



Strategic Plan

School of Medicine

2017-2021



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A Message from **THE DEAN**



As one of the three schools that comprise the Faculty of Health Sciences (FHS), the School of Medicine (SOM), together with the School of Rehabilitation Therapy and School of Nursing, has taken great strides in advancing our shared vision and values. Through our collaboration, we have also advanced the strategies of the individual schools and united around a common strategic framework.

For the School of Medicine, we have continued to build momentum and to focus on the excellence that resides within our learners, faculty and staff. Through their hard work and dedication, we have achieved significant milestones in executing on our previous strategic plan, and with the excellent results of our 2015 accreditation, we are now poised to further innovate both medical education and research.

In addition, our leadership role in adopting and advancing approaches to competency-based learning across all disciplines has placed us at the forefront of shaping the way in which the next generation of medical and health professionals will learn, interact and practise within tomorrow's health system. The establishment of the Bachelor of Health Sciences (BHSc) online degree program demonstrates our commitment to providing flexible, multi-disciplinary programs that cater to the evolving needs and interests of our students. Thanks to the collaboration and progress with our hospital partners in developing a shared research vision, we are poised to assume a greater role in the Canadian and international research landscape.

We recognize that many of the previous plan's long-term tenets and themes have served us well, and should continue as we embark on the next evolution of our strategy. Consequently, we have remained committed to our emphasis on bold thinking, coupled with pragmatic approaches to innovation and execution in the delivery of our plan's next phase. We will build on our considerable strengths, and remain agile in adapting to the needs and opportunities presented in our rapidly evolving external environment and operating context.

Guided by the university's overall strategic drivers, the School of Medicine's plan reflects careful consideration of how its strategy aligns with, and contributes to, the advancement of the university's strategic vision and priorities, which include an emphasis on the student learning experience, research prominence, internationalization and financial sustainability.

In the face of an increasingly changing paradigm shaping health care, education and research landscapes regionally, nationally and internationally, Queen's School of Medicine is poised to offer leadership and impact by meaningfully addressing health-system and broader societal challenges while advancing our vision to *"ask questions, seek answers, advance care and inspire change"*.

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Queen's University
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INTRODUCTION

QUEEN'S UNIVERSITY

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 – combined with a picturesque campus, close-knit community and wide breadth of co-curricular opportunities – students who come to Queen's have a transformative learning experience.

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 is drawn from renowned institutions worldwide. The 1,120 full-time and 2,222 part-time faculty members contribute to the university's strong reputation 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 that places great value on excellence in research and a transformative student learning experience.

The School of Medicine's strategic plan commits us to advancing Queen's University in its vision. The university's strategic framework has guided and directed the development of our strategy for the next five years, and our alignment to Queen's four strategic drivers is embedded throughout our strategic plan.

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, aging and health, healthcare quality, biomedical and population sciences.

More than 540 full-time and 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; advance learning and scholarship in the discipline and profession of nursing; and educate leaders by developing skills and competencies in rehabilitation.





Our graduate and postdoctoral programs train practitioners through applied study that includes a variety of disciplines such as health-care 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.

The 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.

Since the development of its last strategic plan, the faculty has achieved successes in each of its three unifying strategic directions: research, education and ensuring that patients are at the centre of all 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 research chairs in all three schools.

The schools within the faculty frequently receive highly positive reviews from their respective accreditation organizations. Notably, the School of Nursing recently achieved a seven-year accreditation and the School of Medicine received an eight-year accreditation. The faculty's graduates uniformly find jobs upon graduation, either as scientists, health-care professionals, health promoters or planners, or as 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 of these initiatives has focused on new and better models of education.

This year, the Faculty of Health Sciences underwent a process parallel to the School of Medicine in updating its strategic framework. Through stakeholder consultations, steering committee meetings and internal reviews, the three schools confirmed that the shared vision and values of our previous plan still resonated and were relevant in guiding the faculty with its newly developed strategic initiatives over the next five years. An additional strategic direction, "Partnerships," was added to the faculty's framework





through the validation process to reflect the importance of this direction to each of the schools.

SCHOOL OF MEDICINE

The Queen's School of Medicine offers undergraduate and postgraduate medical education programs, and graduate programs in biomedical and public health sciences. The school offers undergraduate programs in life sciences and biochemistry, delivered jointly with the Faculty of Arts and Science, and this year launched a Bachelor of Health Sciences online honours degree program. Established more than 150 years ago, the School of Medicine has been graduating physicians and scientists who serve globally, nationally and locally. 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.

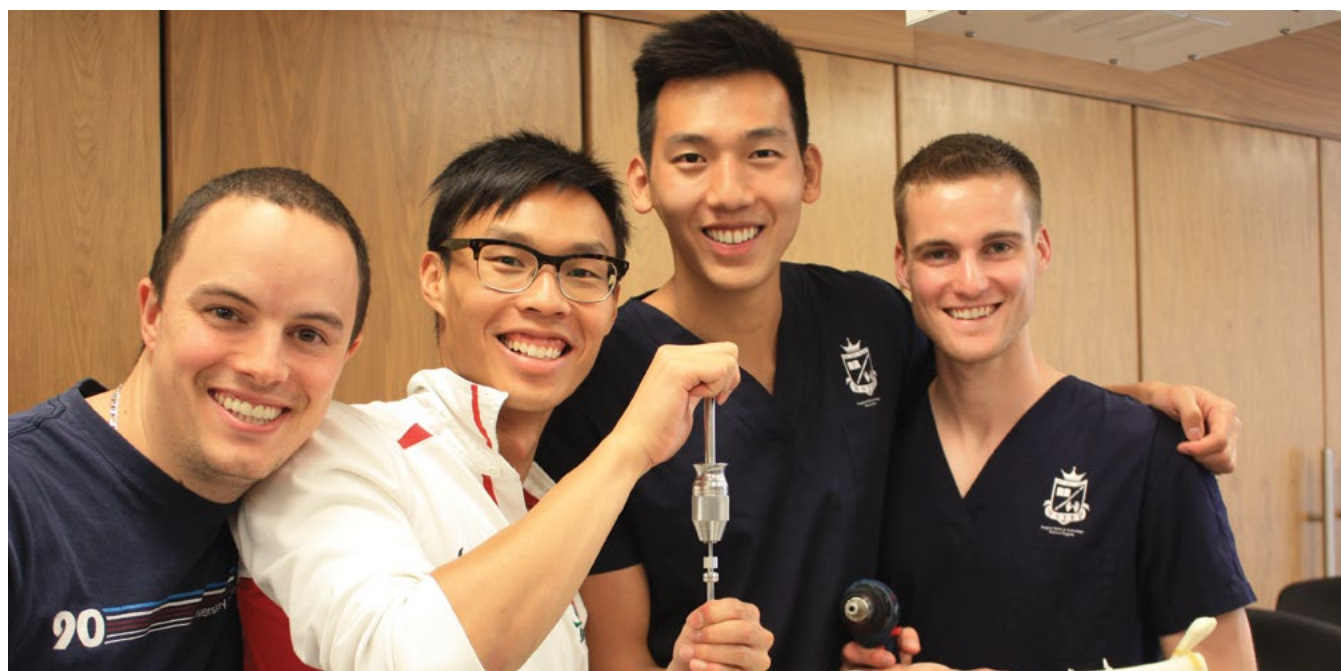
The school is home to five discipline-based graduate programs – anatomical sciences, biomedical and molecular sciences, epidemiology (and biostatistics), pathology and molecular medicine, and public health – as well as the interfaculty graduate program in neurosciences and the collaborative graduate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

We currently train 236 students in our MSc programs, 116 students in our PhD programs and have 42 post-doctoral fellows. Our joint undergraduate program in

life sciences with the Faculty of Arts and 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 physicians and 107 are basic and public health scientists. More than 1,200 adjunct faculty members who participate 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 exist with three principle teaching hospitals, 21 regional hospitals and three public health organizations.



School of Medicine BY THE NUMBERS



Established over **150 years ago**, the School of Medicine has been graduating physicians and scientists who serve globally, nationally, and locally.

The School of Medicine trains:



400
students

Undergraduate
medicine



500+
residents

Postgraduate
medicine



236
students

MSc programs



116
students

PhD programs



42
fellows

Post-doctoral
training

The School of Medicine participates in **3 undergraduate programs:**

1 fully online undergraduate degree (BHSc)



Bachelor of Health
Sciences online

2 undergraduate programs delivered jointly
with the Faculty of Arts & Science



Life Sciences



Biochemistry

The School of Medicine is home to **7 discipline-based graduate programs:**



Anatomical
Sciences



Biomedical
and
Molecular
Sciences



Epidemiology
(and Biostatistics)



Pathology
and
Molecular
Medicine



Public
Health



Neuroscience



Cancer

Over **1,200** adjunct
faculty members



participate in our education
and research programs.

503 core faculty members



344

Geographic full-time
physicians



107

Basic and
public health
scientists

Building on our **SUCCESS AND MOMENTUM**

Our efforts to advance the strategic themes and opportunities set out in our last strategic plan have afforded us the opportunity to build on, and accelerate, the realization of our potential for impact and contribution through the next iteration of our strategy.

Throughout the strategic-planning process, we have heard from stakeholders and leaders about the need for the School of Medicine to continue its focused efforts to advance our strategic pillars – namely, to build on our considerable strengths and to be bold in addressing challenges in the health system; this must be done while keeping patients and populations at the centre of our academic mission.

Our confidence in pursuing these goals is strengthened by the progress made during our last strategic plan.

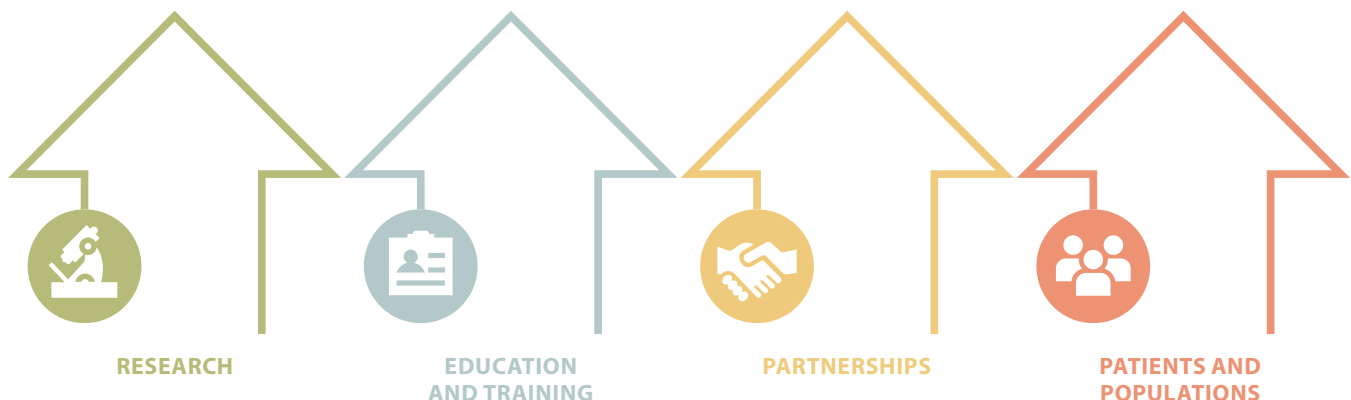
We have supported the foundational elements of our **Research** pillar by launching both MD/PhD and Royal College-accredited Clinician Investigator programs. We have also funded Clinician Scientist Development and Recruitment programs, the latter of which has resulted in the recruitment of 11 clinician scientists. These programs were made possible through our comprehensive alternate funding plan, the Southeastern Ontario Academic Medical Organization (SEAMO).

Over the last five years, our output of peer-reviewed publications from clinical departments increased by 27 per cent. We surpassed an important \$90-million threshold for research funding for the first time, and secured funding for additional research chairs, including the Bell Canada Mental Health and Anti-

Stigma Research Chair, the Smith Chair in Surgical Research, the Britton Smith Chair in Surgery, the CTAQ Chair in Health Economics and Health Policy, the Dr. Gillian Gilchrist Chair in Palliative Care Research, the Paul B. Helliwell Chair in Orthopaedic Research, the Brian Hennen Chair in Family Medicine, and the Walter Rosser Chair in Family Medicine Research.

With our **Education** pillar, we created and launched new programs such as the Bachelor of Health Sciences (BHSc) online degree and completed the development of the Master of Science in Healthcare Quality, jointly led by the School of Nursing and the Department of Anesthesia and Perioperative Medicine.

Inspired by the success our Department of Family Medicine has had in the College of Family Physicians of Canada (CFPC) “Triple C” Curriculum model (Comprehensive learning; Continuity of learning, supervision and patient care; and learning that is Centred in family medicine), we have boldly decided to accelerate the transformation of all 29 of our Royal College specialty training programs to competency-based medical education (CBME). This ambitious commitment has positioned Queen’s School of Medicine as a leader in this national initiative. We also initiated a new accelerated entry stream into the undergraduate program, known as Queen’s University Accelerated Route to Medical School (QuARMS). At present, this is the only such program in Canada. Our Master of Public Health program continues to expand enrolment, and recently introduced an accelerated 12-month program for experienced health professionals.





Importantly, our undergraduate program recently received an eight-year accreditation status, the culmination of much hard work in transforming our undergraduate curriculum using a competency-based framework. Through these and many other initiatives, we have continued in our tradition of advancing novel models of education, training and practice for all learners.

A third key area of emphasis within our strategic plan is the *Partnerships* pillar. We recognize that this is a key underpinning to all the achievements detailed above. The School of Medicine relies heavily on effective working relationships among our partners, both within the university and externally. Over the past five years, we have further developed our partnerships with Kingston-based hospitals, non-Kingston-based hospitals within the South East Local Health Integration Network (SE LHIN) and several outside the SE LHIN, such as Lakeridge Health and Humber River Hospital.

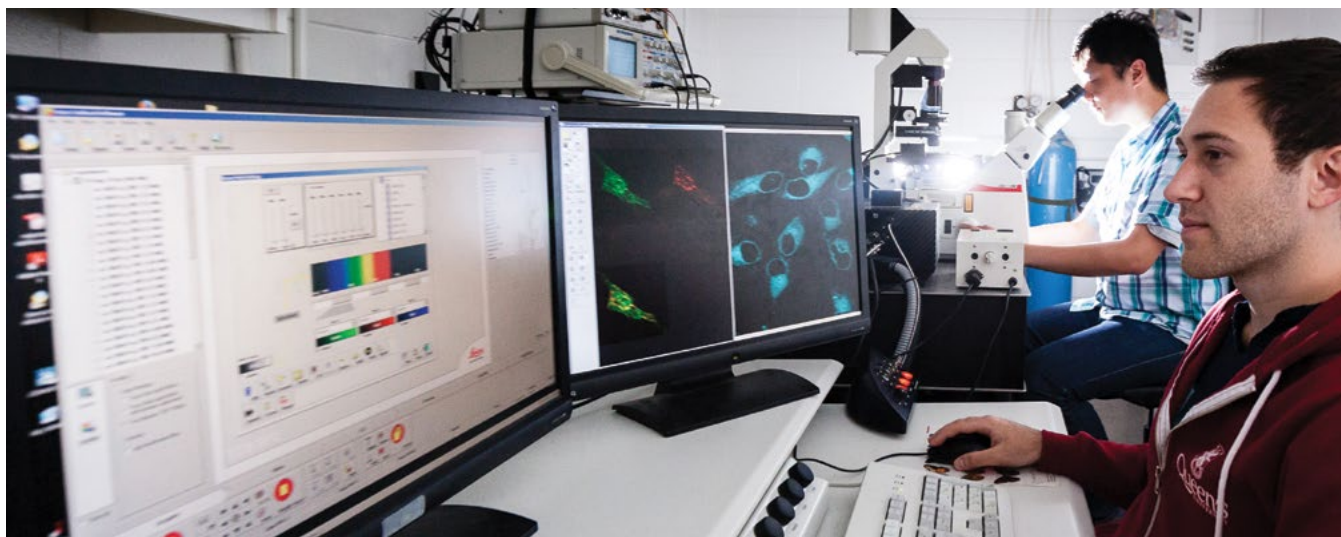
We have many public-health-system partnerships for practicum placement. We have developed and executed an industry-engagement strategy through outreach visits to senior administrative teams of Canadian-based pharmaceutical and device companies, and reciprocated with stylized visits to Queen's from 25 companies. We have continued to establish joint ventures in research through more intensive industry engagement, 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.

Building on the success of the Queen's initiative campaign, through which the Faculty of Health Sciences raised more than \$62 million, we will continue our philanthropic efforts as a means to build financial sustainability and to fortify our research mission.

This leads us to our final pillar of *Patients and Populations*. This fundamental pillar in our strategic plan saw the development of a successful First Patient Program for the first two years of undergraduate medical education (UGME). This program pairs students with physicians and chronically ill patients in the community for 18 months. Students meet with the physicians and the patients, accompany the patients to clinical and community resource appointments, and meet with them in their homes.

In addition to the First Patient Program, we established a Patient Participation Advisory Committee to increase patients' involvement with committees across the faculty. As well, to support the development, delivery and evaluation of online compassionate care modules delivered in a primary care clinical learning environment, we collaborated on a project called "Compassionate Collaborative Primary Care" with a diverse team of faculty members from the School of Rehabilitation Therapy, the Department of Family Medicine and our interprofessional education team.

Our commitment to designing and implementing patient care, education and research solutions with a focus on the needs of the patients and populations impacted will continue to inform and guide our activities across the School of Medicine.



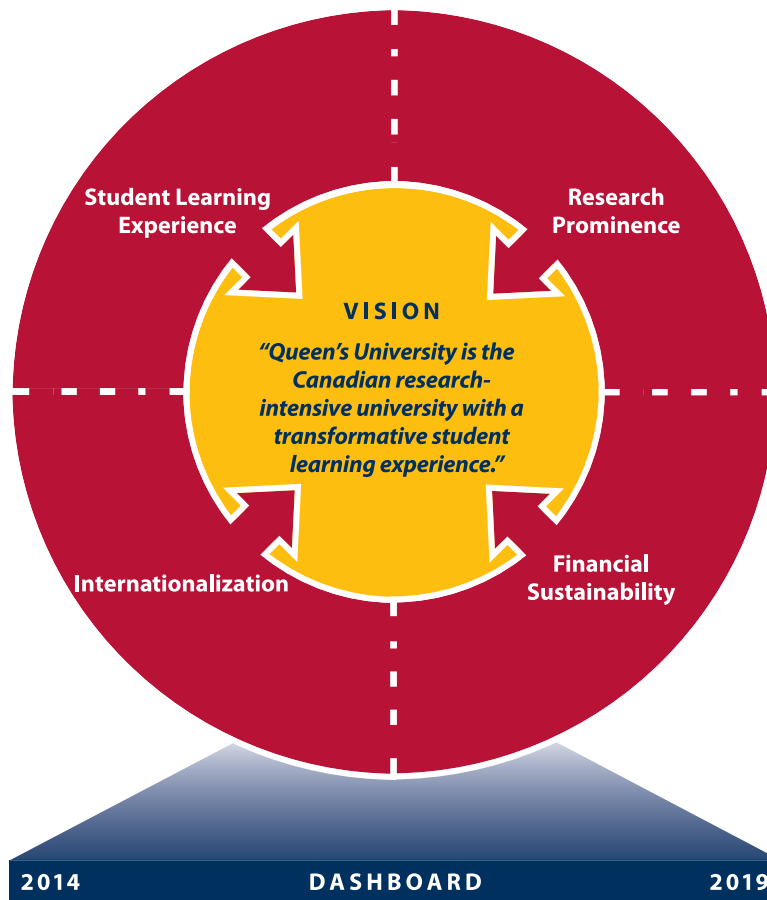
Queen's University Priorities as an **ESSENTIAL UNDERPINNING**

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 plan. In pursuit of Queen's as a *Balanced Academy*, the university identified four drivers towards our vision: The Student Learning Experience, Research Prominence, Financial Sustainability and Internationalization. Throughout the School of Medicine's strategic-planning process, we assessed the ways in which the School of Medicine could contribute to, and advance, the university's vision and strategic drivers.

Many elements of the university's strategy are woven tightly into the School of Medicine's strategic plan. Our commitment to enhancing the student learning experience in education, and our overt focus and commitment to health and wellness, 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 global health research and education. In what is a challenging environment with respect to health research, we will continue to work aggressively towards increasing revenues from external granting agencies and industry contracts.

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 School of Medicine through thoughtful use of our collective resources and through opportunities for new revenue to support our priorities.



Our Mission, VISION AND VALUES

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

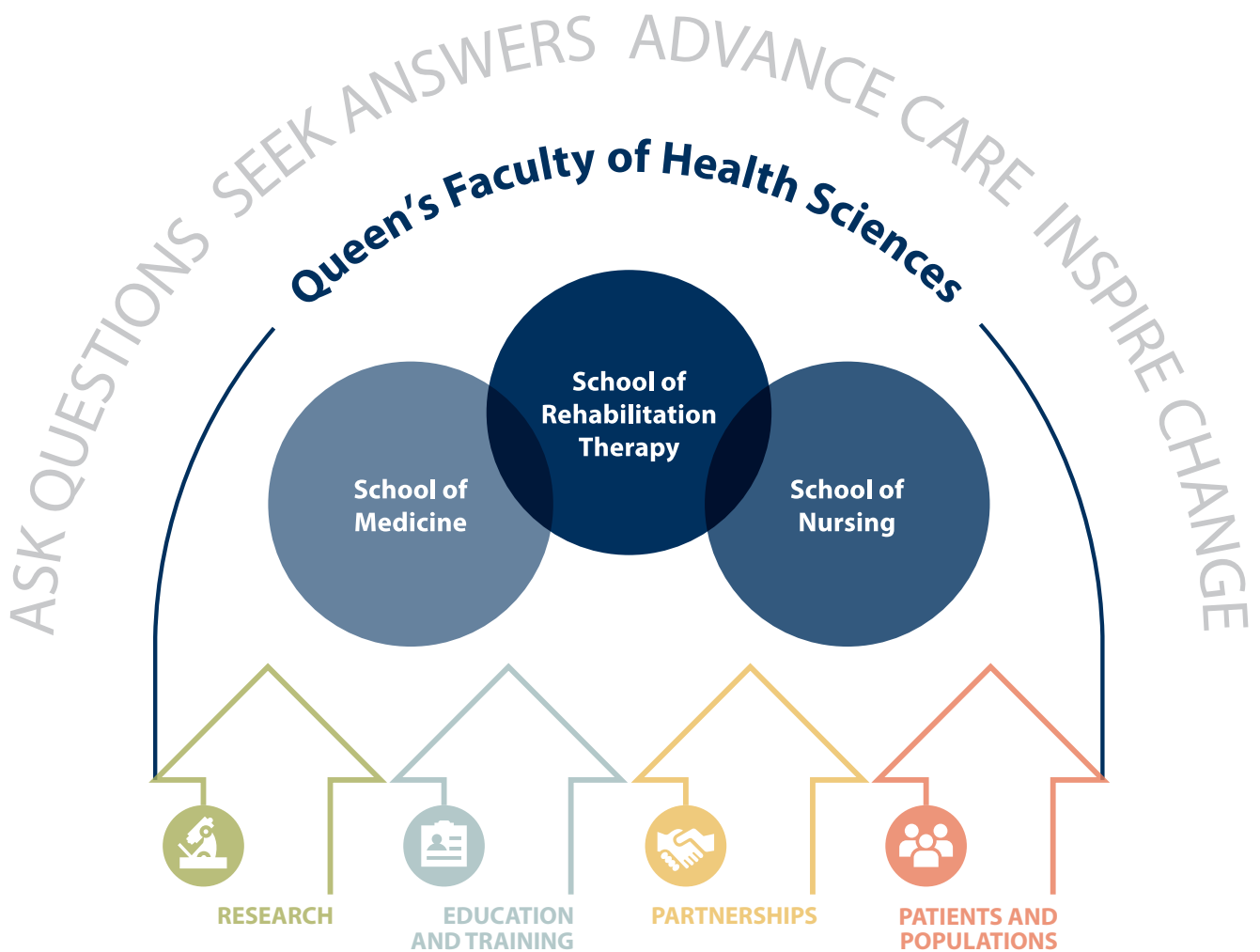
“ask questions, seek answers, advance care and inspire change”

Our vision will be achieved by improving the health and well-being of our population through educating and training exceptional health professionals and scientists, and by working with our partnering institutions to deliver health 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.



OUR SHARED VALUES:

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





QUEEN'S SCHOOL OF MEDICINE

The Queen's School of Medicine's 2012-2016 Vision, Mission and Values were tested and reviewed with various stakeholder groups throughout the current strategic-planning process. It was found that they remained relevant, continued to resonate and could continue to guide the school for the next five years.

Stakeholders confirmed that the first part of the vision statement – “Ask questions, seek answers” – conveys the concept that faculty, students and staff are creators and innovators in research and educational scholarship across the full spectrum of health sciences, and emphasizes that learning is a life-long process driven by endless curiosity that pervades all aspects of professional endeavours.

The second half of the vision statement – “advance care, inspire change” – also continued to resonate with stakeholders, however it was noted that the “inspire change” aspect was of particular importance and should be further emphasised. The underlying message of this part of the vision is the goal of preparing learners to be health-care leaders who:

- Focus uncompromisingly on quality of care and patient safety
- Provide effective care across the continuum
- Team with other health-care professionals to deliver patient-centred care
- Give back to the community
- Use discovery and prevention to improve the health of populations

Embodied throughout the strategy is the importance of advancing health care and championing change through research and knowledge translation and, above all, imbuing learners with a desire to be leaders who do something impactful with their careers.

Stakeholders were also consulted on the School of Medicine's mission. Again, it was confirmed that the mission still resonates and remains relevant. Stakeholders noted that there should be continued commitment to: innovation in training and education; a culture where scientific inquiry pervades research, patient care and education; and collaboration across departments, schools, faculties and institutions to emphasize inter-disciplinary education and research.

They also noted that the increasing focus on patients at the centre of care emphasizes the importance of constantly striving to improve the patient experience and quality of care, developing and adopting novel models of patient care, and ensuring commitment to improving the health of local, provincial and global populations. When reviewing our values, embracing of diversity was noted to be of significant importance. The School of Medicine repositioned this value to be more prominent, recognizing the many initiatives underway for the promotion of diversity.



Our Vision:

Ask questions, seek answers, advance care, *inspire change*

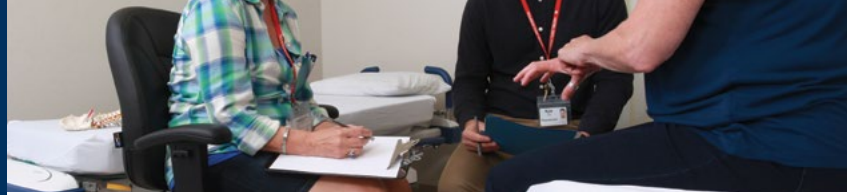


Our Mission:

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.



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. Patient-centred care is an increasing focus of health-care delivery.

THE FOLLOWING DRIVERS OF CHANGE ARE SHAPING TODAY'S MEDICAL 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 and population care, and partnership mandates. Key planning considerations to advance our mission include:

- Advancing physician understanding of health-system management and evolving funding models
- Exploring industry partnerships with matched funding in order to meet funding requirements and secure ongoing funding
- Developing a strategy specifically aimed at supporting young researchers
- Exploring international opportunities and recruitment of international students to increase enrolment and contribute to financial sustainability
- Continuing to lead in the ongoing implementation of CBME and facilitating access to interprofessional teaching environments and settings across the continuum of care
- Engaging patients and families in the design and decision-making associated with the School of Medicine
- Considering the implications of patient-centred care, encompassing care closer to home and a shift in medical training from the hospital to community setting
- Determining the implications for Queen's School of Medicine in preparing health-care providers to practise in a care environment experiencing rapid technology innovation
- 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 physicians

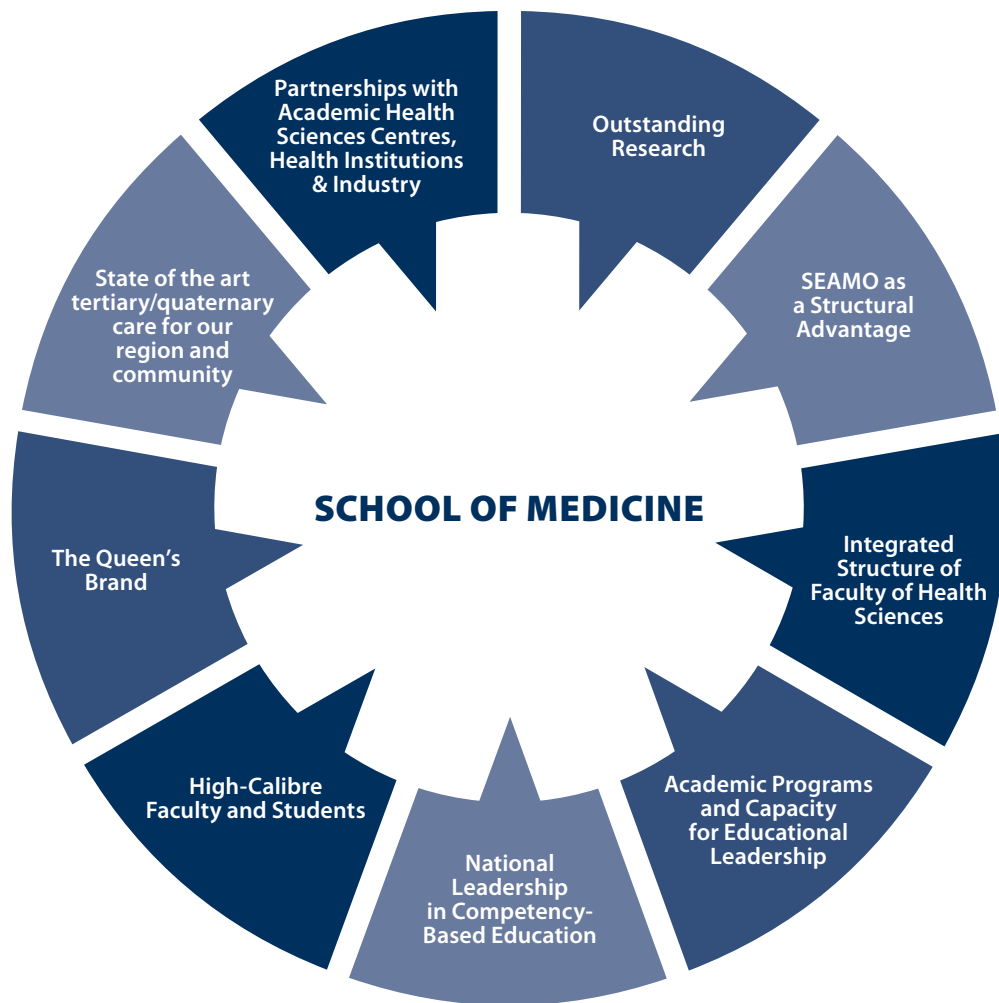


OUR STRENGTHS

The strengths of our School of Medicine will provide a foundation to continue to build on our success, and evolve our mission to advance the science and practice of medicine to benefit the health and well-being of the population. Through excellence in education, care and research, our collaboration with government, academic health sciences centre partners and others, we will achieve our vision and mission and address key drivers of change every day.

The strengths outlined here were consistently identified through numerous stakeholder consultations, and are strongly associated with the four pillars.

Leadership in CBME and academic programs will help us achieve our educational goals; partnerships with academic health sciences centres, industry and other health institutions can be built upon to continue our successes in the partnerships pillar; and our reputation for outstanding research will be leveraged in all our research endeavours. Our brand, high-calibre faculty and students, integrated structure of the Faculty of Health Sciences, and association with SEAMO are foundational strengths that contribute to each of our pillars and strategic directions.



OUR FOUR PILLARS



RESEARCH:

Conduct transformative
and collaborative research
with impact



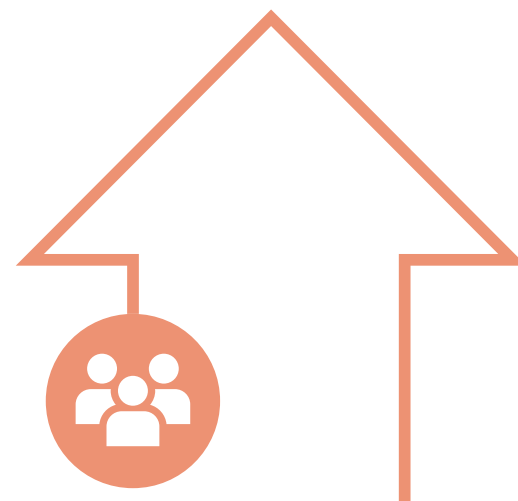
EDUCATION AND TRAINING:

Innovate and advance education
to prepare leaders of the future



PARTNERSHIPS:

Build Strategic Partnerships



PATIENTS AND POPULATIONS:

Keep patients and populations at
the centre of our academic mission

We have identified four pillars of the strategy that will position our School of Medicine for continued success. These pillars will focus our school's efforts, guiding our learners, faculty and staff throughout the next five years.



RESEARCH

CONDUCT
TRANSFORMATIVE
AND COLLABORATIVE
RESEARCH
WITH IMPACT





RESEARCH

Building on the significant progress and achievements executed through our last strategic plan, we will continue to pursue research that distinguishes Queen’s University, the Faculty of Health Sciences and the School of Medicine. The last few years have seen Queen’s work closely with its hospital partners in developing a shared vision for a research agenda and a shared approach to conducting research. This strong and increasingly robust relationship around research between a university and its hospital partners is unique for us here at Queen’s. Through this collaboration, we have the potential to enhance our national and international standing as part of a leading research and philanthropic enterprise.

Our continued focus on contributing to health-system challenges through research and scholarship – and evolving our new, emerging and established areas of research strength – will be enhanced through investment in our people and supporting infrastructure for research. This includes the conscious and deliberate effort to better prepare and advance the research leaders of tomorrow through enhanced career development and support.

Four strategic opportunities have been developed within the research pillar:

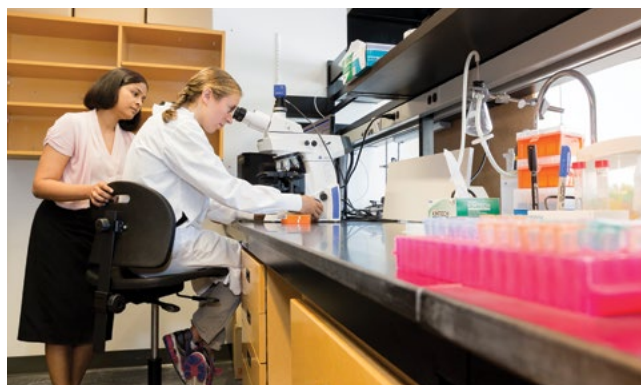
1 Lead in improving the health system through research and scholarship

Near-term measures of success (Year 1-2)	Longer-term aspirations (Year 3-5)
Create a senate-recognized Institute for Health Services and Policy Research	Acquire targeted policy-related research funding
Create a senate-recognized Translational Institute for Medicine	Establish institute, develop graduate student program and secure peer-review and private-sector funding
Establish MOUs and mechanisms for bi-directional dialogue and formal linkages with public health units, Public Health Ontario and the Local Health Integration Network	Develop a regional research agenda/mission to be shared by health-system stakeholders within the Local Health Integration Network



2 Grow and enhance research through investment in people and infrastructure

Near-term measures of success (Year 1-2)	Longer-term aspirations (Year 3-5)
Recruit Tier I and Tier II Canada Research Chairs in bioinformatics and establish health/bioinformatics support unit	Establish Queen's prominence in bioinformatics through additional Canada Research Chairs across targeted programs
Create a funding and sustainability framework to support acquisition of highly qualified technical support personnel and capabilities	
Invest in and acquire informatics and solutions for the inventory of research assets, technical supports, personnel and equipment to increase research interactions across institutions	Review, evaluate and refine approaches to increase efficiency and effectiveness of research operations
Aggressively pursue research chairs across the breadth of our priorities	Facilitate augmentation of our research funding envelope (see research diagram)



3 Invest in junior researchers and research trainees

Near-term measures of success (Year 1-2)	Longer-term aspirations (Year 3-5)
Optimize faculty renewal initiatives	Increase the faculty complement of junior researchers Increase grant success rates and funding
Create a career-development program and appoint a mentorship and career-development lead	
Develop mentorship and career-development agenda based on a needs assessment	Evaluate and refine career/professional development agenda, content and programs
Identify opportunities for international training	Increase the number of junior researchers and research trainees involved in international training

4 Target areas of research for national leadership and international distinction

We recognize the breadth of research activity occurring across programs and disciplines that spans all of the established CIHR pillars for health research. As we make targeted investments in strengthening our research enterprise, we must balance the need to sustain/grow research areas of strength, while making investments in new and emerging research capabilities.

The following table indicates our areas of established strength, emerging strengths and new strategic areas of focus, as well as their alignment with the CIHR research pillars. Established strengths are mature, often physically consolidated, university senate-recognized, interdisciplinary research groups and teams that have repeatedly demonstrated the ability to attract substantial funding. Continued targeted investment in

these research areas allows these groups to maintain their leadership position.

Emerging research strengths are burgeoning areas that show considerable promise, often with the nidus of a research group. Targeted efforts are made to identify new funding to accelerate growth and establish the critical mass of researchers that is required to advance these research competencies to the next level of maturity.

Finally, new strategic areas of focus are research foci identified based on their national and international relevance that present a unique opportunity for Queen's to differentiate itself in a strategic and impactful manner. New strategic areas of focus require start-up funding, mentorship support of established researchers, support of partner institutions, and a champion/lead.

CIHR RESEARCH		Biomedical	Clinical	Health Systems & Services	Social, Cultural, Environmental, Population Health
Established Strengths	Cancer	✓	✓	✓	✓
	Neuroscience	✓	✓	✓	
	Heart-Lung-Blood and Vascular Medicine	✓	✓	✓	
	Gastroenterology and Digestive Diseases	✓	✓		
	Musculoskeletal	✓	✓		
	Primary Health Care			✓	✓
Emerging Strengths	Reproduction and Developmental Origin of Health, Disability and Disease	✓	✓	✓	
	Chronic Disease Management			✓	✓
	Global Health, Vulnerable Populations, and Aging Populations		✓	✓	✓
	Mental Health		✓	✓	✓
	Disease Prevention and Wellness Promotion			✓	✓
	Allergy and Immunology	✓	✓		
New Strategic Areas of Focus	Health-informatics, Bio-informatics and Molecular Diagnostics	✓	✓	✓	
	Advanced Interventional Technologies	✓	✓		
	Translational Medicine	✓	✓		



EDUCATION AND TRAINING

INNOVATE AND
ADVANCE EDUCATION
TO PREPARE LEADERS
OF THE FUTURE





EDUCATION AND TRAINING

Through our continued commitment to being on the leading edge of new and innovative educational models, we have embarked on an ambitious agenda to introduce competency-based learning across our specialty postgraduate-level education and beyond. Fueled by our success in its implementation, we will continue to explore opportunities to evaluate, evolve and advance the CBME model.

As the health-care landscape changes, we recognize the need to continue to grow the leadership skills of our students, faculty and staff by providing them with greater awareness and assistance to support them in discovering their leadership interests and potential.

We recognize the need to prepare our students – through more personalized approaches to mentorship and career development – for the variety of career opportunities and paths they may assume.

Through the strategic themes and opportunities identified, we have strengthened our commitment to wellness. Through efforts to enhance the wellness of our learners, faculty and staff, we will work collaboratively to build awareness and address wellness challenges in health care that have been demonstrated to adversely impact the quality of care and education.

Our identified strategic opportunities are:

1 Develop, implement and evaluate innovative methods of teaching, learning and assessment

Near-term measures of success (Year 1-2)	Longer-term aspirations (Year 3-5)
Launch CBME across all postgraduate specialty programs and complete an evaluation of its effectiveness	Expand CBME to include continuing professional development
Adopt CBME in undergraduate education by incorporating entrustable professional activities into the curricular framework	Continue implementation of CBME and evaluate its effectiveness
Develop new programs that prepare graduate students for a breadth of career opportunities	Graduates successfully move into full-time opportunities commensurate with their degree and field of study
Operationalize the innovative Bachelor of Health Sciences online honours degree program	400 undergraduate students enrolled in program
Develop a Diploma and Masters in Medical Sciences	50 students enrolled in a graduate degree program





2 Advance the acquisition and growth of leadership skills

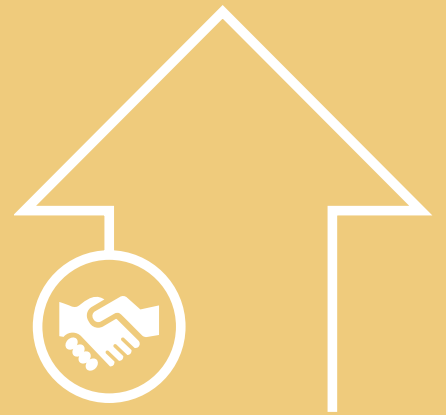
Near-term measures of success (Year 1-2)	Longer-term aspirations (Year 3-5)
Develop a suite of leadership programs	Establish leadership programs operating at all levels of training and continuing professional development
Identify and encourage participation in leadership opportunities at a regional, national and international level	10% of students, residents and faculty members involved in regional, national or international leadership positions
Establish mechanisms for recognizing leadership (e.g., promotion and awareness of activities, designated awards)	Establish and fund leadership awards

3 Expand opportunities for personalized career development

Near-term measures of success (Year 1-2)	Longer-term aspirations (Year 3-5)
Evaluate current practices in career development to identify gaps and enhance opportunities for a personalized approach	Each individual is supported in developing a personalized career plan
Enhance career counselling to encourage early career introspection and awareness of career paths	Enhance mentorship program and establish a focus on personalized needs

4 Promote a culture of wellness

Near-term measures of success (Year 1-2)	Longer-term aspirations (Year 3-5)
Perform needs assessment of current wellness and create inventory of programs and activities	Develop enhanced wellness programs to address emerging needs
Establish a committee to advance concepts and develop recommendations to enhance wellness	Organizational leaders have been identified, and initiatives to enhance workplace and health human resource wellness have been established



PARTNERSHIPS

BUILD STRATEGIC
PARTNERSHIPS



PARTNERSHIPS

Through our continued focus on forging impactful partnerships, we will build on the strength and momentum gained through our last strategic plan and remain outward in our focus. We continually work to develop stronger relationships with our hospitals to improve the breadth of educational opportunities for our learners.

Building on the success of our industry-engagement initiatives over the last five years, we will continue to forge mutually beneficial relationships with industry partners in the areas of research and education. We will continue to augment a co-operative approach to attracting research funding that capitalizes on strong industry/academia partnerships and responds to the dramatically changing research funding landscape. Building valuable partnerships is fundamental to the progression of our research and education missions at the School of Medicine.

The strategic opportunities within partnerships are:

1 Advance targeted alliances and collaboration opportunities with regional academic and health-system partners

Near-term measures of success (Year 1-2)

Work with regional hospitals and community partners to identify unique training opportunities for students and residents

Explore and intensify opportunities for integrated clerkship programs and comprehensive residency experiences

Longer-term aspirations (Year 3-5)

Expand educational capacity at our current partner institutions – and with new partner organizations – that provide differentiated training experiences

Develop and expand innovative programs in distributed sites to enhance and optimize learner experiences while fulfilling our obligations for social accountability





2 Build and foster international partnerships that enhance and sustain research and that provide unique training opportunities

Near-term measures of success (Year 1-2)	Longer-term aspirations (Year 3-5)
Explore and optimize funding opportunities with international partners	➤ Increase material international partnerships by 10%
Create unique training opportunities to promote exchange of students and residents	➤ Increase international student exchange opportunities by 10%
Intensify global outreach by identifying opportunities with government and other non-governmental organizations (NGOs)	➤ Increase global health partnerships by 20%

3 Enhance industry engagement with a stronger emphasis on global influence

Near-term measures of success (Year 1-2)	Longer-term aspirations (Year 3-5)
Build on current industry-engagement initiatives to continue to promote research partnerships	➤ Increase revenue related to industry-engagement strategy by 20%
Develop and foster relationships with the global operations of industry partners	➤ Develop material research engagements with a minimum of six global pharmaceutical and device companies
Develop certificate and diploma programs in pharmaceutical and health-care management innovation	➤ Register 10 or more students in a certificate program
Identify research grant opportunities requiring private-sector leverage	➤ Secure multiple grants that capitalize on faculty-industry partnership
Identify areas of need in professional development and seek ethical relationships with industry partners	➤ Increase the number of contacts with industry and proposals submitted by 20%

4 Build new philanthropic partnerships that focus on points of differentiation

Near-term measures of success (Year 1-2)	Longer-term aspirations (Year 3-5)
Build strong cases for philanthropic support of academic programs	Align academic strengths and emerging academic programs with philanthropic asks
Continue to expand our fundraising network, identifying unique philanthropic opportunities	Facilitate year-over-year 10% increase in philanthropic revenue
Continue to focus majority of initiatives on identifying major donors, both individuals and foundations	Capture a minimum of five major gifts per year and successful asks with a suite of new foundation opportunities
Fund endowed and expendable chairs that align with current and emerging clinical, educational and research strengths	Establish a funded chair in every department





PATIENTS AND POPULATIONS

KEEP PATIENTS
AND POPULATIONS
AT THE CENTRE OF
OUR ACADEMIC
MISSION



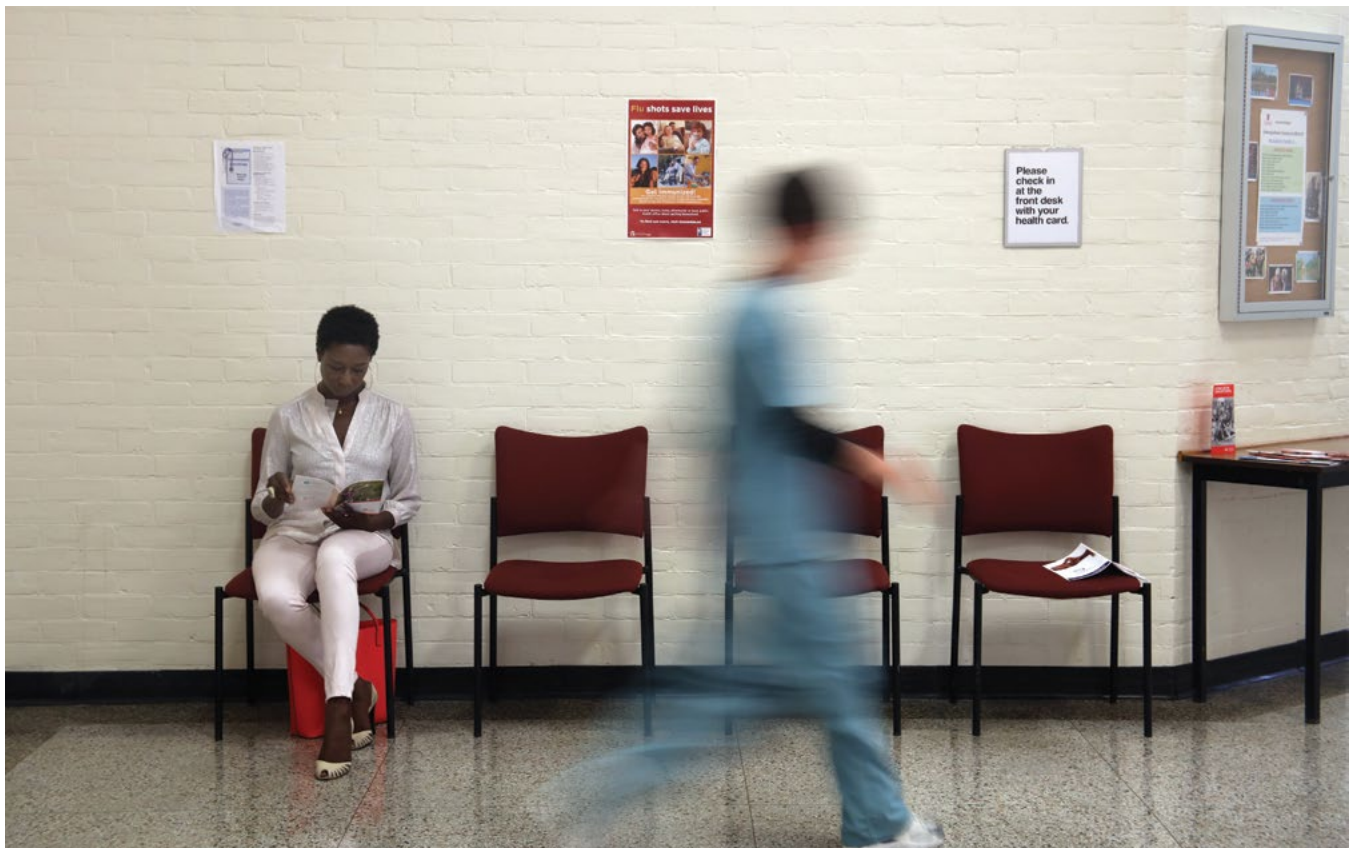
PATIENTS AND POPULATIONS

The needs of patients and populations are increasingly driving health-system planning, patient care and interactions with patients and families. With the Ontario Ministry of Health and Long-term Care's (MoHLTC) Patients First Strategy, we need to continue to prepare physicians and health-system leaders for more open and collaborative care delivery. In addition, we need to work actively to ensure that decisions made within the School of Medicine reflect the needs of our patients and populations. This includes meaningful engagement of patients in our decision-making processes across education, research and patient care.

Our identified strategic opportunities include:

1 Integrate patient and population needs and perspectives into academic planning and operations

Near-term measures of success (Year 1-2)	Longer-term aspirations (Year 3-5)
Develop a patient-engagement strategy for increased patient input and participation	Engage patient advisory group in academic planning and operations processes
Conduct regional health-system needs assessment to inform planning and approaches to service delivery, design and strategic recruitment	Develop recruitment process to include regional health and population needs assessment and impact, including an assessment of resources and partners required to achieve success (in addition to hospital impact assessments)





2 Establish leadership structures with accountability for driving patient- and population-based planning

Near-term measures of success (Year 1-2)	Longer-term aspirations (Year 3-5)
Designate executive lead(s) accountable to the dean for representing key patient and population areas of focus (e.g., patient engagement, social accountability, indigenous health, regional population needs)	Integrate executive lead(s) in formal planning and decision-making processes, and develop annual reports on activities and progress across designated patient and population areas of focus

3 Develop professionals and leaders with a comprehensive understanding of social determinants of health

Near-term measures of success (Year 1-2)	Longer-term aspirations (Year 3-5)
Continue to develop programs and initiatives to enhance student, resident and faculty member understanding of the evolving role of the patient in patient care, research and education	Systematic involvement of the patient in strategy and planning of School of Medicine initiatives
Review and prioritize recommendations from the Faculty of Health Sciences Task Force on response to Truth and Reconciliation Commission of Canada recommendations	Implement task force recommendations
Ensure the needs of populations are addressed through learning opportunities that reinforce the importance of social accountability for individuals and institutions engaged in health-related professions and education	Social accountability issues routinely identified in departmental strategic plans

MOVING FORWARD

In this document, we have outlined our successes from our last strategic plan, identified our strengths, and described our path to build on our past in order to continue to strengthen and advance the School of Medicine.

Health-care delivery and health research in Canada is rapidly changing. We are conscious of these changes, and have developed a plan that will allow us to be adaptable and to remain leaders in health research. With the country's research landscape becoming increasingly challenging, building strategic partnerships will play an important role in allowing us to continue to do groundbreaking work. We will also dedicate ourselves to developing our junior researchers through career development and support so that they are prepared to become leaders in their own right in the years to come.

The changing health-care landscape also serves as an impetus to continue to improve the ways in which we

prepare leaders of tomorrow. And through innovative education models, career-development support and a commitment to wellness for our learners, faculty members and staff, we will do just that. Our strategic plan will see the delivery of a variety of new programs that prepare our students for a range of career opportunities, and the establishment of endeavours that will build a culture of wellness across the school.

Most importantly, we will continue to address the changing and diverse needs of the patients and populations we serve. While this includes many developments at an institutional level, it also means we will see increased patient involvement and opportunities for patient engagement at all levels of our operations.

As we move forward over the next five years, we will continue to be guided by our vision:

At the Queen's School of Medicine, we "ask questions, seek answers, advance care and **inspire change.**"



ASK
questions

SEEK
answers

ADVANCE
care

INSPIRE
change





SCHOOL OF
Medicine
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