

Angela Duckworth

Co-Founder of the Character Lab; Professor of Psychology at the University of Pennsylvania

Researcher



Angela Duckworth is a professor of psychology at the University of Pennsylvania and a 2013 MacArthur fellow. She is also the founder and scientific director of the Character Lab, a nonprofit whose mission is to advance the science and practice of character development.

Angela studies grit and self-control, two attributes that are distinct from IQ and yet powerfully predict success and well-being. Previously, Angela founded a summer school for low-income children that was profiled as a Harvard Kennedy School case study and, in 2012, celebrated its twentieth anniversary. She has also been a McKinsey management consultant and a math and science teacher. Angela completed her undergraduate degree in Advanced Studies Neurobiology at Harvard, an MSc in Neuroscience from Oxford University, and a PhD in Psychology at the University of Pennsylvania. Angela's first book, *Grit: The Power of Passion and Perseverance*, debuted May 3, 2016.

w: <http://angeladuckworth.com>

Susan Engel

Researcher

Senior Lecturer in Psychology and Founding Director
of the Program in Teaching at Williams College



Susan Engel is Senior Lecturer in Psychology and Founding Director of the Program in Teaching at Williams College. Her research interests include the development of curiosity, children's narratives, play, and more generally, teaching and learning. Her current research looks at whether students learn to think well in college.

Her scholarly work has appeared in journals such as *Cognitive Development*, *Harvard Educational Review*, and the *American Education Research Journal*. She is the author of six books:

- *The Stories Children Tell: Making Sense of the Narratives of Childhood*;
- *Context is Everything: The Nature of Memory*;
- *Real Kids: Making Sense in Everyday Life*;
- *Red Flags or Red Herrings: Predicting Who Your Child Will Become*;
- *The Hungry Mind: The Origins of Curiosity in Childhood*; and
- *The End of the Rainbow: How Educating for Happiness (Not Money) Would Transform Our Schools*.

Her writing on education has appeared in *The New York Times*, *The Nation*, *The Atlantic Monthly*, *Salon*, *Huffington Post*, and *The Boston Globe*. She is a founder of, and the educational advisor to an experimental school in New York State. She lives in New Marlborough MA with her husband Tom Levin. They have three sons, Jake, Will and Sam. Her newest book, *A School of Our Own: The Story of the First Student-Run High School and a New Vision for American Education*, written with her son Sam, will be published this summer.

w: <https://www.psychologytoday.com/experts/susan-engel-phd>

K. Anders Ericsson

*Conradi Eminent Scholar and Professor of
Psychology at Florida State University*

Researcher



K. Anders Ericsson, PhD, is presently Conradi Eminent Scholar and Professor of Psychology at Florida State University. After his Ph. D. in Sweden, he collaborated with the Nobel Prize winner in Economics, Herbert A. Simon on verbal reports of thinking leading to their classic book *“Protocol Analysis: Verbal Reports as Data”* (1984). Currently he studies the measurement of expert performance in domains, such as music, chess, nursing, law enforcement, and sports, and how expert performers attain their superior performance by acquiring complex cognitive mechanisms and physiological adaptations through extended deliberate practice.

Ericsson has edited several books on expertise, the influential *“Cambridge Handbook of Expertise and Expert Performance”* consisted of over 40 chapters and 900 pages and the recent *“Development of Professional Expertise”*, which appeared in 2009. In 2016 his co-authored book with Robert Pool *“Peak: Secrets from the new science of expertise”* was released. He has published articles in prestigious journals, such as Science, Academic Medicine, Psychological Review, Psychological Bulletin, Academic Emergency Medicine, Current Biology, and Trends of Cognitive Science. He is a Fellow of the Center for Advanced Study in the Behavioral Sciences, of the American Psychological Association and the Association for Psychological Science and a member of Royal Swedish Academy of Engineering Sciences.

His research has been featured in cover stories in Scientific American, Time, Fortune, Wall Street Journal and New York Times. He has been invited to give keynote presentations at conferences of surgeons, musicians, teachers, clinical psychologists, athletes, and coaches as well as professional sports organizations, such as Philadelphia Eagles (American football) and Manchester City (soccer).

w: <https://psy.fsu.edu/faculty/ericsson.dp.html>

Jane Gillham

Researcher

Associate Professor at Swarthmore College ; Co-Director of the WSSD Positive Psychology Project; Co-Director of The Penn Resiliency Project



Jane Gillham, PhD, is a psychologist, researcher, and educator. Dr. Gillham's work focuses on the promotion of well-being in children and adolescents. She completed her BA at Princeton University, her PhD at the University of Pennsylvania, and her clinical internship at Yale Child Study Center. While at Yale, she also completed a fellowship at the Zigler Center for Child Development and Social Policy Research. In addition to working at Swarthmore and Penn, Dr. Gillham has worked as a teacher and clinical psychologist for children, adolescents, and adults with developmental disabilities.

For the past twenty years, her research has focused on developing and evaluating school-based interventions that promote resilience and well-being and prevent depression in young people. Dr. Gillham is an author of several interventions and curricula for youth and adults including the Penn Resiliency Program (PRP) for Children and Adolescents, the Penn Resiliency Program for Parents, and the High School Positive Psychology Program. She has been an investigator and project director for several evaluations of these interventions, including program evaluations funded by the National Institute of Mental Health and the United States Department of Education. Dr. Gillham's research is published in numerous articles in academic journals including *Journal of Early Adolescence*, *School Psychology Quarterly*, *Psychological Science*, *Journal of Abnormal Child Psychology*, *Journal of Consulting and Clinical Psychology*, and *Journal of Positive Psychology*. Together with Drs. Martin Seligman, Karen Reivich, and Lisa Jaycox, she is an author of *The Optimistic Child*.

w: <http://www.swarthmore.edu/SocSci/jgillha1/>

Jane Golden

*Founder and Executive Director of the
City of Philadelphia Mural Arts Program*

Researcher



Jane Golden is Executive Director of the Philadelphia Mural Arts Program, overseeing its growth from a small city agency to the nation's largest mural program and a model for community development around the globe. Under Golden's direction, the Mural Arts Program has created more than 3,800 landmark works of public art through innovative collaborations with community-based organizations, city agencies, nonprofits, schools, the private sector, and philanthropies.

Sought after as an expert on urban transformation through art, Golden has received numerous awards for her work, including the 2016 Woman of Influence Award from Pearl S. Buck International, the Philadelphia Award, The Hepburn Medal from the Katharine Houghton Hepburn Center at Bryn Mawr College, the Visionary Woman Award from Moore College of Art & Design, the 2012 Governor's Award for Innovation in the Arts, a Distinguished Daughter of Pennsylvania Award from former Governor Edward G. Rendell, the Adela Dwyer / St. Thomas Peace Award from Villanova University, LaSalle University's Alumni Association's Signum Fidei Medal, and an Eisenhower Exchange Fellowship Award. Golden has co-authored three books about the murals in Philadelphia. She is an adjunct instructor at the University of Pennsylvania and Moore College of Art & Design. She holds an MFA from Rutgers University, degrees in fine arts and political science from Stanford University, and honorary degrees from Drexel University, St. Joseph's University, Swarthmore College, Philadelphia's University of the Arts, Widener University, Haverford College, and Villanova University. In addition, Golden serves on the Mayor's Cultural Advisory Council, the Penn Museum Advisory Committee, and the board of directors of The Heliotrope Foundation.

w: <http://www.muralarts.org>

Mary Helen Immordino-Yang

Researcher

*Associate Professor of Education, Psychology, and
Neuroscience at the University of Southern California*



Mary Helen Immordino-Yang, EdD, studies the psychological and neurobiological bases of social emotion, self-awareness and culture and their implications for learning, development and schools. She is an Associate Professor of Education, Psychology and Neuroscience at the University of Southern California. A former public junior high school science teacher, she earned her doctorate at Harvard University in 2005 and completed her postdoctoral training with Antonio Damasio at the Brain and Creativity Institute in 2008. Since then she has received numerous awards for her research and for her impact on education and society, among them an Honor Coin from the U.S. Army, a Commendation from the County of Los Angeles, a Cozzarelli Prize from the *Proceedings of the National Academy of Sciences* editorial board, and early career achievement awards from the American Educational Research Association, the American Association for the Advancement of Science, the International Mind, Brain and Education Society, and the Federation of Associations in Behavioral and Brain Sciences Foundation (FABBS). Her work is/has been funded by an NSF CAREER award and by grants from DARPA, the NIH, the Templeton Foundation, the Institute for New Economic Thinking and other sources. Her 2015 book, *Emotions, learning and the brain: Exploring the educational implications of affective neuroscience*, is available from W.W. Norton publishers (author proceeds are donated to education-related causes).

w: <http://www-bcf.usc.edu/~immordin/>

Scott Barry Kaufman

Scientific Director of the Imagination Institute

Researcher



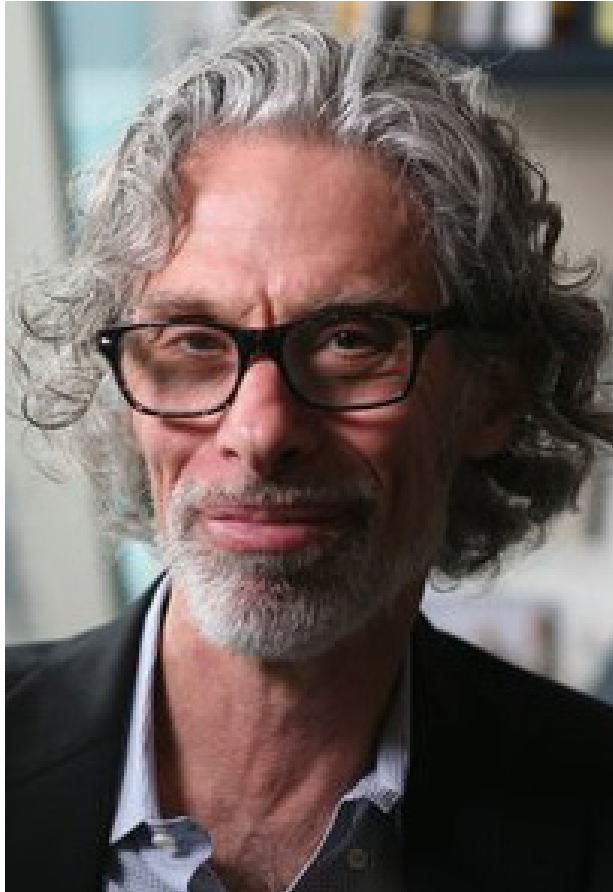
Scott Barry Kaufman is the Scientific Director of the Imagination Institute and a researcher and lecturer in the Positive Psychology Center at the University of Pennsylvania, where he investigates the measurement and development of intelligence, imagination, and creativity. Kaufman has authored/edited seven books, including *Wired to Create: Unraveling the Mysteries of the Creative Mind* (with Carolyn Gregoire), *Ungifted: Intelligence Redefined*, *The Complexity of Greatness: Beyond Talent or Practice*, and *The Philosophy of Creativity* (with Elliot Samuel Paul). Kaufman is also co-founder of The Creativity Post, host of The Psychology Podcast, and he writes the blog Beautiful Minds for Scientific American. Kaufman completed his doctorate in cognitive psychology from Yale University in 2009 and received his masters degree in experimental psychology from Cambridge University in 2005, where he was a Gates Cambridge Scholar.

w: scottbarrykaufman.com

Bob Mankoff

Cartoon Editor of The New Yorker

Researcher



In 1974, Bob Mankoff began creating original cartoons and submitting them to magazines around New York City. In 1977, he sold his first cartoon to *The New Yorker*, and within three years he became a regular contributor to the magazine. In 1991, he started The Cartoon Bank, a business devoted to licensing cartoons for use in newsletters, textbooks, magazines, and other media. In 1997, Mankoff was named Cartoon Editor of *The New Yorker*, replacing Lee Lorenz. Mankoff has edited multiple volumes of cartoon collections, including “*The Complete Cartoons of The New Yorker*.” He has also lectured on humor at the University of Michigan. Recently, Mankoff was the subject of a segment on “60 Minutes” with Morley Safer. More than nine hundred of Mankoff’s cartoons have been published in *The New Yorker*, including one of the most popular New Yorker cartoons of all time, which gave the title to his best-selling memoir, “*How About Never—Is Never Good For You?: My Life in Cartoons*” (2014).

w: <http://www.bobmankoff.com/>

Martin Seligman

Researcher

Executive Director of the Imagination Institute; Director of the Positive Psychology Center; Zellerbach Family Professor of Psychology at the University of Pennsylvania



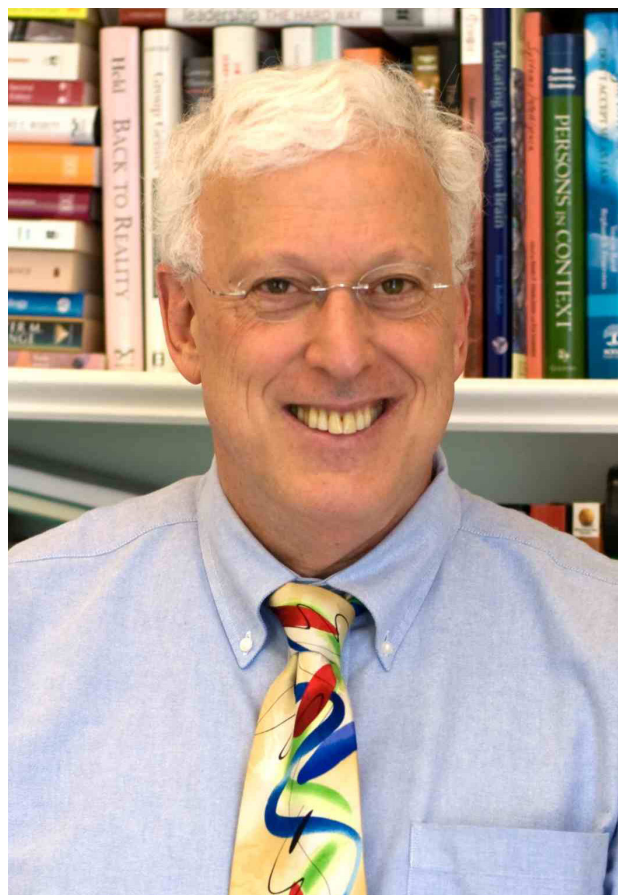
Dr. Martin Seligman is the Zellerbach Family Professor of Psychology and director of the Positive Psychology Center at the University of Pennsylvania, where he focuses on positive psychology, learned helplessness, depression, ethno-political conflict, and optimism. He is a best-selling author of several books including, most recently, *Flourish*. He received the American Psychological Society's William James Fellow Award for basic science and Cattell Award for the application of science and two Distinguished Scientific Contribution awards from the American Psychological Association. In 1996, Seligman was elected president of the American Psychological Association by the largest vote in modern history. His current mission is the attempt to transform social science to work on the best things in life—virtue, positive emotion, good relationships, and positive institutions—and not just on healing pathology.

w: <http://www.positivepsychology.org/people/martin-ep-seligman>

Robert Sternberg

*Professor of Human Development in the College
of Human Ecology at Cornell University*

Researcher



Robert J. Sternberg is Professor of Human Development in the College of Human Ecology at Cornell University and Honorary Professor of Psychology at Heidelberg University, Germany. Sternberg was briefly President and Professor of Psychology and Education at the University of Wyoming. Before that, he was Provost, Senior Vice President, Regents Professor of Psychology and Education, and George Kaiser Family Foundation Chair of Ethical Leadership at Oklahoma State University. He was previously Dean of Arts and Sciences and Professor of Psychology and Education at Tufts University, and before that, IBM Professor of Psychology and Education, Professor of Management, and Director of the Center for the Psychology of Abilities, Competencies, and Expertise at Yale University. He is a Past President of the American Psychological Association, the Eastern Psychological Association, Federation of Associations in Behavioral and Brain Sciences, and the International Association for Cognitive Education and Psychology, as well as Treasurer of the Association of American Colleges and Universities. He currently is Editor of *Perspectives on Psychological Science*. He holds 13 honorary doctorates and is a fellow of the American Academy of Arts and Sciences and the National Academy of Education.

He was cited in an *APA Monitor on Psychology* report as one of the top 100 psychologists of the 20th century (#60) and in a report in *Archives of Scientific Psychology* by Diener and colleagues as one of the top 200 psychologists of the modern era (#60). He was cited by Griggs and Christopher in *Teaching of Psychology* as one of the top-cited scholars in introductory-psychology textbooks (#5). According to Google Scholar, he has been cited over 106,000 times; he has an H index of 157 and an i10 index of 790. He has been cited by ISI for being one of the most highly cited (top ½ of 1%) among psychologists and psychiatrists.

w: www.robertjsternberg.com

Jenn Charlot

Partner at Transcend Education

Educator



Dr. Jenn Charlot was the director of implementation at the Character Lab for the past two years. At Character Lab she worked closely with educators to integrate character content into their school settings. She is currently a Partner at Transcend Education helping researchers and educators to apply pertinent science and best in-field practices to new school designs. Jenn began her career as a school social worker and later designed and co-led a small school in NYC where she spearheaded social and emotional programming. Jenn has also worked for Turnaround for Children, Newark Public Schools, and co-founded a non-profit in Haiti called Konbit Pou Edikasyon. Jenn earned her Doctorate in Education Leadership from Harvard's Graduate School of Education.

w: <http://www.transcendeducation.org/>

Jennifer Francis

Senior Dean at Relay Graduate School of Education; Founding Dean of Relay Louisiana

Educator



As senior dean at Relay, and founding dean of Relay Louisiana, Jennifer Francis oversees all aspects of our teacher training in New Orleans and Baton Rouge. Francis, a Chicago native and alumna of Chicago Public Schools, has taught in several states and worked with Teach For America and TNTP to train and support teachers. Before joining Relay, she served as the principal of West Gary Lighthouse College Prep Academy in Gary, Indiana. Francis earned an M.Ed. in curriculum and instruction and an Ed.S. from National Louis University, as well as a dual B.A. in Black Studies and American Studies from Scripps College. Francis is currently a doctoral student at the Rossier School of Education, University of Southern California.

w: www.relay.edu

Mayme Hostetter

Dean at Relay Graduate School of Education

Educator



Mayme Hostetter is the Dean at Relay Graduate School of Education. Mayme taught middle and high school English and coached several sports at Deerfield Academy (a private boarding school in Western Massachusetts) and KIPP Academy (a public charter school in the South Bronx). She was then awarded an Urban Scholars Fellowship to study at Harvard Graduate School of Education. While there, she worked in M.I.T.'s Department of Brain and Cognitive Sciences, researching reading development. Mayme returned to NYC in 2008 to join the founding team at Relay, and eight years later, she is elated to have many of her former KIPP students teaching in NYC and earning their MAT.s at Relay. Mayme earned her A.B. and her Ed.M. from Harvard University; she is currently writing her dissertation on character and expects her Ed.D. from Columbia University in 2016.

w: www.relay.edu

Donald Kamentz

Executive Director, The Character Lab

Educator



As the Executive Director for The Character Lab, Donald leads the organization's mission to advance the science and practice of character development. Comprised of a small team of researchers, designers, and educators, The Character Lab believes character skills are malleable, character development can enhance academic performance, and finally, character strengths matter as much as any other factors for success in life.

Prior to coming to The Character Lab, Donald spent 16 years, most recently as the Managing Director of College and Career Initiatives, at YES Prep Public Schools, a public charter school system in Houston, Texas. Under his leadership, he created a program recognized nationally as a model for supporting first-generation, low-income students to and through college.

Donald received a Bachelor of Arts in Political Science, with a minor in International Affairs-Latin American Studies, from The George Washington University.

w: www.characterlab.org