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Curriculum Vitae

Charles A. Perfetti

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Education

University of Michigan, 1962-1967. PhD in Psychology (Experimental), June 1967.
University of Illinois, 1958-1962. B.S. with honors in Psychology, 1962. Minors:
Mathematics & History.

Academic Positions

University of Pittsburgh

2008- Director, Learning Research and Development Center, University of Pittsburgh

2001- Distinguished University Professor of Psychology, University of Pittsburgh

2000 – 2008 Associate Director, Learning Research & Development Center, University of Pittsburgh.

1999: Interim Chair, Department of Linguistics

1992-1998: Chair, Department of Psychology

1984- Professor of Psychology and Linguistics

1983-1992: Chair, Program in Learning, Development & Cognition; Chair, Graduate Program in Cognitive Psychology

1967- Research Scientist to Senior Scientist, Learning Research and Development Center.

1967-1983: University of Pittsburgh, Assistant Professor to Professor of Psychology.

University of Michigan

1967 - Lecturer, Department of Psychology

Visiting and Affiliated Positions

Distinguished Chair Professor, National Taiwan Normal University, 2016-2017.

Pittsburgh Science of Learning Center, Co-Director, 2007-2016.

University of Sussex, Leverhulme Visiting Research Fellow, Fall 2003,

Center for the Neural Basis of Cognition, Faculty, 2000-

University of Auckland, New Zealand, 1996. Honorary Visiting Professor, Department of Psychology,

Netherlands Institute for Advanced Studies, Wasenaar, Fellow, 1988.

Max Planck Institut fur Psycholinguistik, Nijmegen, the Netherlands, Visiting Scholar, 1982.

Honors

American Educational Research Association SIG: Research in Reading and Literacy Distinguished Scholar Award, April 2017.
 Distinguished Scientific Contribution Award, Society for Text and Discourse, 2014
 Festschrift Symposium in honor of Charles Perfetti, Poitiers, July 2011. Publication of Festschrift. *Reading: from words to multiple texts*. A. Britt, S. Goldman & J-F Rouet, Eds. Routledge, 2013.
 Distinguished Scientific Contribution Award, Society for the Scientific Study of Reading Amsterdam, Netherlands, June 27, 2004.
 Leverhulme Fellow, 2003
 Named University Professor, University of Pittsburgh, 2001
 Chancellor's Distinguished Research Award, University of Pittsburgh, 2000
 Fellow, Netherlands Institute for Advanced Studies in the Behavioral Sciences, 1988

Selected Professional and Research-Related Appointments

Representative Institutional Boards and Panels

English Language Arts & Literacy Lead. Evaluation of Common-core aligned next generation assessments. Thomas B. Fordham Institute, 2015.
 Board of Advisors, Behavioral Science Institute, Radboud University Nijmegen, 2006-2008
 Institute of Education Sciences READ Panel, *Where We Are in the Process*, 2004
 Board of Directors, Joint Laboratories for Language and Cognitive Neuroscience, Department of Linguistics, University of Hong Kong, 2002-
 National Science Foundation, Cognition & Perception Review Panel, 2000-2003
 National Academy of Sciences Panel on *The Prevention of Reading Difficulties in Children*, 1995-1998
 Advisory Board, *Joint Institute for Chinese Language and Cognitive Science*, 1997-
 Human Capital Initiative Committee, American Psychological Society, 1992-1997
 National Science Foundation, Linguistics Advisory Panel, 1995
 NICHD Study Panel, 1985-1989

Professional Societies

President-elect, Society for the Scientific Study of Reading, 1998; **President**, 2000-2001; Past-President, 2002-2003.

Fellow, American Psychological Association; American Psychological Society; Member, Psychonomic Society; American Educational Research Association; Linguistic Society of America; Society for the Scientific Study of Reading

Editorial Boards (Past & Current)

Journal of Neurolinguistics, Journal of Experimental Psychology: Learning, Memory and Cognition, Discourse Processes, Journal of Memory and Language, Written Language and Literacy, Child Development, Journal of Experimental Child Psychology, Reading Research Quarterly, Journal of Educational Psychology

Publications

Books

- Verhoeven, L., & Perfetti, C. A. (in press). *Learning to read across languages and writing systems*. Cambridge University Press.
- Schmalhofer, F., & Perfetti, C. A. (Eds.). (2007). *Higher-level language processes in the brain: Inference and comprehension processes*. Mahwah, NJ: Erlbaum.
- Perfetti, C. A., Rieben, L., & Fayol, M. (Eds.). (1997). *Learning to spell: Research, theory, and practice across languages*. Mahwah, NJ: Erlbaum.
- Perfetti, C. A., Britt, M. A., & Georgi, M. (1995). *Text-based learning and reasoning: Studies in history*. Hillsdale, NJ: Erlbaum.
- Rieben, L. & Perfetti, C. A. (Eds.) (1991). *Learning to read: Basic research and its implications*, Hillsdale, NJ: Erlbaum. Translated to French in Rieben, L. & Perfetti, C. A. (Eds.) (1989). *L'Apprenti lecteur: Recherches empiriques et implications pedagogiques*, Neuchatel: Delachaux et Niestle.
- Perfetti, C. A. (1985). *Reading ability*. New York: Oxford Press.
- Lesgold, A. M., & Perfetti, C. A. (Eds.) (1981). *Interactive processes in reading*, Hillsdale, NJ: Erlbaum.

Journal Articles and Book Chapters

In Press

- Chang, L-Y, & Perfetti, C.A. (in press). Visual factors in writing system variation: Measurement and implications for reading. In H. K. Pae (Ed.), *Writing systems, reading processes, and cross-linguistic influences: Reflections from the Chinese, Japanese and Korean languages*. Amsterdam/Philadelphia: John Benjamins.
- Perfetti, C. A. (in press). Lexical quality revisited. In E. Segers & P. van den Broek (Eds.), *Developmental perspectives in written language and literacy*. Amsterdam: John Benjamins.
- Perfetti, C. A., & Harris, L. (in press). Learning to read English. In L. Verhoeven & C. A. Perfetti (Eds.), *Learning to read across languages and writing systems*. Cambridge University Press.
- Stafura, J. Z., & Perfetti, C. A. (in press). Integrating word processing with text comprehension: Theoretical frameworks and empirical examples. In K. Cain, D. Compton, & R. Parrila, (Eds.) *Theories of Reading Development*.

2017

- Calloway, R., & Perfetti, C. A. (2017). Integrative and predictive processes in text reading: The N400 across a sentence boundary. *Language, Cognition and Neuroscience*, DOI: 10.1080/23273798.2017.1279340
- Cao, F., & Perfetti, C. A. (2017). Neural signatures of the reading-writing connection:

Greater involvement of writing in Chinese reading. *PlosOne* 11(12): e0168414.
<https://doi.org/10.1371/journal.pone.0168414>

Chang, L-Y, Chen, Y.C., & Perfetti, C.A. (2017). GraphCom: A multi-dimensional measure of grapheme complexity: A comparison of 131 written languages. *Behavior Research Methods*, DOI 10.3758/s13428-017-0881-y

Chen, L., Fang, X., & Perfetti, C. A. (2017). Word-to-text integration: ERP evidence for semantic and orthographic effects in Chinese. *Journal of Neurolinguistics*, 42, 83-92.

Fang, X., & Perfetti, C. A. (2017). Perturbation of old knowledge precedes integration of new knowledge. *Neuropsychologia*, 90, 270-278.

Fang, X., Perfetti, C. A., & Stafura, J. (2017). Learning new meanings for known words: Biphasic effects of prior knowledge. *Learning Cognition and Neuroscience*, 32(5), 637-649.

Harris, L., & Perfetti, C. A. (2017). Individual differences in phonological feedback effects: Evidence for the orthographic recoding hypothesis of orthographic learning. *Scientific Studies of Reading*, 21(1), 31-45.

Stafura, J. Z., & Perfetti, C. A. (in press). Integrating word processing with text comprehension: Theoretical frameworks and empirical examples. In K. Cain, D. L. Compton, & R. Parrila, (Eds.) *Theories of Reading Development* (pp. 9-31). Amsterdam/Philadelphia: John Benjamins.

2016

Balass, M., Halderman, L., Benau, E. M., & Perfetti, C. A. (2016). Semantic processes and individual differences detected through error-related negativities. *Journal of Neurolinguistics*, 37, 82-97.

Chang, L. Y., Plaut, D. C. & Perfetti C. A. (2016). Visual complexity in orthographic learning: Modeling learning across writing system variations. *Scientific Studies of Reading*, 20(1), 64-85.

Chang, L. Y., Stafura, J. Z., Rickles, B., Chen, H. C., & Perfetti, C. A. (2016). Incremental learning of Chinese orthography: ERP indicators of animated and static stroke displays on character form and meaning acquisition. *Journal of Neurolinguistics*, 33, 78-95.

Harris, L., & Perfetti, C. A. (2016). Lexical stress and linguistic predictability influence proofreading behavior. *Frontiers in Psychology*, 7:96. doi: 10.3389/fpsyg.2016.00096.

Krafnick, A. J., Tan, L.-H., Flowers, D. L., Luetje, M. M., Napoliello, E. M., Siok, W.-T., Perfetti, C. A., & Eden, G. F., (2016). Chinese Character and English Word processing in children's ventral occipitotemporal cortex: fMRI evidence for script invariance, *NeuroImage*, 133, 302-312.

Nelson, J. & Perfetti, C. A. (2016). Eye movements reveal readers' lexical quality and reading experience. Special Issue of *Reading and Writing: An Interdisciplinary Journal*, 29(6), 1069-1103.

Olulade, O. A., Jamal, N. I., Koo, D. S., Perfetti, C. A., LaSasso, C., & Eden, G. F. (2016).

Neuroanatomical evidence in support of the bilingual advantage theory. *Cerebral Cortex*, 26, 3196-3204.

2015

- Elgort, I., Perfetti, C. A., Rickles, B., & Stafura, J. (2015). Contextual learning of L2 word meanings: Second language proficiency modulates behavioural and ERP indicators of learning. *Language, Cognition, and Neuroscience*, 30(5), 506-528. DOI: 10.1080/23273798.2014.942673.
- Guan, C. Q., Harris, L. N., Meng, W., & Perfetti, C. A. (2015). Writing quality predicts Chinese learning. *Reading and Writing: An Interdisciplinary Journal*, 28, 763-795.
- Perfetti, C., & Stafura, J. (2015). Comprehending implicit meanings in text without making inferences. In E. O'Brien, A. Cook, & R. Lorch, R. (Eds.), *Inferences During Reading* (pp. 1-18). Cambridge University Press.
- Stafura, J. Z., Rickles, B., & Perfetti, C. A. (2015). ERP evidence for memory and predictive mechanisms in word-to-text integration. *Language, Cognition and Neuroscience*, 30(10), 1273-1290.

2014

- Bhide, A., Gadgil, S., Zelinsky, C., & Perfetti, C. A. (2014). Does reading in an alphasyllabary affect phonemic awareness? Inherent schwa effects in Marathi-English bilinguals. *Writing Systems Research*, 6(1), 73-93.
- Chang, L. Y., Xu, Y., Perfetti, C. A., Zhang, J., & Chen, H. C. (2014). Supporting orthographic learning at the beginning stage of learning to read Chinese as a second language. *International Journal of Disability Development and Education*, 61(3), 288-305.
- Harris, L. N., Perfetti, C. A., & Rickles, B. (2014). Error-related negativities during spelling judgments expose orthographic knowledge. *Neuropsychologia*, 54, 112-128.
- Moore, M. W. Durisko, C. Perfetti, C. A., & Fiez, J. A. (2014). Learning to read an alphabet of human faces produces left-lateralized training effects in the fusiform gyrus. *Journal of Cognitive Neuroscience*, 26(4), 896-913.
- Nag, S., & Perfetti, C. A. (2014). Reading and writing: Insights from the alphasyllabaries of South and Southeast Asia. (Editors' Introduction) *Writing Systems Research*, 6(1), 1-9.
- Perfetti, C. A., & Stafura, J. (2014). Word knowledge in a theory of reading comprehension. *Scientific Studies of Reading*, 18(1), 22-37.
- Segers, E., Perfetti, C. A., & Verhoeven, L. (2014). Foundations of language, literacy, and numeracy learning. *International Journal of Disability, Deveopment and Education*, 61(3), 189-193.
- Stafura, J. Z., & Perfetti, C. A. (2014). Word-to-text integration: Message level and lexical level influences in ERPs. *Neuropsychologia*, 64, 41-53.
- Wang, M., Liu, T., & Perfetti, C. A. (2014). The roles of character properties in early

learning to read Chinese as a second language. In N. Jiang (Ed.), *Advances in Chinese as a second language* (pp. 179-209). Cambridge Scholars Publishing.

Xu, Y., Chang, L. Y., & Perfetti, C. A. (2014). The effect of radical-based grouping in character learning in Chinese as a foreign language. *Modern Language Journal, 98*(3), 773-793.

2013

Adlof, S. M., & Perfetti, C. A. (2013). Individual differences in word learning and reading ability. In A. Stone, B. Ehren, E. Silliman, & G. Wallach (Eds.), *Handbook of Language and Literacy Development and Disorders, 2nd Edition*. New York: Guilford.

Cao, F., Rickles, B., Vu, M., Zhu, Z., Chan, D. H. L., Harris, L. N., Stafura, J., Xu, Y., & Perfetti, C. A. (2013). Early stage visual-orthographic processes predict long-term retention of word form and meaning: A visual encoding training study. *Journal of Neurolinguistics, 26*(4), 440-461.

Cao, F., Tao, R., Liu, L., Perfetti, C. A., & Booth, J. R. (2013). High proficiency in a second language is characterized by greater involvement of the first language network: Evidence from Chinese learners of English. *Journal of Cognitive Neuroscience, 25*(10), 1649-1663.

Cao, F., Vu, M., Chan, D.H.L., Lawrence, J. M., Harris, L. N., Guan, Q., . . . Perfetti, C. A. (2013). Writing affects the brain network of reading in Chinese: A functional magnetic resonance imaging study. *Human brain mapping, 34*(7), 1670-1684.

Perfetti, C. A., Cao, F., & Booth J. (2013). Specialization and universals in the development of reading skill: How Chinese research informs a universal science of reading. *Scientific Studies of Reading, 17*(1), 5-21.

Perfetti, C. A., & Harris, L. N. (2013). Universal reading processes are modulated by language and writing system. *Language Learning and Development, 9*(4), 296-316.

Perfetti, C. A., Stafura, J., & Adlof, S. M. (2013). Reading comprehension and reading comprehension problems: A word-to-text integration perspective. In B. Miller, L. Cutting, & P. McCardle (Eds.), *Unraveling reading comprehension behavioral, neurobiological, and genetic components*. Baltimore: Paul Brookes Publishing.

Perfetti, C. A., & Tan, L. H. (2013). Write to read: The brain's universal reading and writing network. *Trends in Cognitive Science, 17*(2), 56-57.

Xu, Y., Chang, L. Y., Zhang, J., & Perfetti, C. A. (2013). Reading, writing, and animation in character learning in Chinese as a foreign language. *Foreign Language Annals, 46*(3), 423-444.

2012

Halderman, L. K., Ashby, J., & Perfetti, C. A. (2012). Phonology: An early and integral role in identifying words. In J. Adelman (Ed.), *Visual word recognition, Volume I: Models and methods, orthography and phonology* (pp. 207-228). Psychology Press.

- Jamal, N. I., Piche, A. W., Napoliello, E. M., Perfetti, C. A., & Eden, G. F. (2012). Neural basis of single-word reading in Spanish-English bilinguals. *Human Brain Mapping, 33*(1), 235-245.
- Koedinger, K. R., Corbett, A. T., & Perfetti, C. A. (2012). The knowledge-learning-instruction framework: Bridging the science-practice chasm to enhance robust student learning. *Cognitive Science, 36*(5), 757-798.
- Perfetti, C. A. (2012). Thru but not wisht: Language, writing, and universal reading theory. *Behavioral and Brain Sciences, 35*(5), 299-300.
- Perfetti, C. A., & Adlof, S. M. (2012). Reading comprehension: A conceptual framework from word meaning to text meaning. In J. Sabatini, E. Albro, & T. O'Reilly (Eds.), *Measuring Up: Advances in how to assess reading ability* (pp. 3-20). Lanham, MD: Rowman and Littlefield.

2011

- Adlof, S. M., Perfetti, C. A., & Catts, H. W. (2011). Developmental changes in reading comprehension: Implications for assessment and instruction. In S. J. Samuels & A. E. Farstrup (Eds.), *What research has to say about reading instruction* (pp. 186-214). Newark, DE: International Reading Association.
- Cheng, C., Wang, M., & Perfetti, C. A. (2011). Acquisition of compound words in Chinese-English bilingual children: Decomposition and cross-language activation. *Applied Psycholinguistics, 32*, 583-600.
- de Jong, N., & Perfetti, C. A. (2011). Fluency training in the ESL classroom: An experimental study of fluency development and proceduralization. *Language Learning, 61*(2), 533-568.
- Guan, C. Q., Liu, Y., Chan, D. H. L., Ye, F., & Perfetti, C. A. (2011). Writing strengthens orthography and alphabetic-coding strengthens phonology in learning to read Chinese. *Journal of Educational Psychology, 103*(3), 509-522.
- Frishkoff, G. A., Perfetti, C. A., & Collins-Thompson, K. (2011). Predicting robust vocabulary growth from measures of incremental learning. *Scientific Studies of Reading, 15*(1), 71-91.
- Liu, Y., Wang, M., Perfetti, C. A., Brubaker, B., Wu, S., & MacWhinney, B. (2011). Learning a Tonal Language by Attending to the Tone: An in vivo experiment. *Language Learning, 61*(4) 1119-1141.
- Perfetti, C. A. (2011). Phonology is critical in reading: But a phonological deficit is not the only source of low reading skill. In S. A. Brady, D. Braze, & C. A. Fowler (Eds.), *Explaining individual differences in reading* (pp. 153-171). New York: Routledge.
- Perfetti, C. A. (2011). Reading processes and reading problems: Progress toward a universal reading science. In P. McCardle, J. Ren, O. Tzeng, & B. Miller (Eds.),

Dyslexia across languages: Orthography and the brain-gene-behavior link (pp. 18-32). Baltimore, MD: Brookes.

Reichle, E. D., Tokowicz, N., Liu, Y., & Perfetti, C. A. (2011). Testing an assumption of the E-Z reader model of eye-movement control during reading: Using event-related potentials to examine the familiarity check. *Psychophysiology*, *48*, 993-1003.

Verhoeven, L., & Perfetti, C. A. (2011). Introduction to this special issue: Vocabulary growth and reading skill. *Scientific Studies of Reading*, *15*(1), 1-7.

Verhoeven, L., & Perfetti, C. A. (2011). Morphological processing in reading acquisition: A cross-linguistic perspective. *Applied Psycholinguistics*, *32*, 457-466.

2010

Balass, M., Nelson, J. R., & Perfetti, C. A. (2010). Word learning: An ERP investigation of word experience effects on recognition and word processing. *Contemporary Educational Psychology*, *35*, 126-140.

Frishkoff, G. A., Perfetti, C. A., & Collins-Thompson, K. (2010). Lexical quality in the brain: ERP evidence for robust word learning from context. *Developmental Neuropsychology*, *35*(4), 1-28.

Perfetti, C. A. (2010). Decoding, vocabulary, and comprehension: The golden triangle of reading skill. In M. G. McKeown & L. Kucan (Eds.), *Bringing reading researchers to life: Essays in honor of Isabel Beck* (pp. 291-303). New York: Guilford.

Perfetti, C. A. (2010). Reading. In P. C. Hogan (Ed.), *Cambridge encyclopedia of the language sciences* (pp. 699-702). Storrs, CT: University of Connecticut.

Perfetti, C. A., Nelson, J., Liu, Y., Fiez, J., & Tan, L-H. (2010). The neural bases of reading: Universals and writing system variations. In P. Cornelissen, M. Kringelbach, & P. Hansen (Eds.), *The neural basis of reading* (pp. 147-172). New York: Oxford University Press.

Yang, C. L., Perfetti, C. A., & Liu, Y. (2010). Sentence integration processes: An ERP study of Chinese sentence comprehension with relative clauses. *Brain & Language*, *112*, 85-100.

2009

Frishkoff, G. A., Perfetti, C. A., & Westbury, C. (2009). ERP measures of partial semantic knowledge: Left temporal indices of skill differences and lexical quality. *Biological Psychology*, *80*, 130-147.

Frishkoff, G. A., White, G., & Perfetti, C. A. (2009). In vivo testing of learning and instructional principles: The design and implementation of school-based experimentation. In L. M. Dinella (Ed.), *Conducting science-based psychology research in schools* (pp. 153-173). Washington DC: American Psychological Association.

Nelson, J. R., Liu, Y., Fiez, J., & Perfetti, C. A. (2009). Assimilation and accommodation patterns in ventral occipitotemporal cortex in learning a second writing system. *Human Brain Mapping, 30*, 810-820.

2008

Bolger, D. J., Balass, M., Landen, E. & Perfetti, C. A. (2008). Contextual variation and definitions in learning the meaning of words. *Discourse Processes, 45*(2), 122-159.

Frishkoff, G. A., Collins-Thompson, K., Perfetti, C. A., & Callan, J. (2008). Measuring incremental changes in word knowledge: Experimental validation and implications for learning assessment. *Behavioral Research Methods, 40*(4), 907-925.

Hart, L., & Perfetti, C. A. (2008). Learning words in Zekkish: Implications for understanding lexical representation. In E. L. Grigorenko & A. J. Naples (Eds.), *Single word reading: Behavioral and biological perspectives* (pp. 107-128). New York: Taylor & Francis.

Perfetti, C. A., & Dunlap, S. (2008). Learning to read: General principles and writing system variations. In K. Koda & A. Zehler (Eds.), *Learning to read across languages* (pp. 13-38). Mahwah, NJ: Erlbaum.

Perfetti, C., & Frishkoff, G. A. (2008). The neural bases of text and discourse processing. In B. Stemmer & H. A. Whitaker (Eds.), *Handbook of the neuroscience of language* (pp. 165-174). Cambridge, MA: Elsevier.

Perfetti, C. A., Yang, C-L., & Schmalhofer, F. (2008). Comprehension skill and word-to-text processes. *Applied Cognitive Psychology, 22*(3), 303-318.

Siok, W. T., Niu, Z., Jin, Z., Perfetti, C. A. & Tan, L. H. (2008). A structural-functional basis for dyslexia in the cortex of Chinese readers. *PNAS (Proceedings of the National Academy of Sciences), 105*(14), 5561-5566.

Verhoeven, L., & Perfetti, C. A. (2008). Introduction. Advances in text comprehension: Model, process and development. *Applied Cognitive Psychology, 22*(3), 293-301.

2007

Chen, B. G., Zhou, H. X., Dunlap, S., & Perfetti, C. A. (2007). Age of acquisition effects in reading Chinese: Evidence in favor of the Arbitrary Mapping Hypothesis. *British Journal of Psychology, 98*(3), 499-506.

Landi, N., & Perfetti, C. A. (2007). An electrophysiological investigation of semantic and phonological processing in skilled and less-skilled comprehenders. *Brain and Language, 102*, 30-45.

Liu, Y., Dunlap, S., Fiez, J., & Perfetti, C.A. (2007). Evidence for neural accommodation to a writing system following learning. *Human Brain Mapping, 28*, 1223-1234.

Liu, Y., Wang, M., & Perfetti, C. A. (2007). Threshold-style processing of Chinese characters for adult second-language learners. *Memory and Cognition, 35*(3), 471-480.

- Perfetti, C. A. (2007). Reading ability: Lexical quality to comprehension. *Scientific Studies of Reading, 11*(4), 357-383.
- Perfetti, C. A., Liu, Y., Fiez, J., Nelson, J., Bolger, D. J., & Tan, L-H. (2007). Reading in two writing systems: Accommodation and assimilation in the brain's reading network. *Bilingualism: Language and Cognition, 10*(2), 131-146. Special issue on "Neurocognitive approaches to bilingualism: Asian languages", P. Li (Ed.)
- Schmalhofer, F., & Perfetti, C. A. (2007). Neural and behavioral indicators of integration processes across sentence boundaries. In F. Schmalhofer & C. Perfetti (Eds.), *Higher level language processes in the brain: Inference and comprehension processes* (pp. 161-188). Mahwah, NJ: Erlbaum.
- Yang, C-L., Perfetti, C. A., & Schmalhofer, F. (2007). Event-related potential indicators of text integration across sentence boundaries. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 33*(1), 55-89.

2006

- Goldberg, R.F., Perfetti, C.A., Schneider, W. (2006). Distinct and common cortical activations for multimodal semantic categories. *Cognitive, Affective, and Behavioral Neuroscience, 6*(3), 214-222.
- Goldberg, R. F., Perfetti, C. A., & Schneider, W. (2006). Perceptual knowledge retrieval activates sensory brain regions. *Journal of Neuroscience, 26*(18), 4917-4921.
- Landi, N., Perfetti, C. A., Bolger, D. J., Dunlap, S., & Foorman, B. R. (2006). The role of discourse context in developing word form representations: A paradoxical relationship between reading and learning. *Journal of Experimental Child Psychology, 94*(2), 114-133.
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- Perfetti, C. A., & Liu, Y. (2006). Reading Chinese characters: Orthography, phonology, meaning, and the Lexical Constituency Model. In P. Li, L. H. Tan, E. Bates, & O. J. L. Tzeng (Eds.), *Handbook of East Asian psycholinguistics* (pp. 225-236). New York: Cambridge University Press.
- Perfetti, C. A., Tan, L. H., & Siok, W. T. (2006). Brain-behavior relations in reading and dyslexia: Implications of Chinese results. *Brain and Language, 98*, 344-346.

2005

- Bolger, D. J., Perfetti, C. A., & Schneider, W. (2005). A cross-cultural effect on the brain revisited: Universal structures plus writing system variation. *Journal of Human*

Brain Mapping, 25(1), 92-104.

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- Nelson, J. R., Balass, M., & Perfetti, C. A. (2005). Differences between written and spoken input in learning new words. *Written Language & Literacy*, 8(2), 25-44.
- Tan, L.H., Spinks, J.A., Eden, G., Perfetti, C.A., & Siok, W.T. (2005). Reading depends on writing, in Chinese. *PNAS*, 102, 8781-8785.
- Wang, M., Perfetti, C. A., & Liu, Y. (2005). Chinese-English biliteracy acquisition: Cross-language and writing system transfer. *Cognition*, 97, 67-88.
- Perfetti, C. A., Landi, N., & Oakhill, J. (2005). The acquisition of reading comprehension skill. In M. J. Snowling & C. Hulme (Eds.), *The science of reading: A handbook* (pp. 227-247). Oxford: Blackwell.
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2004

- Britt, M. A., Wiemer-Hastings, P., & Perfetti, C. A. (2004). Using intelligent feedback to improve sourcing and integration in students' essays. *International Journal of Artificial Intelligence in Education*, 14(3), 359-374.
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Small, S. L., Noll, D. C., Schneider, W., Perfetti, C. A., Thulborn, K., & Hlustik, P. (1995). fMRI of sentence processing in normal and aphasic women. Proceedings of the 3rd annual meeting

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Book Reviews

- Perfetti, C. A. (1994). A quarter-century's worth of cognitive metatheory. Review of Cognition: Conceptual and methodological issues by H. L. Pick, Jr., P. van den Broek & D. Knill (Eds.). Washington, DC: American Psychological Association, 1992. *Contemporary Psychology*, 39, 50-51.
- Perfetti, C. A. (1993). Component harmonies in reading. Review of Reading and its development: Component skills approaches by T. H. Carr & B. A. Levy (Eds.). San Diego: Academic Press, 1990. *Contemporary Psychology*, 38, 136-137.
- Perfetti, C. A. (1988). Review of Cognitive analysis of dyslexia by P.H.K. Seymour. New York: Methuen, Inc.
- Perfetti, C. A. (1988). Review of Linguistic complexity and text comprehension by A. Davidson and G. Green (Eds.). Hillsdale, NJ: Erlbaum.
- Perfetti, C. A. (1982). Dyslexia: From dysverbia to dramamine. Review of Dyslexia: A solution to the riddle by H. Levinson, M.D. New York: Springer-Verlag, 1980. and Dyslexia: Theory and research by F. Vellutino. Cambridge, MA: MIT Press, 1979. *Contemporary Psychology*, 27(2), 104-105.
- Perfetti, C. A. (1981). Linguistic and psychological reality: A review of Chomsky's Rules and representations. *Philosophy of Science*, 48(1), 153-156.
- Perfetti, C. A. (1981). Review of Theoretical issues in reading comprehension by R.J. Spiro, B. C. Bruce and W. Brewer. *Applied Psycholinguistics*, 2, 298-303.
- Perfetti, C. A. (1978). Hardcover Psycholinguistics. Review of I. Taylor's Introduction to psycholinguistics. *Contemporary Psychology*, 23(5), 310-311.

Some Invited Lectures and Keynote Addresses (last 10 years only)

2015

- Integrative processes in reading: Connecting the discourse level with the word level. Opening lecture to European Summer School on Reading, Egmond an Zee, Netherlands, August.
- Word-Based Integration Processes in Reading Comprehension. Florida Center for Reading Research, Florida State University. February.

2014

- How Learning Science and Education can be Linked through Technology. Lecture to the National Engineering Research Center on e-Learning, Central China Normal University, Wuhan, December.
- Decomposing Fluent Reading Comprehension: Words, Texts, Mental Models & their Interplay. Workshop on Reading Fluency. Radboud University, Nijmegen, September.
- Reading Comprehension: From words to multiple texts and back again. Distinguished Scientific Award Address, Society for Text and Discourse, Chicago. August.
- Reading comprehension skill: Why word processing is central. Invited keynote address to SAFRA conference on literacy. Haifa, Israel, July.
- Neural indicators of comprehension and reading skill. Society for the Scientific Study of Reading,

(SSSR), Santa Fe, New Mexico, July.

2013

Pressure Points in Reading Comprehension: Cherchez les Mots. Communication Sciences Research Center, Cincinnati Children's Research Center, June.

Revisiting Lexical Quality: Theoretical Perspectives and Empirical Generalizations. Society for the Scientific Study of Reading, (SSSR), Hong Kong, July.

Sustainable Vocabulary Development throughout the Primary Grades. The European Association for Research on Learning and Instruction (EARLI) Conference in Munich, Germany, August.

Neural Markers of Literacy Research in Adults and Colloquium Keynote. Nijmegen, The Netherlands, ERP Conference, September-October.

2012

Beyond Decoding and Dyslexia in the Neuroscience of Reading. Seventh Annual Eleanor Saffran Cognitive Neuroscience Conference, Philadelphia, September.

Lexical Quality Revisited: Recent Research & Continuing Issues. Sixth European Graduate School on Literacy Acquisition, Egmond an Zee, The Netherlands, August.

Comprehending Texts as Part of Comprehending Words and Vice-Versa. Keynote Address to Society for Text & Discourse Conference held in conjunction with the Society for the Scientific Study of Reading, Montreal. July.

2011

Words in Comprehension, Comprehension in Words. Keynote address to (ELDEL) Enhancing Literacy Development in European Languages, Prague, June.

Reading Neuroscience. Invited talk, American Educational Research Association, New Orleans, April.

2010

Lexical Quality: Word Experience and Reading Ability. Invited lecture to University of Hong Kong, February.

Reading Processes and Reading Problems: Progress toward a Universal Reading Science. Invited lecture to the Dyslexia Foundation's, Extraordinary Brain Symposium, Taipei, February.

The New Universal Science of Reading. Keynote address to Research on Reading Chinese and Related Asian Languages, University of Toronto, July.

Words and Comprehension. Invited talk to Nijmegen Radboud University, November.

Building and Using Lexical Quality in Reading. Keynote address to Conference on Literacy, Lisbon University, October.

Building and Using Lexical Quality in Reading. Colloquium, Georgia State University, October.

2009

Universal Reading Science: Foundations and Variations. Invited keynote address: Norman Geschwind Memorial Lecture, International Dyslexia Association, November.

Invited lectures at University of Oslo, October 2009.

Fourth Annual IES Research Conference. Invited address. Reducing the Complexities of Reading Comprehension: A Simplifying Framework. Washington DC, June 7-9.

University of Minnesota Center for Cognitive Sciences Student Research Day. Invited lecture. Word learning episodes. Minneapolis. March 26-27.

Eastern Psychological Association. Keynote address. Advances in Reading Science. Pittsburgh, March 6.

University of Florida Lecture. Word Learning Episodes (and their Consequences for Word Knowledge and Reading Skill). Gainesville, FL, February 5-6.

2008

NSF Science Learning Centers Annual Meeting. Word learning Episodes. Washington DC, October 15-17.

Fifth European Graduate School on Literacy Acquisition. Keynote lecture. WORDS. The Netherlands, August 22-29.

Symposium in honor of Donald Shankweiler at Society for the Scientific Study of Reading. Variation in Lexical Quality: Implications for the Phonological Deficit Hypothesis. Asheville, NC, July 10-12.

2007

Beyond decoding: The centrality of word knowledge to reading skill. Invited Jeanne Chall Lecture, Harvard University, October 2007.

From word reading to comprehension. Invited lecture, Reich School of Education, Appalachian State University, November, 2007.

Reading comprehension Is word-by-word. Invited address to workshop on reading comprehension, Oxford University, April, 2007.

Text comprehension is word-by-word (and word learning is text-by-text). Invited lecture to workshop on Brain mechanisms and cognitive processes in the comprehension of discourse. University of Leiden, March, 2007.

Reading in Two Writing Systems: Accommodation and Assimilation of the Brain's Reading Network. Invited keynote address to German Linguistics Society, Siegen. (not delivered because of illness), February, 2007.

2006

Reading ability: The Lexical Quality Hypothesis. Distinguished research award address, Society for the Scientific Study of Reading, Vancouver, July, 2006.

2005

How the mind meets the brain in literacy: New perspectives from reading science. National Reading Conference, plenary keynote address. Miami, FL, December.

The accommodation of the brain's reading network to writing system variation. Invited presentation to the Conference on Brain, Language, and Cognition. University of Minnesota, Center for Cognitive Sciences, October, 2005.

Reading word-by-word: Text integration processes exposed by Event Related Potentials. Invited lecture, European Summer School on Reading, Edmond an Zee, Netherlands, August, 2005.

Brain Behavior Relations in Reading: Universal Constraints and Writing System Variations. Invited address to the Tagung experimentell arbeitender Psychologen (Congress of Experimental Psychology), Regensburg, Germany, April, 2005.

Summary of Research Contributions

My sustaining research interest is the nature of reading and language, with a specific focus in written language. Most of my publications report research on reading, spanning topics in word identification, the role of phonology, comparisons across languages and writing systems, sentence and text comprehension and individual differences in reading ability. My research uses experimental behavioral methods, Event Related Potentials (ERPs) and—through collaboration—fMRI and MEG. I collaborate in educational interventions, with a focus on children's learning of vocabulary and adult foreign language reading.

My research has involved training of and collaboration with graduate students, post-doctoral trainees and collaborators. I have mentored 27 pre-doctoral trainees (including 5 currently) and 20 post-docs in my laboratory. Nineteen of the 22 students who earned PhDs and all of the post-docs are currently in positions of research and/or teaching. Most are faculty at research universities (Northeastern University, Northern Illinois, University of Illinois, Chicago, University of Washington, University of Maryland, Northwestern University, University of Pittsburgh, University of Hong Kong, Georgia State University, University of Amsterdam), or have non-faculty appointments in other research settings (Haskins Labs, NIH, McMaster University).

My most substantial research contributions are summarized below with 3-6 significant publications representing each area.

1. *The components of reading ability.* My early research on this topic contributed to identifying the components of reading skill in children. Three particular contributions were evidence linking reading comprehension skill to word identification speed, evidence that naming speed differences were specifically localized within context-independent lexical retrieval from long term memory (and decoding processes), and evidence that more skilled comprehenders retained material within a sentence in verbatim form better than less skilled readers. This was of importance because of prevailing view that comprehension differences were mainly about higher-level processes. Some of my earlier work on this topic was the basis of a book *Reading Ability* (Oxford University Press, 1985), but was also published in peer-review journals with graduate student co-authors.
 - a. Perfetti, C. A., & Hogaboam, T. W. (1975). The relationship between single word decoding and reading comprehension skill. *Journal of Educational Psychology, 67*, 461-469.
 - b. Perfetti, C. A., & Goldman, S. R. (1976). Discourse memory and reading comprehension skill. *Journal of Verbal Learning and Verbal Behavior, 14*, 33-42.
 - c. Perfetti, C. A., Finger, E., & Hogaboam, T. (1978). Sources of vocalization latency differences between skilled and less skilled young readers. *Journal of Educational Psychology, 70*, 730-739.
 - d. Hogaboam, T., & Perfetti, C. A. (1978). Reading skill and the role of verbal experience in decoding. *Journal of Educational Psychology, 70*, 717-729.
2. *The role of phonology in reading.* At a time when it was widely assumed that reading silently for meaning was accomplished without phonology, my experiments, using novel paradigms, demonstrated specific phonological effects in silent reading for meaning. Most significant was evidence for (sublexical) phonemic activation prior to single word identification. I was head of lab in

collaboration with graduate students in these projects. Included in this category is our evidence that although phonology is important in learning to read, phonological awareness is reciprocally related to literacy development.

- a. Perfetti, C. A., Beck, I., Bell, L., & Hughes, C. (1987). Phonemic knowledge and learning to read are reciprocal: A longitudinal study of first grade children. *Merrill-Palmer Quarterly*, 33(3), 283-319.
 - b. McCutchen, D., & Perfetti, C. A. (1982). The visual tongue-twister effect: Phonological activation in silent reading. *Journal of Verbal Learning and Verbal Behavior*, 21, 672-687.
 - c. Perfetti, C. A., & Bell, L. (1991). Phonemic activation during the first 40 ms of word identification: Evidence from backward masking and masked priming. *Journal of Memory and Language*, 30, 473-485.
 - d. Berent, I., & Perfetti, C. A. (1995). A rose is a REEZ: The two-cycles model of phonology assembly in English. *Psychological Review*, 102, 146-184. (Based on Berent's dissertation.)
3. *Comprehension and learning from multiple texts.* I led a research group that was among the first to extend theories of comprehension to the question of how readers represent, understand, and use information from multiple text sources. The theory appears in a highly cited book chapter, *Toward a Theory of Documents Representation* (Perfetti, Rouet, & Britt in In H. van Oostendorp & S. Goldman (Eds. 1999), *The construction of mental representations during reading* (pp. 99-122). Mahwah, NJ: Erlbaum. My first studies on these issues were published in a monograph, Perfetti, C. A., Britt, M. A., & Georgi, M. (1995). *Text-based learning and reasoning: Studies in history*. Hillsdale, NJ: Erlbaum.
- a. Rouet, J.-F., Britt, M. A., Mason, R. A., & Perfetti, C. A. (1996). Using multiple sources of evidence to reason about history. *Journal of Educational Psychology*, 88, 478-493.
 - b. Rouet, J.-F., Favart, M., Britt, M. A., & Perfetti, C. A. (1997). Studying and using multiple documents in history: Effects of discipline expertise. *Cognition and Instruction*, 15, 85-106.
 - c. Britt, M. A., Wiemer-Hastings, P., & Perfetti, C. A. (2004). Using intelligent feedback to improve sourcing and integration in students' essays. *International Journal of Artificial Intelligence in Education*, 14(3), 359-374.
4. *Comparative reading across writing systems.* At a time when there was little published work on reading in nonalphabetic languages, I began to examine reading in Chinese, with Chinese collaborators, using behavioral experiments that, contrary to widespread assumptions, established the use of phonology in character and word processing in Chinese. This led to a theoretical model that placed Chinese and alphabetic reading in a single lexical constituency model.
- a. Zhang, S., & Perfetti, C. A. (1993). The tongue-twister effect in reading Chinese. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 19, 1082-1093.
 - b. Perfetti, C. A., & Zhang, S. (1995). Very early phonological activation in Chinese reading. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 21, 24-33.
 - c. Perfetti, C. A., & Tan, L. H. (1998). The time course of graphic, phonological, and semantic activation in Chinese character identification. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 24, 101-118.

- d. Perfetti, C.A., Liu, Y., & Tan, L.H. (2005). The Lexical Constituency Model: Some implications of research on Chinese for general theories of reading. *Psychological Review*, 12(11), 43-59.
5. *The neural bases of reading across writing systems.* I extended my research on cross-language comparisons to include both fMRI and ERP studies of Chinese and English reading, including neural effects of learning to read Chinese. These studies contribute to understanding the universal nature of the brain's reading network as well as to the influence of language and writing system factors. My role has been head of lab in some projects and collaborator in others (with Li-Hai Tan, my former post-doc as head of lab.)
- Perfetti, C. A., Liu, Y., Fiez, J. Nelson, J., Bolger, D. J., & Tan, L-H. (2007). Reading in two writing systems: Accommodation and assimilation in the brain's reading network. *Bilingualism: Language and Cognition*, 10(2), 131-146
 - Nelson, J. R., Liu, Y., Fiez, J., & Perfetti, C. A. (2009). Assimilation and accommodation patters in ventral occipitotemporal cortex in learning a second writing system. *Human Brain Mapping*, 30, 810-820.
 - Liu, Y., Dunlap, S., Fiez, J., & Perfetti, C.A. (2007). Evidence for neural accommodation to a writing system following learning. *Human Brain Mapping*, 28, 1223-1234.
 - Siok, W. T., Perfetti, C. A. Jin, Z., & Tan, L. H. (2004). Biological abnormality of impaired reading constrained by culture: Evidence from Chinese. *Nature*, September 1, 71-76.
 - Cao, F., Vu, M., Chan, D. H. L., Lawrence, J. M., Harris, L. N., Guan, Q., Xu, Y., & Perfetti, C. A. (2012). Writing affects the brain network of reading in Chinese: An fMRI study. *Human Brain Mapping*.
6. *Foreign language instruction.* Here the general question is how to make foreign language learning more effective by considering specific properties of the language, the writing system, and the learner. Much of this work focused on theory-based interventions to support learning to read Chinese as a foreign language. With collaborators and graduate students, my research emphasized the important role of orthographic learning when the writing system is unfamiliar and organized along different principles.
- Xu, Y., Chang, L. Y. & Perfetti, C. A. (2013). The effect of radical-based grouping in character learning in Chinese as a foreign language. *Modern Language Journal*.
 - Xu, Y., Chang, L. Y., Zhang, J., & Perfetti, C. A. (2013). Reading, writing, and animation in character learning in Chinese as a foreign language. *Foreign Language Annals*, 46(3), 423-444
 - Guan, C. Q., Liu, Y., Chan, D. H. L., Ye, F., & Perfetti, C. A. (2011). Writing strengthens orthography and alphabetic-coding strengthens phonology in learning to read Chinese. *Journal of Educational Psychology*, 103(3), 509-522.
 - Elgort, I., Perfetti, C. A., Rickles, B., & Stafura, J. (2015). Contextual learning of L2 word meanings: Second language proficiency modulates behavioural and ERP indicators of learning. *Language, Cognition, and Neuroscience*, 30(5), 506-528. DOI: 10.1080/23273798.2014.942673.
 - Chang, L. Y., Xu, Y., Perfetti, C. A., Zhang, J., & Chen, H. C. (in press). Supporting orthographic learning at the beginning stage of learning to read Chinese as a second language. *International Journal of Disability Development and Education*.
7. *The Lexical Basis of Reading Skill.* This work could be considered an updating of my earlier research on children's reading ability. It focuses more on adult reading,

is centered on the role of word knowledge, and uses ERPs as an indicator of 1) implicit word form and meaning knowledge 2) word learning and 3) the role of word knowledge (and individual differences in this knowledge) in reading comprehension.

a. *Theoretical perspectives*

- i. Perfetti, C. A. (2007). Reading ability: Lexical quality to comprehension. *Scientific Studies of Reading, 11*(4), 357-383.
- ii. Perfetti, C. A., & Stafura, J. (2014). Word knowledge in a theory of reading comprehension. *Scientific Studies of Reading, 18*(1), 22-37.

b. *Lexical-focus: Word form, word meaning, and word learning*

- i. Perfetti, C. A., Wlotko, E. W., & Hart, L. A. (2005). Word learning and individual differences in word learning reflected in Event-Related Potentials. *Journal of Experimental Psychology: Learning Memory and Cognition, 31*(6), 1281-1292.
- ii. Landi, N., & Perfetti, C. A. (2007). An electrophysiological investigation of semantic and phonological processing in skilled and less-skilled comprehenders. *Brain and Language, 102*, 30-45.
- iii. Bolger, D. J., Balass, M., Landen, E. & Perfetti, C. A. (2008). Contextual variation and definitions in learning the meaning of words. *Discourse Processes, 45*(2), 122-159.
- iv. Frishkoff, G. A., Perfetti, C. A., & Westbury, C. (2009). ERP measures of partial semantic knowledge: Left temporal indices of skill differences and lexical quality. *Biological Psychology, 80*, 130-147.
- v. Frishkoff, G. A., Perfetti, C. A., & Collins-Thompson, K. (2010). Lexical quality in the brain: ERP evidence for robust word learning from context. *Developmental Neuropsychology, 35*(4), 1-28.
- vi. Harris, L. N., Perfetti, C. A., & Rickles, B. B. (2014). Error-related negativities during spelling judgments expose orthographic knowledge. *Neuropsychologia, 54*, 112-128.

c. *Word-to-text integration.* Research on text comprehension has emphasized global properties of comprehension (e.g., situational mental models, text structure and readers' goals). In WTI research, we focus on the processes that bind word reading to text understanding across sentence boundaries, using ERP measures. This work provides evidence for immediate binding processes using both memory and predictive processes.

- i. Yang, C-L., Perfetti, C. A., & Schmalhofer, F. (2007). Event-related potential indicators of text integration across sentence boundaries. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 33*(1), 55-89.
- ii. Perfetti, C. A., Yang, C-L., & Schmalhofer, F. (2008). Comprehension skill and word-to-text processes. *Applied Cognitive Psychology, 22*(3), 303-318.
- iii. Stafura, J. Z., Rickles, B., & Perfetti, C. A. (in press). ERP evidence for memory and predictive mechanisms in word-to-text integration. *Language, Cognition and Neuroscience.*
- iv. Stafura, J. Z., & Perfetti, C. A. (2014). Word-to-text integration: Message level and lexical level influences in ERPs. *Neuropsychologia, 64*, 41-53.

Research Funding

- Institute of Educational Sciences, July 1, 2014 – June 30, 2017. Dynamic Support of Contextual Vocabulary Acquisition for Reading (DSCoVAR): An Intelligent Tutoring System, (PI), \$279,327
- Institute of Educational Sciences, July 1, 2012 – June 30, 2015. Development of an Online Tutor for Accelerating High School Vocabulary Acquisitions, (PI), \$194,349
- NIH (Georgetown University), July 1, 2007 – June 30, 2012. A Comparison of the Neuro-development Basis of Reading in Two Writing Systems, Co-PI. (Subgrant No. 4280-004-UP1). (PI, Guinevere Eden, Georgetown Univ.)
- NSF, February 15, 2010 – January 13, 2015. Pittsburgh Science Learning Center: Renewal Proposal, Co-PI (PI, Ken Koedinger, CMU). Award No. OMA-0836012.
- NIH (University of Oregon), May 1, 2009 – April 30, 2013. Neural ElectroMagnetic Ontologies: ERP Knowledge Representation & Integration, Co-PI. (Subaward No. 212571A). (PI, Dejing Dou, Univ. of Oregon).
- NIH, March 1, 2009 – Feb 28, 2014. Lexical Processes and Comprehension Skill: ERP and Behavioral Studies (PI). (Award No. 1R01HD058566-01A1). \$1,243,442
- Institute of Education Sciences, March 1, 2005 – Feb 28, 2011. Post-doctoral Research Training Fellowships in the Education Sciences (Award No. R305B050022). \$637,900.
- NSF, September 2004 - 2010. Pittsburgh Science Learning Center: Studying Robust Learning with Learning Experiments in Real Classrooms, Co-PI. (PI, Ken Koedinger, CMU) Award No. 0354420. \$14,898,917
- Institute of Education Sciences, August 2003 – 2007. Reader-Specific Lexical Practice for Improved Reading Comprehension (Award No. R305G030123). (PI, Jamie Callan, CMU), \$253,180

Administrative Experience

Chair, PhD Program in Cognitive Psychology. For nine years, I served as Chair of the PhD program in Cognitive Psychology. Originally, this program was an umbrella for three different training areas, the largest in the Department of Psychology. One of my efforts was to lead the programs into more coherent organization, including the establishment of a new program in Developmental Psychology. I then directed the Cognitive Program, which typically had 20-25 PhD students and 8-10 faculty. Among other things, I directed the development of a modern course structure (a system of modules and seminars) that was retained for over 20 years.

Chair, Department of Psychology. I was selected twice by the faculty and appointed by the Dean, serving 6 years as chair of a department of 36 tenure-stream faculty (and several non-tenure stream faculty) and around 100 PhD students. As Chair, I worked to develop cognitive neuroscience in the Department, to promote increased attention to undergraduate education, to lift faculty morale, and to facilitate the establishment of a new training program in Health Psychology, an initiative undertaken by faculty in this area. I created the position of Director of Undergraduate Programs in the Department and kept the position of Director of Graduate Programs myself. In this role, I carried out annual graduate student evaluations of faculty and courses, promoted graduate student awards and ceremonies, controlled the allocation of Teaching Assistantships and

Fellowships, among other things. I established good working relationships with Deans, with the Directors of the Center for the Neural Basis of Cognition, and other units in the University.

Executive Committees. I was elected regularly to two different executive committees, one in the Department of Psychology and the other in the Learning Research and Development Center. Each committee involves policy making and advising for administrators.

Associate Director, Learning Research & Development Center. From 2000 through August 2008, I served as Associate Director of the Learning Research and Development Center. My activities were mainly institution building, especially faculty recruitment, and activities in support of the Director, including preparation of reports to the Provost and faculty award nominations.

Director, Learning Research & Development Center. From September 1, 2008, I have directed this University-based multidisciplinary research center in its mission to study cognitive, neurocognitive, social and educational aspects of learning. The Center houses a staff of around 160, including 26-30 tenure stream faculty, and about 50 graduate students and post-docs. The Director reports to the Provost of the University.

Teaching and Mentoring

Undergraduate: Introductory Psychology, Cognitive Processes, Language Development, Psycholinguistics, Psychology of Reading

Graduate: Language and Reading; Cognitive Processes, Psycholinguistics, Cognitive Research Methods, Cross-disciplinary seminars in cognitive science (philosophy, linguistics, neuroscience)

Some former PhD students: Cherin Elias, Thomas Hogaboam, Susan Goldman (University of Illinois, Chicago); Beverly Adams (University of Virginia), Iris Berent (Northeastern University), M. Anne Britt (Northern Illinois University), Julia Kushner (formerly, Penn State University), Maureen Marron (formerly, University of Iowa), M. Anne Britt (Northern Illinois U.), Deborah McCutchen (University of Washington), Sulan Zhang (Monterey Technologies, California), Hui Yang (Beijing Normal University), Benjamin Xu (NIH), Valerie Shalin (Wright State), Rebecca Sandak (Haskins Laboratories; deceased), Julie Van Dyke (Haskins Laboratories), Suzy Scherf (Penn State University), Lesley Hart (Yale University School of Medicine), Nicole Landi (Haskins Laboratory; University of Connecticut), Robert Goldberg (University of Pennsylvania); Donald Bolger (University of Maryland); Jessica Nelson (Google). Michal Balass (Towson State University); Derek Chang (Chinese University of Hong Kong); Lindsay Harris (Northern Illinois University); Wendy (Li-Yun) Chang (National Taiwan Normal University).

Current PhD Students: Adeetee Bhide, Regina Calloway, Joseph Stafura, Erika Laing, Xiaoping Fang. **Current Pos-Docs:** Anne Helder, Carrie Demmans Epp

Post-Docs and current affiliations: Agnes Lam (University of Hong Kong), Dieter Haenggi (position unknown), James Booth (Northwestern University), Peter Foltz (New Mexico State U.), J-F. Rouet (University of Poitiers), Bruce McCandliss (Stanford), Erik Reichle (University of Southampton), Li Hai Tan (University of Hong Kong), Hye Kyung Yoon (Inje University), Natasha Tokowicz (University of Pittsburgh), Michael Fender

(California State University, Long Beach), Chin-Lung Yang (City University of Hong Kong), Ying Liu (University of Toledo), Min Wang (University of Maryland), Nel de Jong (Vrije Universiteit Amsterdam); Gwen Frishkoff (Georgia State University), Qun (Connie) Guan (University of Science and Technology Beijing), Suzanne Adlof (University of South Carolina), Fan Cao (Michigan State University), Laura Halderman (Educational Testing Service), Juan Zhang (University of Macau), Zhan (Jan) Wang (The Chinese University of Hong Kong); Elizabeth Hirshorn (University of Pittsburgh)

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