POSTDOCTORAL ASSOCIATE – SEL for All Team

The Yale Center for Emotional Intelligence, part of the Child Study Center at the Yale University School of Medicine, conducts research and teaches people of all ages how to develop their emotional intelligence. Our work focuses on (1) the development and impact of social and emotional skills among diverse populations, including education settings and organizations, and (2) the mechanisms by which social and emotional skills and training impact significant life outcomes.

We are looking for a Postdoctoral Associate to join the SEL for All Team to work on a multi-year project, Promoting SEL Access and Outcomes for Students with Learning Differences (Oak Foundation; PI Dr. Christina Cipriano). This project is an ongoing research initiative between The Yale Center for Emotional Intelligence, experts in the field of Social and Emotional Learning (SEL), and EdTogether, experts in the field of Universal Design for Learning (UDL), in the promotion of evidence-based SEL programming for students with learning differences. The next phase will further diversity, equity, access, and inclusion in SEL by centering students with learning differences in SEL practice and research through systematic, deep qualitative work with diverse students and educators and completing critical scholarship for the field of SEL that supports a comprehensive, transparent, and scalable evidence based hereafter.

The postdoctoral associate’s primary responsibility will be to support all data collection efforts including the ongoing management and maintenance of student and educator focus group data, advisory feedback sessions and SLD focus group data, liaising and troubleshooting with participants across the project, and readying the data sets for analyses. The PDA will provide data analyses research support and contribute to dissemination materials, front matter and school-facing resources. They will also be invited to support in other tasks related to the team’s research, such as the preparation of research articles, grant writing, and the design of future studies. Dr. Christina Cipriano will oversee day-to-day work assignments and be the primary supervisor alongside providing additional professional development support.

Skills and Qualifications

- Doctorate (PhD or EdD) in psychology, education, or a related field
- Specialization or demonstrated interest in the study of social emotional learning and equity, and Universal Design for Learning (UDL).
- Excellent statistics skills, including experience with multi-level modeling, meta-analysis and working with qualitative data.
- Demonstrated ability to learn with school communities (educators, students, families), conduct focus groups, and maintain school relations
- Excellent communication skills (e.g., writing research papers, giving presentations)
- Strong project management skills
- Ability to work both independently and collaboratively

This is not a remote opportunity. This position is located at the Child Study Center on the campus of Yale University in New Haven, CT. Per postdoc office policy, all trainees are expected to complete their training on campus.

The anticipated start date is July 1, 2022.

Please note that the university has a COVID vaccination and booster requirement for all students, staff & faculty which is described in the COVID-19 Vaccine Program. You are required to comply with the Vaccine Program prior to the first day of your Yale appointment. Should you not be eligible for the Booster at this time, you will be required to receive your booster within seven (7) days of your eligibility. Please see the Yale COVID-19 Vaccine Program for information on how to schedule a vaccination and/or how to Submit or Confirm your vaccination documentation.

For up-to-date university information on COVID-19, please visit: https://covid19.yale.edu.
To Apply
Please send a cover letter and CV to linda.torv@yale.edu with email subject “Postdoc Applicant: SEL for All Team”. Review of applications will begin immediately and continue until the position is filled. Please have contact information available for three references upon request.

ABOUT THE YALE CENTER FOR EMOTIONAL INTELLIGENCE
Emotions drive learning, decision making, creativity, relationships, and health. The Yale Center for Emotional Intelligence uses the power of emotions to create a more effective and compassionate society. Helping children and adults develop emotional intelligence is central to the mission of the Center. To date, schools have been at the center of these efforts. RULER, the Center’s signature program, draws on leading pedagogical practices as well as advances in psychology and neuroscience, and it has been honed through years of classroom observation, interviews, and the most demanding evaluations. Creating awareness—both of self and others—about emotions and developing the skills of emotional intelligence can improve children’s prospects in life and contribute, in turn, to healthier, more compassionate families, workplaces, and communities. RULER does this by teaching adults and children the skills of emotional intelligence. Since 2005, more than 600 schools have implemented RULER, affecting the lives of over 500,000 students. Accordingly, we integrate emotional intelligence skill building, the basis of RULER, into their everyday practices and into classroom curricula across grade levels.

The Division of Research within the Yale Center for Emotional Intelligence is at the forefront of translational emotion science, building and evaluating SEL tools and interventions with youth and educators to support whole-school community thriving. Our research advances SEL science, practice, and policy, through innovative tools, methodologies, and lines of inquiry that fosters inclusive and equitable conditions for teaching and learning, improves individual skill-building, advances SEL measurement and evaluation, and evolves the definition of the field. Learn more at www.ycei.org/research-overview.

Yale University is an Affirmative Action/Equal Opportunity employer. Yale values diversity among its students, staff, and faculty and strongly welcomes applications from women, persons with disabilities, protected veterans, and underrepresented minorities.

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