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GRADUATING EQ:

**Moving Social-Emotional
Learning into Higher Education**



Why integrate EQ in Higher Ed?

“Higher education is not what it used to be.”

Cultivating EQ skills can meet the needs of these students by enhancing:

- help seeking
- time management
- organizational ability
- a willingness to make mistakes
- a sense of purpose
- self-efficacy and perseverance
- flexibility and agility
- an ability to take responsibility for one's actions.

Higher Education is not what it used to be.

Today, only 58% of students graduate from 4-year BA programs in even 6 years and only 29% of first-time students in two-year associate or certificate programs graduate in 3 years. While there are many factors that contribute to this decrease in student performance and success, a growing body of research indicates that emotional intelligence (EQ) may be a missing ingredient that could help turn the situation around.

As Randy Swing, former Executive Director of the American Institutes of Research, said, "I'm convinced that EQ skills can be taught and that those skills undergird academic confidence, study skills, and the key elements that contribute to student success in college."

Social-Emotional Learning (SEL) has a well-established place in education from kindergarten through high school. Those same principles and practices are now being seen as highly applicable to higher education, at both the undergraduate and graduate level.

According to Colleen Conley, "An important next step for SEL in higher education is to extend promising research findings into everyday practice by integrating successful SEL interventions into higher education institutions

and curricula programmatically." This integration is critical because, as Clifton and Anderson noted, "More students leave college because of disillusionment, discouragement, or reduced motivation than because of lack of ability or dismissal by school administration."

EQ skills can support students during the critical transition from academia to career, whether the next step is a professional school or a prized position. The reward for pursuing this path

also extends far beyond the particular student.

Eduardo Padron, President of Miami Dade College said, "I could not agree more with the importance of embracing social and emotional learning at all levels of education, but particularly in higher education.

We have an opportunity to affect not only individual lives but also the quality of life in our communities and our civic conversation."

A person with a backpack is walking up a set of concrete steps towards a building entrance. The building has a light-colored stone or brick facade and large glass windows. The person is wearing a plaid shirt, dark pants, and brown shoes. The backpack is white with a brown strap. The overall scene is bright and clear.

EQ BENEFITS FOR STAKEHOLDERS

Students, Faculty, Academic Leadership

When EQ becomes a core value in higher education, a new world of understanding, meaningful collaboration, and depth of purpose emerges.



Everyone benefits when EQ is brought into the picture. From a systems perspective, what helps one stakeholder also helps others because of the interactions and connections that exist. Fostering emotional intelligence does many things for many people in higher ed.

For students, EQ

Students

raises self-awareness;
promotes positive decision-making;
reduces stress, anxiety, and depression;
enhances life skills;
cultivates supportive friendships; and
encourages empathy.

For faculty, EQ

fosters meaningful connections;
builds new skill sets and capacity;
humanizes coursework;
provides actionable data; and
facilitates classroom/cohort management.

Faculty

For academic leaders, EQ

offers an integrative organizing principle;
informs professional skill development and practice;
guides institutional policies and standards;
enhances leadership capabilities; and
values connections to the broader community.

Academic Leadership



01 REVITALIZING

Setting: Distributed/hybrid graduate university (online + face-to-face).

Focus: Infant and early childhood doctoral program in school of leadership studies.

Goal: Integrate social-emotional learning concepts into coursework for clinicians and educators.

CURRICULUM BY INFUSING EQ

Initiative: EQ presentations at national sessions. Webinar on empathy for brown bag lunch. Six Seconds webinar on EQ and Higher Education hosted university president as key-note speaker. Six Seconds Emotional Assessment (SEL) and debrief for all students in SEL-infused courses. Integration of EQ into selected syllabi and independent studies.



Setting: A top-rated, innovative veterinary school in the United States

Focus: Entering veterinary students.

Goal: Assist incoming veterinary students in dealing with emotions in self and others as they prepare for their future roles; create self understanding and self compassion; spread to dozens of veterinary schools in North America.

FOR COMPASSIONATE FUTURE ROLES

02 PREPARING VET MED STUDENTS

Initiative: Reinforce Six Seconds' tools and skill sets throughout the curriculum to support students' professional growth and personal well-being through the stresses of training and eventual practice. Annual three-day offsite experiential leadership program for incoming veterinary students with EQ at core.



03 CREATING

A POSITIVE SYSTEMIC CLIMATE FOR LEARNING



Setting: A forward-thinking, top technical university in Asia.

Focus: Systemwide infusion of EQ for leadership, faculty, students, and internship employers.

Goal: Help engineering students, faculty and administrators, and employers deal with the “people-side” of business.

Initiative: Engagement and ongoing consultation with leadership, including SEI 360 and Leadership Vital Signs (LVS) assessment. Engagement, coaching EQ and EQ Educator certification with faculty. Pre/post SEI assessments and introduction to EQ session for students, including discrete lessons and integrated learning and feedback. Climate assessments, including Educational Vital Signs (EVS) and Organizational Vital Signs (OVS) assessments.

Setting: A student counseling, career, and development center in a public university in South Africa.

Focus: Faculty, staff, students, & university leadership.

Goal: Acquaintance with the concept and elements of emotional intelligence and strategies and skills towards: self-awareness (know yourself), self-mastery (choose yourself), self-motivation (give yourself), Exploration of personal values and attitudes associated with emotional intelligence.

COACHING

STUDENTS FOR RESILIENCE & INDEPENDENCE

04



Initiative: Holistic intervention for faculty, students, staff. Student sessions for developmental, preventative, and remedial EQ support, and, in collaboration with HR, EQ competency staff workshops to be aligned with the above and encourage the co-involvement of staff with students' social-emotional learning in the lecture hall. Engaged Six Seconds' global office consultant for two days of sessions with students, faculty, and administration.

05 SUPPORTING

Setting: An osteopathic medical school in the United States.

Focus: Entering medical students through the third year.

Goal: Research to understand changes in EQ during medical school training, and how EQ can support medical students' development through the program and beyond.

MEDICAL STUDENTS' DEVELOPMENT

Initiative: A longitudinal assessment of medical students in the first two years of medical training and in their third year. Students take SEI assessments, EQ integrated into curriculum, and staff attend Six Seconds' certification courses to prepare for initiative.



Setting: A teacher education department in a large public university in the United States.

Focus: Teacher candidates.

Goal: Infuse SEL into curriculum and courses and assist students in personal development of EQ competencies.



06 TRAINING

Initiative: EQ Educator training for 60 students and 10 faculty. EQ Assessor training for teaching faculty leadership. All students take the SEI and have a debrief. Integration of EQ into teacher best practices and collaboration with local districts to develop a sustainable program.

TEACHERS FOR THEIR CAREERS

07 INCREASING

ENGAGEMENT & TEAMWORK FOR MBA STUDENTS



Setting: An engineering faculty and MBA course in one of the main universities in Italy.

Focus: College students and MBA managers/professionals attending a People Management course.

Goal: Learning worldwide best practices about People Management introducing EQ and the use of Profiles and Vital Signs tools.

Initiative: All students and managers work in teams arranged using Brain Profiles to learn about and apply People Management business practices. The Team Vital Signs tool measures trust, motivation, execution, change, satisfaction, sustainability, agility and results of each students/managers team. The use of Brain Profiles and Vital Signs tool increases engagement and learning as well as introduces EQ as a fundamental for people management in the business setting.

Setting: A school of nursing Master of Health Administration program in the United States.

Focus: Recognizing emotional intelligence as a key leadership competency.

Goal: All students develop a Personal Learning Agenda to guide them through their graduate program and career.



08 IMPROVING

LEADERSHIP IN HEALTH ADMINISTRATION

Initiative: Emotional intelligence is introduced in the first or second course in the program. The concept is introduced and the students are required to complete the SEI and participate in a coaching session with the instructor. At the end of the graduate program students will be asked to repeat the SEI and coaching session. Individual pre and post results will be compared to determine whether emotional intelligence increased. The outcome will guide the ongoing refinement of the graduate curriculum and shared with other academic programs as a best practice.

Setting: A PhD art therapy program in a private university in the Western United States.

Focus: Graduate students as well as the emotionally challenged children with whom internships have been as

Goal: Improve optimism skills for both graduate students and youth (ages eight to eighteen years old) by learning the TIE (temporary, isolated, and effort required) strategy for managing adversities which occur in daily school life.

Initiative assessment: Utilize the SEI-Adult Version self-assessment for graduate students registered within the clinically approved doctoral program; and

Utilize the SEI-Youth Version to older-elementary children, junior high students, and/or high school students in designated art classes or special-education therapeutic assignments.



MORE EFFECTIVE
AND OPTIMISTIC
TRAINEE
THERAPISTS

10 BECOMING

Setting: A private university with a graduate education department focused on developing teachers within the state of California.

Focus: To help future potential teachers to value, appreciate, and understand the importance of social/emotional learning in building classroom communities and to appreciate the contribution that SEL learning brings to establishing appropriate behavioral boundaries in a diverse and multicultural environment.

Goal: All graduate students self-assess their own SEL competencies in order to develop more sophisticated self-knowledge so that this knowledge base translates to increased empathy for students in the public school classroom.

11 STRENGTHENING

Initiative: Each semester (approximately 200 per year) 60 to 70 graduate students take the SEI-Adult Version and then create one SEL lesson (based on either one of the resulting eight competencies or one of the 18 Brain Talents) for their projected future classroom assignments.

**STUDENT-TEACHER
CONNECTIONS
FOR TEACHER
CANDIDATES**

12 FOSTERING

A COMPASSIONATE CULTURE FOR LEARNING



Setting: A community college in the United States.

Focus: Students and faculty.

Goal: Creating a compassionate culture grounded in EQ.

Initiative: Quarterly EQ Cafes hosted by a Six Seconds Network Leader who is an MBA faculty member at the community college. Twice a month meetings over a 10-month program to explore the Six Seconds EQ competencies.



HOW TO START EQ in HIGHER ED

Fostering emotional intelligence in higher ed can have a remarkably positive impact, but how do you start?

Here are some ways that Six Seconds can help:

Focus first on building internal EQ awareness among your HR and faculty/leader development experts using free resources and courses on 6seconds.org and EQ.org.

Enhance your “brand” by using emotional intelligence to set you apart from other learning organizations. Promote EQ in your vision, mission, values, and philosophy. Integrate EQ into marketing of initiatives, admissions, and in internal policies and processes.

Apply for a grant to support EQ-related research projects.

Use this customized letter to solicit and encourage EQ-based research at your college or university.

Access tools and certified assessors to measure personal EQ, brain style, educational climate, and organizational effectiveness for leaders, teams, and the whole enterprise by contacting one of our Regional Network Directors.

Become certified in Six Seconds’ assessment tools by following these pathways.

Become a Six Seconds Network Leader and build community through EQ Cafes and other local events.

Partner with Six Seconds to enhance credibility by doing on-site workshops, co-sponsoring courses on SEL, and holding joint webinars.

Contact:

Susan Stillman, Director of Education, susan.stillman@6seconds.org or Lorea Martinez, SEI Consultant lorea.martinez@6seconds.org to explore possibilities for collaboration or talk about your vision for EQ in higher education.





ABOUT SIX SECONDS



Founded in 1997, Six Seconds is the first and largest organization 100% dedicated to the development of emotional intelligence. We research and teach the skills of emotional intelligence to enable individuals, teams, organizations, families, schools and communities to flourish. With offices and representatives in over 25 countries, we conduct, support, and promote research globally on emotional intelligence and personal and organizational effectiveness. www.6seconds.org