

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**

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The Emerald Handbook of Wellbeing in Higher Education: Global Perspectives on Students, Faculty, Leaders, and Institutions

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INVESTOR IN PEOPLE

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Foreword

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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Chapter 1

Introduction: Toward Wellbeing in Higher Education Institutions

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Abstract

In this introduction chapter, the authors first offer a brief overview of the theoretical underpinnings of the notion of wellbeing and flourishing from the positive organizational scholarship literature. The authors, then, provide an overview of the chapters in this handbook, guiding the readers through key aspects that each chapter contributes to the handbook's collective perspective of efforts, initiatives, and programs that promote wellbeing in the higher education settings.

Keywords: Positive organizational leadership; higher education settings; wellness and wellbeing in higher education; post-secondary student wellbeing; faculty and leader wellbeing in higher education

Introduction

With recent developments around the world, such as the pandemic, geopolitical crises, wars, and conflicts, we have observed exponential increases in attention to addressing the wellbeing¹ and dealing with the challenges that affect humans in various social and organizational settings. The realm of higher education is no

¹Although various spellings of the term exist in the literature (i.e., wellbeing, well-being, or well being), in this handbook we use “wellbeing” for consistency (except for the instances of direct quotations and references from the authors that chose to use alternative spellings).

exception in this regard. Although scholars have long described higher education as a VUCA (volatile-uncertain-complex-ambiguous) environment (LeBlanc, 2018), these characteristics have come into the foreground as the COVID-19 pandemic created substantial disruptions in the lives of students, faculty, and staff in higher education (Nurunnabi et al., 2020). At the same time, and perhaps more than ever before, the social, psychological, and emotional challenges and organizational changes experienced by people in higher education organizations, induced in part by COVID-19, have also heightened the attention to the wellbeing of students (Sood & Sharma, 2020), faculty (Tugend, 2020), and staff (Jayman et al., 2022).

Together with other colleagues, we have researched wellbeing and related topics in schools, higher education institutions, and community organizations for many years. Through their and our own research with educational institutions, we have become convinced that purposeful attention to positivity and wellbeing in and through higher education contexts offers complementary and hope-filled perspectives (Cherkowski et al., 2021). There is the growing body of scholarship that examines approaches to factors like frustration, stress, and burnout across all aspects and sectors of education (di Pierdomenico et al., 2017; Greenberg et al., 2016; Johnson & Spector, 2007; Little et al., 2007). Researchers in positive psychology and organizational scholarship contend that when we attend to the assets, strengths, positive outlooks, habits, and mental models, as opposed to a problem-based, deficit-oriented perspective, these become beneficial to increasing subjective wellbeing, flourishing, resilience, vitality, and happiness, while decreasing stress, anxiety, and depression (Achor, 2011; Bakker & Schaufeli, 2008; Keyes et al., 2012; Seligman, 2011; Seligman & Csikszentmihalyi, 2000). When we imagine studying, learning, working, teaching, and leading in universities and colleges from these positive understandings and ideations, then we become more attuned to the potential benefits and appreciative of the efforts that increase wellbeing for all in higher education settings. In other words, capitalizing on the human desire for wellbeing at work, students, staff, faculty, and leaders in higher education can learn to attend to and craft work and learning from a strengths-based, appreciative, and positive perspective (Cherkowski et al., 2020). In addition, this perspective is pivotal given that those who are charged to lead and manage higher education institutions are mandated by their roles to anticipate and effectively address the ever-increasing and wide-ranging wellbeing, wellness, and mental health crises (Gigliotti, 2016). As such, efforts to highlight the frameworks, programs, initiatives, developments, and innovations that are aimed at promoting wellbeing in higher education help us to understand the intricacies of how positive foci can encourage flourishing, grow virtues, and develop positive leadership at different levels. These efforts contribute to the overall wellbeing at institutional and system levels.

Adopting a positive organizational perspective does not ignore nor deny the challenges, hardships, sufferings, and traumas that are part of the everyday life (Kutsyuruba et al., 2021). Indeed, these challenges require focused attention through the research and work to recognize, mitigate, and potentially alleviate the structural and professional conditions that contribute to the illbeing within the higher education settings. However, given the importance of wellbeing for

learning, teaching, leading, and managing, positive perspectives serve to steer us away from the focus on simply surviving the challenges and being able to merely withstand the hardships. Paying purposeful attention to thriving and resilience among those involved in the everyday workings of higher education institutions is an efficacious strategy for higher education stakeholders (Breen, 2019; Cherkowski et al., 2021). In other words, this commended focus provides an intentional turn of the research gaze toward what works well, what energizes and makes people feel engaged, connected, on purpose, and alive in their work, whether they are a student, staff, faculty member, or a leader. While research from a positive organizational stance focused primarily on students and staff members as individuals, what has received less attention is the effect of positive practices on the educational institutions themselves, and especially on institutions of higher education – colleges and universities (Cameron, 2021). As Cameron (2014) posited, there is a need for more scholarly literature that examines organizations and the relationship between positive individual practices and institutional performance.

Recognizing previous edited collections on wellbeing in higher education (Harward, 2016; Henning et al., 2018), we identified the need for a handbook that describes how wellbeing could be promoted both at the individual level – for students, faculty, staff, and leaders – as well as the institutional level in the higher education settings through a holistic, positive, appreciative, and generative lens. We purport that a recalibration or mindset shift in our approaches within the higher education settings would entail the development of positive academic environments and relationships for sustainable wellbeing of all. We initiated the work on this handbook to explore the programs, initiatives, developments, and innovations in higher education that promote wellbeing, encourage flourishing, grow virtues, and develop appreciative, strengths-based, positive approaches to teaching, learning, and leading in higher education contexts. Powerful insights into human inquiry and positive psychology are gained through qualitative study (Hefferon et al., 2017) and most of the chapters of this handbook are grounded in such research. We purposefully sought out scholars and practitioners in these areas with the aim of helping others better understand and offer recommendations on how wellbeing of students, faculty, staff, and leaders in higher education could be supported. To this end, we invited colleagues from different geographical areas and diverse organizational settings to share their perspectives on theories and practices that are conducive to flourishing in institutions of higher education.

In this introduction chapter, we first offer a brief overview of the theoretical underpinnings of the notion of wellbeing and flourishing from the positive organizational scholarship literature. We, then, provide an overview of the chapters in this handbook, guiding the readers through key aspects that each chapter contributes to the handbook's collective perspective of efforts, initiatives, and programs that promote wellbeing in the higher education settings.

Framing the Concept of Wellbeing

As our contributors will further elaborate, wellbeing is a broad, multifaceted, and often ill-defined construct that has been gaining momentum in educational

research (Putwain, 2019). Wellbeing has been a key construct for research and practice in the fields of positive psychology and positive organizational studies. Scholarship stemming from these fields has shown that focusing on positive attitudes in personal and organizational lives increases individuals' resilience, vitality, and happiness, decreases stress, anxiety, and depression, and results in general wellbeing; in turn, these positive outcomes have been associated with success and improved performance (Lyubomirsky, 2008; Sin & Lyubomirsky, 2009). Multiple studies have pointed out that there are benefits and advantages of focusing on the goodness, virtuousness, and vitality in one's life and interactions as well as relationships with others (Bakker & Schaufeli, 2008; Cameron et al., 2003; Cameron & Caza, 2004; Roberts & Dutton, 2009). Rather than adopting a deficit-model approach of trying to repair the negative and destructive qualities in individuals, positive psychology encourages the development of positive outlooks, habits, and mental models with a focus on describing and building positive characteristics (Achor, 2011; Ben-Shahar, 2008; Keyes et al., 2012; Seligman, 2011). Representing a shift away from a closed mindset that emphasizes deficits, gaps, and shortcomings, this focus has been gaining considerable traction in the higher education studies (Williams et al., 2018) and has shown positive impact and benefits on higher education learning, administration, faculty, social, residential, and community environments (Finley, 2016; Oades et al., 2011) as well as institutional cultures and organizations themselves (Cameron, 2021). As Putwain (2019) argued, wellbeing is an important outcome both as a fundamental indicator of individual's welfare and as a predictor of salient educational outcomes.

The definition of wellbeing varies across academic fields and individual perceptions. Wellbeing is often defined as an individualized personal experience encompassing mental health, longevity, and functionality (Diener, 2000). According to multiple scholars (Alessandri et al., 2020; La Placa et al., 2013; Lundqvist, 2011), one of the most highly cited definitions comes from the Center for Disease Control and Prevention (CDCP). According to the CDCP, "well-being can be described as judging life positively and feeling good." This definition encompasses the physical, social, economic, emotional, psychological wellbeing of the individual alongside life satisfaction and engagement in activities and work (Center for Disease Control and Prevention, 2018). Another definition positions wellbeing as the combination of feeling good and functioning well, incorporating not only the positive emotions such as happiness and contentment but also the development of one's potential, having some control over one's life, having a sense of purpose, and experiencing positive relationships (Huppert, 2009).

In general terms, wellbeing entails aspects of feeling good (positive emotions, positive relationships, and a sense of meaning) and functioning well (feelings of engagement and achievement) (Seligman, 2011). According to Marks and Shah (2005), "[wellbeing] is more than just happiness. As well as feeling satisfied and happy, [wellbeing] means developing as a person, being fulfilled, and making a contribution to the community" (p. 505). Because people experience wellbeing in unique and contextual ways, it is a highly malleable, subjective state and heavily influenced by the contextual and societal variables surrounding the individuals (Diener et al., 2018). Wellbeing emerges through peoples' positive evaluation of

their lives and includes positive emotion, engagement, satisfaction, and meaning (Diener & Seligman, 2004). In turn, a focus on positive emotions enlivens peoples' further resources for intellectual, physical, social, and psychological capabilities (Fredrickson, 2008; Fredrickson et al., 2008).

Subjective wellbeing consists of five main elements: positive emotions, engagement, relationships, meaning, and accomplishment (Seligman, 2018), also known as PERMA. Due to its holistic approach into understanding what allows individuals to have a sense of wellbeing in their lives, this PERMA model has become the foundation of human flourishing studies. Viewed as the pinnacle of human functioning (Fredrickson & Losada, 2005; Gable & Haidt, 2005), flourishing is closely linked with notions of resilience, self-fulfillment, contentment, and happiness (Haybron, 2008; Martin & Marsh, 2006; Seligman, 2011). Flourishing is defined as the achievement of a balanced life in which individuals feel good about lives in which they are functioning well (Keyes, 2016). From the findings in organizational research, flourishing is experienced through attention to meaning, engagement and learning, building high quality connections, and fostering compassion and other positive human qualities (Dutton et al., 2006; Dutton & Heaphy, 2003; Lilius et al., 2008; Luthans & Youssef, 2004; Worline & Dutton, 2017). Flourishing, therefore, is more than pursuing inner happiness (emotional wellbeing); it concerns positive positioning of oneself toward life (psychological wellbeing) and in relation to other individuals (social wellbeing) (Kutsyuruba et al., 2021).

Several other models and perspectives have been developed to understand the notion of wellbeing. Noble and McGrath's (2015) model takes a broad focus on wellbeing, going beyond feeling good and promoting a positive outlook (positivity) to include the need for relationships, strengths, purpose, engagement, resilience, and having meaningful goals or outcomes. Dodge et al. (2012) depict wellbeing as a see-saw model, defining it as "a balance point between an individual's resource pool and the challenges faced" (p. 230). These authors added that stable wellbeing is achieved when individuals have the psychological, social, and physical resources they need to meet certain psychological, social, and physical challenges. This view allows to understand wellbeing as experienced along a continuum that stretches beyond meeting demands or surviving challenges and extends to experiencing wellbeing as thriving or flourishing within the school environment (Carmeli & Spreitzer, 2009; Quinn, 2015; Spreitzer et al., 2005).

Finally, in higher education specifically, several models have stemmed from the notion of wellness – as an optimal, balanced state of wellbeing enabling individuals to attain their potential (Zentner et al., 2022) – organized in a holistic fashion and encompassing between six and ten mutually interdependent dimensions (Goss et al., 2010; Hettler, 1980; Miller & Foster, 2010; Myers et al., 2000; Stoewen, 2017; Swarbrick, 2012). Depending on the model, the following dimensions (or a combination of thereof) are included: physical, social, intellectual, emotional/psychological, vocational, financial/economic, environmental, spiritual, cultural, and climate. Each of these dimensions must be satisfied to some degree without neglecting any one dimension to achieve a state of personal harmony (Stoewen, 2017). It is important to note that within these dimensions, and as a whole, exists

a fluctuating continuum which depends on a number of environmental, biological, subjective, and objective factors (Diener et al., 2017; Ruggeri et al., 2020).

Overview of the Handbook

This handbook expands and adds to our own research on flourishing in educational organizations by offering a collection of works from other authors who further encourage and support efforts to grow and maintain wellbeing for all members of the higher education community. Through these chapters and with our author-colleagues, we advocate for greater attention on how to support and nurture the central tenets of wellbeing for various stakeholders in higher education. This handbook provides a host of views on how individuals and institutions can leverage what works well to instill in each member of the higher education community a sense of their value and capacity to contribute to the wellbeing for all and create contexts of flourishing. As you will see in the chapters in this handbook, wellbeing in higher education is experienced differently in different geographical and cultural contexts. We are excited about connecting with academic scholars, practitioners, and graduate students in this work of making sense of different manifestations of wellbeing across different locals and contexts, and from a variety of voices and perspectives, as we create a collective picture of what higher education institutions look like when students, faculty, staff, and leaders within them are flourishing. This collection of chapters is rich with examples, invitations, and inspiration for readers to notice in their own contexts in ways that encourage them to shift and grow through moving toward appreciative, strengths-based, positive approaches to teaching, learning, and leading in higher education contexts.

This handbook consists of three sections. *Section One* has a *student wellbeing* focus and includes conceptual and empirical chapters that describe efforts, initiatives, approaches, and programs that are aimed at growing the wellbeing of undergraduate and graduate students in the Canadian, Maltese, and New Zealand contexts.

In Chapter 2, Jodi Basch details a theoretical framework that explores the relationship between resilience, wellbeing, and authentic leadership during students' transition from high school to university. The author demonstrates the intersection of wellbeing and resilience for the general university student population, as well as student leaders. Furthermore, the chapter offers an overview of authentic leadership theory, including the four components of authentic leadership, the psychological capabilities for authentic leadership, and how resilience manifests in authentic leaders. Finally, by connecting the constructs of resilience, wellbeing, and authentic leadership, the author offers a lens to better understand how student leaders in higher education can thrive despite the challenges they face throughout the critical period of their life – transition from school to university.

In Chapter 3, Amy Lean MacArthur argues that understanding the factors that affect student wellbeing is necessary in order to address the increasing rates of attrition among students in post-secondary institutions. Drawing from the literature on the student experience, transformational learning, student engagement, and mentorship, this chapter explores factors that encourage first-year students not only to stay but also flourish in the university settings. Based on the case study

conducted with a first-year cohort at a small, private university in Atlantic Canada, during the 2021–2022 academic year, the author calls for higher education to create mentoring policies and programs for their first-year students that can produce positive feelings and thoughts and encourages positive action for students to stay and thrive.

In Chapter 4, Carlie Pagens and Margaret Clarke investigate student wellbeing with a focus on supporting graduate students during their internships. The authors argue that much of the research on graduate student mental health focuses on factors impacting student experience on campus and fails to capture students' unique experiences during graduate-level internships. In this chapter, the authors examine a Western Canadian graduate counseling department as a context for applying practices to promote graduate student wellness during internships. They rely on frameworks like the Okanagan Charter, as well as promising practices from undergraduate and graduate student wellbeing research foci, to put forth recommendations on how higher education settings can support graduate student wellbeing during internships.

In Chapter 5, against the backdrop of COVID-19 pandemic impact, Christopher Bezzina details the process of reviewing the Masters program in Educational Leadership and Management at the Faculty of Education, University of Malta, in a way that forged the wellbeing of the academic staff, leaders of educational institutions, and students. The following central values guided the program review: *community, agency, sharing, collaboration, collegiality, voice, reflection, and inquiry*. The chapter describes how the unique engagements undertaken by the author, as co-ordinator of the Masters program, together with the academic staff, the leaders of educational institutions, and the students, helped to personally and collectively experience the very values that the program set out as desirable for students to develop.

In Chapter 6, Smart Chukwu provides a conceptual exploration of engendering thriving or positive faculty advisor–doctoral student relationships in academic advisement. This chapter gleans insights from the varying interpretations, historical significance, roles and responsibilities, and structural and psychological factors that affect this relationship. The author describes current practices in doctorate apprenticeship to establish specific roles and ethical conventions that guide, nourish, or tilt faculty advisor–student relations toward reciprocal engagements, satisfying outcomes and mutual wellbeing. This chapter will guide readers toward imagining and creating an environment that supports positive outcomes and wellbeing in doctoral faculty advisor–student relationships.

In Chapter 7, Heather A. Coe-Nesbitt and Eleftherios K. Soleas emphasize the importance of having a positive and supportive working relationship with one's supervisor for graduate students' wellbeing and their ability to thrive within higher education. In this chapter, the authors draw from a cyclical institutional survey across a three-year period to explore how graduate students in one Canadian university describe the role that supervisors play in nurturing (or undermining) student thriving. They present results examining graduate students' self-reports on the dimensions of student–supervisor relationships and their relationship to comprehensive thriving and draw connections among the findings to practice and

offer strategies that supervisors can integrate to support the thriving and wellbeing of graduate students.

In Chapter 8, Maha Al Makhamreh examines the challenges that Canadian doctoral students face and how they maintain their wellbeing. Using an interpretive phenomenological methodology, this chapter draws from semi-structured interviews with 19 doctoral students in Canadian universities to describe how doctoral students faced different program and non-program-related challenges by savoring the positive moments and exercising self-compassion to enhance their wellbeing and performance. The chapter demonstrates that savoring the good moments from the past, present, and future was beneficial for doctoral students' overall satisfaction in life and fueled their energy to persevere and achieve their program goals. This chapter calls for reflection on students' beliefs and practices to foster their wellbeing and attention to positive mindsets in doctoral programs.

In Chapter 9, Cherie Chu-Fuluifaga describes how appreciative mentoring can be an effective method of engagement that equips Pacific students – the diverse ethnic makeup of individuals from the Pacific Islands who have migrated to New Zealand – with the knowledge and skills to foster personal and professional growth. This chapter emphasizes the transformative impact that mentoring can have on the wellbeing of Pacific students in tertiary education. The author posits that academics in education can become appreciative mentors by engaging in long-term, diverse approach that emphasizes relationships and personal growth to ensure that students have the assistance they need to reach their full potential.

Section Two has a *faculty and leader wellbeing* focus. Chapters in this section describe theoretical frameworks and empirical research on the importance of coaching, mentoring and role-modeling, personal strategies, positive relationships and mindsets, and instructional leadership for supporting the wellbeing of faculty and leaders in higher education settings in the USA, Saudi Arabia, Canada, England, Jamaica, and Israel.

In Chapter 10, Dana L. Mitra suggests that attending to faculty wellbeing might be improved through a coaching program for individual faculty rather than one-size-fits-all, large-group structures. For this purpose, the author introduces the ABC (agency, belonging, and competencies) framework derived from empirical research examining the developmental processes of becoming a change agent. This chapter describes how attending to ABC in higher education can serve as the foundation for achieving wellbeing and fulfillment for faculty members by increasing their motivation and ultimately improving faculty retention and commitment to their organizations.

In Chapter 11, Laila Albughayl examines the strategies that female leaders in higher education in Saudi Arabia use to overcome challenges and enhance wellbeing. As the author posits, Saudi female leaders often balance mental and physical demands that they experience in addition to considerable job-related stress. This chapter presents findings from a qualitative study and unravels Saudi female leaders' strategies for managing challenges and sustaining their wellbeing in higher education organizations. Findings highlight the importance of compassion, respect, trust, care, empathy, and support systems of family members and close friends, as well as supportive, collaborative, collegial, and encouraging relationships as critical factors for the Saudi female leaders' wellbeing.