

Matthew E. Taylor

I will start as an assistant professor in the computer science department at Lafayette College this fall after completing a two year post-doc with Milind Tambe at The University of Southern California. Last year I was a runner-up for the IFAAMAS-08 Victor Lesser Distinguished Dissertation Award for my doctoral work at The University of Texas at Austin with Peter Stone. I have been a reviewer for multiple AAMAS conferences and workshops, chaired and organized multiple workshops at AAMAS, and have published papers in JAAMAS, Adaptive Behavior, and at multiple AAMAS conferences and workshops.

My research interests lie at the intersection of agents and learning. My long-term goal is to create agents that are able to act robustly in real-world environments, even when the environment is not fully known when the agents are designed. Reasoning and learning about such environments, and other agents situated in the environment, will require continued collaboration between the learning and agents communities, which I hope to strengthen were I elected to serve on the IFAAMAS board.

If elected, however, my primary goal would be to help IFAAMAS take a more active role in agent-related education. Specifically, I would encourage our community to provide resources to educators at the early graduate, undergraduate, and high-school levels. The exciting agent-related topics in our community can attract a many energetic students, but such attractive topics should not be restricted to upper-level classes. Competitions like TAC, poker, and RoboCup benefit our community by providing accessible in-roads, exciting students about AI. Were students exposed to agent-related curricula earlier in their education, our field would help more students could become excited about computer science and agents.

By continuing to encourage agent competitions, holding education-focused workshops at AAMAS conferences, and collecting existing “open-source” course projects in a central location, I hope to provide tools to computer science educators to assist them in teaching students about agents and bringing our community’s ideas to more students. If we make our open questions as well as our successes more accessible to students, we would generate even more excitement about our research, benefiting the entire community with an increased number of agent-savvy computer scientists in both industry and academia.