



Cyclical Program Review Final Assessment Report and Implementation Plan for Bachelor of Health Sciences programs

Programs Reviewed

Bachelor of Health Sciences, General and Honours

Modes of delivery: on-campus and online

Overview

In accordance with Queen's University Quality Assurance Processes (QUQAP), this final assessment report (FAR) provides a synthesis of the external evaluation, internal responses, and assessment of the above programs. This report identifies the significant strengths of the programs, and opportunities for program improvement.

An implementation plan (IP) is attached that identifies:

- How the recommendations will be implemented,
- who will be responsible for acting on and monitoring progress on the recommendations,
- any resource or governance implications resulting from the recommendations, and
- timelines for implementation of the recommendations.

Final Assessment Report: Executive Summary

Summary of Review

- 1) The Bachelor of Health Sciences program produced a self-study document that was reviewed by the Dean, Faculty of Health Sciences and the Vice-Provost (Teaching and Learning). The self-study was approved on December 12, 2024.
- 2) The review team visit took place on November 5-6, 2025. The review team members were:
 - i. Dr. Sarah Wells, Professor, Assistant Dean Medical Sciences Program, and Associate Dean Academic Basic Sciences, Faculty of Medicine, Dalhousie University

- ii. Dr. Otto Sanchez, Professor, Faculty of Health Sciences, Ontario Tech University
 - iii. Dr. Meghan Norris, Associate Professor and Undergraduate Chair, Psychology, Queen's University (internal reviewer).
- 3) The review team toured program facilities and met with:
 - i. Students
 - ii. Faculty – both permanent and adjunct faculty
 - iii. Staff
 - iv. Program Leadership
 - v. Heads of programs involved in the program, and cognate departments.
 - vi. Librarian
 - vii. Dean, Vice-Dean and Associate Dean, Faculty of Health Sciences
 - viii. Vice-Provost (Teaching and Learning)
- 4) The review team reported on December 8, 2025. The Associate Dean, Biochemistry, Health Sciences and Life Sciences and the Faculty Dean provided responses to the review team report by March 13, 2026.
- 5) The Senate Cyclical Program Review Committee considered the review team report, internal responses and a draft Final Assessment Report and Implementation Plan at its meetings on April 15 and June 16, 2026. The Report and Plan was approved on June 16, 2026.

The following strengths were noted:

- The program's outcomes-based approach, pedagogical innovations and flexible online and in-person pathways position it as a leader in undergraduate health sciences education. Its success is reflected by the quality and health careers of its graduates.
- Faculty members – many award-winning researcher and educators – demonstrate strong academic credentials and bring diverse disciplinary perspectives.
- Faculty members are highly engaged in innovative curriculum delivery. Many of the adjunct faculty members are highly dedicated educators contributing significantly to student engagement and learning.
- There is strong alignment between curriculum, teaching and assessment, supporting student achievement and program coherence.
- Students are highly motivated and strongly engaged in the program.
- Principles of Indigenization, equity, diversity, inclusion and accessibility are intentionally integrated into the curriculum and student support.
- Online and in-person streams support a range of learners including mature students and career changers.
- Laboratory and research components are notably strong and creative. Many students have the opportunity to advance supervised research projects as part of their degree requirements.

- Laboratory spaces are state-of-the-art and an excellent learning environment for students. Faculty members running labs are passionate and creative. The Discovery Lab is truly innovative.
- The program is very well supported by an exceptionally committed staff team. Academic performance is monitored proactively and students who may be struggling are connected with resources.
- Outstanding, embedded library support. The integration of information literacy modules, workshops and systematic review support demonstrate creative adaptation to student needs.

The following opportunities for enhancement were noted:

N.B., The areas for development identified by the review team in its recommendations are not included here.

- Enhance communication and community-building. Students expressed a desire for stronger peer connections. While the environment is collaborative, it also feels highly competitive.

Summary of Review Team Recommendations

The reviewers made 5 recommendations in the following areas. More specific recommendations were made in each area. For a full list of the recommendations, please see the Implementation Plan.

1. Curriculum and program design
2. Faculty and staffing
3. Student support and well-being
4. Academic integrity and assessment
5. Resources and infrastructure

Status

The Bachelor of Health Sciences programs have been approved to continue.

Date monitoring report due: Dec 2027

Date of next review: 2030-2031 academic year

Prepared by Vice-Provost (Teaching and Learning), Bachelor of Health Sciences program leadership and Dean, Faculty of Health Sciences. Jan – May 2026

Approved by the Senate Cyclical Program Review Committee: June 16, 2026



Implementation Plan

Notes:

- 1) Short-term = within 1 year, Medium-term = 1-3 years, Long-term = beyond 3 years.
- 2) Where Deans have not added comments, this denotes that they agree with the action plan and have no further comments.

Recommendation 1: Curriculum and Program Design

- A) **Strengthen Program Learning Outcomes (PLO) Alignment:** Ensure PLOs are clearly articulated and consistently mapped to teaching and assessment strategies. Update curriculum maps and assessment plans to reflect current practices, including integration of AI and changes in student assessment. Embed EDIA principles explicitly in PLOs and monitor how well these are demonstrated by students.
- B) **Clarify Cross-Faculty Teaching Agreements:** Formalize agreements for shared courses (e.g., Chemistry) to secure seats and define curricular control.

Planned Action(s)	Dean's Contribution to Plan, where appropriate:	Person(s) Responsible for Leading Implementation	Resource and/or Governance Implications	Timeline and Milestones
Action A: - Review, revise and monitor course PLOs. - Identify opportunities to further address EDIA principles. - Devise a strategy to formally map demonstration of PLOs.		Associate Dean in collaboration with Director	Time and support of the Course Development Unit (CDU) in QHS.	Within the next academic year (2026/2027) and by the first 18 month progress report, we will review and revise course PLOs and identify opportunities to further address EDIA principles. In the short term (Summer 2026), we are conducting assessment mapping within academic years to identify overlapping deadlines for small and larger assessments. In the long term (3 - 5 years), we will investigate the potential to monitor students' fulfillment of PLOs and program competencies and the program level.
Action B: Follow the steps articulated in the signed Inter-Faculty Undergraduate Cross-Teaching Agreement.		Associate Dean in collaboration with Director	Time	Short-term: Create new agreements and report annually, June 2026. Long-term: Every 5 years, SCADP will review the processes articulated in this Agreement.

Recommendation 2: Faculty and Staffing

- A) **Address Reliance on Adjuncts:** Reduce precarious reliance on adjunct faculty by exploring long-term staffing strategies or workload redistribution. Create onboarding and faculty development resources for adjuncts and new instructors.
- B) **Strengthen Faculty Development:** Provide onboarding, mentoring, and ongoing training for faculty, especially in technology-enhanced and blended teaching.
- C) **Develop SOPs and Succession Plan for BHSc Leadership:** Develop a succession plan and SOPs for program leadership and key roles to mitigate risk.
- D) **Improve Workload Transparency and Support:** Finalize and implement a workload document to track teaching, course development, accommodations, and research supervision. Advocate for TA support restoration and exam support resources to maintain academic quality. Consider centralizing certain administrative and advising functions to alleviate program-level strain.

Planned Action(s)	Dean's Contribution to Plan, where appropriate:	Person(s) Responsible for Leading Implementation	Resource and/or Governance Implications	Timeline and Milestones
Action A: This recommendation is not currently feasible, nor under the control of the Program - however two current adjuncts in DBMS are in the process of moving to Continuing Adjunct status and the Program will fully support recruitment efforts handled at the Departmental level.	We will align current workload expectations for QUFA faculty members within collective agreement framework within QHS with focus on program delivery. Faculty recruitment is ongoing based on teaching and research requirements.	Recruitment is handled at the departmental level.	Significant financial resources from the Faculty Office will be required to fund faculty position.	Short-term: Two new continuing adjuncts will be in place July 1, 2026. Long-term: Advocate for new faculty hires.

Planned Action(s)	Dean's Contribution to Plan, where appropriate:	Person(s) Responsible for Leading Implementation	Resource and/or Governance Implications	Timeline and Milestones
Action B: - Review and update current Faculty Handbook. - Circulate handbook and develop onboarding strategy for new instructors.		Associate Dean and Director	Time	Short-term: Review and update Handbook by end of Summer 2026. Medium-term: Onboarding strategy pilot Fall 2026, implement Winter 2027.
Action C: - Review and update current positions for Director and Associate Dean. - Draft SOPS for both positions. - Develop an on-boarding strategy for succession planning.		Associate Dean	Time	Short-term: Draft SOPs by the end of Summer 2026. Medium-term: Succession planning by end of Summer 2027. Long-term: Revise and update SOPs as appropriate.
Action D: - Advocate for TA support, exam support resources and centralizing certain administrative processes where appropriate. - Continue ongoing discussions with the cognate departments.	QHS Faculty has governance structure that allows equitable and fair distribution of TA resources.	Associate Dean	Time and financial support from Faculty for additional TA support.	Ongoing: There will be ongoing advocacy for transparent workloads and support.

Recommendation 3: Student Support and Well-being

- A) **Enhance Student Support and Wellness:** Introduce program-specific mental health supports, especially for diverse and online student populations. Improve communication about available resources and consider opt-in wellness services for online students. Reinstatement informal engagement opportunities (e.g., “coffee houses”) to strengthen faculty-student relationships.
- B) **Track and Communicate Career Pathways Beyond Medicine:** Develop messaging and alumni engagement strategies to highlight diverse post-graduate opportunities, and track (and publicize) post-graduation paths. Consider mentorship programs and showcase graduate profiles to broaden student perspectives.

Planned Action(s)	Dean’s Contribution to Plan, where appropriate:	Person(s) Responsible for Leading Implementation	Resource and/or Governance Implications	Timeline and Milestones
Action A: - Collaborate with the Health Sciences Society to develop a series of informal engagement opportunities between BHSc staff/faculty and students. - Develop a Mental Health Passport for BHSc Students.		Associate Dean and Director	Time	Short-term: Informal engagement opportunities will commence in the 2026/2027 academic year. Similarly, we will aim to conduct a pilot of the Mental Health Passport within the 2026/2027 academic year. Long-term: Provide Passport to all BHSC students- 2028/2029.

Planned Action(s)	Dean's Contribution to Plan, where appropriate:	Person(s) Responsible for Leading Implementation	Resource and/or Governance Implications	Timeline and Milestones
Action B: - Email each cohort for information on status of their career. - Showcase a Health Sciences alumni in BHSc Newsletter. - Develop a "Graduates of BHSc" webpage on the website that showcases alumni and the paths they have taken. - Create database for statistics.		Director	Time	Ongoing: Email students Short-term: Showcase alumni – Fall 2026 Long-term: Provide meaningful statistics on website – 5 years.

Recommendation 4: Academic Integrity and Assessment

- A) **Ensure Academic Integrity and Assessment Adaptation:** Develop a coherent policy and training for instructors on AI use and academic integrity. Reassess assessment strategies for large classes and online delivery to maintain rigor and fairness. Explore technology solutions (e.g., browser locks, proctoring) and streamline reporting processes for integrity violations.

Planned Action(s)	Program and Dean's Contribution to Plan, where appropriate:	Person(s) Responsible for Leading Implementation	Resource and/or Governance Implications	Timeline and Milestones
Re: Policy and training for instructors on AI use and academic integrity. Action: i) Review and update existing guidance on the use of genAI in assessment. Promote the guidance to instructors. ii) Establish whether a university-wide policy on use of genAI in instruction is feasible and helpful. Examine alternatives as needed. iii) Develop training for instructors on GenAI and assessment.	Program: Nothing to add. Faculty Dean: Nothing to add.	Vice-Provost, Teaching and Learning Subcommittee on Teaching and Learning and Generative AI, Special Advisor to the Provost on GenAI. As above	None. Resources needed to develop policy and high-quality training.	Spring 2026 By end of 2026-2027 academic year. Training to be developed 2026-2027 academic year, though timing depends on policy direction.
Re: Explore technology solutions (e.g., browser locks). Action: Queen's IT Services will select and roll out a campus-wide browser lockdown tool, consulting with academic units on their needs.	Program: Nothing to add. Faculty Dean: Nothing to add.	Chief Information Officer, ITS and Director, Service Strategy and Operations, Office of the University Registrar.	Resources for subscription to lockdown tool and for introductory training.	Select and procure lockdown tool: by June 2026 Configure tool and deliver training: by Sep 2026. Pilot tool use:

Planned Action(s)	Program and Dean's Contribution to Plan, where appropriate:	Person(s) Responsible for Leading Implementation	Resource and/or Governance Implications	Timeline and Milestones
Centre for Teaching and Learning will evaluate a tool to support assessment design and delivery, including assessment security.				Fall 2026. Roll-out campus wide: Winter 2027. 2026-2027 academic year.
Re: Streamline reporting processes for integrity violations. Action: Provost's Office to lead examination of the process for investigating and reporting departures from academic integrity. Balance of instructor workload and protection of procedural fairness to be explored.	Program: Nothing to add. Faculty Dean: Nothing to add.	Vice-Provost (Teaching and Learning)	Resources needed to lead this work, which would involve instructor and student consultation and examination of best practices at other institutions.	Not possible at this time to set a timeline for this work. There are not currently sufficient resources in place to undertake it.

Planned Action(s)	Dean's Contribution to Plan, where appropriate:	Person(s) Responsible for Leading Implementation	Resource and/or Governance Implications	Timeline and Milestones
Re: Reassess assessment strategies for large classes and online delivery to maintain rigor and fairness. Action: Program will review course assessments within our largest classes and use CTL resources to suggest appropriate assessment strategies to faculty. We anticipate that the timeline for this will be ongoing, with a need to continuously evolve assessment strategies as class sizes and resources fluctuate.		Associate Dean	Time	We anticipate that the timeline for this will be ongoing, with a need to continuously evolve assessment strategies as class sizes and resources fluctuate. By November 2027: categorize classes by size and prioritize which to address first. Pilot of a redesigned assessment underway.

Recommendation 5: Resources and Infrastructure

- A) **Expand and Support Online Module Development:** Continue investing in the online module development team to keep digital resources current and accessible.
- B) **Provide Additional Support for Student Tracking and Module Development:** Allocate resources for student tracking improvements, including exploring options to centralize tracking functions. Provide additional support for the online module development team.
- C) **Advocate for Restoration of TA Support and Additional Resources:** Advocate for restoration of TA support, additional resources for the online module development team, and enhanced exam support to maintain academic quality.
- D) **Explore Tuition Differential:** Explore the implementation of a tuition differential for the BHSc program to help ensure its long-term quality and sustainability.

Planned Action(s)	Dean's Contribution to Plan, where appropriate:	Person(s) Responsible for Leading Implementation	Resource and/or Governance Implications	Timeline and Milestones
Action A: - Advocate for CDU resource allocation to undergraduate courses within DBMS, DPHS, and DPMM with senior leadership within the Faculty of Health Sciences. - Collaborate with CDU to develop a realistic schedule for course updates. - Discuss workload impact with DBMS, DPHS, and DPMM to inform the course update schedule. - Finalize schedule after all consultations.	QHS Faculty has governance structure that allows equitable and fair distribution of TA resources.	Associate Dean in collaboration with Director	Faculty funds are required to support CDU.	Participate in the Course Development Unit Advisory Committee (which will be scheduled 3 times per year) and advocate for priority to redesign current courses and develop new courses. The Associate Dean meets with Department Heads and the Dean monthly to discuss all Action A tasks.
Action B: Reach out to ITS Director to identify timeline for integration of Customer Relationship Management (CRM) system.		Associate Dean in collaboration with Director	Central funds will be required for rollout of Salesforce.	We have reached out to ITS and are meeting with Usha Shenoy on May 11, 2026 to

Planned Action(s)	Dean's Contribution to Plan, where appropriate:	Person(s) Responsible for Leading Implementation	Resource and/or Governance Implications	Timeline and Milestones
				discuss a timeline for CRM implementation for academic advising.
Action C: - Ongoing advocacy for TA, online module and exam support. - Yearly Budget requests.		Associate Dean	Faculty funds will be required for increased TA, online module development and exam support.	The University is currently in discussions with varying vendors to purchase a lockdown browser contract (Spring/Summer 2026). We are involved in the consultation process.
Action D: Discussions are underway with the University's Governmental Relations Office in collaboration with McMaster and Western University regarding requesting a tuition anomaly from the Ontario Government.		Associate Dean	Time	Short-term: Proposal submission to Ontario Government – end of Fall 2026.