



“[Attending to] well-being could be the defining (redeeming, irrefutable, and necessary) component of the future of liberal education.” —T. Long, President Emeritus, Elizabethtown College, 2013

“What is needed is a definition of student success that is not only holistic in nature, encompassing academic, interpersonal, and psychological dimensions of a student’s experience, but that also focuses on what is malleable, such that carefully crafted [campus cultures] can enable a greater percentage of students to reach their full potential and make the most of their college experience.”
—L. Schreiner, appearing in *Well-Being and Higher Education*, 2016

“[W]e are studying the well-being of people around the world. Our research reinforces the fact that the ultimate outcome of an education is fundamentally about well-being” —B. Busteded, “Is College Worth It?” *Gallup Business Journal*, 2013

Well-Being and Higher Education responds to the current landscape of challenges against today’s state of higher education and the need to preserve and revive the institution’s role to look beyond itself to a greater good.

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*Introducing a new publication from
Bringing Theory to Practice:*

Well-Being and Higher Education

**A Strategy for Change
and the Realization of
Education’s Greater Purposes**

The pursuit of well-being
is at the core of citizenship
in a free society;
it is a paramount objective
of a life well-lived;
it is among the greater purposes
of higher education;
and its analysis, implications,
and why it matters are
the focus of this book.

This is a book about well-being and its multiple connections to higher education—and why those connections matter.

They matter for the individual lives of students and those who teach; they matter for the institution; and they matter for whether or not the unique promise of higher education can be advanced... and realized.

Prevailing conversations about higher education challenge why it should be supported. The objective of this book is to alter those conversations and to provide a compelling and convincing alternative narrative—one both necessary and sufficient for justifying support—not for reasons of nostalgia or fear of what has been lost—but as a narrative that opens greater understanding of the full purpose and promise of the connection of well-being and higher education.

“Aristotle taught us that happiness [well-being—a life well lived] is best achieved indirectly, as a by-product of excellence. If he is right, then perhaps the best thing that colleges and universities can do to promote the happiness [well-being] of their students is to cultivate their intellectual virtues” —B. Schwartz, appearing in *Well-Being and Higher Education*, 2016

individual, institutional, and community well-being? Why are those connections within and beyond higher education important? How are they supported? And, to what extent are they essential to fulfilling the full purpose of institutions...and full lives?

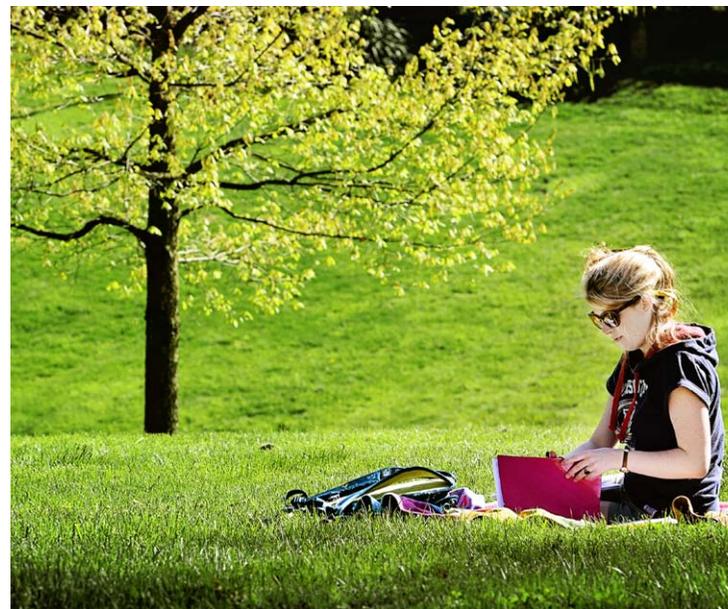
With essay topics ranging from how we define well-being as eudaemonic or hedonic, to what well-being means in the context of democracy, campus violence, non-traditional students, and across

What does well-being mean? What manifestations of well-being are seen in students, the faculty, and the institution? What makes possible, sustains the expression of those manifestations within a campus culture? What makes attention to well-being a key to understanding what higher education ought to make possible—what the greater purposes or objectives of higher education, regardless of its type or form, must include?

What connects well-being and engaged forms of learning to higher educational institutions—their structure, their curricula, their practiced pedagogies? What links

pedagogical disciplines, to how we can address well-being through the lens of quantifiable measures or by adapting lessons from the medical field—and many more—this volume speaks to these questions. Through these essays, written by a diverse group of recognized scholars both within and without the academy, learning and well-being are more deeply and fully understood as in large part relational—the opportunity to be connected—learner with object, self with other, student with community, teacher with student—with higher education as a unique environment to cultivate the opportunities to foster these connections.

As such, this volume opens the discussion on the analysis of well-being’s connection to learning and to being whole for the individual, for the institution, and for the community; it responds to the current landscape of challenges against the current state of higher education; and it brings to the forefront a conversation considering the greater purposes of higher education—why higher education makes a unique contribution to social justice and to society’s economic and cultural integrity—and the need to preserve and revive the institution’s role to look beyond itself to a greater good.



“If this, or any other, nation wants a mentally healthy population, it must take happiness [well-being] seriously... We must promote what we want in our lives, and the concept of flourishing challenges us all to prioritize and balance both kinds of happiness—to feel good about a life in which we can function well.” —C. Keyes, appearing in *Well-Being and Higher Education*, 2016



Well-Being and Higher Education Contributors

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|--|--|
| Alexander Astin, University of California | Kevin Kruger, NASPA |
| Jerzy Axer, University of Warsaw, Poland | Peter Leyden, Reinventors |
| Randall Bass, Georgetown University | Eric Lister, Ki Associates |
| John Bronsteen, Loyola University Chicago | Theodore Long, Elizabethtown College |
| Sara Dahill-Brown, Wake Forest University | Nance Lucas, George Mason University |
| Heidi Elmendorf, Georgetown University | Jonathan Metzl, Vanderbilt University |
| Robert H. Frank, Cornell University | Elizabeth Minnich, AAC&U |
| Donald W. Harward, Bringing Theory to Practice | Brian Murphy, De Anza College |
| Amanda Hyberger, Chattanooga State Community College | Elsa Nunez, Eastern Connecticut State University |
| Henry Giroux, McMaster University | James Pawelski, University of Pennsylvania |
| Todd Gitlin, Columbia University | Sally Pingree, Bringing Theory to Practice |
| Stephanie Gordon, National Association of Student Personnel Administrators (NASPA) | Joan Riley, Georgetown University |
| Eranda Jayawickreme, Wake Forest University | Paul Rogers, George Mason University |
| Kazi Joshua, Whitman College | Carol Ryff, University of Wisconsin Madison |
| Martha Kanter, former U.S. Undersecretary of Education | Carol G. Schneider, AAC&U |
| Corey Keyes, Emory University | David Schoem, University of Michigan |
| Julie Kidd, Christian A. Johnson Endeavor Foundation | Laurie Schreiner, Azusa Pacific University |
| | Barry Schwartz, Swarthmore College |
| | David Scobey, University of Michigan |
| | Tricia Seifert, University of Toronto |
| | Andrew Seligsohn, Campus Compact |
| | William Sullivan, Wabash College |
| | Mona Taylor Phillips, Spelman College |
| | John S. Wilson Jr, Morehouse College |
| | Thia Wolf, California State University, Chico |