

The Ohio State University Faculty Innovation Fellowship and Coaching Program



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Introduction

Faculty health & wellbeing

More than 1/3 of faculty are burnout or experiencing symptoms of burnout.¹ Innovation can be viewed as a mindset or way of approaching challenges and opportunities with a new way of thinking. When innovation competency is enhanced, wellbeing increases, through a bidirectional relationship between innovation competency and wellbeing.²

Hypothesis

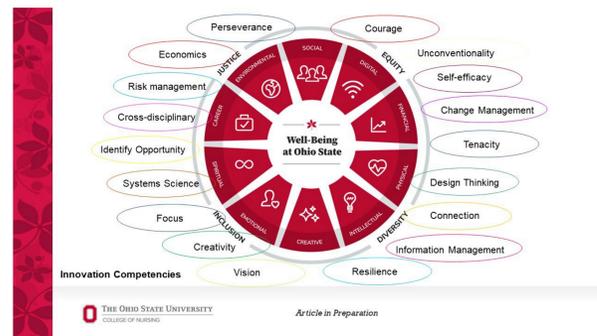
Innovation & Wellbeing

Innovation competencies like resiliency, creative thinking, risk taking, visioning the future, courage and teamwork are known to enhance wellbeing. Thus, we hypothesized that a coaching program designed to enhance innovation competency would also improve faculty wellbeing through this bidirectional relationship.

Creation of an Innovation for Wellbeing Fellowship

We created a coaching program and tested its impact on faculty wellbeing and innovation competency. Creating communities of Innovation through coaching is a novel way to address the wellbeing of faculty in addition to enhancing the research, teaching, service, and practice programs in the academic environment.

Figure 1. Overlap of Innovation & Wellbeing Competencies



There is a bidirectional relationship between innovation and wellbeing. When we embrace creativity and use our skills and talents in a way that gives us joy, we have higher levels of productivity and are more satisfied with life in general.

Methods

1 on 1 and Group Coaching

We employ an Integrative Nurse Coach paradigm³ and use the Theory of Integrative Nurse Coaching to coach faculty to build confidence and competence in innovation and enhance wellbeing. We offer hour long monthly group and individual coaching (over 30 hours) and use a qualitative research thematic analysis to determine themes important for the fellow and group experiences, identify outcomes, and create recommendations for the future.

Figure 2. Fellowship Design



The Innovation Fellowship is built upon the core attributes of Holistic Transcendental Leadership 4 (Authenticity, Alignment, Collaboration and Leadership of Self) and Innovation Competencies 5 (a special emphasis is placed on the core innovation attributes of creativity, courage, and connection).

Theoretical Framework

Theory of Integrative Nurse Coaching (TINC)

This program is grounded in healing relationships, community, and the theory of integrative nurse coaching (TINC). We help fellows build confidence and competence in their work to transform and seek life and work integration and bring meaning and purpose to their career. Through these healing relationships creativity, courage, and connection are nurtured; innovation and healing then emerges from this process that brings together one's individual aspects within a collective community.

Sample

3 years, 30 Fellows

We are entering our fourth year and have trained 30 fellows. Each year, we seek a mix of research, practice, and education faculty. The average size for a group coaching cohort is 10-15 faculty each year. All faculty interviewed are invited to participate. No preference or exclusion is granted according to profession, gender or ethnic/racial background.

Measurement & Analysis

We conduct semi-structured interviews with each fellow, near the end of their program. Interviews are carried out by one person, and last one hour. Open ended questions are used, and responses are recorded and transcribed. Transcripts are analyzed using thematic analysis to determine themes important for the fellow and group experiences, identify group specific outcomes, and create recommendations for the future. Fellows also outline specific barriers, facilitators and opportunities that can be addressed to enhance the innovation ecosystem in academia.

2022-2023 Cohort



"I highly recommend this fellowship for anyone who is grappling with where they want to go with their innovation. As a nurse and a scientist, I entered this field to help people, to save lives. But getting new discoveries to the people that need them is more challenging than I ever imagined. At the beginning of this fellowship, I had an idea that was showing a lot of promise in its ability to help patients. By the time I finished this fellowship, I had secured funding to produce a first-of-its-kind clinical kit, made significant progress on intellectual property protection, and started preparations to launch a start-up company. This was the push that I needed to take my innovation from the bench to the bedside, and you can do it too!"

Shannon L. Gillespie, PhD, RN, The Ohio State University College of Nursing

2023-2024 Cohort



"The OSU CHIL team impressively created a safe space that allowed for vulnerability and growth. This resulted in several "ah-ha" moments as I was challenged. I am grateful for the insight that I've gained, the camaraderie, and the ability to witness (and apply) innovation in an evidence-based manner. I enjoyed building insight and the collaboration." Miriam Espinoza, Northern Arizona University College of Health and Human Services School of Nursing

Findings

Fellows self-report higher levels of life satisfaction and wellbeing following the program. We've also identified the following themes. 1. Enhanced connection, comradery, and support; 2. Increased confidence and competence in navigating innovation in academia; 3. Shift to an Innovation Mindset; 4. Increased ability to identify and manage stress and burnout. An unexpected outcome of this program is that fellows experience a shift, and transformation from focusing solely on individual needs to addressing the needs of their collective community.

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