

University of Pennsylvania Positive Psychology Center Annual Report

May 22, 2026

Martin Seligman, Director

Peter Schulman, Executive Director

Table of Contents:

I. Research Summaries

II. Recent News

New Book and New Course

Media Coverage

Awards and Recognition

III. Organization and Operation

PPC Personnel

PPC Advisory Board

Research Grants

IV. Education: Graduate, Undergraduate, and Non-Credit

Master of Applied Positive Psychology Program (MAPP)

Online Certificate through LPS: Applied Positive Psychology (APOP)

Online Certificate on Coursera: Foundations of Positive Psychology

Education through Popular Websites

Dissemination through Professional Associations

V. Resilience Training Programs and Penn Outreach

VI. Research Publications 2025-2026

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 mainstream media.

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.

I. RESEARCH SUMMARIES

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.

Professor Angela Duckworth's Research

[Dr. Duckworth](#) is conducting several studies, including:

- **PHONES IN FOCUS:** With economists at Stanford (Matt Gentzkow, Hunt Allcott, and Tom Dee), University of Michigan (Brian Jacob), and Duke (Jason Baron), I am leading the first national study of U.S. school cell phone policies and their impact on student outcomes. Supporters include 36 of 50 states, the National Governors Association, and many other partners. We have 80,000 responses to date--making it by far the largest teacher survey in global history!
- **STUDENT SUCCESS MEGASTUDY:** With Katy Milkman and BCFG, we are in the midst of data collection for a megastudy involving over 90,000 first year students at 29 colleges and universities around the U.S. Students were randomly assigned to different orientation programming designed to help them transition successfully to college. We will evaluate the magnitude of benefits (or lack thereof) of each program on students GPA and college persistence later this year.
- **STUDENT SUCCESS PILOT:** With Katy Milkman and BCFG, we have collected all data for a field experiment involving over 12,000 first year students at roughly a dozen colleges and universities around the U.S. who were randomly assigned to either connect with other students via a Zoom session and group text thread prior to and during the first semester of college or to a control condition. Spurring social connection appears to have improved students' second semester grades and college persistence. We are about to begin drafting a manuscript about these findings.
- **STREAKS:** With Katy Milkman and BCFG, we are in the middle of data collection for a field experiment testing whether encouraging daily learning on a health app by highlighting streaks of lesson completion is more or less effective than encouraging daily learning by highlighting cumulative lesson completion.
- **CHATBOTS ENCOURAGING VACCINATION:** With Katy Milkman and BCFG, we are in the planning phase to launch multiple field experiments designed to test whether AI-powered chatbots can answer questions about vaccination more compellingly than standard FAQ websites, leading to increased uptake of vaccines.
- **SCREEN TIME REDUCTION:** With Katy Milkman and BCFG, we are in the planning stages of multiple field experiments testing new ways of helping people achieve their screen time reduction goals.
- **GRIT LAB 101: A PSYCHOEDUCATIONAL APPROACH TO BEHAVIOR CHANGE:** Having established the efficacy of a 13-week psychoeducational intervention called Grit Lab 101 in a national wait-list control RCT, I am now partnering with several states to distribute it to thousands of high school students (free of charge).

Professor Lyle Ungar's Research

The World Well-Being Project ([WWBP](#)) is a multi-institution collaboration co-led by [Drs. Ungar](#), Schwartz and Eichstaedt. 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. This collaboration

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

In recent years, the WWBP team has analyzed Twitter to study a wide range of regional variations in well-being and studied what people's text messages reveal about their healthy and unhealthy drinking habits.

Dr. Ungar's current work focuses on building chatbots to support people in difficult situations ranging from helping students cope with the stresses of their first semester at college to helping people with substance use disorder deal with cravings. Underlying these applications, more fundamental work studies what drives trust (or lack of trust) in chatbots, and how support and advice should vary across cultures.

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.

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 focused on supporting arts and culture ecosystems. HHF is spearheading the research initiative, "Art Museums: Institutions for Well-being," partnering with various art museums (including the Metropolitan Museum of Art, the Philadelphia Museum of Art, the Barnes Foundation, Philadelphia's Magic Gardens, and others) 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 and are beginning collaborations with performing arts centers across the United States and Canada to assess and advance their contribution to individual, relational, and communal flourishing. Additionally, we have extended our work with the New York Public Library to university libraries, starting with a collaboration with the Penn Libraries to assess the well-being effects of library usage on students, faculty, and staff.

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

[Dr. Vera Ludwig](#) led a multi-institutional team of experts in psychology, sexuality, public health, therapy, and well-being science in exploring what sexual well-being means for people with different experiences, backgrounds, and life circumstances. This project aims to develop a comprehensive model and measurement tools for sexual well-being.

Sexual well-being — how people experience and evaluate their sexuality — is an important part of overall health and quality of life. Yet it remains understudied. Existing research has often focused on problems, dysfunction, or risks of sexuality. While addressing these negative aspects is crucial, this research focuses on what makes a sex life positive or fulfilling. This focus can provide an empirical foundation for supporting health, relationships, and quality of life.

This work approaches sexuality as a broader aspect of human life rather than focusing only on sexual experiences per se. It includes how people relate to their bodies, intimacy, attraction, desires, values, and themselves. As a result, the topic is relevant not only for people who are sexually active.

The research team combines interviews, surveys, expert input, focus groups, literature reviews, analyses of popular books, and other approaches aimed at identifying the many dimensions of sexual well-being. The

goal is to create a scientifically rigorous model and questionnaire that can be used in future research, healthcare, therapy, coaching, and education.

By building a stronger understanding of sexual well-being, this work aims to support human flourishing and encourage informed, constructive discussions about sexuality, relationships, and well-being. To learn more about the project and team, visit www.sexual-wellbeing.org.

II. RECENT NEWS

New Book:

- Dr. Martin Seligman has written a new book, [Agency, A Psychological History of Innovation](#), which will be published in September 2026 by Simon & Schuster.

New Course:

- Dr. James Pawelski developed and delivered a new psychology course in the spring 2026 semester: PSYC 3400: [The Positive Humanities: Arts, Culture, and Human Flourishing](#), under the [SNF Paideia Program](#). This discussion-based seminar is designed to equip students with practical insights and critical analysis about Positive Psychology by emphasizing scientific literacy. Positive Psychology is the science of what makes individuals and communities thrive. This seminar focuses on a core part of what makes individuals and communities—and even societies—thrive: arts and culture. Referring to these areas collectively as the humanities, this course focuses on the Positive Humanities, a new field of science and practice that examines the relationship between arts, culture, and human flourishing. Course objectives are:
 - Theory: Integrate perspectives on human flourishing from the humanities and social sciences.
 - Research: Examine scientific research on connections between arts and culture and human flourishing.
 - Practice: Explore ways the arts and humanities can lead to greater human flourishing.

Media Coverage:

PPC faculty have been featured in the press:

- Penn President Larry Jameson recognized the contributions of the Positive Psychology Center during his Commencement speech on May 18, 2026 for Penn's 270th Commencement.
<https://penntoday.upenn.edu/news/commencement-2026-penn-president-j-larry-jameson>
- Dr. Angela Duckworth wrote the article "Willpower Doesn't Work. This Does" that appeared in the New York Times on December 28, 2026.
<https://www.nytimes.com/2025/12/28/opinion/willpower-doesnt-work-this-does.html>
- On February 27, 2026, Penn Today featured the article "*How can people boost resilience? Karen Reivich shares some key insights,*" including information on a Positive Psychology Center workshop

series sponsored by Penn Human Resources in the spring semester that was open to Penn staff, faculty, and postdocs.

<https://penntoday.upenn.edu/news/how-can-people-boost-resilience-karen-reivich-shares-some-key-insights>

- On November 26, 2025, Dr. James Pawelski appeared with Suzann Pileggi Pawelski on WHYY's *Studio 2* to share tips on finding and expressing gratitude on Thanksgiving.
<https://why.org/episodes/thanksgiving-gratitude-tips-help-family/>
- On August 31, 2025, Dr. James Pawelski was featured in [The Daily Telegraph](#) (Sydney, Australia) to explain his perspective on positive education and offer possibilities for Australian schools.
- On April 19, 2025, Dr. James Pawelski was interviewed for a CNN article on making weekdays (and not just the weekends) more fulfilling and exciting.
<https://edition.cnn.com/2025/04/19/health/living-for-weekends-fulfilling-weekday-wellness>
- A March 2026 article in Education Week about civic hope featured Dr. Jeremy Clifton's primal world belief research and the risks of overemphasizing negative things in the world.
<https://www.edweek.org/teaching-learning/opinion-what-is-civic-hope-and-why-should-schools-care-about-it/2026/03>
- A June 2025 article in the Los Angeles Times discussing mental health in teens features Dr. Jeremy Clifton's primal world belief research and the potential pitfalls of teaching children to have a negative worldview.
<https://www.latimes.com/opinion/story/2025-06-17/mental-health-teens-depression-anxiety>

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 [John C. Flanagan Lifetime Achievement Award from the Society for Military Psychology \(APA Division 19\) in 2025](#), recognizing achievements in military psychology in the areas of research and service.
- Professor James Pawelski was elected ["Honorary Friar of 2026," Friars Senior Society, University of Pennsylvania](#).
- Professor Allyson Mackey received a Fellowship for Neuroscience and the Future of Learning in 2026, Advanced Education Research and Development Fund.
- Professor Allyson Mackey received the Presidential Early Career Award for Scientists and Engineers (PECASE) in 2025.

III. 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

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
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
MacKenzie Paul, Research Coordinator

Resilience and Positive Psychology Training Programs:

Karen Reivich, Ph.D., Director of Training Programs
Peter Schulman, Client Development, Operations Support
Judy Saltzberg, Ph.D., Instructor and Curriculum Developer
Jennifer Knapp, Strategic Advisor
Erin Oelkers, Project Manager
Lily Kozak, Project Manager
Beau Brown, Project Coordinator
Bailey Durfey, 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

Sabrina Sims, Research Manager
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

Dr. Allyson Mackey's Research: Brain Plasticity and Development:

Steven Lopez, Research Specialist
Monami Nishio, Graduate Student
Maayan Ziv, Graduate Student

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

PPC Advisory Board:

The advisory board for PPC and the MAPP program includes:

Marisa Kozlowski

Associate Dean for the Natural Sciences, SAS
Ponzy Lu Endowed Professor of Chemistry

Nora Lewis

Vice Dean, Professional and Liberal Education

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 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 JEREMY CLIFTON RESEARCH GRANT:

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

PI JAMES PAWELSKI RESEARCH GRANTS AND DONATIONS:

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 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).

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

Master of Applied Positive Psychology Program (MAPP):

The MAPP program has completed its twenty-first 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:

	<u>2005/6</u>	<u>2006/7</u>	<u>2007/8</u>	<u>2008/9</u>	<u>2009/10</u>	<u>2010/11</u>	<u>2011/12</u>	<u>2012/13</u>
Applications	106	111	123	166	163	181	178	236
Admits	34	36	41	38	45	36	36	36
	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>	<u>2018/19</u>	<u>2019/20</u>	<u>2020/21</u>
Applications	198	166	162	209	178	189	182	187
Admits	39	32	38	39	42	47	49	43
	<u>2021/22</u>	<u>2022/23</u>	<u>2023/24</u>	<u>2024/25</u>	<u>2025/26</u>	<u>2026/27</u>		
Applications	223	192	133	152	147	114		
Admits	39	54	50	49	47	47 (est.)		

In line with the PPC's stated 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)
- PSYC 3400: The Positive Humanities: Arts, Culture, and Human Flourishing (SNF Paideia Program Course)

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)
- PSYC 2400: Introduction to Positive Psychology (SNF Paideia Program Course)

Judith Saltzberg

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

Laura Taylor

- MAPP 800: Capstone (graduate level) – Assistant Instructor

Elizabeth Mackenzie

- 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

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

Online Certificate through LPS: Applied Positive Psychology (APOP):

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 2025, Fall 2025, and Spring 2026, we offered 12 courses with a total of 335 course enrollments.
- APOP 2900: Understanding the Science of Positive Psychology was renamed to APOP 2900: Measuring What Moves Us: The Science of Human Flourishing, and now incorporates the science of awe as a part of its curriculum. While many variables contribute to enrollment, the enrollment for that course jumped from 4 in Fall 2024 to 20 in Fall 2025.
- Enrollments for Spring 2026 are our second-highest semester to date, suggesting the continued popularity of positive psychology educational offerings. In Fall 2026, we will drop the APOP 2700 course, a consolidation intended to continue to strengthen enrollments across our core offerings.

Since 2019, **total course enrollments across all APOP courses to date are 2,353**. Those students have learned from **38 different U.S. states, the District of Columbia, and 40 different countries**. Students can choose to take a six-course "advanced" certificate. The six 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
- 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.

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 18, 2026: 145,251.
 - Student rating = 4.9 out of 5.0 (6,395 ratings). 98% liked this course.
- **Positive Psychology: Resilience Skills**, taught by Dr. Karen Reivich.
 - Total Learners as of May 18, 2026: 100,268.
 - Student rating = 4.9 out of 5.0 (2,338 ratings). 97% liked this course.
- **Positive Psychology: Applications and Interventions**, taught by Dr. James Pawelski.
 - Total Learners as of May 18, 2026: 63,862.
 - Student rating = 4.8 out of 5.0 (2,251 ratings). 97% liked this course.
- **Positive Psychology: Character, Grit, and Research Methods**, taught by Dr. Angela Duckworth.
 - Total Learners as of May 18, 2026: 41,699.
 - Student rating = 4.4 out of 5.0 (1,234 ratings). 96% liked this course.
- **Positive Psychology Specialization Project: Design Your Life for Well-Being**, taught by Dr. Martin Seligman.
 - Total Learners as of May 18, 2026: 39,348.
 - Student rating = 4.8 out of 5.0 (925 ratings). 97% liked this course.

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:

- Positive Psychology Center website: <https://ppc.sas.upenn.edu/>
 - Google Analytics from May 22, 2025 to May 21, 2026:
 - 231,532 Users
 - Google’s definition: “Users who have initiated at least one session during the date range.”
 - 448,517 Pageviews
 - Google’s definition: “Pageviews is the total number of pages viewed. Repeated views of a single page are counted.”
- Authentic Happiness website: <https://www.authentichappiness.sas.upenn.edu/>

- Google Analytics from May 22, 2025 to May 21, 2026:
- 672,306 Users
- 6,267,532 Pageviews
- Total Registered Users: 7,123,417

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 500 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 manualized 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:**
 - North Carolina State University
 - University of North Carolina, Chapel Hill
 - Montclair State University
 - Ivey Business School at Western University
 - University of North Carolina System
 - University of Notre Dame
 - Western Governors University
 - University of Texas
 - Oklahoma State University
 - University of Pennsylvania
- **Health Care:**
 - MD Anderson Cancer Center
 - 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
 - World Bank
- **Corporations:**
 - Philips Corp.
 - Schneider Electric
 - PSI Pharma
 - Indeed
 - Oklahoma City Thunder (NBA team)
 - BAE Systems (British Aerospace)

- Delta Galil
- Alcon Vision
- Deloitte
- Kimberly-Clark
- **Secondary Schools:**
 - Oklahoma City public school high school students, sponsored by the Oklahoma City Thunder
 - UK public schools
 - Geelong Grammar School (Australia)
 - St. Peter's College (Australia)
 - The Hackley School
 - St. Catherine's School (Australia)
 - Wellington College (England)
- **Wharton Executive Education programs:**
 - Estée Lauder Companies
 - Citigroup
 - Merrill Lynch Financial Bootcamp
 - Merrill Lynch Certified Financial Advisors
 - American Bankers Association
 - Sun Life
 - Sampo International
 - Client Psychology for Certified Financial Planners
 - Client Psychology Program for Citi Global Sales Managers
 - Client Psychology Program for Citi Advanced Sales Program
 - Securities Industry Institute (SII) for Securities Industry and Financial Markets Association (SIFMA)
 - 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 North Carolina State University and University of North Carolina Chapel Hill, February 2026 to September 2026.

Penn Resilience and Well-Being Program for MD Anderson Cancer Center, July 2025 to January 2026.

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, especially since the pandemic. 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 and FY26:

- Penn Human Resources Work-Life Program (Karen Kille): Four, 15-minute mini resilience workshop series for faculty and staff in fall FY26, 77 participants for the first mini-workshop, 28 for the second, 36 for the third, and 33 for the fourth.
- Penn Human Resources Work-Life Program (Karen Kille): Four, 15-minute mini resilience workshop series for faculty and staff in spring FY26, 54 for the first mini-workshop, 43 for the second, 43 for the third, and 38 for the fourth.
- Penn Human Resources Work-Life Program (Karen Kille): Four, 90-minute resilience workshop series for faculty and staff in spring FY26, number of participants to be determined.
- Penn Nursing (Justine Hudgins): One-hour resilience workshop for 40 Penn student nurses, March 11, 2026.
- Penn Medicine Traumatic Brain Injury Conference (Amy Carthy): One-hour resilience workshop for TBI survivors and their caregivers, March 21, 2026, for 40 participants.
- 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 2025-2026

Martin Seligman Publications:

Book: Seligman, M. (2026). *Agency, A Psychological History of Innovation*. N.Y.: Simon & Schuster.

Love, N.S. & Seligman, M.E.P. (2026). The psychological success of the Civil Rights Era. *The Journal of Positive Psychology*. <https://doi.org/10.1080/17439760.2026.2624432>.

Seligman, M.E.P. (2026). Agency and well-being. *World Psychiatry*, 25:2. DOI:10.1002/wps.70041.

Blyler, A. P., Cepeda, D., Michael, A., Shahi, A., Tousignant, S., Wainer, R., & Seligman, M. (2025). Optimism predicted Trump's victory: Explanatory style during the 2024 presidential campaign. *The Journal of Positive Psychology*. <https://doi.org/10.1080/17439760.2025.2530464>.

James Pawelski Publications:

Book: Pawelski, J. O. (Ed.). (in press). *The humanities and human flourishing*. Oxford University Press.

Pawelski, J. O. (in press). Foreword. In B. Del Villano (Ed.), *"Within the book and volume of my brain": Reflections on the eudemonic value of the (Shakespearean) text*. SKENÈ Texts and Studies. Studies I. Edizioni ETS.

Pawelski, J. O. (in press). Introduction: What can the humanities contribute to human flourishing? In J. O. Pawelski (Ed.), *The humanities and human flourishing*. Oxford University Press.

Pawelski, J. O., & Cotter, K. N. (in press). The positive humanities: How arts and culture are crucial for human flourishing. In J. Mangelsdorf (Ed.), *Positive Psychology*. BELTZ.

Ludwig, V. U, Pawelski, J. O., & Lewis, A. (in press). Positive sexuality: Reclaiming a vital dimension of human flourishing. In J. Mangelsdorf (Ed.), *Positive Psychology*. BELTZ.

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.), *The Oxford handbook of well-being in higher education*. Oxford University Press.

Pawelski, J. O., Jackson, F., & Cotter, K. N. (2025). The Positive Humanities: Arts, culture, and human flourishing. In A. Giraldez-Hayes, M. Seligman, & J. Burke, (Eds.), *The Routledge international handbook of wellbeing arts: Arts and everyday aesthetics as positive psychology interventions* (pp. 10-21). Routledge.

Angela Duckworth Publications:

Duckworth, A. L., Ko, A., Milkman, K. L., Kay, J. S., Dimant, E., Gromet, D. M., Halpern, A., Jung, Y., Paxson, M. K., Silvera Zumaran, R. A., Berman, R., Brody, I., Camerer, C. F., Canning, E. A., Dai, H., Gallo, M., Herschfield, H. E., Hilchey, M. D., Kalil, A., Kroeper, K. M., Lyon, A., Manning, B. S., Mazar, N., Michelini, M., Mayer, S. E., Murphy, M. C., Oreopoulos, P., Parker, S. E., Rondina, R., Soman, D., & Van den Bulte, C. (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>

Park, Y., Turetsky, K. M., Duckworth, A. L., & Tsukayama, E. (2025). Open-mindedness predicts racial, political, and socioeconomic diversity of real-world friendship networks. *Group Processes & Intergroup Relations*, 13684302251324887. <https://doi.org/10.1177/13684302251324887>

Kirgios, E., Athey, S., Duckworth, A., Karlan, D., Luca, M., Milkman, K. L., & Offer-Westort, M. (2025). Does Q&A boost engagement? Health messaging experiments in the U.S. and Ghana (w33294; p. w33294). *National Bureau of Economic Research*. <https://doi.org/10.3386/w33294>

Lira, B., Rogers, T., Goldstein, D. G., Ungar, L., & Duckworth, A. L. (2025). Learning not cheating: AI assistance can enhance rather than hinder skill development (arXiv:2502.02880). *arXiv*. <https://doi.org/10.48550/arXiv.2502.02880>

Allyson Mackey Publications:

- Koepp, A.E.2, Gershoff, E. T., Vandell, D.L., Duckworth, A.L., & Mackey, A.P. (in press). Keeping It Together: Hourly Dynamics of Children's Behavioral Regulation at School in a Decades-Long Cohort Study. *Developmental Psychology*. preprint: <https://doi.org/10.31234/osf.io/vwz3t>
- Nishio, M.1, Wang, X., Cornblath, E.J., Lee, S-H, Palomero-Gallagher, N., Arcaro, M.J., Lydon-Staley, D.M., Mackey, A.P. (in press) Alcohol impacts an fMRI marker of neural inhibition in humans and rodents. *NeuroImage*. preprint: <https://doi.org/10.1101/2025.05.07.652668>
- Brown, D., Jacoby-Senghor, D., Mackey, A.P., Slepian, M. (in press) Managing Threatened Identities Across Everyday Situations. *Journal of Experimental Social Psychology*. preprint: <https://dx.doi.org/10.2139/ssrn.5786618>
- Ziv, M.1, Ellwood-Lowe, M.E.2, Botdorf, M.2, Nishio, M., Bonawitz, E.R., Mackey, A.P. (in press). Neural responses to state curiosity in young children. *Developmental Cognitive Neuroscience*. 78(101687), 101687. <https://doi.org/10.1016/j.dcn.2026.101687>
- Koepp, A.E.2, Ziv, M.S.1, Reyes, L.D.2, Bonawitz, E.R. & Mackey, A.P. (2026). Daily dynamics of children's science learning: Associations with fluctuations in attention and family stress. *Mind, Brain and Education: The Official Journal of the International Mind, Brain, and Education Society*, 20(1), e70041. <https://doi.org/10.1111/mbe.70041>
- Luo, A.C., Meisler, S.L., Sydnor, V.J., Alexander-Bloch, A., Bagautdinova, J., Barch, D.M., Bassett, D.S., Davatzikos, C., Franco, A.R., Goldsmith, J., Gur, R.E., Gur, R.C., Hu, F., Jaskir, M., Kiar, G., Keller, A.S., Larsen, B., Mackey, A.P., Milham, M.P., Roalf, D.R., Shafiei, G., Shinohara, R.T., Somerville, L.H., Weinstein, S.M., Yeatman, J.D., Cieslak, M., Rokem, A., Satterthwaite, T.D. (2026). Two Axes of White Matter Development. *Nature Communications*, 17(1), 1957. <https://doi.org/10.1038/s41467-026-68714-8>
- Keller, A. S., Shetty, A., Barzilay, R., Calkins, M. E., Chong, Y. S., Fair, D., Gluckman, P., Gur, R. E., Gur, R. C., Mackey, A.P., Meaney, M. J., Moore, L. A., Moore, T. M., Satterthwaite, T. D., Tan, A. P., Tervo-Clemmens, B., & Larsen, B. (2025). Cognition Varies Across the Calendar Year in Multiple Large-Scale Datasets. *PNAS*. 122 (51) e2506054122. <https://doi.org/10.1073/pnas.2506054122>
- Park, A.T.*2, Colantonio, J.*, Reyes, L. D.2, Sharp, S., Bonawitz, E.R.*, & Mackey, A.P.* (2025). Question asking practice fosters curiosity in young children. *NPJ Science of Learning*. 11(1), 2. <https://doi.org/10.21203/rs.3.rs-4000469/v1> *equal contribution
- Colantonio, J., Bass, I., Shing, Y.L., Wijekumar, S., McKay, C., Rafetseder, E., Mackey, A.P., Bonawitz, E. (2025) Computational Approaches Reveal Developmental Shifts in Exploratory Play. *Developmental Science*. 28(6), e70081. <https://doi.org/10.1111/desc.70081>
- Nishio, M.1, Ellwood-Lowe, M. E.2, Woodburn, M.2, McDermott, C. L.1, Park, A. T.2, Tooley, U. A.1, Boroshok, A. L.1, Grandjean, J., & Mackey, A. P. (2025). The development of neural inhibition across species: insights from the Hurst exponent. *The Journal of Neuroscience: The Official Journal of the Society for Neuroscience*, 45(41), e0025252025. <https://doi.org/10.1523/JNEUROSCI.0025-25.2025>
- Nishio, M.1, Liu, X., Mackey, A.P., Arcaro, M.J.(2025) Humans have a longer period of cortical maturation across depth and hierarchy than macaques. *PLoS Biology*. <https://doi.org/10.1371/journal.pbio.3003378>
- Sun, K. Y., Schmitt, J. E., Moore, T. M., Barzilay, R., Almasy, L., Schultz, L. M., Mackey, A. P., Kafadar, E., Sha, Z., Seidlitz, J., Mallard, T. T., Cui, Z., Li, H., Fan, Y., Fair, D. A., Satterthwaite, T. D., Keller, A. S., & Alexander-Bloch, A. (2025). Polygenic Risk, Psychopathology, and Personalized Functional Brain Network Topography in Adolescence. *JAMA Psychiatry*. 82(9):905-915. doi: 10.1001/jamapsychiatry.2025.1258
- Sydnor, V. J., Bagautdinova, J., Larsen, B., Arcaro, M. J., Barch, D. M., Bassett, D. S., Alexander-Bloch, A. F., Cook, P. A., Covitz, S., Franco, A. R., Gur, R. E., Gur, R. C., Mackey, A. P., Mehta, K., Meisler, S. L., Milham, M. P., Moore, T. M., Müller, E. J., Roalf, D. R., ... Satterthwaite, T. D. (2025). Human

thalamocortical structural connectivity develops in line with a hierarchical axis of cortical plasticity. *Nature Neuroscience*, 28(8), 1772–1786.

Jeremy Clifton Publications:

- Kerry, N. & Clifton, J. D. W. (2026). From bear attacks to neutral faces, dangerous world belief uniquely predicts elevated perception of threat. *Journal of Individual Differences*. <https://doi.org/10.1027/1614-0001/a000458>. Full-text PDF.
- Kerry, N., Hämpke, J., Wood, A., Tsang, S., Barrantine, K., Oishi, S., White, K. C., & Clifton, J. D. W. (2025). World beliefs moderate the effects of trauma and severe illness on emotional distress. *Journal of Personality*. <https://doi.org/10.1111/jopy.70031>. Full-text PDF.
- Kerry, N., Lin, H., & Clifton, J. D. W. (2025). Belief that the world Needs Me statistically explains the relationship between religiosity and subjective wellbeing among Americans. *Journal of Positive Psychology*. <https://doi.org/10.1080/17439760.2025.2587058>. Full-text PDF.
- Lansford, J. E., Bizzego, A., Bermúdez Chinae, J. D., Esposito, G., Rothenberg, W. A., Clifton, J. D. W., Bacchini, D., Chang, L., Deater-Deckard, K., Di Giunta, L., Dodge, K. A., Gurdal, S., Junla, D., Oburu, P., Pastorelli, C., Skinner, A. T., Sorbring, E., Steinberg, L., Bornstein, M. H., Uribe Tirado, L. M., Yotanyamaneewong, S., Alampay, L. P., & Al-Hassan, S. M. (2025). Developmental precursors of young adults' primal world beliefs across cultures: A machine learning approach. *Journal of Applied Developmental Psychology*, 100, 101858. <https://doi.org/10.1016/j.appdev.2025.101858>. Full-text PDF.
- Bell, J. S., Clifton, J. D. W., Saquib, S., Ferrari, J. R., Snow-Hill, N. L., & Jason, L. A. (2025). Primal world beliefs support addiction recovery: Impact on recovery capital and spirituality. *Journal of Prevention & Intervention in the Community*. <https://doi.org/10.1080/10852352.2025.2552087>. Full-text PDF.
- Mangalik, S., Ganesan, A. V., Wheeler, A., Kerry, N., Clifton, J. D. W., Schwartz, H. A., & Boyd, R. L. (2025). Capturing author self beliefs in social media language. Proceedings of the 63rd Annual Meeting of the Association for Computational Linguistics, 1, 1362-1376. <https://doi.org/10.1145/374999>. Full-text PDF.
- Sullivan, D., White, N.T., Hu, Y., Clifton, J. D. W., & Mutlu, B. (2025). Robot primals: Investigating worldview as a source for robot behavior design. *Transactions on Human-Robot Interaction*. <https://doi.org/10.1145/374999>. Full-text PDF.
- Rothenberg, W. A., Lansford, J. E., Deater-Deckard, K., Clifton, J. D. W., Bornstein, M. H., Di Giunta, L., Dodge, K. A., Gurdal, S., Junla, D., Oburu, P., Pastorelli, C., Skinner, A. T., Sorbring, E., Steinberg, L., Uribe Tirado, L. M., Yotanyamaneewong, S., Alampay, L. P., Al-Hassan, S. M., Bacchini, D., & Chang, L. (2025). Rubbing off on each other: Applying a developmental science perspective to variance in primal world beliefs by family and culture. *Applied Developmental Science*. <https://doi.org/10.1080/10888691.2025.2501050>. Full-text PDF.
- Clifton, J. D. W., Kerry, N., Mazidi, M., & Yaden, D. B. (2025). What worlds do world beliefs concern? *Journal of Positive Psychology*. <https://doi.org/10.1080/17439760.2025.2522147>. Full-text PDF.
- Lansford, J. E., Gorla, L., Rothenberg, W. A., Bornstein, M. H., Chang, L., Clifton, J. D. W., Deater-Deckard, K., Di Giunta, L., Dodge, K. A., Gurdal, S., Junla, D., Oburu, P., Pastorelli, C., Skinner, A. T., Sorbring, E., Steinberg, L., Uribe Tirado, L. M., Yotanyamaneewong, S., Alampay, L. P., Al-Hassan, S. M., & Bacchini, D. (2025). Predictors of young adults' primal world beliefs in eight countries. *Child Development*, 96(4), 1260-1273. <https://doi.org/10.1111/cdev.14233>. Full-text PDF.
- Hämpke, J., Kerry, N., & Clifton, J. D. W. (2025). World beliefs predict self-reported sustainable behaviors beyond Big Five personality traits and political ideology. *Global Environmental Psychology*, 3, Article e12057. <https://doi.org/10.5964/gep.12057>. Full-text PDF.

Vera Ludwig Publications:

- Ali, A. & Ludwig, V.U. (in press). Finding the happy medium: A model to understand the space between religion and sexuality. *International Journal of Sexual Health*.
- Ludwig, V. U., Lewis, A., Pawelski, J. O., & Crone, D. (2026). Sexuality in positive psychology: Toward the integration of a neglected component of human flourishing. *The Journal of Positive Psychology*, 1-12.
- Ludwig, V. U., Lewis, A., Pawelski, J., & Crone, D. (2025, October 19). Sexuality in positive psychology: Toward the integration of a neglected component of human flourishing. *PsyArXiv*.
- Ludwig, V.U., Prieur, L., Rennie, S.M., Beswerchij, A., Weintraub, D., Berry, B., Wey, J., Candido, K., Platt, M.L. (2025). Synchronous smiles and hearts: Dyadic meditations enhance closeness and prosocial behavior in virtual and in-person settings. *Mindfulness*. 16, 17191744.

Lyle Ungar Publications:

- ZeroTuning: Unlocking the Initial Token's Power to Enhance Large Language Models Without Training. F Han, X Yu, J Tang, D Rao, W Du, L Ungar. *International Conference on Learning Representations (ICLR)*, Poster, 2026
- Reconstructing Gender Values from Film: Digital Twins of Fictional Characters as Surveyable Agents. VB Chi, R Jamalova, L Ungar, SC Guntuku. *SocialLLM Workshop at ICWSM 2026*, short paper, 2026
- LaTeX2Layout: High-Fidelity, Scalable Document Layout Annotation Pipeline for Layout Detection. F Han, Z Wang, B Wang, X Liu, S Cheung, D Rao, C Callison-Burch, L Ungar. *Proceedings of the AAAI Conference on Artificial Intelligence* 40 (37): 30907–30915, 2026
- Comparing Risk Prediction for Suicide Attempts and Deaths After Emergency Department Visits for Individuals With Mental Health Disorders. SC Marcus, SW Cullen, M Xie, T Liu, NJ Williams, T Schmutte, LH Ungar, NC Cardamone, M Olfson. *The Journal of Clinical Psychiatry* 87 (2): 25m16070, 2026
- PsychAdapter: adapting LLMs to reflect traits, personality, and mental health. H Vu, HA Nguyen, AV Ganesan, S Juhng, ONE Kjell, J Sedoc, ML Kern, LH Ungar, HA Schwartz, JC Eichstaedt. *NPJ Artificial Intelligence* 2 (1): 26, 2026
- Self-reported side effects of semaglutide and tirzepatide in online communities. NKR Sehgal, JS Tronieri, L Ungar, SC Guntuku. *Nature Health* 1–6, 2026
- The assessment of psychological richness, meaning, and happiness with social media text data: Predictive accuracy and distinct behavioral correlates. CV Bonner, Y-M Cho, F Zhang, L Tay, LH Ungar, SC Guntuku. *PLOS ONE* 21 (1): e0337649, 2026
- Digital phenotyping and ASCVD risk: An exploratory cross-sectional analysis using online behavioral data. L Southwick, N Sehgal, D Torrente, V Murgulescu, D Schroeder, D Asch, L Ungar, N Mitra, P Groenveld, S Kimmel, G Weissman, S Guntuku, R Merchant. *American Heart Journal Plus: Cardiology Research and Practice* 62: 100717, 2026
- Voice-Based Chatbots for English Speaking Practice in Multilingual Low-Resource Indian Schools: A Multi-Stakeholder Study. S Sneha, VB Chi, AP Singh, LH Ungar, SC Guntuku. *Proceedings of the 2026 CHI Conference on Human Factors in Computing Systems*, 1–19, 2026
- Does Object Binding Naturally Emerge in Large Pretrained Vision Transformers? Y Li, S Salehi, L Ungar, K Kording. *Advances in Neural Information Processing Systems (NeurIPS)*, Spotlight, 2025
- Towards Style Alignment in Cross-Cultural Translation. S Havaladar, A Stein, E Wong,

- L Ungar. *Proceedings of the 63rd Annual Meeting of the Association for Computational Linguistics*, 32213–32230, 2025
- The FIX Benchmark: Extracting Features Interpretable to eXperts. H Jin, S Havaladar, C Kim, A Xue, W You, H Qu, M Gatti, DA Hashimoto, B Jain, A Madani, M Sako, LH Ungar, E Wong. *Journal of Data-centric Machine Learning Research* 2 (17): 1–43, 2025
- Efficient Reinforcement Learning for Optimizing Multi-turn Student Outcomes with LLM Nam, O Gottesman, A Zhang, D Foster, E Brunskill, L Ungar. *MTI-LLM Workshop 2025*, Poster, 2025 Tutors. HJ at *NeurIPS*
- T-FIX: Text-Based Explanations with Features Interpretable to eXperts. S Havaladar et al., L Ungar, E Wong. *NeurIPS 2025 LLM Evaluation Workshop*, Poster, 2025
- Know Me, Respond to Me: Benchmarking LLMs for Dynamic User Profiling and Personalized Responses at Scale. B Jiang, Z Hao, Y-M Cho, B Li, Y Yuan, S Chen, L Ungar, CJ Taylor, D Roth. *NeurIPS 2025 LLM Evaluation Workshop*, Poster, 2025
- Culturally-Aware Conversations: A Framework & Benchmark for LLMs. S Havaladar, Y-M Cho, S Rai, L Ungar. *Proceedings of the Fourth Workshop on Bridging Human-Computer Interaction and Natural Language Processing (HCI+NLP)*, 220–229, 2025
- The Impact of Language Mixing on Bilingual LLM Reasoning. Y Li, J Xin, M Miao, Q Long, L Ungar. *Proceedings of the 2025 Conference on Empirical Methods in Natural Language Processing*, 32531–32548, 2025
- Understanding gender and age differences in language use: cross-cultural insights from Weibo and Facebook. D Pang, S Guntuku, G Sherman, T Liu, S Rai, Y-M Cho, R You, A Bakker, L Ungar. *Humanities and Social Sciences Communications* 12 (1): Article 1667, 2025
- PAL: Designing Conversational Agents as Scalable, Cooperative Patient Simulators for Palliative-Care Training. N Sehgal, H Kambhamettu, A Chang, A Zhu, L Ungar, S Guntuku. *Companion Publication of the 2025 Conference on Computer-Supported Cooperative Work and Social Computing*, 346–350, 2025
- Refining a Machine Learning Model for Predicting Infant Sepsis: A Multidisciplinary Team Supported by Human-Centered Design Methods. D Karavite, L Cao, M Harris, A Fidel, L Ungar, G Shaeffer, R Xiao, P Brady, H Kaplan, R Grundmeier. *Applied Clinical Informatics* 16, no. 4: 1332–1340, 2025
- Systematic Evaluation of Auto-Encoding and Large Language Model Representations for Capturing Author States and Traits. K Singh, V Varadarajan, A Ganesan, A Nilsson, N Soni, S Mahwish, P Chitale, R Boyd, L Ungar, R Rosenthal, H Schwartz. *Findings of the Association for Computational Linguistics: ACL 2025*, 18955–18973, 2025
- A cohort study of predictors of short-term nonfatal suicidal and self-harm events among individuals with mental health disorders treated in the emergency department. S Marcus, S Cullen, T Schmutte, M Xie, T Liu, L Ungar, N Cardamone, N Williams, M Olfson. *Journal of Psychiatric Research* 186: 458–468, 2025
- Language models in digital psychiatry: challenges with simplification of healthcare materials. A Aich, T Liu, S Giorgi, K Isman, R Bobojonova, L Ungar, B Curtis. *NPP — Digital Psychiatry and Neuroscience* 3 (1), 2025
- Smartphone language features may help identify adverse post-traumatic neuropsychiatric sequelae and their trajectories. L Vizer, J Pierce, Y Ji, M Bucher, M Liu ... L Ungar. *NPP — Digital Psychiatry and Neuroscience* 3 (1): 8, 2025
- Artificial intelligence unlocks the healthcare data lake. A Talwar, A Talwar, R Broach, L Ungar, D Hashimoto, J Fischer. *Artificial Intelligence Surgery* 5:239–246, 2025
- Using the language of elite athletes to predict their personality and on-court transgressions.

- MD Levitin, IZ Ger, Z Sovik, A Taieb, L Ungar, M Gilead. *Scientific Reports*, 15, 17002, 2025
- Exploring Socio-Cultural Challenges and Opportunities in Designing Mental Health Chatbots for Adolescents in India. NKR Sehgal, H Kambhamettu, S P Matam, L Ungar, S Chandra Guntuku. *Proc. Extended Abstracts of the Conference on Human Factors in Computing Systems (CHI EA)* 253, 1-7, 2025
- The Illusion of Empathy: How AI Chatbots Shape Conversation Perception. T Liu, S Giorgi, A Aich, A Lahnala, B Curtis, L Ungar, J Sedoc. *Proceedings of the AAAI Conference on Artificial Intelligence*, 39(13), 14327-14335, 2025
- The Construction of Emotional Meaning in Language. K Hoemann, Y Lee, E Dussault, S Devylder, LH Ungar, D Geeraerts, BG Mesquita. *Communications Psychology* 3 (1): Article 99, 2025
- Efficient Management of LLM-Based Coaching Agents' Reasoning While Maintaining Interaction Quality and Speed. A Göldi, R Rietsche, L Ungar. *Conference on Human Factors in Computing Systems (CHI)*, 2025
- Aligning Prediction Models with Clinical Information Needs: Infant Sepsis Case Study. L Cao, AJ Masino, MC Harris, LH Ungar, G Shaeffer, A Fidel, E McLaurin, L Srinivasan, DJ Karavite, RW Grundmeier. *JAMIA Open*, 8(2), ooaf015, 2025
- Classifying Unstructured Text in Electronic Health Records for Mental Health Prediction Models: Large Language Model Evaluation Study. NC Cardamone, M Olfson, T Schmutte, L Ungar, T Liu, SW Cullen, NJ Williams, SC Marcus. *JMIR Medical Informatics*, 13(1), e65454, 2025
- Differential associations of passively sensed behaviors with in-vivo depression symptoms. T Lakhtakia, S Smith, J Meyerhoff, Y Meng, L Ungar, D Mohr, C Stamatis. *Journal of Psychopathology and Clinical Science* 134 (8): 860–871, 2025
- Derivation and validation of predictive models for early pediatric sepsis. ER Alpern, HF Scott, F Balamuth, JM Chamberlain, H Depinet, L Bajaj, NE Simon, CP Carter, C Elsholz, M Webb, D Campos, SJD Davies, LJ Cook, LH Ungar, R Grundmeier. *JAMA Pediatrics* 2025
- Evaluating AI-based comprehensive clinical decision support for sepsis and ARDS: protocol for a Clinician Turing Test. AA Gazola, NS Bishop, BE Schmid, R Pirracchio, TS Valley, SV Bhavani, DC Krutsinger, HM Giannini, Y Lu, LH Ungar, NJ Meyer, MP Kerlin, GE Weissman. *BMJ Open* 15 (12): e106757, 2025
- Comparing patterns of recent mental health service use for predicting suicidal events following emergency department mental health visits in the United States: A national cohort study. T Schmutte, SC Marcus, M Xie, SW Cullen, T Liu, LH Ungar, N Cardamone, NJ Williams, M Olfson. *Social Psychiatry and Psychiatric Epidemiology* 2025
- Language-based Valence and Arousal Expressions between the United States and China: A Cross-Cultural Examination M Cho, D Pang, S Thapa, G Sherman, L Ungar, L Tay, SC Guntuku. *Findings of the Association for Computational Linguistics: NAACL 2025*, 5586–5600, 2025
- Social Norms in Cinema: A Cross-Cultural Analysis of Shame, Pride and Prejudice, S Rai, KZ Zaveri, S Havaladar, S Nema, L Ungar, SC Guntuku. *Proceedings of the 2025 Conference of the North American Chapter of the Association for Computational Linguistics: Human Language Technologies (NAACL HLT)*, 11396–11415, 2025
- Cross-Cultural Differences in Mental Health Expressions on Social Media, S Rai, K Shelat, DR Jain, K Sivabalan, YM Cho, M Redkar, S Sawant, LH Ungar, SC Guntuku. *Proceedings of the 3rd Workshop on Cross-Cultural Considerations in NLP (C3NLP 2025)*, 132–142, 2025
- ControlText: Unlocking Controllable Fonts in Multilingual Text Rendering without Font Annotations, B Jiang, Y Yuan, X Bai, Z Hao, A Yin, Y Hu, W Liao, L Ungar, CJ Taylor. *Findings of the Association for Computational Linguistics: EMNLP 2025*, 25414–25425, 2025.