University of Pennsylvania Positive Psychology Center Annual Report

May 27, 2025

Martin Seligman, Director
Peter Schulman, Executive Director

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This is a report on the activities of the Positive Psychology Center (PPC) at the University of Pennsylvania, the birthplace of Positive Psychology. The PPC was officially created November 7, 2003 and is thriving intellectually and financially. It is a leading center in the world for research, education, and the dissemination of Positive Psychology. It is widely recognized in both the scholar community and public press. The PPC is financially self-sustaining and contributes substantial overhead to Penn.

The mission of the PPC is research, education, and the dissemination of Positive Psychology. Positive Psychology is the scientific study of the factors that enable individuals and communities to thrive. This field is founded on the belief that people want to lead meaningful and fulfilling lives, to cultivate what is best within themselves, and to enhance their experiences of love, work, and play.

IV. <u>RESEARCH SUMMARIES</u>

Following are summaries of current research at the Positive Psychology Center . . .

Professor Martin Seligman's Research

[Professor Seligman](#) is presently focusing on **Agency**, that the mental state "I can bring about my goals" produces progress and the opposite "I am helpless" produces stagnation.

Agency is a psychological state that has changed the course of history and it is the immediate cause of progress and innovation. In the absence of this mindset, humanity stagnates.

Agency is the belief that I can influence the world, made up of three components: efficacy, optimism, and imagination. Efficacy is the expectation that I can achieve a specific goal now. Optimism is how long into the future I believe I can achieve that goal. Imagination is the range of goals that I believe I can achieve. Efficacy causes trying hard, optimism causes persistence, and imagination causes innovation. These are the mechanisms by which Agency causes progress.

Progress over the sweep of human history has been viewed through the lens of economics, ecology, theology, 'great man' biography, and 'social force' history, but almost never through the lens of psychology.

Over the last 14,000 years there have been several psychological epochs in which agency changes radically to keep pace with new social and material demands. Before writing, we can infer agency from behaviors such as the control of fire, burial practices, and the invention of agriculture. The first epoch for which we have writing is the Divine Age in which the gods command and humans obey. We have limited agency and not even much 'self.' Then, after the Bronze Age, between 1100 BCE and 600 BCE, the balance between the agency of the gods and of humans tilts toward humans. Greece develops much expanded Agency by 400 BCE with considerable efficacy, considerable optimism, and enormous imagination. Material, technological, artistic and political progress all follow from this Agentic self. This is true, and at about the same time, of Greece, of the Judeo-Christian Bible, and of China. Chinese history adds the importance of the balance between "I" agency and "We" agency.

As Rome declines, the theology of Augustine, in which only God has true Agency, looms large. The quality of human life in the West becomes miserable and life stagnates for almost one thousand years. Very little is invented, but then, around 1450 CE, an Age of Progress in the West, but not elsewhere, begins as humans re-acquire substantial Agency. The printing press, the New World, Michelangelo and Shakespeare appear. Sadly, the Reformation in 1525 abandons free will and human progress in Europe grinds to a halt. With the overthrow of Puritanism in England in 1660, progress resumes. Newtonian science, vaccination in medicine, true wealth in capitalism, and political revolution all stem from this rebirth of Agency. Agency democratizes, particularly in America, during the Industrial Revolution of 1800 and it becomes almost universal around 1950 as technology explodes.

The world is now in labor, about to birth an Age of Agency populated by fully agentic individuals who peer far into the future in order to flourish. If potential barriers – nuclear war, pandemic, climate catastrophe, racial warfare, and financial collapse – can be overcome, this will be an age of

unprecedented progress. Mindful of the limits of human agency, this will be our first Age of Well-being.

In addition, Abigail Blyler and Martin Seligman are investigating the use of **artificial intelligence (AI) to help individuals flourish**. Their preliminary research shows that ChatGPT-4 can analyze people's stream-of-consciousness thoughts along with basic demographic information to generate perceptive and accurate "personal narratives". These narratives encapsulate the stories we tell ourselves about our lives which shape our sense of identity and meaning.

The potential of this tool for enhancing wellbeing is significant. When people read these AI-generated narratives about themselves, 25 of 26 people found them totally accurate or mostly accurate. They found them to provide valuable self-insight, with many learning something new about their core values, strengths, and patterns of thinking. Blyler and Seligman then showed how these narratives can be used by coaches and therapists to devise highly personalized strategies to help clients gain self-understanding, reframe their stories more positively, and work towards personal growth goals aligned with their values and dreams. This points to a new approach for increasing human flourishing – by using AI to quickly uncover people's key strengths, hopes, and positive attributes so they can be activated in the service of living a more fulfilling and meaningful life. By leveraging leading-edge AI technologies, we hope to help individuals and communities thrive.

Professor Angela Duckworth's Research

With Katy Milkman, [Dr. Duckworth](#) is co-directing Behavior Change for Good (BCFG). They have been conducting several BCFG mega studies, including:

- **Phones in Focus**: With economists at Stanford (Matt Gentzkow and Hunt Allcott), we are leading a national study of U.S. school cell phone policies and their impact on student outcomes, including achievement, attendance, and well-being. This spring, in collaboration with chief state school officers and governors' offices, we are surveying teachers and principals to determine when and where students in their school are permitted to use their phones as well as observed enforcement and adherence, and changes thereof within the last 5 years.

- **College Retention Mega Study**: We are running a megastudy, a massive RCT, simultaneously testing a variety of interventions for supporting first-year college students in the 2025-2026 academic year. We are providing a customized program to ~100,000 incoming students at 34 U.S. colleges testing nine different programs designed to evaluate best practices and new ideas for improving student outcomes. The objective of the megastudy is to compare students' rates of re-enrollment and students' GPAs across the randomly assigned study conditions (corresponding to different versions of the program) to assess whether and which of the different programming designs improve student outcomes.

- **Grit Lab 101: A Psychoeducational Approach to Behavior Change**: We are analyzing data from a national field experiment testing the benefits of a 13-week psychoeducational intervention called Grit Lab 101. Compared to a wait-list control group, students who took

this course in their junior year are hypothesized to develop more adaptive and accurate metacognitive beliefs and to earn admission to more selective colleges.

- **Projects in Collaboration with PhD and Postdoctoral Students**:
  - Benjamin Lira (fourth-year PhD student, psychology) is conducting research on human-AI interaction, particularly focusing on when and why using AI makes us smarter vs. stupider.
  - Asaf Mazar (third-year post-doctoral fellow, Wharton) has two multi-study papers that should be submitted within the next few months: (1) the effect of microdelays (< 3 seconds) on online learning; and (3) the effect of consistent vs. variable rewards on habit formation and brand loyalty.

Professor James Pawelski's Research

The Humanities and Human Flourishing Project (HHF), led by Dr. Pawelski, is an interdisciplinary research project that explores how engaging in the arts and humanities brings well-being to individuals and communities. Since its inception in 2014, the HHF Project has spearheaded the development of the Positive Humanities, an emerging field that integrates the rigorous science of positive psychology with the wisdom of the humanities. Interested broadly in the arts and humanities in their relation to human flourishing, HHF published *The Oxford Handbook of the Positive Humanities* in 2022. Additionally, HHF has successfully published eight edited volumes as part of the *Humanities and Human Flourishing* series, published by Oxford University Press and edited by Dr. Pawelski, and anticipates publication of the final capstone volume in the series within the next year.

In addition to our research spanning across arts and humanities disciplines, HHF is spearheading the research initiative, "Art Museums: Institutions for Well-being" and has been designated a National Endowment of the Arts Research Lab in support of their work. HHF partners with various art museums as well as art museum professionals around the globe to understand and promote well-being within these important cultural institutions. Recently, we have also begun publishing work examining the relationship between music and human flourishing.

Dr. Jer Clifton's Research

The Primals Project promotes empirical research on the origins and psychological impact of primal world beliefs. Primal world beliefs are simple, general, evaluative beliefs about the world (e.g., *the world is abundant)* that are generally uncorrelated to demographic backgrounds (e.g., personal wealth) but highly correlated to well-being and behavior patterns (e.g., low depression and high curiosity). The Project also seeks to communicate important empirical findings to the public and provides a freely available opportunity for anyone to take the scientifically validated primals survey, get their scores, and participate in research studies in the process. The Primals Project has active collaborations with a few dozen labs around the world studying primal world beliefs, from clinicians to terrorism researchers.

In addition, primals research, Dr. Clifton and the Primals Project facilitates large multi-disciplinary efforts that aim to produce empirically-based, comprehensive taxonomies. After the success of the primal world belief taxonomy (Clifton et al., 2019), the methodology Dr. Clifton developed to

identify primals has been adapted to map several other research spaces, including fundamental beliefs about the body (with Dr. Alia Crum and her team at Stanford) and beliefs about the self (being conducted by Dr. Clifton's and his team here at Penn).

Dr. Vera Ludwig's Research

Sexuality is a fundamental part of the human experience. While much attention has been rightfully given to issues such as trauma, abuse, and sexual dysfunction, far less research has explored sexuality from a positive psychology perspective – examining what makes sexuality fulfilling, meaningful, and conducive to overall well-being. The Human Sexuality and Well-Being Project is dedicated to closing this gap, advancing a scientific understanding of sexual well-being and its role in human flourishing.

We investigate the elements – such as emotional safety, communication, and personal values – that enable sexuality to positively contribute to well-being, and, conversely, how well-being influences one's sexuality and intimacy. We take a rigorous, interdisciplinary approach, drawing from sexology, psychology, therapy, coaching, and positive psychology, to develop measurement tools, conceptual frameworks, and interventions that support individuals and couples in cultivating fulfilling sexual lives. This perspective does not mean neglecting negative aspects of sexuality. Rather, we recognize that a comprehensive understanding of sexuality must include both its challenges and its potential for fulfillment.

Professor Lyle Ungar's Research

The World Well-Being Project (WWBP) is a collaboration with Stanford University and Stony Brook University. Co-led by Dr. Lyle Ungar, WWBP is pioneering scientific techniques for measuring psychological well-being and physical health based on the analysis of language in social media and text message data.

As a collaboration between computer scientists, psychologists, and statisticians, they are shedding new light on the psychosocial processes that affect health and happiness and exploring the potential for our unobtrusive well-being measures to supplement, and in part replace, expensive survey methods.

In the past year, they have used Twitter to study a wide range of regional variations in well-being, for example looking at how concerns about Covid have varied across U.S. counties and over time. They are studying what people's text messages reveal about their healthy and unhealthy drinking habits. They are also starting to extend these methods to work in other languages (Chinese, Spanish, Hindi, etc.) so that they can run similar studies in other countries.

They have also started building "chatbots," computers that can hold text-based conversations, that have adjustable personalities and different levels of empathy. They are currently testing a "gritcoach" chatbot that helps students who are taking Prof. Angela Duckworth's online "Gritlab" course, learning soft skills such as how to study, what 'flow' is (and why it matters), and how to do informational interviews.

Professor Allyson Mackey's Research

Children will grow up to solve problems we cannot even imagine today. To be successful, they need to learn not only to read and write, but also to reason and imagine. Dr. Mackey is interested in understanding how children's experiences shape the development of their minds and brains, so we can develop new ways to support their learning. She has focused on how children's experiences influence neuroplasticity, the brain's ability to change. During development, maturational processes stabilize synaptic connections, cementing knowledge and skills. Even once brakes on plasticity are in place, brains retain mechanisms to boost plasticity when learning is essential.

Neurotransmitters, including dopamine, can signal that current neural configurations are a poor match for new inputs. Dr. Mackey's research program examines how early life experiences influence **maturation** and **motivation**, and their consequences for learning. Her research on the theme of maturation reveals how brain structure and function change through childhood, and how the pace of maturation of the brain and the body varies as a function of early life stress. Her work on motivation explores how early experiences shape motivation systems in the brain, and motivational behaviors. Together, these lines of work can inform interventions to improve children's well-being.

Max Genecov's Research

Mr. Genecov has two research initiatives. First, how do very happy people stay happy? This work surveys people with highly stable positive emotions to understand how this stability, rather than just their average emotion, affects their social lives and internal worlds. The mechanisms are also being examined. For the average person, emotions help regulate behavior. Emotions tell you whether to keep going forward or to change tactics and goals. If someone is stably happy, what non-emotional information are they using to navigate challenges and opportunities?

Second is translating concepts and methods between positive psychology and clinical psychology. Important details often get lost across the divide between the study of human flourishing and the study of mental disorder. For instance, how much of well-being is just psychological distress in reverse, and how much is uniquely positive? How can clinical methods be used to characterize and investigate well-being? Understanding the shared and distinct components of these subfields can help better illustrate the landscape of human experience.

I. **RECENT NEWS**

New Book:

- Dr. Martin Seligman is completing a new book, *Agency, A Psychological History of Innovation*, which will be published in 2026 by Simon & Schuster.

Media Coverage:

PPC faculty have been featured in the press:

- In June 2024, PBS interviewed Dr. Angela Duckworth about the challenges of behavior change.
  https://www.thirteen.org/programs/tell-me-more-with-kelly-corrigan/making-change-for-one-and-all-lfdkb7/

- In March 2025, Penn Today featured research led by Dr. Angela Duckworth that showed that low-cost nudges, informed by behavioral science, could help teachers accelerate student progress in math.
  https://penntoday.upenn.edu/news/penn-psychology-simple-way-boost-math-progress-duckworth-milkman

- In July 2024, *Penn Today* interviewed Drs. James Pawelski and Katherine Cotter on the wellbeing benefits of engagement with virtual art galleries.
  https://penntoday.upenn.edu/news/positive-psychology-humanities-human-flourishing-virtual-art-engagement

- In November 2024, *WHYY* interviewed Dr. James Pawelski about the power of gratitude during Thanksgiving and all year round.
  https://whyy.org/episodes/thanksgiving-philadelphia-grateful-pawelski/

- In January 2025, *Penn Today* and *Book Riot* featured research by Drs. James Pawelski and Katherine Cotter in collaboration with the New York Public Library on the wellbeing benefits of libraries.
  https://penntoday.upenn.edu/news/sas-positive-psychology-well-being-benefits-libraries-new-york
  https://bookriot.com/innovative-study-by-upenn-finds-that-public-libraries-positively-impact-community-health-and-well-being/

- An April 2025 article in *Science News Today*, *Medical Xpress*, and *Psychology Today* spotlighted Dr. Jeremy Clifton's primal world beliefs research that found having a childhood with a warm home environment leads to positive beliefs about the world.
  https://www.sciencenewstoday.org/parental-warmth-not-hardship-shapes-how-we-see-the-world-global-study-finds
  https://medicalxpress.com/news/2025-04-qa-fostering-home-environment-young.html?deviceType=desktop
  https://www.psychologytoday.com/us/blog/primal-world-beliefs-unpacked/202504/how-to-grow-kids-into-happy-resilient-adults

- A March 2025 article in the *New York Times* featured Dr. Jeremy Clifton's primal world belief research.
  https://www.nytimes.com/2025/03/01/world/asia/trump-zero-sum-world.html

Awards and Recognition:

- *Academic Influence* cited Professor Martin Seligman as the single most influential psychologist in the world for the time period 2010-2020 and 2025, and one of the top 10 most influential psychologists of the last 50 years (1970-2020). https://academicinfluence.com/rankings/people/most-influential-psychologists-today/ https://academicinfluence.com/rankings/people/most-influential-psychologists-today#seligman/

- Professor Seligman received the [Joseph Priestly Award](#) in 2024 from Dickinson College for outstanding achievement and contribution to our understanding of science and the world.

- Professor Seligman received the [Vision of Excellence Award](#) in 2024 from the Institute of Coaching, McLean Hospital. This award recognizes a scientist whose contributions are vital to coaching science and excellence.

- Dr. Jeremy Clifton was named an [APS Rising Star](#) in 2024. This award "*recognizes researchers whose innovative work has already advanced the field and signals great potential for their continued contributions*".

- Dr. Allyson Mackey received the Presidential Early Career Award for Scientists and Engineers (PECASE) in 2025.

II. ORGANIZATION AND OPERATION

PPC Personnel:

Martin Seligman, Ph.D., Director of PPC and Zellerbach Family Professor of Psychology
Peter Schulman, Executive Director
Angela Duckworth, Ph.D., Christopher H. Browne Distinguished Professor of Psychology
Allyson Mackey, Ph.D., Associate Professor of Psychology
James Pawelski, Ph.D., Professor of Practice, Director of Education
Karen Reivich, Ph.D., Director of Training Programs
Lyle Ungar, Ph.D., Professor, Computer and Information Science
Jeremy Clifton, Ph.D., Primals Project Director
John Hollway, J.D., Associate Dean and Executive Director of the Quattrone Center for the Fair Administration of Justice, Penn Carey Law School
Howard Blumenthal, Senior Scholar
Michael Baime, MD, Clinical Associate Professor of Medicine, Penn School of Medicine, Director, Penn Program for Mindfulness

Master of Applied Positive Psychology Program (MAPP):
James Pawelski, Ph.D., Director of Education
Leona Brandwene, Associate Director
Aaron Boczkowski, Program Coordinator
Laura Taylor, Program Assistant Coordinator
Nicole Stottlemyer, Assistant Coordinator, Positive Education Programs

Jayden Gibison, Administrative Assistant

Humanities and Human Flourishing Project:
James Pawelski, Ph.D., Principal Investigator
Sarah Sidoti, M.S.Ed., Assistant Director
Katherine Cotter, Ph.D., Associate Director, Research
Christa Mahlobo, Ph.D., Postdoctoral Fellow
Alina Spas, Research Administrative Coordinator

Resilience and Positive Psychology Training Programs:
Karen Reivich, Ph.D., Director of Training Programs
Peter Schulman, Client Development, Operations Oversight
Judy Saltzberg, Ph.D., Instructor and Curriculum Developer
Robert Szybist, MAPP, Instructor
Jennifer Knapp, Strategic Advisor
Erin Oelkers, Project Manager
Colleen Fegley, Project Manager
Erin Fitzgerald, Project Coordinator
Lily Kozak, Project Manager
Kristen Salvatore, Project Manager

Primals Grant:
Jeremy Clifton, Ph.D., Primals Project Director
Abigail Wheeler, Research Manager
Nicholas Kerry, Postdoctoral Fellow

Human Sexuality and Well-Being Project:
Vera Ludwig, Ph.D., Project Director
Nicole Mikanik, Research Manager
Sabrina Sims, Research Specialist
Ari Lewis, Senior Research Specialist

World Well Being Research:
Lyle Ungar, Ph.D., Project Director, Professor
Sharath Chandra Guntuku, Ph.D., Research Assistant Professor
Abhay Singh, Data Scientist

Graduate Students with Dr. Seligman:
Max Genecov
Abigail Blyler

Dr. Allyson Mackey's Research: Brain Plasticity and Development:
Andrew Koepp, Ph.D., Postdoctoral Researcher
Monica Ellwood-Lowe, Ph.D., Postdoctoral Researcher
Steven Lopez, Research Specialist
Monami Nishio, Graduate Student
Maayan Ziv, Graduate Student
Cassidy McDermott, Graduate Student (graduated 2025)

Information Technology Support Staff:
   Ani Leonhart, IT Systems Support Specialist

Undergraduate Student Assistants: Penn student research assistants help with various projects.

PPC Advisory Board:

The advisory board for PPC and the MAPP program includes:

Mark Trodden
   Associate Dean for the Natural Sciences, SAS
   Co-Director of the Penn Center for Particle Cosmology
   Fay R. and Eugene L. Langberg Professor of Physics
Nora Lewis
   Vice Dean, Professional and Liberal Education
Susan Meyer (emeritus)
   Professor of Philosophy
Michael Platt
   Professor of Neuroscience, James S. Riepe University Professor
   Professor of Neuroscience, Professor of Psychology, Professor of Marketing
Lyle Ungar
   Professor of Computer and Information Science

Research Grants:

PI MARTIN SELIGMAN RESEARCH GRANTS:

The Primals Project: Seeding Catalytic Investigations in Psychology, February 2021 to July 2024, Templeton Religion Trust (PI Seligman, Co-PI Clifton).

Penn Resilience Program for Law Enforcement Personnel, October 2023 to September 2024 (PI Seligman), Subcontract from International Association of Chiefs of Police (IACP), under prime award from the U.S. Department of Justice.

PI JEREMY CLIFTON RESEARCH GRANT:

Mapping Self Beliefs, August 2024 to July 2028, Templeton Religion Trust (PI Clifton).

PI JAMES PAWELSKI RESEARCH GRANT:

Humanities and Human Flourishing Project: Cultivating Social Well-Being Through Art, 2024-2026, National Endowment for the Arts. Designated as an NEA Research Lab (PI Pawelski).

PI ANGELA DUCKWORTH RESEARCH GRANTS:

Creating the Conditions for Equity and Excellence in Adolescence, Walton Family Foundation (PI Duckworth).

PI VERA LUDWIG RESEARCH GRANT:

Developing and Validating a Multi-Dimensional Scale of Sexual Health, September 2024 to May 2029, National Institutes of Health, (PI Ludwig).

PI ALLYSON MACKEY RESEARCH GRANTS AND FUNDING:

CAREER: Leveraging neuroscience to predict and improve science learning in early elementary school, National Science Foundation (PI Mackey).

From Cradle to Grave: Measuring the Lifetime Impact of Early-Life Stress, Scialog: Research Corporation and CIFAR (PIs: Mackey, Robinson-Drummer, Trask).

Mapping the basic science and translational impact of adolescent brain plasticity, Spring Point Partners, (PIs: Mackey & Ted Satterthwaite).

Evaluating the impact of early cognitive enrichment on brain development, William Penn Foundation (PI Mackey).

III. EDUCATION: GRADUATE, UNDERGRADUATE, AND NON-CREDIT:

Master of Applied Positive Psychology Program (MAPP):

The MAPP program has completed its twentieth year and this program has been successful in academic and financial terms. The number and quality of applicants and matriculates has been consistently high and the students have given the program high marks in their evaluations. Following are the number of applicants and admissions each year:

	2005/6	2006/7	2007/8	2008/9	2009/10	2010/11	2011/12	2012/13
Applications	106	111	123	166	163	181	178	236
Admits	34	36	41	38	45	36	36	36

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Applications	198	166	162	209	178	189	182	187
Admits	39	32	38	39	42	47	49	43

	2021/22	2022/23	2023/24	2024/25	2025/26
Applications	223	192	133	152	147
Admits	39	54	50	49	50 (est.)

In line with the PPC's mission of promoting education, PPC faculty, lecturers, post-doctoral fellows and graduate students teach the following undergraduate and graduate-level courses through the School of Arts and Sciences and the College of Liberal and Professional Education:

Martin Seligman
- MAPP 600: Intro to Positive Psychology (graduate level)

James Pawelski
- MAPP 602: Foundations of Positive Interventions (graduate level)
- MAPP 710: Humanities and Human Flourishing (graduate level)

Allyson Mackey
- MAPP 712: Psychology and the Neuroscience of Character (graduate level)

Leona Brandwene
- MAPP 603: Perspectives on Well-being (graduate level)
- MAPP 714: Applying Positive Interventions in Institutions (graduate level)

Judith Saltzberg
- MAPP 708: Positive Psychology and Individuals (graduate level)
- MAPP 800: Capstones (graduate level)

Laura Taylor
- MAPP 710: Humanities and Human Flourishing (graduate level) – Assistant Instructor
- MAPP 800: Capstone (graduate level) – Assistant Instructor

Michael Baime
- MAPP 603: Approaches to Well-being (graduate level) – Guest Speaker

David Yaden
- MAPP 708: Positive Psychology and Individuals (graduate level) – Guest Speaker

Chris (John) Feudtner
- MAPP 714: Applying Positive Interventions in Institutions (graduate level) – Guest Speaker

Faisal Khan
- MAPP 600: Intro to Positive Psychology (graduate level) – Assistant Instructor
- MAPP 708: Positive Psychology and Individuals (graduate level) – Assistant Instructor

Tamara Myles
- MAPP 708: Positive Psychology and Individuals (graduate level) – Assistant Instructor

Jodi Wellman
- MAPP 708: Positive Psychology and Individuals (graduate level) – Assistant Instructor

Mina Simhai
- MAPP 708: Positive Psychology and Individuals (graduate level) – Assistant Instructor

Courtney Daly
- MAPP 708: Positive Psychology and Individuals (graduate level) – Assistant Instructor

Gloria Park
- MAPP 708: Positive Psychology and Individuals (graduate level) – Guest Speaker
- MAPP 800: Capstone (graduate level) – Assistant Instructor

Eric Patterson
- MAPP 710: Humanities and Human Flourishing (graduate level) – Guest Speaker

Christa Mahlobo
- MAPP 710: Humanities and Human Flourishing (graduate level) – Guest Speaker

Katherine Cotter
- MAPP 710: Humanities and Human Flourishing (graduate level) – Guest Speaker

Lyle Ungar
- MAPP 600: Intro to Positive Psychology (graduate level) – Guest Speaker

<u>Online Certificate through LPS: Applied Positive Psychology (APOP)</u>:

The Applied Positive Psychology (APOP) certificate launched in January 2019 with support from the Positive Psychology Center, as a part of Penn's College of Liberal and Professional Studies (LPS) online Bachelor of Applied Arts and Sciences (BAAS). This online, accredited degree offers a variety of degree concentrations and certificate "clusters" designed to meet the needs of working adults and non-traditional students who wish to pursue a liberal arts education with career enhancement in mind.

- The certificate continues to sustain strong enrollments. In Summer 2024, Fall 2024, and Spring 2025, we offered 12 courses with a total of 287 course enrollments.

- APOP 2700: Flourishing and Well-Being in Resilient Communities launched in the Fall 1 term of 2024. Christa Mahlobo, Ph.D., post-doctoral researcher in the Humanities and Human Flourishing initiative, was the designer and instructor.

- APOP 2900: Understanding the Science of Positive Psychology has been renamed to APOP 2900: Measuring What Moves Us: The Science of Human Flourishing. Course readings that help students understand how to interpret scientific findings will all be related to the experience of awe, to provide students with a modest content focus alongside the learning goals related to scientific literacy.

The APOP four-course certificate launched with its first courses in Spring 2019 and **total course enrollments to date are 2,018**. Those students have learned from **38 different U.S. states, the**

District of Columbia, and 38 different countries (most recently, Bulgaria, Scotland, and Finland). Students can choose to take a six-course "advanced" certificate. The seven course options are:

- 1000: Introduction to Positive Psychology
- 1200: Human Flourishing: Strengths and Resilience
- 2000: Positive Psychology at Work
- 2200: Flourishing with Others: Building Thriving Relationships
- 2700: Flourishing and Well-Being in Resilient Communities
- 2900: Measuring What Moves Us: The Science of Human Flourishing
- 3400: Flourishing through Creativity and the Arts

APOP develops tools and practices to enhance human flourishing. Students are introduced to the field of positive psychology and learn practical strategies that support their personal and professional effectiveness. The courses teach the theoretical and empirical foundations of human flourishing, how well-being is measured, and what activities increase human flourishing in various contexts and settings.

Online Certificate on Coursera: Foundations of Positive Psychology:

Under the leadership of Dr. Martin Seligman, the Positive Psychology Center and the College of Liberal and Professional Studies produced a popular five-course online specialization on the Coursera platform called Foundations of Positive Psychology, which launched March 2017. Students learn about the theories, research, and applications of Positive Psychology. https://www.coursera.org/specializations/positivepsychology/

The five courses are taught by Positive Psychology Center personnel, including:

- **Positive Psychology: Martin Seligman's Visionary Science**, taught by Dr. Seligman.
  - Total Learners as of May 22, 2025: 127,939.
  - Student rating = 4.9 out of 5.0 (6,166 ratings).

- **Positive Psychology: Resilience Skills**, taught by Dr. Karen Reivich.
  - Total Learners as of May 22, 2025: 89,653.
  - Student rating = 4.9 out of 5.0 (2,221 ratings).

- **Positive Psychology: Applications and Interventions**, taught by Dr. James Pawelski.
  - Total Learners as of May 22, 2025: 55,531.
  - Student rating = 4.8 out of 5.0 (2,175 ratings).

- **Positive Psychology: Character, Grit, and Research Methods**, taught by Dr. Angela Duckworth.
  - Total Learners as of May 22, 2025: 36,731.
  - Student rating = 4.4 out of 5.0 (1,189 ratings).

- **Positive Psychology Specialization Project: Design Your Life for Well-Being**, taught by Dr. Martin Seligman.
  - Total Learners as of May 22, 2025: 34,244.
  - Student rating = 4.8 out of 5.0 (843 ratings).

Education Through Popular Websites:

The PPC has two popular websites to promote Penn educational programs, as well as educate people around the world about the Positive Psychology Center and the field of Positive Psychology:
- https://ppc.sas.upenn.edu/
  - Google Analytics from May 22, 2024 to May 21, 2025:
  - 270,399 Users
    - Google's definition: Users with at least one session during the date range.
  - 542,808 Pageviews
    - Google's definition: Pageviews is the total number of pages viewed.
- https://www.authentichappiness.sas.upenn.edu/
  - Google Analytics from May 22, 2024 to May 21, 2025:
  - 733,856 Users
  - 8,008,703 Pageviews
  - Total Registered Users: 6,916,669

Dissemination through Professional Associations:

- **The International Positive Psychology Network (IPPA)**. http://www.ippanetwork.org/ Dr. Seligman is Senior Advisor for IPPA and played the lead role in creating IPPA, with contributions from Dr. James Pawelski. IPPA has thousands of members and it's three-part mission is to promote the science and practice of Positive Psychology to enable individuals and institutions to thrive; to facilitate collaboration among researchers, teachers, students, and practitioners of positive psychology around the world and across academic disciplines; and to share the findings of positive psychology with a broad audience. IPPA will host the Eighth World Congress in July 2023 in Vancouver, Canada. IPPA virtually hosted the Seventh World Congress in July 2021. IPPA hosted the Sixth World Congress on Positive Psychology in June 2019 in Melbourne, Australia and there were more than 1,200 registrants. At each conference, the Positive Psychology Center staffs a booth at the conference to promote Penn's Online Applied Positive Psychology Certificate program (APOP), Penn's Master of Applied Positive Psychology program (MAPP) and the online Foundations of Positive Psychology Coursera Certificate. Speakers from the PPC included Dr. Martin Seligman, Dr. James Pawelski, among others.

- **The International Positive Education Network (IPEN).** https://www.ipen-network.com/ Dr. Seligman is Senior Advisor for IPEN and played a lead role in creating IPEN with Lord James O'Shaughnessy to bring together teachers, parents, academics, students, schools, colleges, universities, charities, companies and governments to promote a new approach to education: academics + character + well-being. The goals are to support collaboration, change education practice and reform government policy. IPEN hosted the Second World Positive Education Conference in June 2018 in Fort Worth, Texas and there were more than 600 registrants. The Positive Psychology Center staffed a booth at this conference to promote the MAPP program and the online Foundations of Positive Psychology Coursera Certificate. Speakers from the PPC included Dr. Martin Seligman, Dr. James Pawelski, and Dr. Angela Duckworth. IPEN has thousands of members and is now chaired by Anne Johnstone, Head Principal, Ravenswood School, Sydney, Australia.

V. RESILIENCE TRAINING PROGRAMS AND PENN OUTREACH

Since 2007, we have delivered more than 450 Penn Resilience Programs to more than 60,000 people. Many of these programs are train-the-trainer programs in which we train people how to teach resilience skills to others, using a structured curriculum. Attendees of these programs have gone on to teach these skills to well over a million people around the world. These train-the-trainer programs are an effective model for large-scale and sustainable dissemination of the resilience skills.

These programs have been delivered to a variety of populations – educators and their students (college and secondary schools), health care professionals, U.S. Army soldiers, law enforcement personnel, a professional sports team, and corporate executives and their employees.

Training programs we delivered, organized by market, since we began delivering these programs in 2007:

- **Higher Education**:
  - Montclair State University
  - Ivey Business School at Western University
  - University of North Carolina
  - University of Notre Dame
  - Western Governors University
  - University of Texas
  - Oklahoma State University
  - University of Pennsylvania

- **Health Care**:
  - Centerstone
  - Ochsner Health
  - Hemophilia patients and their caregivers, sponsored by Genentech
  - Royal College of Surgeons in Ireland: Students, leadership, staff, faculty
  - University of Michigan Medical School: Leadership Development Team
  - Penn School of Medicine: Faculty and Physicians
  - Penn Dental Medicine: Students
  - Yale School of Medicine: Physicians
  - Sentara Healthcare: Executives
  - Children's Hospital of Philadelphia Foundation: Leadership and Staff

- **Government / Law Enforcement / Military**:
  - U.S. Army
  - U.S. Department of Justice
  - U.S. Department of Defense, Washington Headquarters Services
  - U.S. Department of Defense, Defense Threat Reduction Agency
  - International Association of Chiefs of Police
  - City of Philadelphia Fire Department
  - Pennsylvania State Police
  - Penn Division of Public Safety

- o World Bank

- **Corporations**:
  - o Philips Corp.
  - o Schneider Electric
  - o PSI Pharma
  - o Indeed
  - o Oklahoma City Thunder (NBA team)
  - o BAE Systems (British Aerospace)
  - o Delta Galil
  - o Alcon Vision
  - o Deloitte
  - o Kimberly-Clark

- **Secondary Schools**:
  - o Oklahoma City public school high school students, sponsored by the Oklahoma City Thunder
  - o UK public schools
  - o Geelong Grammar School (Australia)
  - o St. Peter's College (Australia)
  - o The Hackley School
  - o St. Catherine's School (Australia)
  - o Wellington College (England)

- **Wharton Executive Education programs**:
  - o Estée Lauder Companies
  - o Merrill Lynch Financial Bootcamp
  - o Merrill Lynch Certified Financial Advisors
  - o American Bankers Association
  - o Sun Life
  - o Sompo International
  - o Client Psychology for Certified Financial Planners
  - o Client Psychology Program for Citi Global Sales Managers
  - o Client Psychology Program for Citi Advanced Sales Program
  - o Securities Industry Institute (SII) for Securities Industry and Financial Markets Association (SIFMA)
  - o Athlete Development Professional Certification Program

Training programs we have delivered, roughly in reverse chronological order:

Penn Resilience and Well-Being Train-the-Trainer Program for Montclair State University, May 2025 to March 2026.

Penn Resilience and Well-Being Train-the-Trainer Program for Ivey Business School at Western University, December 2024 to October 2025.

Penn Resilience and Well-Being Program for Ivey Business School at Western University, March 2025 to October 2025.

Penn Resilience and Well-Being Train-the-Trainer Program for PSI Pharma Support Inc. Employees, October 2024 to March 2025.

Penn Resilience and Well-Being Train-the-Trainer Program for University of North Carolina System Students, March 2024 to November 2024.

Penn Resilience and Well-Being Train-the-Trainer Program for University of Notre Dame Students, June 2024 to January 2025.

Penn Resilience and Well-Being Train-the-Trainer Program for University of North Carolina System Students, June 2023 to March 2024.

Penn Resilience and Well-Being Program for Philips Corp. Leadership, January 2024 to June 2024.

Penn Resilience Program for U.S. Department of Defense, Defense Threat Reduction Agency, July 2023 to October 2023.

Penn Resilience Program for Law Enforcement Personnel, October 2023 to September 2024 (PI Seligman), Subcontract from International Association of Chiefs of Police (IACP), under prime award from the U.S. Department of Justice.

Penn Resilience Program for Law Enforcement Personnel, January 2018 to September 2023 (PI Seligman), Subcontract from International Association of Chiefs of Police (IACP), under prime award from the U.S. Department of Justice.

Penn Resilience Program for Schneider Electric Vice Presidents, September 2022 to May 2023.

Penn Resilience and Well-Being Train-the-Trainer Program for Centerstone Employees, September 2022 to August 2023.

Penn Resilience and Well-Being Train-the-Trainer Program for PSI Pharma Support Inc. Employees, November 2021 to June 2023.

Penn Resilience Program for Ochsner Health Nurses, September to December 2022.

Penn Resilience and Well-Being Train-the-Trainer Program for University of Notre Dame Students, September 2021 to October 2022.

Penn Resilience and Well-Being Train-the-Trainer Program for Western Governors University Employees, May 2021 to April 2022.

Following are older resilience training programs for a broader historical context:

Penn Resilience Program for Indeed Inc. Marketing Employees, July to December 2021.

Penn Resilience and Well-Being Train-the-Trainer Program for Medical Students at the Royal College of Surgeons in Ireland, September 2021 to July 2022.

Penn Resilience Program for Hemophilia Patients and their Caregivers, December 2018 to December 2021 (PI Seligman), Sponsored by Genentech USA, Inc.

Penn Resilience Program for City of Philadelphia First Responders, July 2020 to December 2021 (PI Seligman).

Penn Resilience Program for Oklahoma City Thunder, September 2014 to August 2020.

Penn Resilience Program for Oklahoma City Thunder Community Outreach with Oklahoma City High School Students, January 2018 to June 2020.

Penn Resilience and Well-Being Program for Senior Leaders at British Aerospace, 2020.

Penn Resilience and Well-Being Train-the-Trainer Program for University of Michigan Medical School, 2020.

Penn Resilience and Well-Being Train-the-Trainer Program for Western Governors University, 2020.

Penn Resilience Program for Western Governors University, 2019.

Penn Resilience Program for Oklahoma State University, 2019.

Penn Resilience Program for Alcon Vision, 2019.

Penn Resilience Program for University of Michigan Medical School, 2019.

Penn Resilience and Well-Being Program for Sales Managers at Investors Group, 2019.

Penn Resilience Program for Sentara Healthcare, June 2018.

Penn Well-Being Program for the World Bank, June 2018 (PI Seligman).

Penn Resilience Program for Royal College of Surgeons in Ireland, November 2017.

Penn Resilience Program for Yale School of Medicine Faculty and Staff, 2017 (PI Seligman).

Positive Psychology Program for Delta Galil Executives, August 2017.

Penn Resilience Program for UAE Ministry of Happiness, March 2017.

Penn Resilience Program for U.S. Department of Defense, Washington Headquarters Services, FY17.

Penn Resilience Program for Deloitte Senior Leaders, September 2016.

Penn Resilience Program for University of Texas System, May 2015 to August 2016 (PI Seligman).

Penn Resilience Program for St. Catherine's School Educators (Australia) FY16.

Penn Resilience Program for Deloitte Clinicians, FY16.

Penn Resilience Program for Kimberly-Clark Professional Global Marketing & Sales Team, FY16.

Penn Resilience Program for U.S. Army, Sept 2014 through Sept 2016 (PI Seligman).

U.S. Army Resilience Training of Soldiers 2012 through Sept 2014 (PI Seligman).

U.S. Army Resilience Training of Soldiers in 2011 (PI Seligman).

U.S. Army Resilience Training of Soldiers in 2010 (PI Seligman).

U.S. Army Resilience Curriculum Development and Training Soldiers in 2009 (PI Seligman).

Penn Resilience Train-the-Trainer Program for St. Peter's College Teachers in Australia 2013

Penn Resilience Train-the-Trainer Program for St. Peter's College Teachers in Australia 2012

Penn Resilience Program for the South Australia Government Leaders at St. Peter's College in Australia 2012

Penn Resilience Train-the-Trainer Program for Wellington College in UK 2010

Penn Resilience Train-the-Trainer Program for Geelong Grammar School 2011

Penn Resilience Train-the-Trainer Program for Australia Teachers (DEEWR funded) at Geelong Grammar School 2009

Penn Resilience Program for Australia Department of Education, Employment and Workplace Relations (DEEWR) at Geelong Grammar School 2009

Penn Resilience Train-the-Trainer Program for Geelong Grammar School 2008 (Australia)

Penn Resilience Train-the-Trainer Program for UK Teachers 2017-2020

Penn Resilience Train-the-Trainer Program for UK Teachers 2013-2016

Penn Resilience Train-the-Trainer Program for UK Teachers 2012

Penn Resilience Train-the-Trainer Program for UK Teachers 2010

Penn Resilience Train-the-Trainer Program for UK Teachers 2009

Penn Resilience Train-the-Trainer Program for UK Teachers 2008

Penn Resilience Train-the-Trainer Program for UK Teachers 2007

Penn Resilience Programs for Penn Students, Faculty, and Staff: We are delighted to bring our programs to the Penn community. These programs have received positive feedback and word-of-mouth has increased demand. Since the pandemic, we have delivered more than 100 resilience programs to more than 3,000 Penn staff, faculty, and students, so they can benefit from these evidence-based programs. We have been delivering programs to . . .

FY25:

- Penn LPS (Nora Lewis): A 2.5-hour resilience workshop for about 75 LPS staff, fall FY25.
- Penn ISC (Melissa Freas): A 90-minute resilience workshop for about 60 ISC managers, fall FY25.
- Penn ISC (Melissa Freas): A 1-hour resilience workshop for about 250 ISC staff, fall FY25.
- Penn Human Resources Work-Life Program (Karen Kille): Four, 90-minute resilience workshop series for faculty and staff in spring FY25, 35 people in the first workshop, 60 in the second, 42 in the third, and 45 in the fourth.
- Wharton Undergraduate Division (Diana Robertson): A 60-minute resilience workshop for 720 students in fall FY25 in the Wharton 1010 class.
- Wharton San Francisco (Adrian Cario): Six, 90-minute resilience workshops for 30 Wharton staff, fall and spring FY25.
- Wharton Graduate Division (Samuel Jones): One, 90-minute resilience workshop for 35 MBA Career Management staff in spring FY25.

FY24 and Earlier:

- Penn Wellness Initiative under Dowd / Sanders Gift Donation (Benoit Dubé): Four, 90-minute resilience workshops for 71 Penn undergraduates in fall FY24. A six-hour resilience summit for 104 Penn undergraduates in spring FY24.
- Penn Human Resources (Jack Heuer): A 2-hour resilience workshop for about 100 HR staff in honor of Jack Heuer's retirement, in spring FY24.
- Penn Medicine at Home (Joanne M Piscitello): One, in-person 90-minute workshop for about 100 leadership in long-term care communities in FY24 (June 2024) at a conference.
- Penn Medicine at Home (Joanne M Piscitello): Three, 90-minute virtual workshops for 81 leadership and staff in long-term care communities in FY24.
- Wharton Undergraduate Division (Diana Robertson): Twelve, 60-minute resilience workshops for 660 students in FY24 in the Wharton 1010 class.
- Penn Wrestling (Roger Reina): Four, 90-minute resilience workshops for 37 wrestling students and 6 wrestling coaches in FY24.
- Penn Human Resources Work-Life Program (Karen Kille): Six, 90-minute virtual resilience workshop series for about 60 faculty and staff in FY24.
- Penn Global (Kristyn Palmiotto): One, 90-minute resilience workshop for 23 Penn Global ISSS leadership and staff in FY24.

- Penn Business Services Division (Courtney Dombroski): Three, half-day resilience workshops for 50 residential and hospitality services staff in FY24.
- Penn Carey Law School (Meghan Summonte and Christine Droesser): One, 90-minute resilience workshop for about 50 law school staff in FY24.
- Wharton Graduate Division (Samuel Jones): One, 90-minute resilience workshop for seven directors of the seven top-ranked MBA programs in the U.S. in December 2023. One, 90-minute resilience workshop for 32 MBA Career Management staff in FY24 (March 2024).
- Penn Integrated Product Design Master's Program (Sarah Rottenberg): One, 90-minute resilience workshop for 28 master's students in FY24.
- Penn Global (Kristyn Palmiotto): One, 3-hour workshop for 30 study abroad leadership from Ivy League schools in FY23.
- Penn Medicine at Home (Joanne M Piscitello): One, in-person 90-minute workshop for about 50 leadership in long-term care communities in FY23 (June 2023) at a conference.
- Penn Human Resources Work-Life Program (Karen Kille): Six, 90-minute virtual resilience workshop series for 70 faculty and staff in FY23.
- Penn EVP Center (Craig Carnaroli): One, 90-minute resilience workshop for 45 Executive Assistants in EVP Center in FY23.
- Penn Wellness Initiative under Dowd / Sanders Gift Donation (Benoit Dubé): Three, 90-minute resilience workshops for 38 undergraduates in FY23.
- Penn Wrestling (Roger Reina): Four, 90-minute resilience workshops for 44 wrestling students and 6 wrestling coaches in FY23.
- Penn Athletics Wharton Leadership Academy (PAWLA: Rudy Fuller): Five, 90-minute to 2-hour resilience workshops for 285 Penn student-athletes in FY23.
- Wharton Graduate Division (Samuel Jones): One, 90-minute resilience workshop for 31 MBA Career Management staff in FY23.
- Wharton Undergraduate Division (Diana Robertson): Three, 90-minute resilience workshops for 6 students in FY23.
- Wharton Undergraduate Division (Diana Robertson): One, 3-hour resilience workshop for 26 staff in FY23.
- Penn Human Resources Work-Life Program (Karen Kille): Six, 90-minute virtual workshop series for 35 faculty and staff in FY21 and 45 in FY22.
- Penn Dental Medicine (Margaret Yang): Six, 90-minute virtual workshop series for 150 Penn Dental Medicine students in FY22.
- Penn School of Medicine (Megan Maxwell): One, 90-minute virtual workshop for 30 Penn Medicine Master's Students in FY22.
- Penn Athletics Wharton Leadership Academy (PAWLA: Rudy Fuller): Five workshops for 350 Penn student-athletes in FY21 and 300 in FY22.
- Penn Executive Vice President (Craig Carnaroli): One-hour virtual presentation for 100 senior administrative leadership speaker series in FY21 (July 2020).
- Penn Provost Centers (Ufuoma Pela): Six, 90-minute virtual workshop series for 20 staff in FY21.
- Penn Division of Human Resources (Jack Heuer): Six, 90-minute virtual workshop series for 75 staff in FY21.
- Penn Development and Alumni Relations (Gretchen Ekeland): Six, 90-minute virtual workshops (3+3) for 100 staff in FY21.

- Penn Graduate School of Education (Emma Grigore): Two, 90-minute virtual workshops for 37 staff in FY21.
- Penn Law School (John Hollway): Two-hour workshop for 4 law school students in FY21.
- Penn School of Medicine (Lisa Bellini, Deborah Driscoll). Five, one-day programs for 203 faculty and physicians in FY18-20.
- Penn Professional and Liberal Education (Nora Lewis): One-day program for 60 staff in FY19.
- Penn Athletics (Rudy Fuller): For 91 coaches in FY19.
- Penn Athletics (Rudy Fuller): Two-semester course for 87 student athletes in FY19.
- Penn Division of Human Resources (Jack Heuer): A two-day program for 30 leadership and 30 staff in FY17-18.
- Penn Wharton MBA Staff (Paula Greenberg): One-day program for 50 staff in FY17 and 30 in FY19.
- Penn Rodin College House (Kathryn McDonald): A 1.5 hour workshop for 20 undergraduate students in January 2019 and 20 in February 2020.
- Penn Division of Finance (Paul Richards): A 2-hour program for 220 staff in FY18.
- Penn Wharton Computing (Scott McNulty): One-day program for 50 leadership and staff in FY18.
- Penn Office of Audit, Compliance, and Privacy (Greg Pellicano). One-day program for 30 staff in FY18.
- Penn School of Social Policy and Practice (Regine Metellus): One-day program for 9 staff in FY18.
- Penn Business Services Division (Marie Witt): A 3-day program for 40 on the leadership team and a one-day program for 120 staff in FY17.
- Penn Division of Public Safety (Maureen Rush): A one-day program for 170 police officers and staff in FY16 (10 cohorts of about 17).
  - In July 2020, Dr. Karen Reivich and the Positive Psychology Center produced a video, "Resilience: Strategies of Optimistic Thinking" for Penn's Division of Public Safety". https://vimeo.com/438684773/afb52085a7
- Online resilience course through PLE for Penn staff (click here for press coverage).

VI. RESEARCH PUBLICATIONS 2024-2025

Martin E.P. Seligman Publications:

Book: Seligman, M. (in press). *Agency, A Psychological History of Innovation*. N.Y.: Simon & Schuster.

Book: Kellerman, G. and Seligman, M. (2023). *TomorrowMind*. N.Y.: Atria/Simon & Schuster.

Blyler, A. P., Wainer, R., Cepeda, D., Michael, A., Tousignant, S., Shahi, A., & Seligman, M. (in press). Optimism predicted Trump's victory: Explanatory style during the 2024 presidential campaign. Journal of Positive Psychology.

Rapuano, K.M., Bernecker, S., Reece A., Yost, A., Auer, E., Waters, S., Hutchinson, D.M., Kellerman, G., Seligman, M.E.P., & Niederhoffer, K. (Under review). Measuring workplace

well-being and coaching effectiveness using the Whole Person Model. Journal of Positive Psychology.

Love, N. & Seligman, M. (Under review). The psychological success of the civil rights movement. Psychological Science.

Zhao, Y., Huang, Z., Seligman, M., Peng, K. (2024). Risk and prosocial behavioural cues elicit human-like response patterns from AI chatbots. Scientific Reports, 14(1), 7095. https://www.nature.com/articles/s41598-024-55949-y

Genecov, M., Blyler, A., Love, N., & Seligman, M.E.P. (2024). The history of happiness in academic psychology. In Barclay, K., McMahon, D., & Stearns, P. (Eds.) Routledge History of Happiness (pp. 389-407). Routledge.

Giorgi, S., Jones, J.J., Buffone, A., Eichstaedt, J., Crutchley, P., Yaden, D., Elstein, J., Zamani M., Kregor, J., Smith, L., Seligman, M.E.P., Kern, M., Ungar, L., Schwartz, H.A. (2024). Quantifying Generalized Trust in Individuals and Counties Using Language. Frontiers in Social Psychology. https://doi.org/10.3389/frsps.2024.1384262

Seligman, M. (2024). Prologue and preface. In L. Bormans (Ed.), The New World Book of Happiness. Belgium: Lannoo Publishers.

James Pawelski Publications:

Cotter, K. N., Spas, A., Kirk, S., Delizia, M., Patel, J., Siddiqi, R., Szorenvi, F., Yagawera, R., & Pawelski, J. O. (under review). Examining the Connections Between Music Engagement and Social Well-Being: A Scoping Review.

Cotter, K. N., Mahlobo, C. T., Smith, B., Niepold, S., Rizzo, A., & Pawelski, J. O. (in press). Examining the ability of digital visual art engagement to cultivate empathy and social connection. Empirical Studies of the Arts. https://doi.org/10.1177/02762374241309878

Cotter, K. N., & Pawelski, J. O. (in press). The effects of arts and humanities engagement in a representative sample of United States residents during the COVID-19 pandemic. Arts & Health. https://doi.org/10.1080/17533015.2025.2460990

Lomas, T., Kjell, O., Nilsson, A., Niemiec, R., Pawelski, J. O., & VanderWeele, T. J. (in press). Differentiating balance and harmony through natural language analysis: A cross-national exploration of two understudied wellbeing-related concepts. The Journal of Positive Psychology. https://doi.org/10.1080/17439760.2025.2459400

Lomas, T., Padgett, R. N., Lai, A. Y., Diego-Rosell, P., Davoodi, T., Pawelski, J. O., & VanderWeele, T. J. (in press). The complex kaleidoscope of global flourishing: An assessment of 145 countries on 38 wellbeing Indicators in the Gallup World Poll. The Journal of Positive Psychology.

Lomas, T., Padgett, R. N., Ritchie-Dunham, J. L., Lee, M. T., Pawelski, J. O., Shiba, K., Johnson, B. R., & VanderWeele, T. J. (in press). An exploratory cross-national analysis of the childhood predictors of inner peace in the Global Flourishing Study. Scientific Reports.

Lomas, T., Padgett, R. N., Ritchie-Dunham, J. L., Pawelski, J. O., Shiba, K., Johnson, B. R., & VanderWeele, T. J. (in press). Childhood predictors of balance in life: A cross-national analysis of the Global Flourishing Study. Scientific Reports.

Lomas, T., Padgett, R. N., Ritchie-Dunham, J. L., Pawelski, J. O., Shiba, K., Johnson, B. R., & VanderWeele, T. J. (in press). Demographic variation in balance in life across 22 countries: A cross-national analysis of the Global Flourishing Study. Applied Research in Quality of Life.

Pawelski, J. O. (in press). Integrative Character Education: Valuing both epiphanic and incremental routes to moral growth. Journal of Moral Education. Invited target article for special issue on epiphanies and moral education.

Trivedi, B., & Pawelski, J. O. (in press). The love of wisdom and the cultivation of human flourishing: Toward a science of philosophical practice. The Journal of Positive Psychology. https://doi.org/10.1080/17439760.2025.2481040

Mahlobo, C. T., Cotter, K. N., Kirk, S., Delizia, M. R., Aldawsari, N., Calloway, K., Lancaster, K., Rossano, J., & Pawelski, J. O. (2025). Exploring Black American flourishing through the arts and humanities: A scoping review. Empirical Studies of the Arts. https://doi.org/10.1177/02762374251320815

Cotter, K. N., Alpys, A., Rosenberg, J., Rodriguez-Boerwinkel, R., & Pawelski, J. O. (2024). The well-being benefits of virtual art galleries: Examining the roles of emotion, immersion, and individual differences. International Journal of Wellbeing, 14(2), 3603, 1-22. https://doi.org/10.5502/ijw.v14i2.3603

Cotter, K. N., Rodriguez-Boerwinkle, R. M., Silver, S., Hardy, M., Putney, H., & Pawelski, J. O. (2024). Emotional experiences, well-being, and ill-being during art museum visits: A latent class analysis. Journal of Happiness Studies 25:24. https://doi.org/10.1007/s10902-024-00736-9

Crone, D. L., Shim, Y., Cotter, K. N., Tay, L., & Pawelski, J. O. (2024). Personally significant forms of engagement in the arts and humanities in a representative sample of United States residents. Psychology of Aesthetics, Creativity, and the Arts. Advance online publication. https://doi.org/10.1037/aca0000654

Lomas, T., Pawelski, J. O., & VanderWeele, T. J. (2024). A flexible map of flourishing: The dynamics and drivers of flourishing, well-being, health, and happiness. International Journal of Wellbeing, 13(4), 3665, 1-38. https://doi.org/10.5502/ijw.v13i4.3665

Lomas, T., Pawelski, J. O., & VanderWeele, T. J. (2024). Flourishing as 'sustainable well- being': Balance and harmony within and across people, ecosystems, and time. The Journal of Positive Psychology, 20(2), 203-218. https://doi.org/10.1080/17439760.2024.2362435

Thapa, S., Vaziri, H., Shim, Y., Tay, L., & Pawelski, J. O. (2024). Development and validation of the Mechanisms of Engagement in the Arts and Humanities scales. Psychology of Aesthetics, Creativity, and the Arts, 18(5), 679-698. https://psycnet.apa.org/doi/10.1037/aca0000556

Lomas, T., Padgett, N., Pawelski, J. O., & VanderWeele, T. J. (in press). Seeking inner peace: Elucidating an elusive construct through the lens of character strengths. In R. M. Niemiec (Ed.), Peace psychology and character strengths: Foundations and integration for science and practice. Springer.

Pawelski. J. O., Jackson, F., & Cotter, K. N. (in press). The Positive Humanities: Arts, culture, and human flourishing. In Seligman, M., Giraldez-Hayes, A., Meehan, T., & Burke, J. (Eds.), The Routledge international handbook of wellbeing arts.

Sidoti, S., Spas, A., Cotter, K. N., & Pawelski, J. O. (in press). The humanities and higher education: Possibilities for human flourishing. In B. McCuskey & L. Tay (Eds.), Oxford handbook of well-being in higher education. Oxford University Press.

Barry, G., Cotter, K. N., & Pawelski, J. O. (2024). The ability of art museums to enhance human flourishing. In B. Redmond-Jones (Ed.), Welcoming museum visitors with unapparent disabilities (pp. 151-163). Roman & Littlefield.

Angela Duckworth Publications:

Park, Y., Turetsky, K. M., Duckworth, A. L., & Tsukayama, E. (in press). Open-mindedness predicts racial, political, and socioeconomic diversity of real-world social networks. *Group Processes & Intergroup Relations.*

Duckworth, A. L., Ko, A., Milkman, K. L., Kay, J. S., Dimant, E., Gromet, D. M., Halpern, A., Jung, Y., Paxson, M. K., Zumaran, R. A. S., Berman, R., Brody, I., Camerer, C. F., Canning, E.

A., Dai, H., Gallo, M., Hershfield, H. E., Hilchey, M. D., Kalil, A., … Bulte, C. V. den. (2025). A national megastudy shows that email nudges to elementary school teachers boost student math achievement, particularly when personalized. *Proceedings of the National Academy of Sciences*, *122*(13), e2418616122. https://doi.org/10.1073/pnas.2418616122

Gandhi, L., Manning, B. S., & Duckworth, A. L. (2024). Effect size magnification: No variable is as important as the one you're thinking about—while you're thinking about it. Current Directions in Psychological Science, 09637214241268222. https://doi.org/10.1177/09637214241268222

Milkman, K. L., Ellis, S. F., Gromet, D. M., Jung, Y., Luscher, A. S., Mobarak, R. S., Paxson, M. K., Silvera Zumaran, R. A., Kuan, R., Berman, R., Lewis, N. A., List, J. A., Patel, M. S., Van Den Bulte, C., Volpp, K. G., Beauvais, M. V., Bellows, J. K., Marandola, C. A., & Duckworth, A. L. (2024). Megastudy shows that reminders boost vaccination but adding free rides does not. *Nature*, 1–9. https://doi.org/10.1038/s41586-024-07591-x

Napolitano, C. M., Duckworth, A. L., & Gross, J. J. (2024). Trait self-control: A process model perspective. *Current Opinion in Psychology*, *59*, 101858. https://doi.org/10.1016/j.copsyc.2024.101858

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