

**Angela Lee Duckworth**  
3730 Walnut Street  
561 Jon M. Huntsman Hall  
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**

Rosa Lee and Egbert Chang Professor, University of Pennsylvania (2020–current)

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

Founding Faculty Director of Wharton People Analytics, University of Pennsylvania (2023–current)

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

Rowan Fellow, Wharton School of Business (2020–2025)

Co-Founder, Character Lab (2022–current)

Faculty Co-Director of Wharton People Analytics, University of Pennsylvania (2015–2023)

Co-Founder and CEO, Character Lab (2015–2022)

Christopher H. Browne Distinguished Professor of Psychology, University of Pennsylvania (2016–2020)

Secondary Appointment at the Wharton School, University of Pennsylvania (2016–2020)

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**

Wharton Teaching Excellence Award (2021)

Carl Sagan Award from the Humanist Society at Carnegie Mellon University (2021)

Distinguished Daughter of Pennsylvania (2019)

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

Bernoulli Lecture for the Behavioral Sciences (2018)

Association for Psychological Science Fellow (2018)

Honorary Degree, 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 Outstanding Contributions to 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, “Creating the Conditions for Equity and Excellence in Adolescence,” November 1, 2022 to October 31, 2025 (\$2,217,714)

### **Completed Grants**

Walton Family Foundation, “Using Behavioral Science to Help Students Thrive,” July 1, 2019 to October 31, 2022 (\$1,237,065)

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)

John Templeton Foundation, “Situational Strategies for Self-Control,” 2016–2019, Principal Investigator (\$488,924)

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 of 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 Journal Articles

- Buyalskaya, A., Ho, H., Milkman, K. L., Li, X., Duckworth, A. L., & Camerer, C. (2023). What can machine learning teach us about habit formation? Evidence from exercise and hygiene. *Proceedings of the National Academy of Sciences*, 120(17), e2216115120. <https://doi.org/10.1073/pnas.2216115120>
- Lira, B., Gardner, M., Quirk, A., Stone, C., Rao, A., Ungar, L., Hutt, S., Hickman, L., D’Mello, S. K., & Duckworth, A. L. (2023). Using artificial intelligence to assess personal qualities in college admissions. *Science Advances*, 9(41), eadg9405. <https://doi.org/10.1126/sciadv.adg9405>
- Park, D., Gunderson, E. A., Maloney, E. A., Tsukayama, E., Beilock, S. L., Duckworth, A. L., & Levine, S. C. (2023). Parental intrusive homework support and math achievement: Does the child’s mindset matter? *Developmental Psychology*, 58(7), 1249–1267. <https://doi.org/10.1037/dev0001522>
- Southwick, D. A., Liu, Z. V., Baldwin, C., Quirk, A. L., Ungar, L. H., Tsay, C. J., & Duckworth, A. L. (2023). The trouble with talent: Semantic ambiguity in the workplace. *Organizational Behavior and Human Decision Processes*, 174, 104223. <https://doi.org/10.1016/j.obhdp.2022.104223>
- Zhang, T., Park, D., Tsukayama, E., Duckworth, A. L., & Luo, L. (2023). Sparking virtuous cycles: A longitudinal study of subjective well-being and grit during early adolescence. *Journal of Youth and Adolescence*. <https://doi.org/10.1007/s10964-023-01862-y>
- Baldwin, C. R., Haimovitz, K., Shankar, P., Gallop, R., Yeager, D., Gross, J. J., & Duckworth, A. L. (2022) Self-Control and SAT outcomes: Evidence from two national field studies. *PLoS ONE*, 17(9), e0274380. <https://doi.org/10.1371/journal.pone.0274380>
- Buttenheim, A., Milkman, K. L., Duckworth, A. L., Gromet, D. M., Patel, M., & Chapman, G. (2022). Effects of ownership text message wording and reminders on receipt of an influenza vaccination: A randomized clinical trial. *JAMA Network Open*, 5(2), 1-9. <https://doi.org/10.1001/jamanetworkopen.2021.43388>
- Duckworth, A. L. (2022). How to write for other people. *The Journal of Positive Psychology*, 17(2), 177-181. <https://doi.org/10.1080/17439760.2021.2016903>
- Duckworth, A. L. (2022). People who need people. *Psychological Inquiry*, 33(1), 26-29. <https://doi.org/10.1080/1047840x.2022.2037995>
- Duckworth, A. L., & Milkman, K. L. (2022). A guide to megastudies. *PNAS Nexus*, 1(5), pgac214. <https://doi.org/10.1093/pnasnexus/pgac214>

- Leonard, J. A., Lydon-Staley, D. M., Sharp, S. D. S., Liu, H. Z., Park, A. T., Bassett, D. S., Duckworth, A. L., & Mackey, A. P. (2022). Daily fluctuations in young children's persistence. *Child Development, 93*(2), e222-e236. <https://doi.org/10.1111/cdev.13717>
- Lira, B., O'Brien, J. M., Peña, P. A. Galla, B. M., D'Mello, S., Yeager, D. S., Defnet, A., Kautz, T., Munkacsy, K., & Duckworth, A. L. (2022). Large studies reveal how reference bias limits policy applications of self-report measures. *Scientific Reports, 12*, 19189. <https://doi.org/10.1038/s41598-022-23373-9>
- Milkman, K. L., Gandhi, L., Patel, M. S., Graci, H. N., Gromet, D. M., Ho, H., Kay, J. S., Lee, T. W., Rothschild, J., Bogard, J. E., Brody, I., Chabris, C. F., Chang, E., Chapman, G. B., Dannals, J. E., Goldstein, N. J., Goren, A., Hershfield, H., Hirsch, A., . . . Duckworth, A. L. (2022). A 680,000-person megastudy of nudges to encourage vaccination in pharmacies. *Proceedings of the National Academy of Sciences, 119*(6), e2115126119. <https://doi.org/10.1073/pnas.2115126119>
- Milkman, K. L., Gandhi, L., Ellis, S., Graci, H., Gromet, D., Mobarak, R., Bутtenheim, A., Duckworth, A. L., Pope, D. G., Stanford, A., Thaler, R. H., & Volpp, K. G. (2022). A citywide experiment testing the impact of geographically targeted, high-pay-off vaccine lotteries. *Nature Human Behaviour. https://doi.org/10.1038/s41562-022-01437-0*
- Patel, M., Milkman, K. L., Gandhi, L., Graci, H., Gromet, D., Ho, H., Kay, J., Lee, T., Rothschild, J., Akinola, M., Beshears, J., Bogard, J., Bутtenheim, A., Chabris, C., Chapman, G., Choi, J., Dai, H., Fox, C., Goren, A., . . . Duckworth, A. L. (2022). A randomized trial of behavioral nudges delivered through text messages to increase influenza vaccination among patients with an upcoming primary care visit. *American Journal of Health Promotion, 37*(3), 324-332. <https://doi.org/10.1177/08901171221131021>
- Rai, A., Sharif, M. A., Chang, E. H., Milkman, K. L., & Duckworth, A. L. (2022). A field experiment on subgoal framing to boost volunteering: The tradeoff between goal granularity and flexibility. *Journal of Applied Psychology. https://doi.org/10.1037/apl0001040*
- Yeager, D. S., Carroll, J. M., Buontempo, J., Cimpian, A., Woody, S., Crosnoe, R., Muller, C., Murray, J., Mhatre, P., Kersting, N., Hulleman, C., Kudym, M., Murphy, M., Duckworth, A. L., Walton, G. M., & Dweck, C. S. (2022). Teacher mindsets help explain where a growth mindset intervention does and doesn't work. *Psychological Science, 33*(1), 18-32. <https://doi.org/10.1177/09567976211028984>
- Zhang, T., Park, D., Ungar, L. H., Tsukayama, E., Luo, L., & Duckworth, A. L. (2022). The development of grit and growth mindset in Chinese children. *Journal of Experimental Child Psychology, 221*, 105450. <https://doi.org/10.1016/j.jecp.2022.105450>

- Duckworth, A. L., Kautz, T., Defnet, A., Satlof-Bedrick, E., Talamas, S., Lira, B., & Steinberg, L. (2021). Students attending school remotely suffer socially, emotionally, and academically. *Educational Researcher*, 50(7), 479-482. <https://doi.org/10.3102/0013189X211031551>
- Duckworth, A. L., Quinn, P. D., & Tsukayama, E. (2021). Revisiting the factor structure of grit: A commentary on Duckworth and Quinn (2009). *Journal of Personality Assessment*, 103(5), 573-575. <https://doi.org/10.1080/00223891.2021.1942022>
- Gross, J. J., & Duckworth, A. L. (2021). Beyond willpower. *Behavioral and Brain Sciences*, 44, e37. <https://doi.org/10.1017/S0140525X20000722>
- Gruber, J., Mendle, J., Lindquist, K. A., Schmader, T., Clark, L. A., Bliss-Moreau, E., Akinola, M., Atlas, L., Barch, D. M., Barrett, L. F., Borelli, J. L., Brannon, T. N., Bunge, S. A., Campos, B., Cantlon, J., Carter, R., Carter-Sowell, A. R., Chen, S., Craske, M. G., . . . Williams, L. A. (2021). The future of women in psychological science. *Perspectives on Psychological Science*, 16(3), 483-516. <https://doi.org/10.1177/1745691620952789>
- Leonard, J. A., Duckworth, A. L., Schulz, L. E., & Mackey, A. P. (2021). Leveraging cognitive science to foster children's persistence. *Trends in Cognitive Sciences*, 25(8), 642-644. <https://doi.org/10.1016/j.tics.2021.05.005>
- Milkman, K. L., Gromet, D., Ho, H., Kay, J. S., Lee, T. W., Pandiloski, P., Park, Y., Rai, A., Bazerman, M., Beshears, J., Bonacorsi, L., Camerer, C., Chang, E., Chapman, G., Cialdini, R., Dai, H., Eskreis-Winkler, L., Fishbach, A., Gross, J. J., . . . Duckworth, A. L. (2021). Megastudies improve the impact of applied behavioural science. *Nature*, 600, 478-483. <https://doi.org/10.1038/s41586-021-04128-4>
- Milkman, K. L., Patel, M. S., Gandhi, L., Graci, H. N., Gromet, D. M., Ho, H., Kay, J. S., Lee, T. W., Akinola, M., Beshears, J., Bogard, J. E., Bottenheim, A., Chabris, C. F., Chapman, G. B., Choi, J. J., Dai, H., Fox, C. R., Goren, A., Hilchey, M. D., . . . Duckworth, A. L. (2021). A megastudy of text-based nudges encouraging patients to get vaccinated at an upcoming doctor's appointment. *Proceedings of the National Academy of Sciences*, 118(20), e2101165118. <https://doi.org/10.1073/pnas.2101165118>
- Milyavskaya, M., Galla, B. M., Inzlicht, M., & Duckworth, A. L. (2021). More effort, less fatigue: The role of interest in increasing effort and reducing mental fatigue. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.755858>
- Duckworth, A. L., & Gross, J. J. (2020). Behavior change. *Organizational Behavior and Human Decision Processes*, 161, 39-49. <https://doi.org/10.1016/j.obhdp.2020.09.002>
- Galla, B. M., Tsukayama, E., Yu, A., Park, D., & Duckworth, A. L. (2020). The mindful adolescent: Developmental changes in nonreactivity to inner experiences and its association with emotional well-being. *Developmental Psychology*, 56(2), 350-363. <https://doi.org/10.1037/dev0000877>

- Gardner, M., Hutt, S. J., Kamentz, D., Duckworth, A. L., & D'Mello, S. K. (2020). How does high school extracurricular participation predict bachelor's degree attainment? It is complicated. *Journal of Research on Adolescence*, 30(3), 753-768. <https://doi.org/10.1111/jora.12557>
- Gruber, J., Mendle, J., Lindquist, K. A., Schmader, T., Clark, L. A., Bliss-Moreau, E., Akinola, M., Atlas, L., Barch, D. M., Feldman Barrett, L., Borelli, J. L., Brannon, T. N., Bunge, S. A., Campos, B., Cantlon, J., Carter, R., Carter-Sowell, A. R., Chen, S., Craske, M. G., . . . Williams, L. A. (2020). The future of women in psychological science. *Perspectives on Psychological Science*, 16(3), 483-516. <https://doi.org/10.1177/1745691620952789>
- Kirgios, E. L., Mandel, G. H., Park, Y., Milkman, K. L., Gromet, D. M., Kay, J. S., & Duckworth, A. L. (2020). Teaching temptation bundling to boost exercise: A field experiment. *Organizational Behavior and Human Decision Processes*, 161, 20-35. <https://doi.org/10.1016/j.obhdp.2020.09.003>
- Mehr, K. S., Geiser, A. E., Milkman, K. L., & Duckworth, A. L. (2020). Copy-paste prompts: A new nudge to promote goal achievement. *Journal of the Association for Consumer Research*, 5(3), 329-334. <https://doi.org/10.1086/708880>
- Park, D., Tsukayama, E., Yu, A., & Duckworth, A. L. (2020). The development of grit and growth mindset in adolescence. *Journal of Experimental Child Psychology*, 198, 104889. <https://doi.org/10.1016/j.jecp.2020.104889>
- Porter, T., Molina, D. C., Blackwell, L., Roberts, S., Quirk, A., Duckworth, A. L., & Trzesniewski, K. (2020). Measuring mastery behaviors at scale: The Persistence, Effort, Resilience and Challenge-Seeking task (PERC). *Journal of Learning Analytics*, 7(1), 5-18. <https://doi.org/10.18608/jla.2020.71.2>
- Rege, M., Hanselman, P., Solli, I. F., Dweck, C. S., Ludvigsen, S., Bettinger, E., Crosnoe, R., Muller, C., Walton, G., Duckworth, A. L., & Yeager, D. S. (2020). How can we inspire nations of learners? Investigating growth mindset and challenge-seeking in two countries. *American Psychologist*, 76(5), 755-767. <https://doi.org/10.1037/amp0000647>
- Spann, C. A., Yu, A., Galla, B. M., Duckworth, A. L., & D'Mello, S. K. (2020). Is academic diligence domain-specific or domain-general? An investigation of the math, verbal, and spatial academic diligence tasks with middle schoolers. *Learning and Individual Differences*, 80, 101870. <https://doi.org/10.1016/j.lindif.2020.101870>
- Zamarro, G., Nichols, M., Duckworth, A. L., & D'Mello, S. K. (2020). Validation of survey effort measures of grit and self-control in a sample of high school students. *PLOS One*, 15(7), e0235396. <https://doi.org/10.1371/journal.pone.0235396>
- 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*



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- Duckworth, A. L. (2019). Using psychological science to help children thrive. *Perspectives on Psychological Science*, 14(1), 34-36. <https://doi.org/10.1177/1745691618804194>
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- Duckworth, A. L., Quirk, A., Gallop, R., Hoyle, R. H., Kelly, D. R., & Matthews, M. D. (2019). Cognitive and noncognitive predictors of success. *Proceedings of the National Academy of Sciences*, 116(47), 23499-23504. <https://doi.org/10.1073/pnas.1910510116>
- 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. <https://doi.org/10.1146/annurev-psych-010418-103230>
- 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*, 116(30), 14808-14810. <https://doi.org/10.1073/pnas.1908779116>
- Galla, B. M., Shulman, E. P., Plummer, B. D., Gardner, M., Hutt, S. J., Goyer, J. P., Lejuez, C. W., D'Mello, S. K., & 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*, 56(6), 2077-2115. <https://doi.org/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. <https://doi.org/10.3791/59056>
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- Southwick, D. A., Tsay, C. J., & Duckworth, A. L. (2019). Grit at work. *Research in Organizational Behavior*, 39, 100126. <https://doi.org/10.1016/j.riob.2020.100126>

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- Meindl, P., Yu, A., Galla, B. M., Quirk, A., Haec, C., Goyer, J. P., Lejuez, C. W., D'Mello, S. K., & Duckworth, A. L. (2018). A brief behavioral measure of frustration tolerance predicts academic achievement immediately and two years later. *Emotion*, *19*(6), 1081–1092. <https://doi.org/10.1037/emo0000492>
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- Peña, P., & Duckworth, A. L. (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. <https://doi.org/10.1016/j.econedurev.2018.08.009>
- 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*, *9*(206). <https://doi.org/10.3389/fpsyg.2018.00206>

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### Other Selected Publications

- Duckworth, A. L., & Gross, J. J. (in press). Self-Control. In J. J. Gross & B. Ford (Eds.), *Handbook of Emotion Regulation*.
- Duckworth, A. & Ungar, L. (2023, January 19). Op-Ed: Don't ban chatbots in classrooms—use them to change. *Los Angeles Times*. <https://www.latimes.com/opinion/story/2023-01-19/chatgpt-ai-education-testing-teaching-changes>
- Santos, I., Petroska-Beska, V., Carneiro, P., Eskreis-Winkler, L., Boudet, A. M. M., Berniell, I., Krekel, C., Arias, O., & Duckworth, A. L. (2022). Can grit be taught? Lessons from a nationwide field experiment with middle-school students. *IZA Discussion Paper No. 15588*. <https://ssrn.com/abstract=4233803>
- Duckworth, A. L., Ungar, L., & Emanuel, E. J. (2020, May 27). There are three things we have to do to get people wearing masks. *The New York Times*. <https://www.nytimes.com/2020/05/27/opinion/coronavirus-masks.html>
- Duckworth, A. L., Milkman, K. L., & Laibson, D. (2019, April 17). A smarter way to think about willpower. *The Washington Post*. <https://www.washingtonpost.com/business/2019/04/17/smarter-way-think-about-willpower/>



- Duckworth, A. L. (2019, Spring). Self-reports spur self-reflection. *MIT Sloan Management Review*. <https://sloanreview.mit.edu/article/self-reports-spur-self-reflection/>
- Lee, T. H., & Duckworth, A. L. (2018, September-October). Organizational grit. *Harvard Business Review*, 96(5), 98-105. <https://hbr.org/2018/09/organizational-grit>
- Grenell, A., Prager, E., Schaefer, C., Kross, E., Duckworth, A., & Carlson, S. M. (2017, April). *Individual differences in personality, temperament, and grit and the effectiveness of the psychological distancing strategy in young children* [Poster presentation]. 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*, 8(1-2), e1365. <https://doi.org/10.1002/wcs.1365>
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- 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*. Guilford.
- Duckworth, A. L., & Tsukayama, E. (2015). Domain-specificity in self-control. In C. B. Miller, R. M. Furr, A. Knobel, & W. Fleeson (Eds.), *Character: New directions from philosophy, psychology, and theology* (pp. 393–411). Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780190204600.003.0019>
- Duckworth, A. L., & Eskreis-Winkler, L. (2015). Grit. In J. D. Wright (Ed.), *International encyclopedia of the social and behavioral sciences*. Elsevier.
- Duckworth, A. L. (2013, November 10). Is it really self-control: A critical analysis of the “Marshmallow Test.” *Society of Personality and Social Psychology Connections*. <https://spsptalks.wordpress.com/2013/11/10/is-it-really-self-control-a-critical-analysis-of-the-marshmallow-test/>
- 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* (pp. 208-230). Cambridge University Press.
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- Duckworth, A. L., & Allred, K. M. (2012). Temperament in the classroom. In R. L. Shiner & M. Zentner (Eds.), *Handbook of temperament* (pp. 627–644). Guilford Press.

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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* (Vol. 4, pp. 1–181). Elsevier.

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 (2016–2020)

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), Daniel Southwick (completed PhD in 2023), and Benjamin Lira

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**

Urban Institute Pre-K-12 Drivers of Economic Mobility Initiative Advisory Council (2022–present)

The Unscripted Project Advisory Committee, Member (2021–present)

World Economic Forum, Global Future Councils (October 2020–present)

Breakthrough Collaborative National Ambassadors Council (NAC), Member (2020–present)

Crown Prince Court Education Advisory Council for the United Arab Emirates (2020–present)

*Personality Science* Editorial Board, Member (2020–present)

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

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

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

Expeditionary Learning 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)

Human Capital and Economic Opportunity (HCEO) Global Working Group, Network Leader for Identity and Personality (2010–present)

Collaborative for Academic, Social, and Emotional Learning (CASEL) Research Advisory Group (2011–2023)

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