

Wellbeing in Higher Education: Towards Holistic and Preventive Approaches for Student and Staff Support

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Abstract

Wellbeing has emerged as a primary focus in higher education, as escalating academic expectations, digital saturation, and societal instabilities increasingly impact both students and faculty. Current trends reveal increasing levels of stress, anxiety, and disengagement, underscoring the critical necessity for systemic and permanent solutions.

This study examines the role of higher education institutions in promoting wellbeing through comprehensive, preventive, and inclusive strategies, as demonstrated by the Erasmus+ Wellbeing360 project. The project advocates for a holistic comprehension of wellbeing that includes mental, physical, emotional, and social aspects. It promotes the integration of wellbeing into the routine activities, policies, and culture of higher education institutions. This transition to a preventative and proactive framework facilitates the early detection of difficulties and fosters the cultivation of resilient academic communities.

A key feature of this approach is the co-creation of wellbeing strategies involving students, educators, and institutional stakeholders. By guaranteeing that interventions are participative and contextually relevant, higher education institutions can more effectively address various needs and cultivate a sense of belonging and involvement.

Wellbeing is regarded not merely as an individual issue but as a crucial prerequisite for good learning, teaching, and institutional efficacy. Supportive environments foster student achievement, diminish dropout rates, and elevate worker satisfaction and productivity.

Simultaneously, they enhance the inclusivity and social responsibility of higher education institutions.

The Wellbeing360 approach illustrates that sustainable educational change necessitates focus on both academic results and the comprehensive quality of human experience in higher education settings.

Acknowledgment: This contribution is based on topics of the Erasmus+ project Wellbeing360: Cultivating Sustainable Wellbeing Communities in Higher Education, project number: 2025-1-ES01-KA220-HED-000350152.

Keywords: wellbeing in higher education, student and staff support, preventive approaches, holistic wellbeing