesges is PI).

Institute of Education Sciences. *Coh-Matrix: Automated cohesion and coherence scores to predict text readability and facilitate comprehension*, 2002–2006, \$1,425,000 (Danielle McNamara is PI).

National Science Foundation (co-PI). *Tracking multimodal communication in humans and agents*, 2004–2008, \$699,949 (Max Louwerse is PI).

Institute of Education Sciences. *iSTART: Interactive Strategy Training for Active Reading and Thinking*, 2004–2008, \$1,800,000 (Danielle McNamara is PI).

National Science Foundation (co-PI). *Symbols, embodiment, and meaning: A workshop*, 2005–2006, \$26,183 (Arthur Glenberg is PI at University of Wisconsin, Madison).

Institute of Education Sciences. *An implementation of vicarious learning with deep-level reasoning questions in middle school and high school classrooms*, 2005–2009, \$1,050,000 (Barry Gholson is PI).

Office of Naval Research (Senior Researcher). *Analyses of expert human tutors*, 2005–2008, \$445,674 (Natalie Person is PI).

National Science Foundation (co-PI). *Effectiveness of pedagogical agents in regulating students’ understanding of science*, 2006–2009, \$904,581 (Roger Azevedo is PI).

National Science Foundation (co-PI). *Student funding for Artificial Intelligence in Education Conference*, 2007, \$25,000 (Roger Azevedo is PI).

National Science Foundation (co-PI). *Student funding for Artificial Intelligence in Education Conference*, 2009, \$20,000 (Roger Azevedo is PI).



National Science Foundation (co-PI). *Workshop on the question generation shared task and evaluation challenge*, 2008–2009, \$25,345 (Vasile Rus is PI).

Office of Naval Research. *Automated performance assessment for after-action review with individuals and teams*, 2008–2010, \$335,000 (PI on subcontract from Sandia Labs, with Chris Forsythe as PI).

National Science Foundation (Senior Researcher). *Learning reading strategies for science texts in a gaming environment: iSTART versus iTaG*, 2008–2010, \$370,000 (Danielle McNamara is PI).

Institute of Education Sciences (co-PI). *The Writing Pal: An intelligent tutoring system that provides interactive writing strategy training*, 2008–2011, \$2,015,456 (Danielle McNamara is PI).

Institute of Education Sciences (co-PI). *Guru: A computer tutor that models expert human tutors*, 2008–2011, \$1,858,176 (Andrew Olney is PI).

Institute of Education Sciences (co-PI). *Applications of Intelligent Tutoring Systems (ITS) in Improving the Skill Levels of Students with Deficiencies in Mathematics*, 2009–2014, \$2,322,310 (Xiangen Hu is PI).

Institute of Education Sciences (co-PI). *DeepTutor: An Intelligent Tutoring System Based on Deep Language and Discourse Processing and Advanced Tutoring Strategies*, 2010–2013, \$1,650,272 (Vasile Rus is PI).

Gates Foundation (coPI). *Race to the Text: The Text Genome Competition*, 2010–2011, \$252,268 (Danielle McNamara is PI).

Office of Naval Research (co-PI). *STEM grand challenge—Adaptive generalizable intelligent tutors for STEM and Naval training and education*, 2012–2014, \$1,477,402 (Xiangen Hu is PI).

Army Research Laboratories. *Generalized Intelligent Framework for Tutors (GIFT)*, 2012–2017. \$1,508,155.

Institute of Education Sciences (co-PI). *CLASS 5.0: The development of innovative software for automating the analysis of classroom discourse*. 2013–2016, \$624,186 (Subcontract from University of Wisconsin, with Martin Nystrand as PI, amount is Memphis allocation with Andrew Olney being PI on the subcontract).

Office of Naval Research (co-PI). *Political crisis and language: A computational assessment of social disequilibrium and security threats*, 2014–2017, \$1,285,656 (Leah Windsor is PI).

National Science Foundation (co-PI). *CIF-21 DIBBS: Building a scalable infrastructure for data-driven discovery and innovation in education*. 2015–2019, \$750,000 (Subcontract from Carnegie Mellon University, with Ken Koedinger as PI, amount is Memphis allocation with Phil Pavlik being PI on subcontract).

### **Consultantships (2000–Present)**

Senior Research Fellow, Army Research Institute, 2000–2003, question asking and distance learning (with Robert Wisher).

RAND Reading Research Panel, 2000–2001.

Learning Research and Development Center, Board of Visitors, 1999–present.

CIRCLE Tutoring Research Center, for Kurt VanLehn, University of Pittsburgh, 1999–present.

NSF grant to Danielle McNamara, Old Dominion University, 2001–2003, tutoring and comprehension.

NSF grant to James Pennebaker, University of Texas at Austin, 2000–2003, computational linguistics and latent semantic analysis in narratives on coping.

NSF grant to Roz Picard, MIT, 2000–2002, facial expressions and intonation in tutoring.

SBIRs and STTR to CHI Systems, Wayne Zachary and Joan Ryder, applying AutoTutor and speech recognition technologies to military tactical reasoning and to explosive ordinance device removal, 2001–2004. Xiangen Hu and Max Louwerse are also involved with this research.

SBIR with K-A-T Systems, Tom Landauer, Lynn Streeter, and Peter Foltz, 2004, building and testing a question answering system for army learning environments.

Educational Testing Service and College Board, revising the Verbal Comprehension Test on the SAT, 2002–2007.

Institute of Education Sciences (IES) grant to John Sabatini of Educational Testing Service, 2004–2008, computational linguistics, reading, and discourse processing.

IES grant to Joe Magliano, Northern Illinois University, 2004–2008, computational linguistics, reading, and discourse processing.

IES Panel for CASL Cognition Practice Guide, 2006–2007.

Association of Psychological Science, Workforce and Lifelong Learning, 2006–present.

National Academy of Sciences, 2006–2007, technology-based learning.  
Educational Testing Service, 2008–2009, developing a test for problem solving in electronic environments.  
National Academy of Sciences, 2009-2011, Adolescent and Adult Literacy.  
Sandia Laboratories, Manpower and personnel, 2009.  
Gates Foundation, Common Core Standards for Reading and Writing, 2009-2012  
Organization for Economic Co-operation and Development, PIAAC Problem Solving in Technology-Rich Environments, 2008-2012.  
Organization for Economic Co-operation and Development, PISA Problem Solving 2012, 2009-2012  
Organization for Economic Co-operation and Development, PISA Collaborative Problem Solving 2015, 2011-2016.  
Organization for Economic Co-operation and Development, PIAAC Problem Solving 2021, 2016-2022.  
Educational Testing Service, agent Technologies and learning sciences, 2011-2016.  
Middle School Matters, learning principles, 2010-2015.

## SERVICE (STARTING 1996)

<b>UNIVERSITY</b>	<b>COMMITTEE/ACTIVITY (if Chair, add [C])</b>	<b>PERIOD</b>
College/School	Co-director of the Institute for Intelligent Systems (C)	1987–2011
Department	Cognitive Faculty Search (C)	1991–present
University	Ad Hoc Committee for Post-tenure Review (C)	1996–1997
Department	Senate representative	1996–1998
College/School	Advising Committee for Dean of College of Arts & Sciences	1996–1998
University	Faculty Senate	1996–1998
University	Marcus Orr Speaker Committee (C)	1996–1998
Department	Postdoctoral Search Committee (C)	1996–2000
Department	Undergraduate Planning and Curriculum	1996–2000
University	Honors Faculty Advisory Council (C)	1996–2000
Department	Expenditures Committee (C)	1996–2004
Department	T&P Subcommittee for individuals up for T & P (C)	1996–present
Department	Personnel Committee (C)	1997–1998
College/School	Chair Search Committee for Department of Microbiology and Molecular Cell Sciences	1997–1998
Department	Director of the Center for Applied Psychological Research (C)	1997–2004
University	Committee for Internet 2 (C)	1997–1999
University	Search Committee for Director of University Honors Program (C)	1998–1999
University	President of Phi Kappa Phi (C)	1998–2001
University	FedEx Technology Institute, Leadership Team	2002–2005
Department	Faculty Advisory Committee	2003
Department	Chair of Psychology Department	2004–2008
University	Search Committee for FedEx Institute of Technology Director (C)	2005–2008
<b>COMMUNITY</b>		
Memphis	Committee on Memphis Incubator for Small Businesses in downtown Memphis	1997–1999
<b>OTHER Society/Organization/Journal</b>	<b>COMMITTEE/EDITORIAL BOARD/OFFICE</b>	<b>PERIOD</b>
Poetics	Editorial Board	1988–2007
Journal of Experimental Psychology: General	Editorial Board	1990–1996
Applied Cognitive Psychology	Editorial Board	1992–2009
Journal of Scientific Studies of Reading	Editorial Board	1993–2003
Cognition and Instruction	Editorial Board	1993–present
American Educational Research Association	Sylvia Scribner Award Committee (C)	1996–1998
Discourse Processes	Program Chair for Division C (C)	1998–1999
Journal of Educational Psychology	Editor	1996–2007
	Editorial Board	1996–2008
	Senior Editor	2009–2014
Cognitive Science Society	Reviewer of submissions for conferences, Program Committees	1996–present
Society for Text and Discourse	Conference Program Committee	1996–2005
	Governing Board	2004–2010
	Chair of Governing Board	2007–2010
International Society for the Empirical Study of Literature (IGEL)	Conference Program Committee	1997–2000
	President	1989–1992
International J. of Speech Technologies	Editorial Board	2000–present
International Society for Artificial Intelligence in Education	Reviewer of submissions for conferences	2000–present
	Executive Board	2000–present
	President	2007–2009
	Conference Chair (C)	2008–2009
	Secretary-treasurer	2009–2011

Intelligent Tutoring Systems	Reviewer of submissions for conferences, Program Committees	2000–present
Cognitive Science	Editorial Board	2001–2005
Journal of Experimental Psychology: Learning, Memory, & Cognition	Editorial Board	2002–2005
Advanced Distributed Learning Network	Senior Researcher in Workforce ADL Co-Lab	2003–2008
Media Psychology	Editorial Board	2004–present
Scientific Studies of Literature	Editorial Board	2009–present
American Educational Research Association	Program Chair for section of Division C (C)	2005–2006
American Association of Artificial Intelligence	Conference Reviewer	2008
IEEE, Intelligent Systems	Co-Chair of Intelligent Integrated Capabilities Conference Reviewer	2006
Association for Psychological Science	Guest Editor	2008
Reading Research Quarterly	Workforce and Life-long Learning track (co-chair)	2006–2007
Information Design Journal	Editorial Board	2006–2010
Institute of Education Sciences	Editorial Board	2006–present
Educational Testing Service	Grant Review Panel, Study Section on Reading and Writing	2006–present
	Panels on Developing a Psychometric Tests on Problem Solving, Science Education, Mathematics, and Literacy	2008–present
COGDOP	Committee on Curriculum Standards and Evaluation for Psychology	2008–2009
University of Pittsburgh	Board of Visitors	2004–2016
Federation of Associations for Behavioral and Brain Sciences (FABBS) Foundation	President Elect, President, and Past President	2009–2015

## APPENDIX A

### COURSES TAUGHT BY ART GRAESSER DURING THE LAST ELEVEN YEARS

(\* Signifies a new course preparation)

Semester	Course Numbers	Course Title	Enrollment
Fall 1995	PSYCH 1101	General Psychology I (Honors)	24
Fall 1995	PSYCH 4018 & UNHP 4302	Mind, Brain, and Intelligence (Honors)	9
Spring 1996	PSYCH 1101	General Psychology I	135
Spring 1996	PSYCH 7/8514 & COMP 7/8514	Cognitive Science Seminar	10*
Summer 1996	PSYCH 3002	Research Methods (4 units)	30
Fall 1996	PSYCH 1101	General Psychology I (Honors)	18
Fall 1996	PSYCH 4018 & UNHP 4302	Mind, Brain, and Intelligence (Honors)	2
Fall 1996	PSYCH 7301	Research Design and Methodology	27*
Summer 1997	PSYCH 3002	Research Methods (4 units)	28
Fall 1997	PSYCH 1101	General Psychology I (Honors)	21
Fall 1997	PSYCH 7301	Research Design and Methodology	13
Spring 1998	PSYCH 7/8514 & COMP 7/8514	Cognitive Science Seminar	7*
Summer 1998	PSYCH 3002	Research Methods (4 units)	28
Fall 1998	PSYCH 1101	General Psychology I (Honors)	32
Spring 1999	On leave (Professional Development Award)		
Fall 1999	PSYCH 1101	General Psychology I (Honors)	23
Fall 1999	PSYCH 7/8514 & COMP 7/8514	Cognitive Science Seminar	9*
Fall 2000	PSYCH 1101	General Psychology I (Honors)	21
Fall 2000	PSYCH 7/8514 & COMP 7/8514	Cognitive Science Seminar	25*
Fall 2001	PSYCH 4302	Advanced Research Methods	5*
Fall 2001	Release time for serving as CAPR Director		
Fall 2002	PSYCH 4302	Advanced Research Methods	5*
Fall 2002	PSYCH 7/8514 & COMP 7/8514	Cognitive Science Seminar	32*
Fall 2003	PSYCH 3002	Research Methods	28
Fall 2006, 2007	INTD 1000-FC3	Human-Computer Interaction and Serious Games	26*
Fall 2009	PSYCH 4302	Advanced Research Methods	15*
Fall, 2010	PSYCH 7/8223	Intelligent Tutoring	17*
Spring, 2012	PSYCH 1200	General Psychology	326*
Fall, 2013	PSYCH 7/8503	Seminar: Discourse and Conversational Agents	16*