

Faculty of Health Sciences

# Strategic Framework

2017-2021



Queen's  
UNIVERSITY





# Table of **CONTENTS**

A Message from the Dean	4
About the Faculty: Queen's University	5
Faculty of Health Sciences	6
The School of Medicine	8
The School of Nursing	10
The School of Rehabilitation Therapy	12
Our Shared Success and Accomplishments	15
Queen's University Priorities as an Essential Underpinning	17
A common vision, shared values and three complementary missions	19
Drivers of Change	21
Four Unifying Strategic Directions	22
Moving Forward	27

[healthsci.queensu.ca](http://healthsci.queensu.ca)

## A Message from **THE DEAN**



The Queen's Faculty of Health Sciences (FHS) has established itself as a point of pride for the university and as an example of excellence across our broad mandates of education, health care and research. Through the dedication and commitment of our students, faculty and staff, we have advanced the respective strategies and achievements of the schools of medicine, nursing and rehabilitation therapy. In addition, we have fostered new approaches to collaboration and interprofessionalism across the schools and with our partners.

Underpinned by Queen's University's strategy and commitment to the student learning experience, research prominence, financial sustainability and internationalization, we have evolved our strategic framework to advance the shared vision of the FHS. We have worked hard in our three schools to develop new programming, to pilot and assess new models of education, and to fortify our research initiatives. Importantly, over the last five years, through our commitment to a shared vision and progress towards evolving new structures and opportunities for collaboration, we recognize that the success and vitality of the three schools are growing increasingly interdependent.

Through collaboration and alignment with our partners, the FHS will continue to contribute leadership across education, health care and research, and enhance the regional, national and international impact of our students, faculty and staff.

A handwritten signature in black ink, reading "Richard K. Reznick". The signature is fluid and cursive, with the first name "Richard" being the most prominent.

Dr. Richard K. Reznick, MD, Med, FRCSC, FACS, FRCSEd(hon), FRCSI (hon)  
Dean, Faculty of Health Sciences  
Director, School of Medicine  
Queen's University  
CEO, Southeastern Ontario Academic Medical Organization (SEAMO)

# About the Faculty

## QUEEN'S UNIVERSITY



**17,250**

undergraduate students

**3,746**

graduate students

**2,086**

part-time studies and  
Postgraduate Medical  
Education

Established by the Royal Charter of Queen Victoria in 1841, Queen's University is one of Canada's leading universities. Internationally, Queen's has a reputation for scholarship, research, social purpose and spirit. The university has a proud history and strong traditions in leading research, excellence in teaching, and student engagement. Through these strong traditions, learners who come to Queen's have a transformative learning experience, combined with a picturesque campus, close-knit community and wide breadth of co-curricular opportunities.

Learners from more than 100 countries, along with every Canadian province and territory, come to Queen's, comprising 17,250 undergraduate students, 3,746 graduate students, and 2,086 students from part-time studies and Postgraduate Medical Education.

Queen's faculty members are drawn from renowned institutions worldwide. The 1,120 full-time and 2,222 part-time members of faculty contribute to the university's strong reputation through the quality of their work and through the number of external awards and honours bestowed upon them.

Faculty and learners across the university widely support the Queen's 2014-2019 vision: "Queen's University is the Canadian research-intensive university with a transformative student learning experience." The goal of this vision is to build a "balanced academy," ensuring that Queen's remains a university with a balanced focus, and is recognized for excellence in research and in providing a transformative student learning experience.

The Faculty of Health Sciences' strategic framework commits us to advancing Queen's University in its vision. The university's strategic framework has guided and directed the development of this framework, and our alignment to Queen's four strategic drivers is demonstrated throughout.

# The Faculty of **HEALTH SCIENCES**



The Faculty of Health Sciences comprises the schools of medicine, nursing and rehabilitation therapy. Together, these schools provide learners undergraduate, graduate and postgraduate education in medicine, nursing, occupational and physical therapy, rehabilitation science, healthcare quality, aging and health, biomedical sciences and population health sciences.

More than 540 full-time faculty members, 1,460 adjunct faculty members, and more than 700 general and research staff members are dedicated to accomplishing our respective missions:

- To advance the science and practice of medicine
- To advance learning and scholarship in the discipline and profession of nursing
- To educate occupational therapists, physiotherapists and rehabilitation scientists who contribute to health and well-being globally through collaboration, creativity, and the discovery of new knowledge

Our graduate and postdoctoral programs train practitioners and researchers through applied study that includes a variety of non-clinical disciplines such as healthcare quality, public health, biostatistics, epidemiology and aging. With our partners, we are major contributors to Queen's research mission. In conjunction with our large network of partnering hospitals and community institutions, we deliver quality patient- and client-centred care.

Our three schools, combined under the Faculty of Health Sciences in 1997, have adopted a shared vision, set of values and strategic themes that make up the Strategic Framework for the Faculty of Health Sciences. This demonstrates the dedication of the disciplines and professions that work together as health care shifts towards more integrated care models.

**540+**

Full-time faculty members

**1,460+**

Adjunct faculty members

**700+**

General and research  
staff members





In the last 5 years  
**11 new**  
educational programs  
developed and  
implemented  
and a further  
**12 programs**  
in development

Since the development of its last strategic plan, the faculty has achieved successes in each of its three unifying strategic directions: research, education and patients at the centre of all that we do. Tangible markers of progress and momentum include annual research revenues between \$75 million and \$90 million, the development of new educational programming, and unprecedented success in philanthropy, including the establishment of new research chairs in the schools of medicine and nursing.

The faculty's schools frequently receive highly positive reviews from their respective accreditation organizations. Notably, the School of Medicine recently received an eight-year accreditation and the School of Nursing achieved a seven-year accreditation in 2013. The School of Rehabilitation Therapy's OT and PT programs will embark on new accreditation cycles in the coming 1-2 years. The faculty's graduates uniformly find jobs upon graduation, either as healthcare professionals or medical trainees entering family medicine or subspecialty training.

We have also focused on financial sustainability through new programming. In the last five years, the faculty has developed and implemented 11 new educational programs, and has a further 12 programs at various stages of development. Through innovative programming, each and every one of these new initiatives has focused on new and better methods of education.

# The School of **MEDICINE**



The Queen's School of Medicine offers undergraduate and postgraduate medical education programs, graduate programs in biomedical and public health sciences. The school's undergraduate programs in life sciences and biochemistry are delivered jointly with the Faculty of Arts and Science. Established more than 150 years ago, the School of Medicine has been graduating physicians and scientists who serve locally, nationally and globally. The most sought-after medical school in Canada, based on applications per entry positions available, Queen's medical school trains 100 undergraduate medical students in each of four years.

**400 students**

undergraduate medicine

**540 trainees**

postgraduate medicine

**236 students**

MSc programs

**116 students**

PhD programs

The school is home to five discipline-based graduate programs – anatomical sciences, biomedical and molecular sciences, epidemiology (and biostatistics), pathology and molecular medicine, and public health – as well as the interfaculty graduate program in neurosciences and the collaborative graduate programs in cancer research and biostatistics.

We currently train 236 students in our MSc programs, 116 students in our PhD programs and have 42 postdoctoral fellows. Our joint undergraduate program in life sciences has a total enrolment of 1,024 students, and the biochemistry program accepts 80 to 90 students per year, with a total enrolment of 209 students.

Of the school's 503 core faculty members, 344 are geographic full-time clinicians and 107 are basic and public health scientists. More than 1,200 adjunct faculty members who participate comprehensively in our education and research programs also enrich the school significantly. In addition to participating in discipline-based graduate programs, many of our faculty are members of inter-departmental and trans-faculty research groups, centres and institutes.







This established culture of interdisciplinary approaches to research and graduate education provides excellent opportunities for our graduate students and post-doctoral fellows to broaden the scope of their research interests and educational activities, and promotes better integration of the basic, public health and clinical sciences.

The School of Medicine's education program is delivered on campus and in distributed sites throughout Ontario. The school has developed strong and successful partnerships with affiliated hospitals, providing postgraduate programming offered in 29 Royal College programs and eight family medicine-related programs to 540 residents. Formal affiliation agreements for clinical education have been developed with three principle teaching hospitals, 21 regional hospitals and three public health organizations.

# The School of **NURSING**



In 2016, the Queen's School of Nursing celebrated its 75<sup>th</sup> anniversary. Established in 1941, the school has continued to evolve from a collaborative nursing program working with the hospital sector to the full suite of RN programs – from entry to practice to PhD. A new strategic plan for 2016–2020 has been developed for the school with the mission to “Advance learning and scholarship in the discipline and profession of nursing.” This advancement will be achieved through the educational, scholarly and clinical pursuits of the school’s students, faculty and alumnae.

**420 students**

undergraduate nursing

**121 students**

MN, MNSc &  
MScHQ programs

**16 students**

PhD programs

The school offers seven programs to a total of 600 students. The Baccalaureate of Nursing Science degree program is offered in two streams – the four-year and two-year (advanced standing track). At the graduate level, the school offers a Master of Nursing Science, a Master of Nursing, a Master of Science in Healthcare Quality and a PhD program. A primary health care nurse practitioner diploma program is also offered, and a newly developed diploma program in pain management will be launched in 2017.

We continue to expand our graduate programs while holding steady state of 92 first years in the four-year program and 48 in the second-entry program in undergraduate nursing education. We have consistently achieved excellent success in our accreditation processes. Notably, we have received a seven-year accreditation, which is the highest possible designation.





The school has 248 faculty and staff members including 85 adjunct group 1 appointees, 16 tenure-track or tenured faculty members, two continuing adjunct faculty members and six limited-term appointments. Approximately 50 registered nurses are hired each year as clinical teachers, laboratory assistants and laboratory managers, supported by 19 administrative staff members.

The research focus of the School of Nursing's faculty lies in three areas: healthcare quality, practice environments and populations with complex conditions. There are two research groups: the Queen's Nursing and Health Research (QNHR) group and the Queen's Collaboration for Health Care Quality: A Joanna Briggs Institute Centre of Excellence (QcHcQ). Dr. Elizabeth VanDenKerkhof, the incumbent in the Sally Smith Chair in Nursing, has established a strong program of research in chronic pain and provides mentorship to the junior nursing faculty.

# The School of **REHABILITATION THERAPY**



**148 students**

MSc (OT) program

**148 students**

MSc (PT) program

**21 students**

AGHE program

**29 thesis-  
based  
students**

MSc & PhD programs

The School of Rehabilitation Therapy at Queen's University is committed to leading and inspiring positive changes that transform lives through rehabilitation research, education and practice. As part of this commitment, our core mission is to educate occupational therapists, physiotherapists and rehabilitation scientists who contribute to health and well-being globally through collaboration, creativity, and the discovery of new knowledge.

Established in 1967, the first programs the school offered were three-year diploma programs in occupational therapy and physical therapy. Over the years, the two programs have evolved from a diploma to a bachelor's degree (1972), and then to an entry-level master's degree (2004). We initiated thesis-based MSc in Rehabilitation Science in 1988 and a PhD in 2000. In collaboration with the School of Nursing, the school launched a new suite of graduate programs in aging and health, including a graduate diploma, a Master of Science and a PhD, in 2015.

Graduates from all of the school's programs have gone on to exciting and productive careers across the full range of opportunities serving people with or at risk of disability – clinical practice in rehabilitation, consulting, management and administration, business, community development, education and research.

The school has 260 faculty and staff members, including: 20 tenure-track or tenured faculty members, one special appointee, two continuing adjunct faculty members, and 180 adjunct group 1 appointees who act as preceptors to occupational therapy and physical therapy students on placements. Approximately 55 other individuals from a range of backgrounds (e.g., occupational therapy, physical therapy, nursing and medicine) are hired each year to contribute to our programs as adjunct faculty members, clinical teachers and laboratory assistants. We also have 11 administrative staff members.

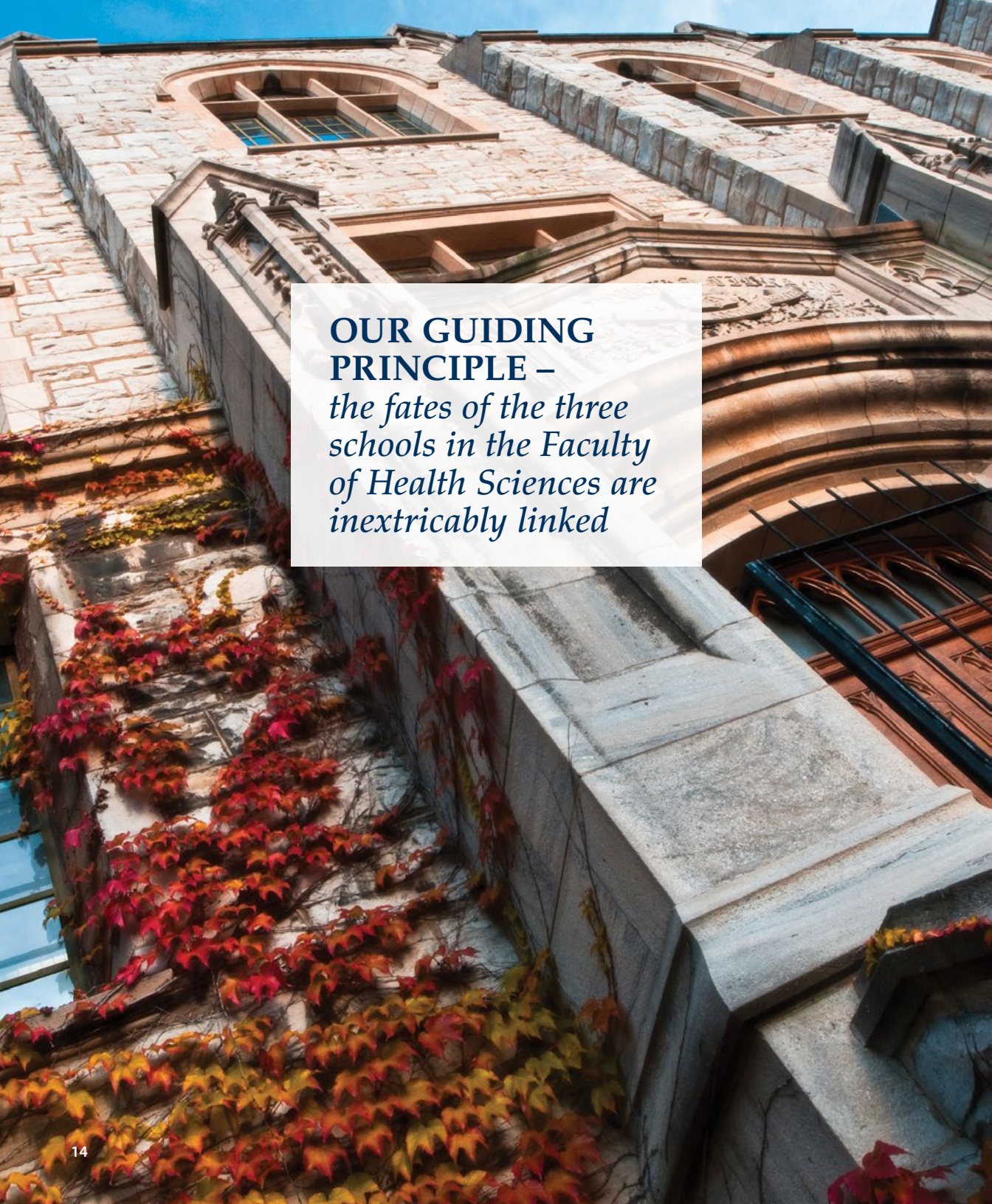




Students in the occupational and physical therapy programs complete more than **1,000 hours** of clinical and/or community placements

The occupational therapy and physical therapy programs, which draw more than 1,700 applications annually, each admit 74 students each year into two-year (24-month) programs. Students in both programs complete more than 1,000 hours of clinical and/or community placements during their education in health and community agencies locally, nationally and internationally. The rehabilitation science and aging and health programs admit approximately 10 and 25 new students per year, respectively.

The research faculty members within the School of Rehabilitation Therapy work in a number of key areas that inform basic, clinical and applied aspects of rehabilitation, rehabilitation service delivery, and policy related to health and disability. The school is the home of the Canadian Institute of Military and Veteran Health Research, and the International Centre for the Advancement of Community-Based Research. Across the faculty, the following areas of expertise and research focus have been identified: human mobility and physical activity, disability and participation, moving knowledge into practice and policy, and primary care and community rehabilitation.



**OUR GUIDING  
PRINCIPLE –**  
*the fates of the three  
schools in the Faculty  
of Health Sciences are  
inextricably linked*

## Our Shared Success and **ACCOMPLISHMENTS**

Our efforts in advancing the unifying strategic directions set out in our last strategic framework have raised the bar for what we will set out to accomplish in the next five years. As demonstrated within the achievements below, our optimism for the future is based on the level of excellence achieved across the three unifying strategic directions of our last strategic framework (research, education and patients at the centre) and reflections on what we have achieved through partnerships.

In advancing our *Research* direction, we generated annual research revenues of \$75 million to \$90 million, and secured funding for several new research chairs. In the School of Medicine, we have established the Smith Chair in Surgical Research, the Britton Smith Chair in Surgery, the CTAQ Chair in Health Economics and Health Policy, the Helliwell Chair in Orthopaedic Research, the Brian Hennen Chair in Family Medicine, and the Walter Rosser Chair in Family Medicine Research. In the School of Nursing, we have established the Sally Smith Chair. We have also seen three pivotal recruitments to senior leadership positions that have added major strength to the research programs of the schools of medicine and rehabilitation therapy, including the establishment of the Canadian Chiropractic Research Foundation Professorship.

Through our *Education* direction, we have initiated new program development. The School of Medicine initiated a new accelerated entry stream known as Queen's University Accelerated Route to Medical School (QuARMS), operationalized MD/PhD and Clinician Investigator programs. New programs such as the Bachelor of Health Sciences (BHSc) online degree and the Master of Medical Sciences were also developed.

The School of Nursing, in partnership with the Department of Anesthesia and Perioperative Medicine developed and launched the Master of Science in Healthcare Quality, and the school has created a Diploma in Pain Management to be launched in 2017.

In collaboration with the School of Nursing, the School of Rehabilitation Therapy has launched the Aging and Health Program. The School of Rehabilitation Therapy has also successfully created a novel Functional Anatomy Bootcamp to Queen's campus. Through these and many other initiatives, the school has continued its tradition of advancing novel models of education, training and practice for all learners.



The Faculty of Health Sciences relies heavily on effective working relationships among our partners, both within the university and externally.

Our ongoing focus on *Patients at the Centre of our mission* as a key direction in our strategic framework saw the development, delivery and evaluation of online compassionate care modules delivered in a primary care clinical learning environment. For example, the faculty collaborated on a project called “Compassionate Collaborative Primary Care” with a diverse team of faculty members from the Department of Family Medicine and the School of Rehabilitation Therapy. Our commitment to designing and implementing patient and client care, education and research solutions with a focus on how the needs of patients and populations are impacted will continue to inform and guide our activities across the Faculty of Health Sciences.

A key area of emphasis within our new strategic framework is the *Partnerships* direction. We recognize this as a key underpinning to all the achievements detailed above.

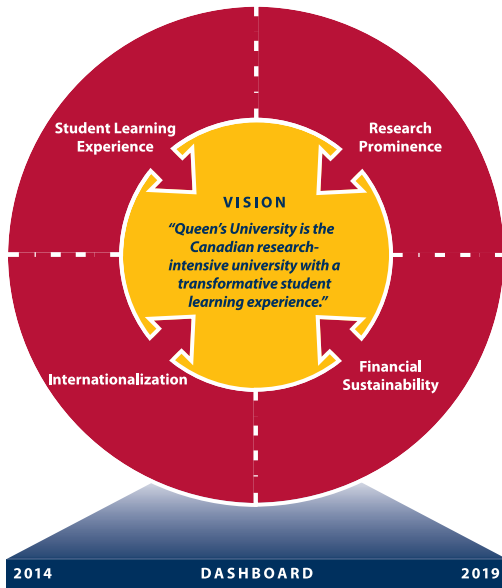
The Faculty of Health Sciences relies heavily on effective working relationships among our partners, both within the university and externally. We have further developed our partnerships with Kingston-based hospitals and non-Kingston-based hospitals within the South East Local Health Integration Network (SE LHIN), as well as several outside the SE LHIN such as Lakeridge Health and Humber River Hospital. We have also developed and executed an industry-engagement strategy through outreach visits to senior administrative teams of Canadian-based pharmaceutical and device companies, reciprocated by stylized visits to Queen’s from 25 companies. Notably, the School of Rehabilitation Therapy has also developed a partnership with the University of Gondar in Ethiopia.

We have worked hard to establish joint ventures in research through more intensive industry engagement, have advanced communication and co-operation among educational partners, and strengthened our ties to other organizations that may serve as educational settings for our learners in the future.





# Queen's University Priorities as an **ESSENTIAL UNDERPINNING**



The Queen's University 2014-2019 Strategic Framework provided our strategic-planning process with a clear backdrop with which to make decisions and set priorities within the context of our own strategic framework. In pursuit of Queen's as a *Balanced Academy*, the university identified the four drivers towards our vision, including: the Student Learning Experience, Research Prominence, Financial Sustainability and Internationalization. Throughout our strategic-planning process, we assessed the ways in which the Faculty of Health Sciences could contribute to, and advance, the vision and strategic drivers of the university.

Many elements of the university's strategy are tightly woven into the Faculty of Health Sciences' strategic framework. Our commitment to enhancing the student learning experience in education, and our focus on leadership in educational models, are key themes within our approach to education. We will continue to invest in research that distinguishes Queen's nationally and internationally, and pursue

opportunities in transdisciplinary research efforts and collaborations. We will focus on internationalization and research prominence by building on our collaboration with international health-system partners.

In addition, fundamental to our strategy is the pursuit of ongoing financial sustainability. Through our continued commitment to pragmatism, we recognize the imperative to pursue our strategic aims in a manner that is effective and efficient, and that improves the financial health and sustainability of the Faculty of Health Sciences through thoughtful use of our collective resources and through opportunities for new revenue to support our priorities.



A single vision for the  
three schools:

**ASK**  
questions

**SEEK**  
answers

**ADVANCE**  
care

**INSPIRE**  
change

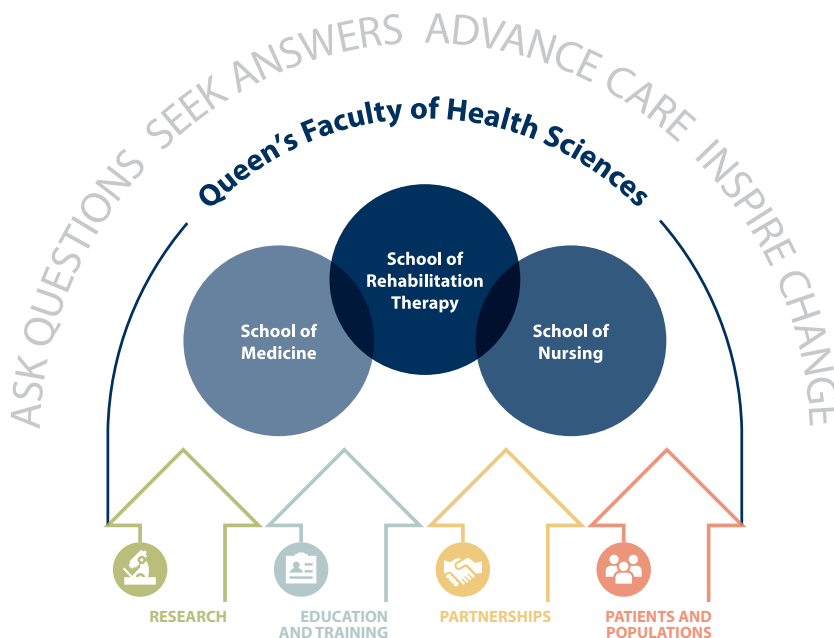
# A common vision, shared values and **THREE COMPLEMENTARY MISSIONS**

The School of Medicine, School of Nursing and School of Rehabilitation Therapy make up the Faculty of Health Sciences, and all remain committed to a single vision for the three schools:

*“Ask questions, seek answers, advance care and inspire change”*

Our vision will be achieved by improving the health and well-being of our population through educating and training exceptional health science professionals, and by working with our partnering institutions to deliver health care and health-related care to our communities. It will also be achieved by advancing health sciences through the high-impact research our outstanding faculty, staff and students conduct.

A shared set of values guides us in the pursuit of our vision, as do our distinct, but complementary, missions for each of our schools. As a result, our schools retain the ability to act independently to fulfill their missions, while being integrated under a common vision, allowing them to focus on complementary aspects of health research, education and healthcare delivery. Our integrated nature allows Queen’s Faculty of Health Sciences to achieve new levels of excellence in interdisciplinary research and interprofessional education, while ensuring that the needs of each and every member of our faculty, staff and learner community are met.





### THE SHARED VALUES OF THE FACULTY OF HEALTH SCIENCES:

- Collaborative leadership
- Personalized attention
- Embracing of diversity
- Restless inquiry
- Bold innovation
- Genuine respect
- Life-long learning
- Highest-quality care

### WHAT IT MEANS TO:

#### **“Ask Questions and Seek Answers”**

Faculty, students and staff are creators and innovators in research and educational scholarship across the full spectrum of the health sciences. Students and trainees understand that learning is a life-long process driven by an endless curiosity that pervades all aspects of their professional endeavours.

#### **“Advance Care and Inspire Change”**

Preparing learners to be healthcare leaders who:

- Have uncompromising focus on quality of care and patient safety
- Provide effective care across the continuum
- Team with other professionals to deliver patient-centred care
- Give back to the community
- Advance health care and champion change through research and knowledge translation
- Above all, imbue learners with a desire to do something special, and to be leaders

### THREE COMPLEMENTARY MISSIONS:

#### **School of Medicine**

Advance the science and practice of medicine to benefit the health and well-being of the population. We do this through excellence in education, care and research.

#### **School of Nursing**

Advance learning and scholarship in the discipline and profession of nursing. Such advancement will be achieved through the educational, scholarly, and clinical pursuits of the students, faculty and alumnae of the School.

#### **School of Rehabilitation Therapy**

Educate occupational therapists, physiotherapists and rehabilitation scientists who contribute to health and well-being globally through collaboration, creativity, and the discovery of new knowledge.

# Drivers of **CHANGE**

Priorities of our government and health-care delivery partners are changing as a result of today's evolving health-care environment. Currently, there is a strong focus on further improving access to health care and advancing the quality and value of care across the health system. With the Government of Ontario's Patients First Act, our focus on patient-centred care is increasing.



## **THE FOLLOWING DRIVERS OF CHANGE ARE SHAPING TODAY'S HEALTH-CARE EDUCATION:**

- 1 Evolution of health-system funding and reimbursement models
- 2 Shifting academic and research landscape
- 3 Interprofessional, capability- and competency-based education
- 4 Increasing emphasis on patient-centred care and shifting care delivery models
- 5 Accelerating pace of technology adoption
- 6 Increasing role of informatics, big data, analytics and evidence-based practices

These drivers are shaping our research, education, patient care and partnership mandates. Key planning considerations to advance our mission include:

- Advancing health professionals' understanding of health-system management and evolving funding models
- Engaging patients and families in the design and decision-making associated with the Faculty of Health Sciences
- Exploring and converting industry partnerships to mutually beneficial partnerships and that provide leverage dollars in order to meet funding requirements of a competitive and emerging granting competition landscape
- Determining the implications for Queen's Faculty of Health Sciences in preparing healthcare providers to practice in a care environment experiencing rapid technology innovation
- Continuing to lead in the ongoing implementation of competency-based education, and to facilitate access to interprofessional teaching environments and settings across the continuum of care
- Developing big data and analytics capabilities and assessing their role in clinical decision-making, as well as the implications for skills and competencies required in ongoing education and training of healthcare professionals

# Four Unifying **STRATEGIC DIRECTIONS**

To achieve our common vision and respond to the drivers of change impacting the Faculty of Health Sciences, we have established four unifying strategic directions. The identification of these strategic directions is part of our concerted effort to leverage the synergies that exist among the three schools' complementary missions through enhanced collaboration and activity co-ordination.

While three of our unifying strategic directions continue from our last strategic framework, a fourth direction on partnerships has been added to reflect the importance of establishing and fostering strategic partnerships.



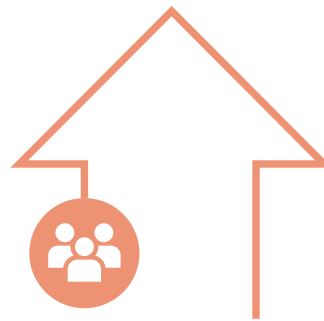
**RESEARCH:**  
Conduct targeted  
collaborative research



**EDUCATION  
AND TRAINING:**  
Develop, lead and  
implement new models of  
education and training



**PARTNERSHIPS:**  
Build strong and  
collaborative  
partnerships



**PATIENTS AND  
POPULATIONS:**  
Keep patients and  
populations at the centre  
of our academic mission

# RESEARCH



**RESEARCH:**  
Conduct targeted  
collaborative  
research

## **UNIFYING STRATEGIC DIRECTION:**

Conduct targeted collaborative research

### **Initiatives:**

- Leverage Queen's Faculty of Health Sciences' reach to enable increased community-based and international research
- Diversify research funding sources and matching opportunities through the development of revenue-generation activities, philanthropy and partnerships
- Build on current capabilities for data analytics to address new lines of questioning and research
- Continue to enhance research in technology in support of better health care
- Advance transdisciplinary research efforts and collaborations

# EDUCATION AND TRAINING



## EDUCATION AND TRAINING:

Develop, lead and implement new models of education and training

### UNIFYING STRATEGIC DIRECTION:

Develop, lead and implement new models of education and training

### Initiatives:

- Contribute provincial and national leadership in developing and demonstrating effective models of education
- Advance competency- and capability-based models of education
- Lead and inform future models of care, and prepare learners for shifts in the care environment
- Lead in the adoption and development of hybrid approaches to delivering education and health care for learners and faculty
- Actively seek and nurture diversity within learners and faculty complement



# PARTNERSHIPS



## **PARTNERSHIPS:**

**Build strong and collaborative partnerships**

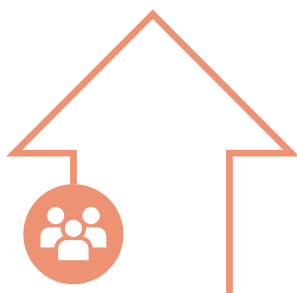
### **UNIFYING STRATEGIC DIRECTION:**

Build strong and collaborative partnerships

#### **Initiatives:**

- Strengthen partnerships within the Faculty of Health Sciences through co-location and modernized facilities
- Build on established strategies and approaches to collaboration with health-system partners nationally and internationally
- Influence health and regional approaches to care, education and research through a collaborative leadership approach
- Promote a culture that values entrepreneurial risk-taking in pursuit of our goals
- Foster innovative partnership models to enrich the educational, research and clinical environments

# PATIENTS AND POPULATIONS



**PATIENTS AND POPULATIONS:**  
Keep patients and populations at the centre of our academic mission

## **UNIFYING STRATEGIC DIRECTION:**

Keep patients and populations at the centre of our academic mission

### **Initiatives:**

- Explore opportunities to evolve the nature of patient engagement from patients as partners to patients as drivers of their care and experience
- Match student learning to health-system needs, including access to high-quality collaborative and integrated care
- Prepare learners as leaders of socially accountable change in systems influencing health
- Actively support integrated approaches to community health management, focusing on patient preferences

# The Faculty of Health Sciences

## **MOVING FORWARD**

The Faculty of Health Sciences' strategic framework defines three key aspects: the shared vision of our three schools, our unifying strategic directions and our shared values. Our focus on the four key pillars will facilitate our continued success and enable enhanced collaboration and activity co-ordination across the schools. Through this, we aim to harness our natural synergies and continued collaboration, thereby making the faculty and individual schools stronger.

We recognize that the changing healthcare environment presents us with many challenges we will need to face in the coming years. We will use this plan to guide us in our decisions, helping us to continue to grow and position ourselves for continued success.

Our strategic framework will continue to lead us towards the common vision of the Faculty of Health Sciences:

**“Ask Questions, Seek Answers, Advance Care,  
Inspire Change.”**





FACULTY OF  
Health Sciences  
[healthsci.queensu.ca](http://healthsci.queensu.ca)