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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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.

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

[Quotations and examples from the text]

“[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

“[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. Busteed, “Is College Worth It?” Gallup Business Journal, 2013

“[T]rim this panel to 5.25” for overleaf

Cover
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.

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 learning? What forms of learning to higher educational purposes or objectives of higher education, regardless of its type or form, must include? What connects well-being and engaged learning? What forms of learning to higher educational institutions—those that pursue them, their curricula, their practices and pedagogies? What links 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 eudaimonic or hedonic, to what well-being means in the context of democracy, campus violence, non-traditional students, and across 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.

“Well, 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. Keyses, appearing in Well-Being and Higher Education, 2016