

**Angela Lee Duckworth**  
University of Pennsylvania  
3401 Market St., Suite 202  
Philadelphia, PA 19104

### **Education**

UNIVERSITY OF PENNSYLVANIA (2002–2006)  
MA, PhD in Psychology

UNIVERSITY OF OXFORD (1994–1996)  
MSc with Distinction in Neuroscience

HARVARD COLLEGE (1988–1992)  
*AB magna cum laude* in Advanced Studies Neurobiology

### **Positions Held**

Founder and CEO, Character Lab (2015–current)

Christopher H. Browne Distinguished Professor of Psychology, University of Pennsylvania (2016–current)

Faculty Co-Director, Behavior Change for Good (2017-current)

Faculty Co-Director of Wharton People Analytics, University of Pennsylvania (2015–current)

Secondary Appointment at the Wharton School, University of Pennsylvania (2016–current)

Secondary Appointment at the Graduate School of Education, University of Pennsylvania (2015–current)

Professor, Department of Psychology, University of Pennsylvania (2015–2016)

Associate Professor, Department of Psychology, University of Pennsylvania (2013–2015)

Assistant Professor, Department of Psychology, University of Pennsylvania (2007–2013)

Research Associate, Department of Psychology, University of Pennsylvania (2006–2007)

Science Teacher, Mastery Charter High School, Philadelphia, PA (2002)

Chief Operating Officer, GreatSchools.net (2000–2001)

Math Teacher, Lowell High School (1998–2000)

Math Teacher, The Learning Project (September 1997–June 1998)

Management Consultant, McKinsey & Company (October 1996–August 1997)

Fellow, Center for the Enhancement of Science and Math Education (1993–1994)

Founder & Director, *Summerbridge Cambridge* Academic Enrichment Program (1992–1994)

### **Selected Awards**

Distinguished Daughter of Pennsylvania (2019)

Liberal and Professional Studies Award for Distinguished Teaching in Professional Graduate Programs (2019)

Association for Psychological Science Fellow (2018)

Honorary Degree Recipient, Drexel University (2017)

Books for a Better Life Award, Motivational, from the National Multiple Sclerosis Society, for *Grit: The Power of Passion and Perseverance* (2016)

Service to Children Award, Upper Darby School District (2015)

Friar Faculty Award (2014)

MacArthur Foundation Fellow (2013–2018)

Beyond Z Award from the KIPP Foundation (2013)

Big Picture Learning Award of Recognition (2013)

Joseph E. Zins Early Career Award for Action Research in Social and Emotional Learning (2012)

Association for Psychological Science Rising Star (2011)

Prize for Psychological Research on Women and Gender awarded by the Association for Women in Psychology and Division 35 (Psychology of Women) of the American Psychological Association (2006)

National Science Foundation Graduate Fellowship (2003–2006)

Marshall Scholarship (1994–1996)

Radcliffe Fay Prize (1992)

### **Currently Active Grants**

Walton Family Foundation, “Using Behavioral Science to Help Students Thrive,” July 1, 2019 to June 30, 2022 (\$1,237,065)

John Templeton Foundation, “Situational Strategies for Self-Control,” Sept 1, 2016 to August 31, 2019 (\$488,924)

National Institute on Aging, R24 AG048081-01, “Research Network on the Determinants of Life Course Capabilities and Outcomes,” 2014–2019, Co-Principal Investigator (\$770,632 direct costs)

### **Completed Grants**

John Templeton Foundation, “The Disciplined Mind: Mindfulness-Based Strategies to Improve Academic Diligence,” 2016–2018, Co-Investigator (\$306,724)

Walton Foundation, “Performance Task Measures of Self-Control and Grit,” 2015–2018, Co-Principal Investigator (\$1,198,234)

Character Lab, “Building Grit via Online Interventions,” 2013–2018, Principal Investigator (\$250,000 annual direct costs)

Strategic Education Research Partnership Institute, “Raising GPA: Partnering to Increase Grit, Perseverance, and Achievement in Baltimore City Middle Schools,” 2014–2015, Co-Investigator (\$88,367 direct costs)

R.K. Mellon Family Foundation, “Getting Grittier: Grit Curriculum & Professional Development for RBCS Elementary & Middle School,” 2013–2016, Co-Investigator (\$100,000 direct costs)

Character Lab, “Character Counts: Development of a Character Growth Card,” 2013–2017, Principal Investigator (\$50,000 annual direct costs)

John Templeton Foundation, “Character Development in Adolescence,” 2014–2017, Principal Investigator (\$2,234,429 direct costs)

John Templeton Foundation, “Online Performance Tasks of Academic Diligence,” 2014–2016, Co-Investigator (\$98,156 direct costs)

National Institute of Child Health and Human Development, R01 HD065436, “Early Child Development Programs: Effective Interventions for Human Development,” 2010–2016, Co-Investigator (\$474,635 annual direct costs)

Robert Wood Johnson Foundation, “Shaping our Situations to Support Self-Control,” 2013–2015, Principal Investigator (\$50,000 direct costs)

Spencer Foundation, “Developing and Validating Novel Measures of Character Skills,” 2013–2015, Principal Investigator (\$50,000 direct costs)

John Templeton Foundation, “Fostering Self-Control: Strategies that Facilitate Working, Waiting, and Emotion Regulation,” 2011–2015, Principal Investigator (\$334,790 direct costs)

Gates Foundation, “Understanding and Increasing College Persistence,” 2011–2015, Principal Investigator (\$2,051,058 direct costs)

National Institute on Aging, K01 Mentored Research Scientist Development Award, “The Economics and Psychology Self-Control,” 2009–2014, Principal Investigator (\$653,068 direct costs)

Wake Forest University, “Resisting Everything except Temptation: A Longitudinal Study of Domain Specificity in Self-Control,” 2011–2013, Principal Investigator (\$71,949 annual direct costs)

University of Chicago ARETE Initiative: A New Science of Virtues, “The Virtue of Self-Control,” 2010–2012, Co-Principal Investigator (\$26,300 annual direct costs)

Michigan Retirement Research Center, “Personality and Response to the Financial Crisis,” 2010–2011, Co-Principal Investigator (\$31,250 annual direct costs)

University of Pennsylvania Research Foundation, “Waning Willpower or Minimal Motivation? Testing Two Possible Mechanisms for Self-Control Failure,” 2010–2011, Co-Principal Investigator (\$26,857 annual direct costs)

Pennsylvania Department of Health, “Biosocial Prediction and Intervention on Childhood Aggression,” 2009–2012, Co-Investigator, (\$985,256 annual direct costs)

KIPP Foundation, “Building Self-Control in Young People,” 2008–2010, Principal Investigator (\$70,703 annual direct costs)

### **Peer-Reviewed Publications**

Hutt, S. J., Gardner, M., Duckworth, A. L., D’Mello, S. K. (in press). Evaluating fairness and generalizability in models of on-time college graduation from college application data. *Proceedings of Educational Data Mining 2019*.

Chang, E. H., Milkman, K. L. Gromet, D. M., Rebele, R. W., Massey, C., Duckworth, A. L., & Grant, A. M. (2019). The mixed effects of online diversity training. *Proceedings of the National Academy of Sciences*, 116(16), 7778-7783. doi:10.1073/pnas.1816076116

Duckworth, A. L. (2019). Using psychological science to help children thrive. *Perspectives on Psychological Science*, 14(1), 34-36.

- Duckworth, A. L., Milkman, K. L., & Laibson, D. (2019). Beyond willpower: Strategies for reducing failures of self-control. *Psychological Science in the Public Interest*, 19(3), 102-129.
- Duckworth, A. L., Taxer, J., Eskreis-Winkler, L., Galla, B. M., & Gross, J. J. (2019). Self-control and academic achievement. *Annual Review of Psychology*, 70, 373-399.
- Eskreis-Winkler, L., Milkman, K. L., Gromet, D. M., & Duckworth, A. L. (2019). A large-scale field experiment shows giving advice improves academic outcomes for the advisor. *Proceedings of the National Academy of Sciences*. doi:10.1073/pnas.1908779116
- Galla, B. M., Shulman, E. P., Plummer, B. D., Gardner, M., Hutt, S. J., Goyer, J. P., ... & Duckworth, A. L. (2019). Why high school grades are better predictors of on-time college graduation than are admissions test scores: The roles of self-regulation and cognitive ability. *American Educational Research Journal*. doi:10.3102/0002831219843292
- Grenell, A., White, R. E., Prager, E. O., Schaefer, C., Kross, E., Duckworth, A. L., Carlson, S. M. (2019). Experimental paradigm for measuring the effects of self-distancing in young children. *Journal of Visualized Experiments*, 145, e59056. doi:10.3791/59056
- Yeager, D. S., Hanselman, P., Walton, G. M., Murray, J. S., Crosnoe, R., Muller, C., ... Dweck, C. S. (2019). A national experiment reveals where a growth mindset improves achievement. *Nature*. Advance online publication. doi:10.1038/s41586-019-1466-y
- Duckworth, A. L., & Meindl, P. (2018). Clarifying character education. *Journal of Character Education*, 14(2), 37-39.
- Eskreis-Winkler, L., Fishbach, A., & Duckworth, A. L. (2018). Dear Abby: Should I give advice or receive it? *Psychological Science*, (29)11, 1797-1806. doi:10.1177/0956797618795472
- Grenell, A., Prager, E. O., Schaefer, C., Kross, E., Duckworth, A. L., & Carlson, S. M. (2018). Individual differences in the effectiveness of self-distancing for young children's emotion regulation. *British Journal of Developmental Psychology*, 37(1), 84-100. doi:10.1111/bjdp.12259
- Hutt, S., Gardner, M., Kamentz, D., Duckworth, A. L., & D'Mello, S. K. (2018). Prospectively predicting 4-year college graduation from student applications. In S. Buckingham Shum, R. Ferguson, A. Merceron, & X. Ochoa (Eds.). *Proceedings of the 8th International Learning Analytics and Knowledge Conference (LAK '18)*. ACM: New York, NY.
- Meindl, P., Yu, A., Galla, B. M., Quirk, A., Haecck, C., Goyer, J. P., ... Duckworth, A. L. (2018). A brief behavioral measure of frustration tolerance predicts academic achievement immediately and two years later. *Emotion*. doi:10.1037/emo0000492

- Park, D., Yu, A., Baelen, R. N., Tsukayama, E., & Duckworth, A. L. (2018). Fostering grit: Perceived school goal-structure predicts growth in grit and grades. *Contemporary Educational Psychology*, (55)2018, 120-128. doi:10.1016/j.cedpsych.2018.09.007
- Park, D., Yu, A., Metz, S. E., Tsukayama, E., Crum, A. J., & Duckworth, A. L. (2018). Beliefs about stress attenuate the relation among adverse life events, perceived distress, and self-control. *Child Development*, 89(6), 2059–2069.
- Peña, P., & Duckworth, A. (2018). The effects of relative and absolute age in the measurement of grit from 9th to 12th grade. *Economics of Education Review* 66, 183–190.
- Robinson, C. D., Pons, G., Duckworth, A. L., & Rogers, T. (2018). Some middle school students want behavior commitment devices (but take-up does not affect their behavior). *Frontiers in Psychology*. doi:10.3389/fpsyg.2018.00206
- White, R. E., Kuehn, M. M., Duckworth, A. L., Kross, E., & Ayduk, Ö. (2018). Focusing on the future from afar: Self-distancing from future stressors facilitates adaptive coping. *Emotion*. doi:10.1037/emo0000491
- D’Mello, S. K., Dieterle, E., & Duckworth, A. L. (2017). Advanced, Analytic, Automated (AAA) measurement of engagement during learning. *Educational Psychologist*, 52(2), 104–123.
- Duckworth, A. L., & Seligman, M. (2017). The science and practice of self-control. *Perspectives on Psychological Science*, 12(5), 715–718.
- Park, D., Tsukayama, E., Goodwin, G. P., Patrick, S., & Duckworth, A. L. (2017). A tripartite taxonomy of character: Evidence for intrapersonal, interpersonal, and intellectual competencies in children. *Contemporary Educational Psychology*, 48(2017), 16–27.
- Wiese, C. W., Tay, L., Duckworth, A. L., D’Mello, S., Kuykendall, L., Hofmann, W., ... Vohs, K. D. (2017). Too much of a good thing? Exploring the inverted-U relationship between self-control and happiness. *Journal of Personality*, (86)3, 380-396.
- Duckworth, A., Gendler, T., & Gross, J. (2016). Situational strategies for self-control. *Perspectives on Psychological Science*, 11, 35–55.
- Duckworth, A. L., White, R. E., Matteucci, A. J., & Gross, J. J. (2016). A stitch in time: Strategic self-control in high school and college students. *Journal of Educational Psychology*, 3, 329–341.
- Eskreis-Winkler, L., Shulman, E. P., Young, V., Tsukayama, E., Brunwasser, S. M. & Duckworth, A. L. (2016). Using wise interventions to motivate deliberate practice. *Journal of Personality and Social Psychology*, 111(5), 728–744.

- Galla, B. M., Baelen, R. N., Duckworth, A. L., & Baime, M. J. (2016). Mindfulness, meet self-regulation: Boosting out-of-class meditation practice with brief action plans. *Motivation Science, 2*(4), 220-237.
- West, M. R., Kraft, M. A., Finn, A. S., Martin, R., Duckworth, A. L., Gabrieli, C. F. O., & Gabrieli, J. D. E. (2016). Promise and paradox: Measuring students' non-cognitive skills and the impact of schooling. *Educational Evaluation and Policy Analysis, 38*(1), 148–170.
- Yeager, D. S., Walton, G. M., Brady, S. T., Akcinar, E. N., Paunesku, D., Keane, L., ... Dweck, C. S. (2016). Teaching a lay theory before college narrows achievement gaps at scale. *Proceedings of the National Academy of Sciences, 113*(24), E3341–E3348.
- Duckworth, A. L., Eichstaedt, J., & Ungar, L. (2015). The mechanics of human achievement. *Social and Personality Psychology Compass, 9*(7), 359–369.
- Duckworth, A. L., Shulman, E. P., Mastrorarde, A. J., Patrick, S. D., Zhang, J., & Druckman, J. (2015). Will not want: Self-control rather than motivation explains the female advantage in report card grades. *Learning and Individual Differences, 39*, 13–23.
- Duckworth, A. L., & Steinberg, L. (2015). Unpacking self-control. *Child Development Perspectives, 9*(1), 32–37.
- Duckworth, A. L., & Yeager, D. S. (2015). Measurement matters: Assessing personal qualities other than cognitive ability for educational purposes. *Educational Researcher, 44*(4), 237–251.
- Galla, B. M., & Duckworth, A. L. (2015). More than resisting temptation: Beneficial habits mediate the relationship between self-control and positive life outcomes. *Journal of Personality and Social Psychology, 109*(3), 508–525.
- White, R. E., Kross, E., & Duckworth, A. L. (2015). Spontaneous self-distancing and adaptive self-reflection across adolescence. *Child Development, 86*(4), 1272–1281.
- Duckworth, A. L., Gendler, T. S., & Gross, J. J. (2014). Self-control in school-age children. *Educational Psychologist, 49*(3), 199–217.
- Duckworth, A. L., & Gross, J. J. (2014). Self-control and grit: Related but separable determinants of success. *Current Directions in Psychological Science, 23*(5), 319–325.
- Eskreis-Winkler, L., Duckworth, A. L., Shulman, E., & Beal, S. (2014). The grit effect: Predicting retention in the military, the workplace, school and marriage. *Frontiers in Personality Science and Individual Differences, 5*(36), 1–12.

- Eskreis-Winkler, L., Shulman, E. P., Beal, S., & Duckworth, A. L. (2014). Survivor mission: Why those who survive have a drive to thrive at work. *Journal of Positive Psychology, 9*(3), 209–218.
- Friedman, H. S., Kern, M. L., Hampson, S. E., & Duckworth, A. L. (2014). A new lifespan approach to conscientiousness and health: Combining the pieces of the causal puzzle. *Developmental Psychology, 50*(5), 1377–1389.
- Galla, B. M., Plummer, B. D., White, R., Meketon, D., D'Mello, S. K., & Duckworth, A. L. (2014). The Academic Diligence Task (ADT): Assessing individual differences in effort on tedious but important schoolwork. *Contemporary Educational Psychology, 39*(4), 314–325.
- Plummer, B. D., Galla, B. M., Finn, A., Patrick, S. D., Meketon, D., Leonard, J., ... Duckworth, A. L. (2014). A behind-the-scenes guide to school-based research. *Mind, Brain, and Education, 8*(1), 15–20.
- Robertson-Kraft, C., & Duckworth, A. L. (2014). True grit: Trait-level perseverance and passion for long-term goals predicts effectiveness and retention among novice teachers. *Teachers College Record, 116*(3), 1–27.
- Von Culin, K., Tsukayama, E. & Duckworth, A. L. (2014). Unpacking grit: Motivational correlates of perseverance and passion for long-term goals. *Journal of Positive Psychology, 9*(4), 1–7.
- Yeager, D.S., Henderson, M., Paunesku, D., Walton, G., Spitzer, B., D'Mello, S., & Duckworth, A.L. (2014). Boring but important: A self-transcendent purpose for learning fosters academic self-regulation. *Journal of Personality and Social Psychology, 107*(4), 559–580.
- Duckworth, A. L., Kim, B., & Tsukayama, E. (2013). Life stress impairs self-control in early adolescence. *Frontiers in Developmental Psychology, 3*(608), 1–12.
- Duckworth, A. L., Kirby, T., Gollwitzer, A., & Oettingen, G. (2013). From fantasy to action: Mental contrasting with implementation intentions (MCII) improves academic performance in children. *Social Psychological and Personality Science, 4*(6), 745–753.
- Duckworth, A. L., Tsukayama, E., & Kirby, T. (2013). Is it really self-control? Examining the predictive power of the delay of gratification task. *Personality and Social Psychology Bulletin, 39*(7), 843–855.
- Kern, P., Duckworth, A. L., Urzua, S., Loeber, R., Stouthamer-Loeber, M., & Lynam, D. (2013). Do as you're told! Facets of agreeableness and early adult outcomes for inner-city boys. *Journal of Research in Personality, 47*(6), 795–799.



- Kurzban, R., Duckworth, A. L., Kable, J. W., & Myers, J. (2013). An opportunity cost model of subjective effort and task performance. *Behavioral and Brain Sciences*, *36*(6), 661–726.
- Tsukayama, E., Duckworth, A. L., & Kim, B. (2013). Domain-specific impulsivity in school-age children. *Developmental Science*, *16*, 879–893.
- Duckworth, A. L., Quinn, P., Tsukayama, E. (2012). What *No Child Left Behind* leaves behind: The roles of IQ and self-control in predicting standardized achievement test scores and report card grades. *Journal of Educational Psychology*, *104*(2), 439–451.
- Duckworth, A. L., Weir, D., Tsukayama, E., & Kwok, D. (2012). Who does well in life? Conscientious adults excel in both objective and subjective success. *Frontiers in Personality Science and Individual Differences*, *3*(356), 1–8.
- Eisenberg, N., Duckworth, A. L., Spinrad, T. L., & Valiente, C. (2012). Conscientiousness: Origins in childhood. *Developmental Psychology*, *50*(5), 1331–1349.
- Tsukayama, E., Duckworth, A. L., & Kim, B. (2012). Resisting everything except temptation: Evidence and an explanation for domain-specific impulsivity. *European Journal of Personality*, *26*, 318–334.
- Duckworth, A. L., Grant, H., Loew, B., Oettingen, G., & Gollwitzer, P. M. (2011). Self-regulation strategies improve self-discipline in adolescents: Benefits of mental contrasting and implementation intentions. *Educational Psychology: An International Journal of Experimental Educational Psychology*, *31*(1), 17–26.
- Duckworth, A. L., & Kern, M. L. (2011). A meta-analysis of the convergent validity of self-control measures. *Journal of Research in Personality*, *45*(3), 259–268.
- Duckworth, A. L., Kirby, T., Tsukayama, E., Berstein, H., & Ericsson, K. (2011). Deliberate practice spells success: Why grittier competitors triumph at the National Spelling Bee. *Social Psychological and Personality Science*, *2*, 174–181.
- Duckworth, A. L., Quinn, P. D., Lynam, D. R., Loeber, R., & Stouthamer-Loeber, M. (2011). Role of test motivation in intelligence testing. *Proceedings of the National Academy of Sciences*, *108*(19), 7716–7720.
- Gollwitzer, A., Oettingen, G., Kirby, T. & Duckworth, A. L. (2011). Mental contrasting facilitates academic performance in school children. *Motivation and Emotion*, *35*, 403–412.
- Kross, E., Duckworth, A. L., Ayduk, O., Tsukayama, E., & Mischel, W. (2011). The effect of self-distancing on adaptive versus maladaptive self-reflection in children. *Emotion*, *11*(5), 1032–1039.

- Roberts, B., Jackson, J., Duckworth, A. L., Von Culin, K. (2011). Personality measurement and assessment in large panel surveys. *Forum for Health Economics & Policy*, 14(3).
- Duckworth, A. L., Tsukayama, E., & Geier, A. B. (2010). Self-controlled children stay leaner in the transition to adolescence. *Appetite*, 54(2), 304–308.
- Duckworth, A. L., Tsukayama, E., & May, H. (2010). Establishing causality using longitudinal hierarchical linear modeling: An illustration predicting achievement from self-control. *Social Psychology and Personality Science*, 1(4), 311–317.
- Romer, D., Duckworth, A. L., Sznitman, S., & Park, S. (2010). Can adolescents learn self-control? Delay of gratification in the development of control over risk taking. *Prevention Science*, 11(3), 319–330.
- Tsukayama, E., Duckworth, A. L. (2010). Domain-specific temporal discounting and temptation. *Judgment and Decision Making*, 5(2), 72–82.
- Tsukayama, E., Toomey, S. L., Faith, M., & Duckworth, A. L. (2010). Self-control as a protective factor against overweight status in the transition to adolescence. *Archives of Pediatrics and Adolescent Medicine*, 164(7), 631–635.
- Duckworth, A. L. & Quinn, P. D. (2009). Development and validation of the Short Grit Scale (Grit-S). *Journal of Personality Assessment*, 91, 166–174.
- Duckworth, A. L., Quinn, P. D., & Seligman, M.E.P. (2009). Positive predictors of teacher effectiveness. *Journal of Positive Psychology*, 19, 540–547.
- MacCann, C., Duckworth, A. L., & Roberts, R. (2009). Empirical identification of the major facets of conscientiousness. *Learning and Individual Differences*, 19, 451–458.
- Borghans, L., Duckworth, A. L., Heckman, J. J., & ter Weel, B. (2008). The economics and psychology of personality traits. *Journal of Human Resources*, 43(4), 972–1059.
- Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92(6), 1087–1101.
- Duckworth, A. L. & Seligman, M. E. P. (2006). Self-discipline gives girls the edge: Gender differences in self-discipline, grades, and achievement test scores. *Journal of Educational Psychology*, 98, 198–208.
- Duckworth, A. L. & Seligman, M. E. P. (2005). Self-discipline outdoes IQ predicting academic performance in adolescents. *Psychological Science*, 16, 939–944.
- Duckworth, A. L., Steen, T. A., & Seligman, M. E. P. (2005). Positive Psychology in clinical practice. *Annual Review of Clinical Psychology*, 1, 629–651.

### Book Chapters

- Eskreis-Winkler, L., Gross, J. J., & Duckworth, A. L. (2016). Grit: Sustained self-regulation in the service of superordinate goals. In K. D. Vohs & R. F. Baumeister (Eds.), *Handbook of self-regulation: Research, theory and applications*. New York, NY: Guilford.
- Duckworth, A. L., & Eskreis-Winkler, L. (2015). Grit. In J. D. Wright (Ed.), *International encyclopedia of the social and behavioral sciences*. Oxford, UK: Elsevier.
- Duckworth, A. L., & Carlson, S. M. (2013). Self-regulation and school success. In B.W. Sokol, F.M.E. Grouzet, & U. Müller (Eds.), *Self-regulation and autonomy: Social and developmental dimensions of human conduct*. New York, NY: Cambridge University Press.
- Duckworth, A. L., & Allred, K. M. (2012). Temperament in the classroom. In R. L. Shiner & M. Zentner (Eds.), *Handbook of temperament* (pp. 627–644). New York, NY: Guilford Press.
- Almlund, M., Duckworth, A. L., Heckman, J., & Kautz, T. (2011). Personality psychology and economics. In E.A. Hanushek, S. Machin & L. Woessmann (Eds.), *Handbook of the economics of education* (pp. 1–181). Amsterdam: Elsevier.

### Other Publications

- Duckworth, A. L., Milkman, K. L., & Laibson, D. (2019, April 17). A smarter way to think about willpower. *The Washington Post*. Retrieved from <http://www.washingtonpost.com/>
- Duckworth, A. L. (2019). Self-reports spur self-reflection. *MIT Sloan Management Review*.
- Lee, T. H., & Duckworth, A. L. (2018). Organizational grit. *Harvard Business Review*, 96(5), 98-105.
- Grenell, A., Prager, E., Schaefer, C., Kross, E., Duckworth, A., & Carlson, S.M. (April, 2017). *Individual differences in personality, temperament, and grit and the effectiveness of the psychological distancing strategy in young children*. Poster presented at the Society for Research in Child Development biennial meeting, Austin, TX.
- Kaufman, S. B., & Duckworth, A. L. (2017). World-class expertise: A developmental model. *Wiley Interdisciplinary Reviews: Cognitive Science*. doi: 10.1002/wcs.1365
- Duckworth, A. (2016). *Grit: The power of passion and perseverance*. New York, NY: Simon and Schuster.
- Duckworth, A. L., & Tsukayama, E. (2015). Domain-specificity in self-control. In C. Miller, R. M. Furr, A. Knobel, & W. Fleeson (Eds.), *Character: New directions from philosophy, psychology, and theology*. New York, NY: Oxford University Press.

Duckworth, A. L. (2013). True grit. *The Observer*, 26(4), 1–3.

Duckworth, A. L. (2013). Is it really self-control: A critical analysis of the “Marshmallow Test.” *Society of Personality and Social Psychology Connections*.

Duckworth, A. L. (2011). The significance of self-control. *Proceedings of the National Academy of Sciences*, 108(7), 2639–40.

Duckworth, A. L. (2009). (Over and) beyond high-stakes testing. *American Psychologist*. 64(4), 279–280.

### **Departmental and University Activities**

Psychology Department Chair’s Advisory Group (2016–present)

Chair (2010–2015) and member (2006 – 2009) of Psychology Department Colloquium Committee

Pre-major advisor (2013–2015)

Doctoral advisor for Eli Tsukayama (completed PhD in 2012), Lauren Eskreis-Winkler (completed PhD in 2015), and Daniel Southwick

Doctoral committee chair for Andrea Maikovich-Fong (completed PhD in 2009), Alyson Zalta (completed PhD in 2011), Laura Sockol (completed PhD in 2012), Alejandro Adler (completed PhD in 2016), Sarah Emlen Metz (completed PhD in 2016), Emily Bray (completed PhD in 2017), Jer Clifton, and Lauren Brumley (completed PhD in 2018)

Doctoral committee member for Claire Robertson-Kraft (completed PhD in 2014), Marie Forgeard (completed PhD in 2014), Ann Marie Roepke (completed PhD in 2015), Gwen Lawson (completed PhD in 2016), and Welton Chang (completed PhD in 2017)

Faculty affiliate of the Center for Africana Studies, Population Studies Center, Positive Psychology Center, Annenberg Public Policy Center

### **Other Activities**

The Center for the Economics of Human Development, Associate Member (2018–present)

*Behavioral Scientist* Advisory Board, Member (2018–present)

Lindsey Vonn Foundation Advisory Council, Member (2018–present)

Mind Center for Outreach, Research, and Education at the University of Pennsylvania Advisory Board, Member (2017-present)

Turning the Tide Initiative Advisory Board, Member (2017–present)

EL Education Research Advisory Board, Member (2017–present)

Senior Advisory Board Member, “The Humanities and Human Flourishing: A Multi-Disciplinary Collaboration for Understanding, Assessing, and Cultivating Well-Being (Phase I).” Templeton Religion Trust (2017–present)

Affiliated faculty member, Center for Health Incentives and Behavioral Economics at the Leonard Davis Institute/Penn-Carnegie Mellon University Roybal Center (2016–present)

The Aspen Institute, National Commission’s Council of Distinguished Scientists, Member (2016–present)

Mindset Scholars Network, Member (2016-present)

Imagination Institute, Advisory Board (2014–present)

International Positive Education Network, Steering Committee (2014-present)

Working Group on Identity and Personality, Becker Friedman Institute for Economic Research, Co-Chair (2012-present)

Collaborative for Academic, Social, and Emotional Learning (CASEL) Research Advisory Group (2011–present)

Khan Academy, Advisory Board and Thought Leadership Council (2016-2018)