



**Global Educators Network
for Health Innovation
Education**

TO: The Coordinator and Board of Directors of the Rx Foundation

PROJECT TITLE: GENiE Health Care Innovation Initiative

INSTITUTIONS INVOLVED: The GENiE Group

PROJECT LEADER: Prof. Regina Herzlinger

DATE: September 29, 2017

STATEMENT OF NEED

An eighteen-month \$200,000 grant to fund research, analysis, networking, and publication of successful innovations in health care innovation education.

Outcomes will include creation and wide, strategic dissemination of: (a) a catalog of curricula for teaching health care innovation; (b) a catalog of pedagogical techniques to accomplish this; and (c) a white paper articulating the most urgent and feasible innovations, the characteristics of leaders capable of implementing them, and the best techniques, content, and approaches to educating these future leaders.

As an independent, newly formed 501(c) (3) organization, The GENiE Group (www.thegeniegroupp.org) relies heavily on philanthropic support. The intended audience for this research includes any schools that teach health care management, including schools of public health, public administration, health administration, business, medical, and other clinical (e.g., nursing, dental) schools.

SIGNIFICANCE OF RESEARCH

The high cost of health care blocks billions of individuals from accessing even the most rudimentary services and products; and those with access often find the quality of care uneven, if not actually negligent and inhumane. While many promising, innovative solutions to health care problems remain underdeveloped, soaring costs threaten the economic future of the governments, businesses, and individuals who pay for health care.

Yet, the curricula of most graduate health care and medical programs fail to address the potential of — and urgent necessity of — innovation or how to make it happen through focused teaching. Our recent analysis of curricula at 26 top U.S. schools with graduate programs in health care administration detected scant emphasis on “change” or “innovation,” or the managerial techniques needed to actualize innovation, while our survey of academics identified three areas in which innovation is overlooked in health care education:

1. Faculty Skills and Mindset

- too few faculty with
 - relevant health care knowledge and/or specific areas including health IT, health care delivery, entrepreneurship/venture capital
 - relevant managerial skill sets
 - working knowledge of the case method of instruction

- holistic perspectives and knowledge of global markets and how they affect health care
 - too many faculty with tenure and no willingness to change curricula
2. Logistics
- lack of cross-registration of physicians or aspiring health professionals or scientists/engineers in business courses
 - uncoordinated class schedules
3. Curriculum
- poor balance between standardized and innovation/leading-edge curriculum
 - limited utilization of technology for meaningful long-term comprehension
 - limited framework to determine value, which is based on indicators, not market assessment
 - difficulty translating “health” way of thinking into “management” and vice-versa
 - more ideology than evidence behind policy
 - scarce access to strategic data from real-life organizations

By systematically analyzing, cataloguing, and disseminating best practices in innovation education, real change can be jump-started and replicated for the benefit of individuals now lacking access to care and the communities in which they live. The GENiE research will go a long way towards filling the existing void of innovation education analysis, by establishing a dynamic compendium of experience, expanding the capacity of educators to apply proven methods that swiftly and significantly improve health care quality and access.

HOW THE PROJECT WILL BE ACCOMPLISHED

1. An annual research conference, whose next iteration is currently scheduled to take place in Copenhagen, where thought leaders in global health care will be called upon to identify the areas most in need of innovation and the leadership characteristics they believe necessary to implement such changes; health care educators will describe techniques and curricula specifically developed to educate these leaders. The findings of the conference will be distilled and widely disseminated in a white paper. (See [2017 conference agenda](#) and [white paper](#) resulting from the 2016 conference, held in conjunction with EIT Health in Barcelona, as an example.)
2. Comprehensive surveys of curricula in schools of health care management and medicine that focus on innovation. (See white paper, “Educating Leaders Who Can Accelerate Health Care Innovation,” pp. 2-5, for an example of such a survey.)
3. Content analysis of the curriculum of the top schools of health care administration for efforts that focus on innovating in health care. An example is the Arizona State University Master in Healthcare Innovation (MHI) program, which prepares students to design, implement, and lead transformation guided by seven “pillars of innovation”: policy, evidence-based practice, outcomes, leadership, finance, technology/communication, and the innovation process itself. Students develop innovative thinking throughout the course sequences via collaborations with both professionals and faculty members, culminating in a capstone project demonstrating proficiency in innovation science and improving access to and/or quality of care.

4. A website to host a health care innovation warehouse containing curricula, experiential data, case studies, research, and outcomes information that help advance health care innovation education, along with mentorship and networking resources that support and accelerate the process. Information on the website will be disseminated using state-of-the-art search engine optimization techniques.
5. With GENiE researchers and conference participants as its core group, a user community continuously expanded through website use, research participation, industry group membership, and innovative content analysis techniques applied to institutions already engaged in health care education.

INSTITUTIONAL SUPPORT

The Harvard Business School provides ongoing support for Prof. Herzlinger's curriculum development and research in innovating health care. Examples are the curriculum for her MBA course, "[Innovating in Health Care](#)" and some of her [recent articles](#) on the subject.

EXPECTED DELIVERABLES

- A. A white paper that articulates:
 - The areas in most urgent need of innovation, the types of innovations feasible in the foreseeable future, and the characteristics necessary in leaders capable of implementing such changes.
 - The substance and techniques of appropriate curricula for educating these future leaders.
- B. A catalog of curricula currently used to teach health care innovation.
- C. A catalog of pedagogical techniques used to teach health care innovation and how their effectiveness can be evaluated prior to dissemination.
- D. A website that will host the health care innovation warehouse, containing:
 - The catalogs of curricula and pedagogical techniques referenced above.
 - Experiential data, case studies, research, and outcomes information that help advance health care innovation education.
 - Mentorship and networking resources that accelerate the process.

The white paper will be published in a leading health care journal and, along with the website, shared with the growing user community of currently over 1,000 health care academics and research partners. The research cycle will be renewed annually, ensuring that measurements, outcomes, and experiences are tracked for the benefit of all.

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We respectfully request that you accept our inquiry and invite us to submit a full proposal for consideration by the Board of Directors.

Sincerely,

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On behalf of

REGINA HERZLINGER

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Links: [2017 GENiE Conference Agenda](#)
[2016 GENiE White Paper](#)
[Innovating in Health Care Course 2017](#)
[Selected Innovating in Health Care articles – 170829](#)
[Regina Herzlinger bio](#)
[GENiE research budget](#)
[GENiE research plan](#)