
BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.
Follow this format for each person. DO NOT EXCEED FIVE PAGES.

NAME: Floman, James L.

POSITION TITLE: Associate Research Scientist, Yale Center for Emotional Intelligence, Yale School of Medicine, Yale University

EDUCATION/TRAINING:

INSTITUTION AND LOCATION	DEGREE (if applicable)	Completion Date MM/YYYY	FIELD OF STUDY
Roger Williams University, RI, United States	BA	2007	Psychology, Philosophy (minor)
Rutgers University, NJ, United States	MA	2012	Psychology
University of British Columbia, BC, Canada	PhD	2018	Human Development

A. Personal Statement

I am an Associate Research Scientist at the Yale Center for Emotional Intelligence (YCEI) whose mission is to use the power of emotions to create a healthier, and more equitable, innovative, and compassionate society. The Division of Research at the YCEI has an extensive \$12.5 million portfolio of research projects ranging from seed funding to large scale basic and applied research. With the support of my talented team (postdoctoral associate and research assistant), I am responsible for leading two empirical research streams at the Center, as well as co-leading a project developing mindfulness curricula for educators.

1. I am developing and validating a novel, multi-dimensional, and ecologically valid measure of social, emotional, and eudaimonic well-being (i.e., psychological well-being) for adults, with a special focus on educator well-being. As part of this work, I am also co-developing and validating a new suite of tools to assess emotion skills for basic and applied research, specifically performance-based ability measures of emotion perception, understanding, and regulation. These tools will be used to guide efforts to support the social-emotional well-being of U.S. adults, with a specific interest in human service professionals, including preK-12 educators and doctors. In particular, the ecological validity and parsimony of these tools will allow them to be used in experience sampling studies, randomized controlled trials, and national longitudinal studies to facilitate more psychometrically rigorous research on psychological well-being among professionals with high social-emotional labor jobs.
2. I am also leading two large-scale national longitudinal studies examining well-being and resilience dynamics among racially diverse U.S. educators. I am investigating the role of meditative practices, compassion and social connectedness, as well as emotion regulation, leadership and school climate, in buffering educators against the deleterious and prevalent impacts of chronic mental stress. The goal of this research stream is to more precisely classify key protective and risk factors underlying rapid increases in educator burnout and turnover, which disproportionately impact the quality of education in high-poverty schools serving historically disadvantaged students. Insights from this project will be translated directly to inform and optimize social-psychological and school-based interventions designed to promote well-being and sustain resilience among educators.
3. Partnering with a seasoned educator who effectively taught contemplative practices in elementary schools for over two decades, I am creating a set of mindfulness and compassion-based lessons to support educator health and well-being. Specifically, I am integrating core principles of mindfulness (e.g., present-centered attention, open awareness) and compassion (e.g., perspective taking, common humanity) from meditative traditions into an emotion science-grounded evidence-based preK-12 social-emotional learning (SEL) program called RULER (Recognizing, Understanding, Labeling, Expressing, and Regulating emotions). RULER reaches thousands of educators and about 2 million students worldwide, with continuous growth across diverse global school communities.

4. In my prior work – with the award of a Varela Grant from the Mind and Life Institute – I conducted an online randomized controlled trial (RCT). In this RCT, I examined the effects of meditation training on K-12 educator emotion skills, compassion, and prosocial behavior compared to an active music relaxation control group. Importantly, with support from Drs. Kim Schonert-Reichl and Patricia Jennings – both world leaders in contemplative education research – I independently ran this rigorous RCT. Effectively leading this RCT demonstrates my ability to manage the numerous components and responsibilities of complex research trials, including: 1) human subjects protections and ethical review board protocols; 2) online-based intervention design and delivery systems; 3) development of novel multiple-levels-of-analysis assessment batteries rooted in validated paradigms and scales; 4) recruitment and screening of N=250 K-12 educators from Vancouver, British Columbia; 5) handling all study communications and retaining 90% of time-pressured and stressed educators in the RCT; 6) budget supervision and grant management; 7) data security, cleaning, analysis, and interpretation; and 8) completing a successful write-up of the project (in the form of a doctoral dissertation that is currently available online from UBC). At present, we are working on a manuscript from the project on the feasibility, acceptability, and preliminary efficacy of online-based meditation training for educators who may benefit greatly from such scalable trainings. From this project we also found statistically and theoretically significant differential effects of mindfulness and loving-kindness meditation on educator prosocial behavior that we are writing up for publication.

In summary, my domains of research expertise are in psychological well-being, emotional abilities (i.e., emotion perception, understanding, and regulation), and the social-psychological effects of mindfulness and loving-kindness meditation – with a specific focus on K-12 educator populations. Within these areas of research, I have: 1) conducted a rigorous actively-controlled RCT; 2) I am in the process of developing and validating a suite of novel, multi-dimensional, and ecologically valid assessments of well-being and emotion skills; 3) and I am running two large-scale national longitudinal studies on diverse educator health and well-being during this historically traumatic period of the COVID-19 pandemic – with exceptional retention rates exceeding 70% across four time points over 2020-2021.

I am also trained in multilevel regression, structural equation modeling, latent growth curve modeling – I am experienced in leading a team of researchers in conducting large-scale studies – and my Center has relationships with school district leaders and universities throughout the U.S.

B. Positions and Honors

Positions and Employment

Associate Research Scientist, Yale Center for Emotional Intelligence, Yale School of Medicine	2018-Present
Postdoctoral Associate, Yale Center for Emotional Intelligence, Yale School of Medicine	2018-2018
Doctoral Student and Graduate Research Assistant, University of British Columbia	2012-2018
Master's Student and Graduate Research Assistant, Rutgers University	2009-2011

Honors and Awards

Mind and Life Summer Research Institute Fellow	2019
Mind and Life International Symposium of Contemplative Research Scholarship	2018
Mind and Life Summer Research Institute Fellow	2017
UBC International Tuition Award	2017-18
UBC Faculty of Education Graduate Award	2016-17
UBC International Tuition Award	2016-17
UBC Jimmar Memorial Scholarship in Education	2015-16
UBC Faculty of Education Graduate Award	2015-16
UBC International Tuition Award	2015-16
Mind and Life Summer Research Institute Fellow	2015

UBC ECPS Research Conference Grant	2015
UBC Donald and Ellen Poulter Scholarship	2014-15
UBC Affiliated Doctoral Fellowship	2014-15
UBC ECPS Research Conference Grant	2014
Mind and Life Summer Research Institute Fellow	2014
UBC Dean of Education Scholarship	2013-14
UBC Faculty of Education Graduate Award	2013-14
UBC International Tuition Award	2013-14
Stanford Science of Compassion Summer Research Institute Fellow	2013
UBC Faculty of Graduate Studies Research Conference Grant	2013
UBC International Tuition Award	2012-13
Rutgers University Research Conference Grant	2012
Rutgers University Research Conference Grant	2011
Psi Chi Inductee (Honor Society for Psychology)	2010
Rutgers University Graduate Fellowship in Psychology	2009

C. Contribution to Science

Relevant Publications/Manuscripts in Progress

- Floman, J. L.**, Schonert-Reichl, K. A., Jennings, P. A., & Zumbo, B. D. (in preparation). The differential effects of mindfulness meditation and loving-kindness meditation on educator prosocial behavior. *Journal of Educational Psychology*.
- Floman, J. L.**, Ponnock, A., Brackett, M.A., & Jain, J. (in preparation). The role of contemplative practice experience and training in the trajectories of diverse educators' well-being during the COVID-19 pandemic. *Mindfulness*.
- Floman, J. L.**, Ponnock, A., Brackett, M.A., & Jain, J. (under review). School leader emotion regulation ability and educator well-being: A national longitudinal study before and during the COVID-19 pandemic. *Journal of Educational Psychology*.
- Floman, J. L.**, Hagelskamp, C., Brackett, M. A., & Rivers, S. E. (2016). Emotional bias in classroom observations: Within-rater positive emotion predicts favorable assessments of classroom quality. *Journal of Psychoeducational Assessment*, 35(3), 291-301. <https://doi.org/10.1177/0734282916629595>
- Fox, K. C. R., Nijeboer, S., Dixon, M. L., Girn, M., **Floman, J. L.**, Ellamil, M., Sedlmeier, P., Lifshitz, M., & Christoff, K. (2016). Functional neuroanatomy of meditation: A systematic review and meta-analysis of 78 functional neuroimaging investigations of meditation states. *Neuroscience and Biobehavioral Reviews*, 35, 208-228. <https://doi.org/10.1016/j.neubiorev.2016.03.021>
- Floman, J. L.**, & Miller, M. (2015). Emotion regulation. In W. G. Scarlett (Ed.), *Encyclopedia of Classroom Management*. Sage Publications: New York, NY. <https://doi.org/10.4135/9781483346243>
- Miller, M., & **Floman, J. L.** (2015). Prosocial behavior. In W. G. Scarlett (Ed.), *Encyclopedia of Classroom Management*. Sage Publications: New York, NY. <https://doi.org/10.4135/9781483346243>
- Fox, K. C. R., Nijeboer, S., Dixon, M. L., **Floman, J. L.**, Ellamil, M., Rumak, S., Sedlmeier, P., & Christoff, K. (2014). Is meditation associated with altered brain structure? A systematic review and meta-analysis of morphometric neuroimaging in meditation practitioners. *Neuroscience and Biobehavioral Reviews*, 43, 48-73. <https://doi.org/10.1016/j.neubiorev.2014.03.016>
- Brackett, M. A., **Floman, J. L.**, Ashton-James, C., Cherkasskiy, L., & Salovey, P. (2013). The influence of teacher emotion on grading practices: A preliminary look at the evaluation of student writing. *Teachers and Teaching: Theory and Practice*, 19(6), 634-646. <https://doi.org/10.1080/13540602.2013.827453>

Relevant Conference Presentations

Floman, J. L., Ponnock, A. R., & Yu, A. A. N. (2020, April). *Investigating affective diversity: Uncovering unique patterns in social affect via latent profile analysis*. Accepted to be presented at the annual Society for Affective Science conference, San Francisco, CA [note: conference was cancelled due to COVID-19].

Floman, J. L., Brackett, M.A., Ponnock, A., & Garcia, B. (2020, April). *Developing and validating a scalable, multi-dimensional measure of teacher well-being*. Accepted to be presented at the annual American Education Research Association convention, San Francisco, CA [note: conference was cancelled due to COVID-19].

Floman, J. L., Yu, A. A. N., Ning, B., & Ponnock, A. R. (2020, February). *An empirical test of two well-being theories: Emotion diversity vs. subjective well-being*. Presented at the Society for Personality and Social Psychology Convention: Happiness and Well-Being Preconference, New Orleans, LA.

Floman, J. L., Brackett, M.A., Schmitt, L., & Baron, W. (2019, June). *Mindfulness training, inspiration and anger, and workplace well-being: Direct and indirect effects*. Presented at the Mind and Life Summer Research Institute, Garrison, NY.

Floman, J. L., & Schonert-Reichl, K. A. (2018, November). *The feasibility, acceptability, and efficacy of digital meditation training for teachers: A randomized controlled trial*. Presented at the International Symposium of Contemplative Research in Phoenix, AZ.

Floman, J. L., Brackett, M.A., Schmitt, L., & Baron, W. (2018, May). *School climate, teacher affect, and teacher well-being: Direct and indirect effects*. Presented at the Association for Psychological Science Convention in San Francisco, CA.

Floman, J. L., Schonert-Reichl, K. A., Jennings, P. A., & Zumbo, B. D. (2017, June). *Effects of mindfulness meditation and kindness meditation on teachers' emotional abilities, compassion, and prosocial behavior*. Presented at the Mind and Life Summer Research Institute, Garrison, NY.

Floman, J. L., & Brackett, M.A. (2016, May). *Preventative approaches to enhancing emotion regulation: Preemptive positive emotion regulation reduces emotional reactivity in teachers*. Presented at the Annual Convention of the Association for Psychological Science, Chicago, IL.

Floman, J. L., Brackett, M.A., & Stern, R. (2014, June). *Meditative self-reflection enhances effective emotion regulation strategy cognitions in teachers*. Presented at the Mind and Life Summer Research Institute, Garrison, NY.

Fox, K.C.R., **Floman, J. L.,** Nijeboer, S., Dixon, M.L., & Christoff, K. (2014, May). *fMRI meta-analysis of brain activity underlying loving-kindness meditation*. Presented at the 26th Association for Psychological Science, San Francisco, CA.

D. Research Support

American Psychological Association Division 15 (awarded 2021). "Black and Latinx Educator Well-Being in the COVID-19 Era," [Co-PI with Annette Ponnock]. Budget = \$5,000 USD.

Sanford Harmony/National University (awarded 2020-2021), "A National Longitudinal Investigation into Educator Resilience and Well-Being in the Time of COVID-19," [Co-PI with Annette Ponnock and Marc Brackett]. Budget = \$150,000 USD.

Wend Ventures Research Grant (awarded, 2018), "Developing and Validating a Measure of Educator Well-Being and Well-Being Toolkit to Support School Success," [Co-PI with Dr. Marc Brackett]. Budget = \$3,000,000 USD.

UBC Faculty of Education Graduate Student Research Grant (awarded, 2016), “The Effects of Mindfulness and Kindness-Based Meditation on Teachers’ Emotional Abilities, Compassion, and Prosocial Behaviour,” [Primary grant author & collaborator; Kim Schonert-Reichl (PI)]. Budget = \$915.20 CAD.

Mind and Life Francisco J. Varela Research Award (awarded, 2014-2015), “The Effects of Mindfulness and Loving-Kindness Meditation on Teachers’ Emotional Abilities, Compassion, and Prosocial Classroom Engagement,” [Primary grant author & collaborator; Kim Schonert-Reichl (PI)]. Awarded budget = \$14,383 USD.

UBC HSS Seed Grant (awarded, 2013-2015), “Mindfulness Interventions for Secondary School: Identifying Core Implementation Factors and Investigating their Effects on Self-Regulation, Compassion, and Psychosocial Thriving,” [Primary grant author & collaborator; Kim Schonert-Reichl (PI)]. Budget = \$7000 CAD.

D. Research Environment

Yale University and the Yale Center for Emotional Intelligence (YCEI)

Yale University offers outstanding world-class facilities and resources for innovation and research, including support for in person and remote work; they oversee regulatory compliance, grants management, finance, and reporting; and they provide myriad resources and opportunities—from seminars and courses to labs and libraries—for researchers at all levels to pursue their work, further their training, discover new possibilities for networking and collaboration, and promote scholarship and understanding.

The Yale Center for Emotional Intelligence (<http://ei.yale.edu/>) operates under the Child Study Center at Yale University, with over \$40 million annual research expenditures, housed in the Yale School of Medicine. The University provides the YCEI with an 8,000 square foot building; negotiates grants and contracts; maintains facilities; and provides technology support. The research team has a workspace at the YCEI and space is available for the proposed staff. Yale’s reputation has helped promote interest among K-12 education leaders and has brought research conducted at the YCEI to the attention of policymakers. In addition, YCEI staff reach a broad range of audiences through invited talks (e.g., American Educational Research Association, American Psychological Association, White House, Aspen Institute, TEDx, CASEL) and trainings translating research for nontechnical audiences in addition to academic presentations and over 230,000 website hits per year.

The YCEI, under the direction of Marc Brackett, is a self-supporting, largely grant-funded department. It employs over 50 researchers, many with an expertise in psychology (including ladder faculty, research scientists, postdoctoral fellows, and postgraduate researchers) as well as program staff and administrators. Founded officially in 2013, the YCEI grew out of the Health, Emotion, and Behavior Lab, which was launched in 1990 by Peter Salovey, then psychology professor and co-founder of the theory of emotional intelligence, and current President of Yale. Since 1990, Lab and YCEI scholars have been at the forefront of translational research in emotion science. They have published nearly 1,000 studies on the development and influence of emotions on cognition, creativity, and social behavior, devised measures of discrete emotion skills and abilities, and have used these insights to design, deliver, and evaluate a range of cutting edge, evidence-based program interventions.

Over the last two decades, YCEI programming has focused on children and educators. YCEI researchers have continued to design and optimize measures of emotional intelligence and develop new insights into the way emotions influence social behavior, creativity, judgement and decision-making; and they have continued to examine the effects of different emotion abilities in particular contexts, including the workplace. YCEI scholars, for example, have investigated how emotionally intelligent leadership contributes to worker engagement, and how it effects burnout and attrition in hospital and corporate settings as well as schools. Further, this work has expanded to focus significantly on the conditions and correlates of emotional health and well-being—and the challenges to it (e.g., social disconnection)—which has taken on new urgency since the COVID-19 pandemic.