

## HHD Strategic Planning Agenda

February 14<sup>th</sup> (Holiday Inn) and 15<sup>th</sup> (Herrick Hall)

Facilitator and Presenter, Dr. Isaac Prilleltensky, Dean, School of Education, University of Miami

### Day 1

1. **Light breakfast 8:00, 45 minutes-** Time for faculty to interact.
2. **Introduction 9:00, 15 minutes- OVERVIEW**  
Tim gives a short presentation on why this process is important... what we have done and how this will be used.
3. **Session 1, 9:15, 1 hr. 45 minutes – UNDERSTANDING AND PROMOTING WELL-BEING**  
Isaac's presentation on understanding and promoting well-being (see his slides)
4. **Break, 11:00 15 minutes**
5. **Session 2, first half, 1 hr. – HUMAN WELL-BEING AND DISCIPLINARY TRADITIONS**  
This session will focus on small group discussions related to personal, relational, organizational and community well-being and will relate directly to Isaac's presentation. Faculty will first meet in their major areas, i.e., curricular, extension or externally funded projects (some small groups will be combined together because of their size). This will allow the various areas to see how their discipline relates to the idea of well-being. Isaac will generate specific questions, situations, etc. to facilitate this process.
6. **Break Lunch, 12:00, 1 hr.**
7. **Session 2 second half, 1:00, 1 hr 30 minutes- INTERDISCIPLINARY APPROACHES TO WELL-BEING**  
As a follow-up to the first half of session 2, faculty will break into interdisciplinary groups (n=4-5) to discuss the findings related to personal, relational, organizational and community well-being that were identified within major groups... in short, faculty will identify connections/applications across groups. Isaac will generate specific questions, situations, etc. to facilitate this process. The HHD advisory committee will identify where faculty should sit to facilitate a true interdisciplinary interaction. At the end of session 2, Isaac will debrief the faculty through faculty discussions, stories, questions/impressions, etc. Basically, Isaac will engage the entire department in some way that seems appropriate to obtain a sense of clarity and insight for the entire group based on the first two sessions.
8. **Break, 2:30, 15 minutes**
9. **Session 3, 2:45 1 hr. 30 minutes- IMPLICATIONS FOR TEACHING, RESEARCH, AND OUTREACH**

A discussion by major areas, i.e., curricular, extension or externally funded projects will be used to examine how human well-being can inform, direct or enhance efforts in teaching, research and outreach. Isaac will generate specific questions, situations, etc. to facilitate this process. Next, faculty will break into interdisciplinary groups to discuss the findings related to teaching, research and well-being within major groups... in short, faculty will identify applications between groups. Part of this discussion should be to come up with some specific and tangible ideas that are written down by a scribe at each table. The HHD advisory committee will identify where faculty should sit to facilitate a true interdisciplinary interaction. At the end of session 3, Isaac will debrief the faculty through faculty discussions, story, questions/impressions, etc. Basically, Isaac will engage the entire department in some way that seems appropriate to obtain a sense of clarity and insight for the entire group based on the first two sessions and generate a plenary session for the following day.

10. **Overview for Day 2-** Tim will provide an over view for the second day . Also, Tim will confirm faculty meetings for day 2.
11. **Dinner- 6:30-** Dinner with HHD Advisory Counsel and other faculty members.

## Day 2

1. **Refreshments, 7:45, 30 minutes-** Time for faculty to interact.
2. **Organization Change Presentation, 8:15, 1 hour- SKILLS AND STEPS TO BUILD A ROADMAP**  
Isaac will give a presentation on concepts related to organizational change and the generation of a roadmap that HHD can use to facilitate the integration of enriching human well-being into the department strategic planning. In time this effort will be used to better incorporate the concept of well-being into the department's day-to-day operations. His experiences (stories) at U of M and other institutions can be incorporated into the presentation. This presentation would set the tone for the remainder of the day.
3. **Session 4: Group meetings, 9:15-10:15 1 hour– BUILDING A ROADMAP**  
Faculty will be divided into small work groups to generate ideas for the departmental "roadmap" so that the mission of wellbeing in HHD can be addressed in a more concrete manner, i.e., actions that should be taken to promote the enrichment of human well-being through teaching, research and outreach. Isaac will provide the groups with tasks and techniques that they will need to use in to generate road map items.
4. **Break , 10:15 to 10:30**
5. **Plenary session to report on small work group work 10:30 to 11:30, 1 hr.- IDEAS FOR THE ROAD MAP**

Based on the small work group results, a member from each group will present one-2 of their ideas to the entire group (5-7 minute presentation). The short presentation could include but are not limited to issues of process (strategic planning sessions such as this effort), development (developing more integrated curriculum, collegial workgroups, etc.), initiatives (fund raising for an endowed chair, building a HHD center for well-being, etc.) and tasks (faculty training, etc). Because we will not have time to present all of the road map ideas, we will finish the road map during our next faculty meeting. The idea would be to come up with items that could be put on our road map that show what we have to do to be successful.

6. **Debriefing with HHD advisory committee/lunch, 11:30-12:30, 1 hr.**
7. **Airport, 12:30- Tim drives Isaac to the airport for his 2:00 flight**

## **SMALL GROUP SESSIONS**

### **Session 2, Part I: Human well-being and disciplinary traditions**

**Objective:** to explore

- a. How your disciplines contribute to human well-being
- b. How the model of well-being can inform your discipline

Your respective disciplines have important contributions to make to human well-being. The model of well-being, in turn, can inform your disciplinary thinking and action. In this session you will explore the relationship between the four domains of well-being and your discipline.

**Process:** Answer in your group the following questions, allowing approximately 15 minutes per question. In total, you have 45 minutes to answer the questions.

- a. What contributions can your discipline make to
  - a. Personal well-being
  - b. Relational well-being
  - c. Organizational well-being
  - d. Collective well-being
- b. What are the implications of the model of well-being presented above (personal, relational, organizational and collective) for your own discipline?
- c. Choose one problem that your discipline deals with (e.g., nutrition, depression, child abuse, physical injury prevention, family planning, etc) and try to apply the four domains of the well-being model to it.
- d. Select a spokesperson to share your discussions with the other groups.

## Session 2, Part II: Interdisciplinary approaches to human well-being

**Objective:** to explore interdisciplinary approaches to human well-being

In this session we will explore how interdisciplinary approaches can contribute to a holistic notion of well-being.

**Process:** Your job is to write an outline for an integrative paper dealing with *Interdisciplinary approaches to the promotion of \_\_\_\_\_* (physical fitness, marital satisfaction, healthy eating in schools, universal health care, early cognitive stimulation, social capital, community mental health, etc).

Your team can select the topic of the paper. Once you have selected the topic, divide the paper into a few sections (4 or 5) and within each section describe the integrative contributions that various disciplines can make to the promotion of x at the personal, relational, organizational, and collective levels.

Your job is to conduct two types of integrations: interdisciplinary and multilevel. In other words, you should try to promote x using a grid like this:

WELL BEING OF X OR Y	DISCIPLINE A	DISCIPLINE B	DISCIPLINE C, D, ETC
PERSONAL			
RELATIONAL			
ORGANIZATIONAL			
COLLECTIVE			

Recommended timelines:

1. topic selection – 5 minutes
2. decide major sections of the paper – 10 minutes
3. subheadings within each major section – 30 minutes
4. your total discussion time is 45 minutes
5. select a person to share your outline with the rest of the group

## Session 3: Implications for Teaching, Research, and Outreach

**Objective:** to distill practical applications of well-being model

In this session we explore possibilities for incorporating a holistic model of well-being into the curriculum, research, and outreach.

**Process:** I suggest we form groups of 8 people consisting of at least two people from similar areas (4 areas x 2 people from each = 8 people in each group). Groups will deal with one topic only: teaching, research or outreach.

**Groups discussing Teaching Implications**

By yourself, write down a few points about how you might incorporate notions of holistic well-being into your existing and future courses. Use the table below as a guide. After you do this by yourself, discuss item 4 with an area peer and 5 with entire group.

	PERSONAL WELL-BEING	RELATIONAL WELL-BEING	ORGANIZATIONAL WELL-BEING	COLLECTIVE WELL-BEING
1. CURRENT COURSE A (for your own use)				
2. CURRENT COURSE B (for your own use)				
3. CURRENT COURSE C (for your own use)				
4. POSSIBLE NEW COURSE IN MY AREA (discuss with area partner)				
5. POSSIBLE NEW INTERDISCIPLINARY COURSE (discuss with peers from other areas in group)				

**Groups discussing Research Implications**

By yourself, write down a few points about how you might incorporate notions of holistic well-being into your personal and collaborative research. Use the table below as a guide. After you do this by yourself, discuss item 3 with an area peer and 4 with entire group.

	PERSONAL WELL-BEING	RELATIONAL WELL-BEING	ORGANIZATIONAL WELL-BEING	COLLECTIVE WELL-BEING
1. Research interest #1(for your own use)				
2. Research interest #2(for your own use)				
3. POSSIBLE NEW RESEARCH FOR MY AREA OR DISCIPLINE(discuss with area partner)				
4. POSSIBLE NEW INTERDISCIPLINARY RESEARCH PROJECT (discuss with peers from other areas in group)				

**Groups discussing OUTREACH implications**

By yourself, write down a few points about how you might incorporate notions of holistic well-being into your outreach and service efforts. Use the table below as a guide. After you do this by yourself, discuss item 3 with an area peer and 4 with entire group.

	PERSONAL WELL-BEING	RELATIONAL WELL-BEING	ORGANIZATIONAL WELL-BEING	COLLECTIVE WELL-BEING
1. Outreach interest #1(for your own use)				
2. Outreach interest #2(for your own use)				
3. POSSIBLE NEW outreach project for AREA OR DISCIPLINE(discuss with area partner)				
4. POSSIBLE NEW INTERDISCIPLINARY OUTREACH PROJECT (discuss with peers from other areas in group)				

**Day 2: Session 4: Building a Roadmap**

**Objective:** to identify values, processes, enabling structures and outcomes for the roadmap

**Process:** There are four parts to this session. In same groups (8 people per group) from previous day address the following:

Part I: Describe the values (democracy, inclusion, collaboration, etc) that should guide the roadmap – 5 minutes

Part II: Describe the characteristics of an ideal process to build and achieve roadmap (balance between process and outcomes, dynamic, open and transparent, etc) – 10 minutes.

Part III: Discuss what structures should be put in place to create, implement, and monitor roadmap – 15 minutes

Part IV: Using the table below, begin to identify goals for teaching, research, and outreach

**Outcomes for Teaching**

	Action	Timeline	Resources	Responsibility
Outcome 1				
Outcome 2				
Outcome 3				
Outcome 4				

**Outcomes for Research**

	Action	Timeline	Resources	Responsibility
Outcome 1				
Outcome 2				
Outcome 3				
Outcome 4				

### Outcomes for Outreach

	Action	Timeline	Resources	Responsibility
Outcome 1				
Outcome 2				
Outcome 3				
Outcome 4				