The Emerald Handbook of Wellbeing in Higher Education
It is hard to imagine a timelier contribution for leaders in higher education: evidence suggests that campuses are less vital, students are increasingly seeking mental health services, and performance pressures are increasing. This handbook offers promising approaches to revitalizing the human side of higher education and, by drawing from many countries and perspectives, provides a base for thoughtful discussions in the varied contexts that serve the tertiary education sector.

—**Dr Karen Seashore Louis**, Regents Professor Emerita, University of Minnesota, USA

This is a timely volume for thinkers and practitioners of higher education development. Led by two prominent Canadian scholars, the handbook offers a rich collection of empirical studies and theoretical insights on student and educator wellbeing. In the days of growing precarity, the research and reflection on this topic are hugely important for all of us taking care of new generations of learners and citizens.

—**Dr Anatoly V. Oleksiyenko**, Professor of International Higher Education, The Education University of Hong Kong, Hong Kong

Thoughtfully curated by two leading experts in human flourishing in organizations, this comprehensive volume presents a thorough examination of the intricate dimensions of wellbeing within the academic sphere. Its diverse chapters explore critical facets of student, faculty, and leader wellbeing, along with institution-level considerations. The international cadre of contributors, with their distinct perspectives, elevates this work to an indispensable resource for scholars, researchers, and administrators who are intent on advancing their understanding and contributing to the scholarly discourse on fostering wellbeing in higher education.

—**Dr Lynn Bossetti**, Professor, Educational Policy and Leadership, The University of British Columbia, Canada

*The Emerald Handbook of Wellbeing in Higher Education* is an illuminating guide to student, faculty, leader, and system wellbeing. Contributing authors create a fascinating look at the interpersonal nature of thriving and learning in higher education. This collection brims with hope, ideas, and the belief that putting purpose to wellbeing is a cornerstone of the learning community.

—**Dr Kevin Wood**, Assistant Professor in Educational Leadership, Faculty of Education and the School for Graduate Studies, University of Lethbridge, Canada

*The Emerald Handbook of Wellbeing in Higher Education* is a timely volume that will provide academic leaders ideas on improving wellbeing on their campuses. The book will help to close the scholar—practitioner gap by providing actionable, evidence-based strategies to promote human flourishing on campuses.

—**Dr Laura Lunsford**, Professor, Psychology; Assistant Dean, School of Education and Human Sciences, Campbell University, USA
This is another fine book by the editors that adds to the impressive contributions that they have been making in the field of inquiry into wellbeing in educational settings and contexts. The book is rich on case studies on wellbeing of students and of faculty and on institutional approaches to wellbeing in higher education from around the world. It will be welcomed as a valuable resource to higher education institutions as they work on putting their wellbeing agendas into practice.

—Dr Thomas Falkenberg, Professor, Faculty of Education, University of Manitoba, Canada

In a thorough and well-balanced collection of chapters, Walker and Kutsyuruba have gathered important works focused on wellbeing of students, faculty, leaders, and institutions of higher education across the world. Built upon extensive research conducted in widely diverse settings, the chapters are focused on action, as illustrated by evocative action verbs such as harnessing, savoring, exploring, thriving, flourishing, and advancing. This handbook offers inspiration and motivation for everyone engaged in pursuing wellbeing in higher education.

—Dr Ken Brien, Associate Professor, Educational Administration and Leadership, Faculty of Education, University of New Brunswick, Canada
The Emerald Handbook of Wellbeing in Higher Education: Global Perspectives on Students, Faculty, Leaders, and Institutions

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Contents

List of Figures and Tables xi
About the Editors xiii
About the Contributors xv
Foreword xx

Chapter 1 Introduction: Toward Wellbeing in Higher Education Institutions
Benjamin Kutsyuruba and Keith D. Walker 1

Section One: Student Wellbeing Focus

Chapter 2 Resilience, Wellbeing, and Authentic Leadership in Student Transition to University
Jodi Basch 19

Chapter 3 Thriving in First-Year Higher Education Settings
Amy Lean MacArthur 33

Chapter 4 Supporting Student Wellbeing During Graduate Internships
Carlie Pagens and Margaret Clarke 47

Chapter 5 Enhancing the Wellbeing of Academic Staff, Educational Leaders, and Students Through Co-constructing Learning: A Maltese Experience
Christopher Bezzina 61

Chapter 6 Mutual Commitments and Wellbeing in Doctoral Faculty Advisor–Student Relationships
Smart Chukwu 75
Chapter 7  Student Thriving and Supervisory Relationships: Making or Breaking Graduate School
Heather A. Coe-Nesbitt and Eleftherios K. Soleas
89

Chapter 8  Savoring Good Times: How Do Canadian Doctoral Students Maintain Their Wellbeing?
Maha Al Makhamreh
105

Chapter 9  Harnessing the Pacific Power of Appreciative Mentoring Relationships in Tertiary Education, Aotearoa New Zealand
Cherie Chu-Fuluifaga
119

Section Two: Faculty and Leader Wellbeing Focus

Chapter 10  The ABCs of Faculty Wellbeing
Dana L. Mitra
137

Chapter 11  Exploring Wellbeing Strategies Among Saudi Female Leaders in Higher Education
Laila Albughayl
151

Chapter 12  Reciprocal Wellbeing in Higher Education
Richard Nyarko and Keith D. Walker
169

Chapter 13  Six Middle Leaders Speak to Wellbeing Initiatives in Two Jamaican Teacher Training Colleges
Ann-Marie Wilmot
183

Chapter 14  Success and Flourishing of Academic Leaders in Higher Education Settings
Shannon Hill and Benjamin Kutsyuruba
199

Chapter 15  Higher Education Leadership and Personal Wellbeing
Megan Crawford
213

Chapter 16  Advancing Wellbeing in Higher Education Through Instructional Leadership
Haim Shaked
225
Section Three: Institution and System-level Wellbeing Focus

Chapter 17  A Tertiary Institution’s Approach to Strategic Planning and Implementations for Faculty Wellbeing
Ardene Virtue 239

Chapter 18  Promoting Wellbeing in a Large Public University: The Case of the Alma Mater Studiorum – Università di Bologna
Mario Pontieri and Angelo Paletta 255

Chapter 19  Māori Leadership, Māori Youth, and the Academy Space: Developing a Wellbeing Agenda
Adreanne Ormond and Martyn Reynolds 269

Chapter 20  Promoting Wellbeing in Higher Education: Capability, Capacity, and Sustainability for Educational Leaders’ Flourishing
Darcia Roache 283

Chapter 21  Leadership as Hosting in Higher Education: Competencies that Enhance Stakeholders’ Wellbeing
Wilfred Beckford, Keith D. Walker and Kameka Spence 299

Chapter 22  Fostering International Student Transitions and Wellbeing
Smart Chukwu 315

Chapter 23  Supporting Wellbeing with the Okanagan Charter: A Health Promotions Framework
Vicki Squires 329

Conclusions

Chapter 24  Keeping the Momentum for Wellbeing in Higher Education Through Moral Imagination: Concluding Thoughts
Keith D. Walker and Benjamin Kutsyuruba 345

Index 365
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List of Figures and Tables

Figures

Fig. 3.1  First-Year Experience and Retention. 35
Fig. 3.2  Conceptual Framework of Engagement. 41
Fig. 11.1  Spiritual Strategies to Maintain Wellbeing in Saudi Higher Education. 156
Fig. 11.2  Emergent Model to Enhance Wellbeing for Saudi Female Leaders in Higher Education. 162
Fig. 20.1  Conceptualized Framework for Promotion and Sustainability for Higher Education Leaders. 294
Fig. 21.1  The Six Roles of the Leader as Host. Adapted from McKergow and Bailey (2014). 301
Fig. 21.2  Five Common Competencies in the Practice of Leadership as Hosting. 304
Fig. 23.1  Healthy Universities – A Model for Conceptualizing and Applying the Healthy Setting Approach to Higher Education. 332

Tables

Table 7.1  Comparison Between High and Low Autonomy-Supportive Supervisors as Reported by Learners. 95
Table 7.2  Overview of Overarching Themes and Categories Emerging from Qualitative Analysis. 96
Table 8.1  Students’ Program/Demographics. 110
Table 17.1  Strategic Objectives and Corresponding Wellbeing Dimensions. 245
Table 23.1  Two Stages of Signatory Campuses. 334
Table 23.2  Key Themes Generated from the Interviews. 335
Table 24.1  Nine Dimensions of Wellbeing: Descriptions and Examples. 348
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About the Editors

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It is with delight that I write this foreword for three reasons. First, as an educator, much of my career has been in higher education in multiple international settings and therefore, the subject matter of this book is of considerable interest to me for its relevance. Second, as an Oceania higher education mentor with roles in management, governance, and trusteeship in higher education, I have seen increasing needs for improved understanding of, better tools for, and appropriate organizational responses to the promotion of wellbeing in higher education settings. This book is therefore very timely. Third, in the last three decades, I have enjoyed a fulfilling professional and personal association with the editors, Keith D. Walker and Benjamin Kutsyuruba. This association began at the University of Saskatchewan in 1993 when as a Canadian Commonwealth scholar, I started my PhD studies in Educational Administration under the mentorship of Keith D. Walker and colleagues. Since those memorable life-defining student days, I have had the joy of knowing Benjamin Kutsyuruba as well. Particularly with Keith, I have enjoyed decades of undertaking collaborative research, writing, teaching, mentorship, and speaking engagements in/with multiple communities including government, university, and community settings in the Pacific Islands region. In sum, my joy in writing this foreword is linked to my deep connections with the editors as well as with the subject matter of this book.

The book poses a key and timely question: How might more and better attention be given to the value of wellbeing in the context of higher education? Using a multi-leveled attention – on students, faculty, and institution-systems wellbeing – the authors offer the latest research lessons and insights relevant to higher education settings. Like a good and satisfying feast, this book offers stories, examples, invitations, and inspirations to readers (as intellectual feast-goers) to feast on in ways which support and enhance their own and others’ learning, teaching, and leading in higher education.

At a time when demands on students, teachers, and leaders in higher education are increasing and having overwhelming impacts on people and systems, this book offers hope – in the form of framings, ways of seeing, and addressing issues of wellbeing which support diverse constituents in higher education. For me as an Indigenous and international higher education mentor, further hope-fostering aspects of this book relate to its multiplicity of offerings by a diverse and international team of scholars and practitioners, and ably gathered in this collection by two accomplished experts in the field of wellbeing in higher education.
In closing, I endorse this book for its relevance, positive contribution, and timeliness to those of us in higher education. Moreover, I recommend this book to readers because of the credibility of the editors and their team of authors. I am honored to write this foreword because, in my decades of association with the editors, I have found them to be consistently committed to and sincere about the wellbeing of students, faculty, and institutions of higher education.

Kabini Sanga

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