POSTGRADUATE ASSOCIATE – Sustainable SEL Assessments Team
The Yale Center for Emotional Intelligence (https://www.ycei.org), 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 full-time Postgraduate Associate (PGA) to join the Sustainable SEL Assessments Team to work on a multi-year project, Fostering Students of Color and Their Educators to Thrive Through Sustainable SEL Assessment (Chan Zuckerberg Initiative; PIs Dr. Christina Cipriano and Jessica Hoffmann). The purpose of this project is to investigate how the Digital SEAD and School Climate Toolkit SEL assessments work practically in schools and support students of color and their educators to thrive. These assessments cover both adult and student emotional intelligence skills, and student social and emotional experiences at school. Along with our partner organizations - the Urban Assembly and Trajectory of Hope - the three-pronged mission of this project includes: (1) investigating how our SEL assessment tools can work together to support students of color and their educators; (2) demonstrate two models of assessment utility through the two community partners, to support scaling of the organizations as leaders in their respective spaces and effect greater educational policy change; this would include understanding how and if the Digital SEAD and School Climate Toolkit supports UA and Trajectory of Hope’s missions, and catalog recommendations for best practices for schools; (3) finalize and make available a full suite of rigorous, sustainable, accessible, and impactful SEL assessments.

Mentorship
Under the mentorship of the Yale Center for Emotional Intelligence’s Faculty, the PGA will be guided through project tasks which include: (1) research-related tasks such as data collection, analyses, and reporting, and academic presentations, including opportunities for publications/presentations (2) liaising with schools, teachers, and organizations within and outside of Yale via telephone, email, and in-person communications; (3) program-based tasks such as SEL content creation or revisions, and training events, and (4) attending meetings at the Yale Center for Emotional Intelligence with Yale staff and our collaborators, keeping meeting minutes, and related tasks as needed.

Training
The Yale Center for Emotional Intelligence offers a weekly PGA seminar series co-led by the Director of Research, Dr. Christina Cipriano, the Director of Adolescent Initiatives, Dr. Jessica Hoffmann, and the Director of Early Childhood, Dr. Craig Bailey, with guest lecturers and facilitated reading ranging from Postdoctoral Associates to Research Scientists. This seminar series covers many professional development topics, including (a) graduate school preparation and networking/professional image; (b) research design, methodology, and statistical analysis; (c) diversity, equity, and inclusion in research and practice.

Eligibility Requirements
The ideal candidate will have excellent time management skills, high attention to detail, superior written and oral communication skills, the ability to give and receive feedback, and the ability to work independently as well as in teams. They will have at least a bachelor’s degree, preferably in psychology or education, and proficiency with Microsoft Office Suite (including Word, Excel, and PowerPoint). Preferred qualifications include research experience and experience with data analysis software (e.g. SPSS, R, STATA, SAS), content knowledge in emotional intelligence, and an interest in applying for an advanced degree in the future.

The Postgraduate Associate position is one year in duration with a salary of $38,000. Postgraduate positions are open to those who have recently received a bachelor and/or master’s degree, but not doctoral degrees. 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.

The anticipated start date is July/August 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/

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.

**Application Process**

Please send a cover letter and CV to linda.tory@yale.edu with email subject “Postgraduate Applicant: Sustainable SEL Assessments 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](http://www.ycei.org/research-overview).

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