





Illustration by Portia Chapman

Land Acknowledgement

Queen's is situated on traditional Anishinaabe and Haudenosaunee territory. We acknowledge, with respect, the diverse histories and cultures of the Indigenous peoples of this land.

We understand the significance of community and place as we work to assess campus climate. We acknowledge that Education has played a specific role in colonization and that it will also play a role in moving us forward. We acknowledge that the work required is a process of continual learning, reflection, long-term commitment to doing better, and action.

We are all treaty people and accept our collective responsibility to each other and to reconciliation, leading to an equitable, inclusive and accessible campus for all.

What you will find in this report

This report responds to the
published in June 2021.

This report looks at statistically significant findings and themes that arose from the data collection, as well as priority areas for consideration that were identified during student consultations following the Snapshot's release. We provide further insight into the background of this report and the approach taken to the survey.

This report also seeks to respond to concerns, arising both from the SES data and consultations, about lack of awareness regarding services and supports available to students by sharing information about available resources at Queen's.

Finally, this report outlines next steps to advance campus climate with actions and accountability.

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Acknowledgements

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Introduction

The summer of 2020 was a period of deep anger, sadness, and self-reflection for many members of the Queen's community. The police murders of George Floyd and Breonna Taylor in the U.S., along with the violent deaths of several Indigenous and Black people in Canada at the hands of police that spring, sparked outrage against racist and intersectional institutional violence as well as calls for a global "reckoning". Indigenous land defenders and water protectors across Turtle Island faced racism, violence, and persecution as they fought to assert their land rights, protect the earth, and the right to a safe, healthy environment. Around the world, members of queer, trans, Black, Indigenous, people of colour ("QTBIPOC") and disability communities stepped forward in protest against social injustice, once again sharing their experiences of violence and exclusion and demanding systemic accountability.

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My first experience of racism was in high school. I was a member of the Black Student Union and was often targeted by other students. I was called names and harassed. It was a very difficult experience and it made me feel isolated and alone. I was often the only Black person in my classes and I felt like I was being watched. I was often the only Black person in my classes and I felt like I was being watched. I was often the only Black person in my classes and I felt like I was being watched.

Stolen By Smith

At Queen's, community members, particularly QTBIPOC students, courageously and at significant personal cost, shared their stories of victimization; this activism prompted difficult but necessary conversations at the Faculty and governance levels about the distance between Queen's professed commitment to equity and inclusion and the realities facing marginalized community members with respect to harassment, microaggressions, discrimination, exclusion, and sexual violence.

At the administrative level, one result of these conversations was the release of a [redacted] written and signed by Principal Patrick Deane and Queen's senior leadership. The Declaration commits senior leadership to several actions intended to foster a climate of inclusion at Queen's including efforts to "Introduce campus climate metrics to measure campus culture, progress, and impact of anti-racism initiatives." The Student Experiences Survey, led by the Division of Student Affairs, and the Human Rights and Equity Office, is one response to this particular action item under the declaration.

The Queen's Student Experiences Survey was launched in March 2021 and will be conducted every two years. It is one means of bringing the experiences of

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As a campus community, everyone - students, faculty, staff, and administration -
has a role to play in creating a safe and inclusive environment for all.

Stolen By Smith

As a campus community, everyone - students, faculty, staff, and administration -
has a role to play in creating a safe and inclusive environment for all. However, with a
mandate for change, we need to do more. We need to be better, and clean a

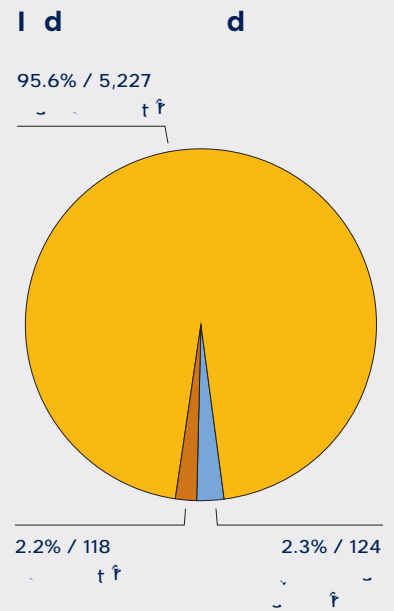
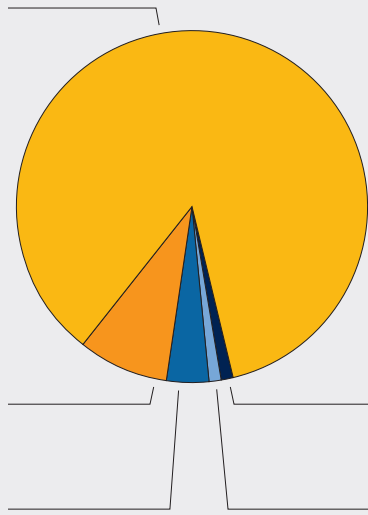
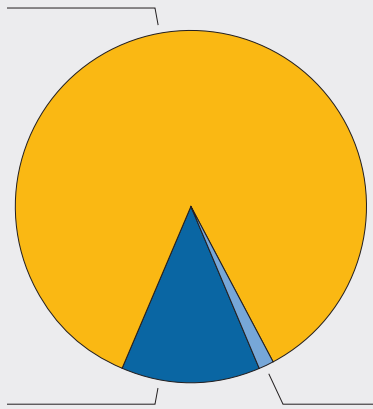
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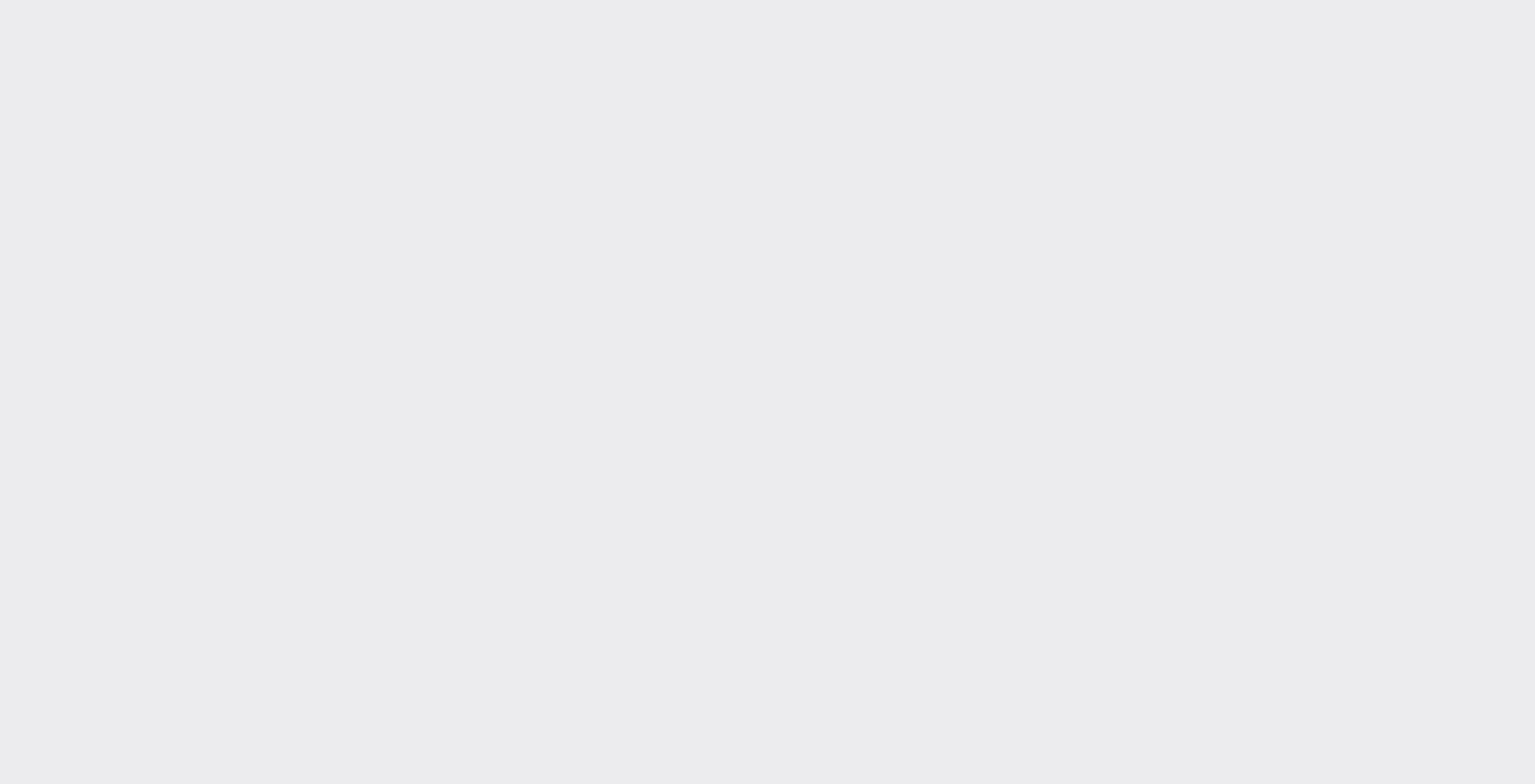
Stolen By Smith [@stolenbysmith] Documenting discrimination at, by and in Smith School of Business. Launched in July, 2020 by Kelly Weiling Zou. Managed by Reform Smith. Instagram.

Erased By FEAS [@erasedbyfeas] (2020). Experiences of systemic violence and discrimination in Queen's Faculty of Engineering and Applied Science. Instagram account founded by Nicholas Ramsbick.

Who participated?



Who participated?





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I think that the first thing that I did was to go to the Student Advisory Group. I was a part of it for a while and I was able to give my input. I was able to talk to the staff and the students and I was able to make a difference. I was able to make a difference in the way that the university runs. I was able to make a difference in the way that the university runs. I was able to make a difference in the way that the university runs.

3rd year Indigenous Doctoral Student,
Student Advisory Group representative







Resources

The university offers a number of resources to students who wish to speak to someone about

SPEAK TO A CONFIDENTIAL COUNSELLOR OR HUMAN RIGHTS ADVISOR

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L **a** **ab** **d** **a** **L** **a** **ab** **a** **c** **a**
a **a** **a** **d** **d** **c** **a**

SHARE YOUR EXPERIENCE ANONYMOUSLY

IN-SIGHT

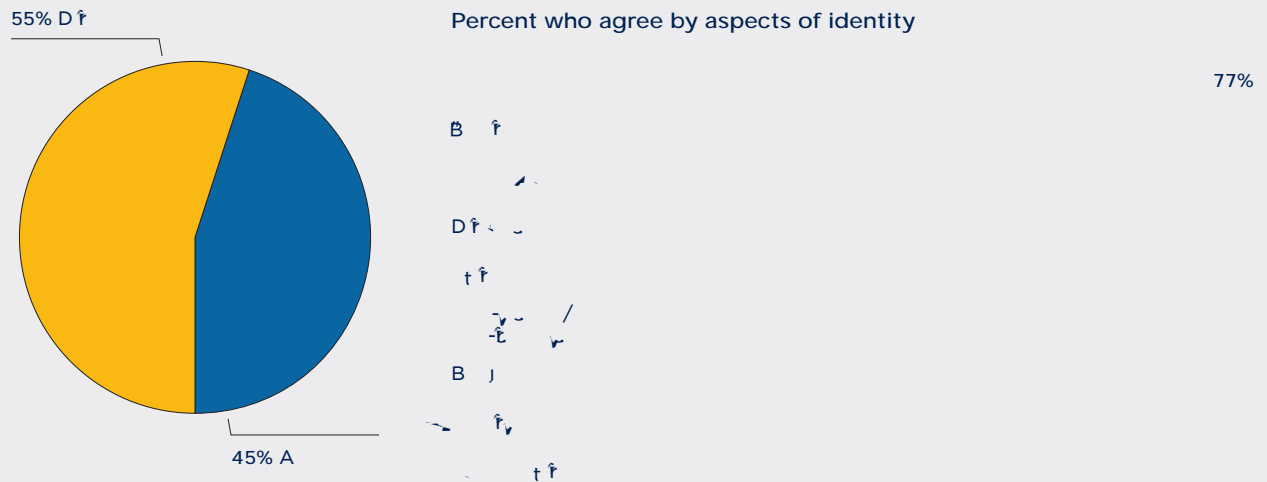
IN-SIGHT is an online, anonymous platform that allows campus community members to disclose acts of harassment, discrimination,

hate, and violence that have been experienced or witnessed. This platform is not a formal reporting mechanism but allows information to be collected to identify systemic trends within the campus community.

CAMPUS CULTURE AND CONNECTEDNESS

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Findings from the survey indicate that feeling safe on campus may be distinct from having a sense of connectedness and belonging. This difference is reflected in the fact that only 50% of students who completed the survey reported feeling welcome and supported by other students at the school,



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As a student with a disability, it's important to have a voice in the university. I've been involved in the Student Advisory Group and have seen the impact of student input. For example, 65% of students agree that the university should do more to support students with disabilities, and 63% agree that the university should do more to support students with mental health issues. It's important to have a voice in the university and to be heard.

3rd year Health Sciences Student,
Student Advisory Group representative

How comfortable are you with people who are different from you?

While almost 100% of students who completed the survey said they would be comfortable being close friends with people whose race, sexuality, religious beliefs or socio-economic background were different from their own, student respondents perceived that their peers would not be as comfortable.

How comfortable are you with people who are different from you?

A person whose race or ethnicity is different from your own



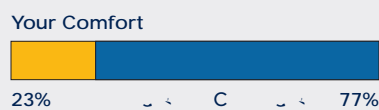
A person with a different sexuality from your own



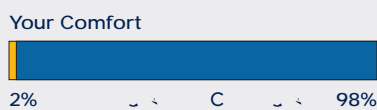
A person with religious or spiritual beliefs other than your own



A person with political views that differ from your own



A person from a socioeconomic background other than your own



The number one reason students gave for hesitating to engage with other students who were different from themselves was a fear of saying something that would come across as offensive

Does a safe campus environment include feeling supported by faculty, staff, and administration?

A safe campus environment also includes feeling supported by faculty, staff, and administration. Seventy-two percent of student respondents felt that staff and faculty members were genuinely concerned about their welfare, while only 52% of students who completed the survey felt that senior administrators were similarly concerned. Sixty-one percent of student who completed the survey said they had access to at least one faculty, instructor, or staff member that they trusted and who could connect them with the information or support they needed, no matter what the issue.



“I feel supported by my faculty and staff. They are genuinely concerned about my welfare. I have access to at least one faculty, instructor, or staff member that I trust and who can connect me with the information or support I need, no matter what the issue.”

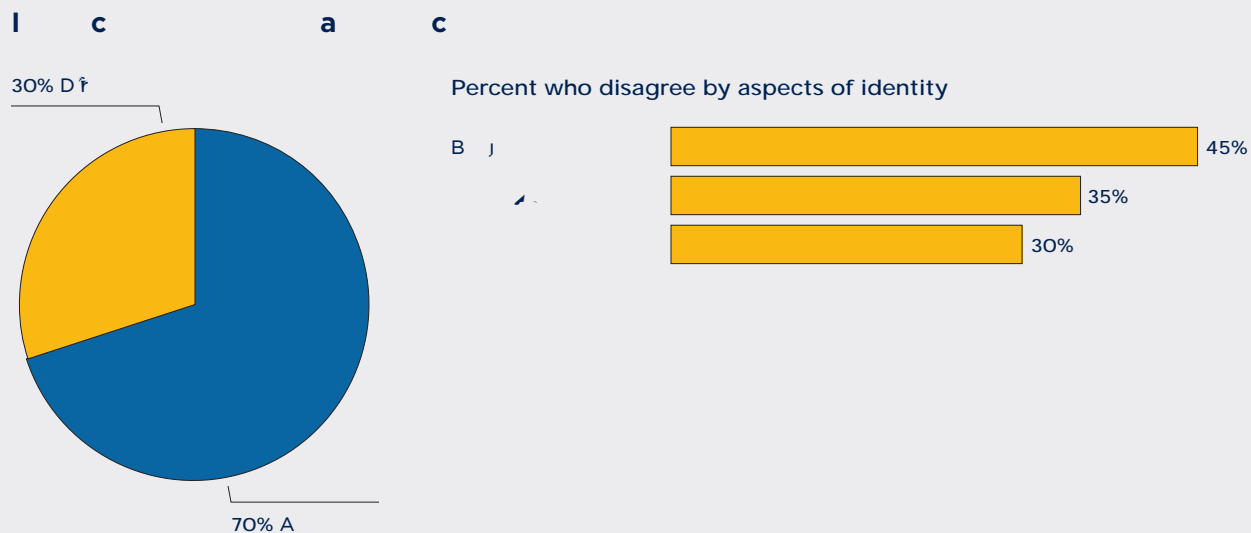
Gender Studies

Does a safe campus environment include feeling close to people at school?

Seventy percent of students who completed the survey said they felt close to people at school which means almost a third of all student respondents reported not being able to build strong connections with people.

Diversity and Inclusion

Further, while many Queen's students have been able to form lasting connections with other students at Queen's, the data reveals that equity-deserving students, in particular, Black and racialized students are less likely to report feeling close to people at Queen's.



A lack of closeness and connectedness was cited as one of the main reasons why 21% of students who completed the survey said they had seriously considered leaving the school. This concern was more pronounced among non-binary, Two Spirit and students with disabilities. Forty percent of non-binary or Two Spirit students and 36% of students with a disability who completed the survey said they had seriously considered leaving school.

The struggles most cited as contributing to students considering leaving school were:

- ✓ mental health challenges
- ✓ not feeling welcome or supported
- ✓ money worries
- ✓ poor grades

21%

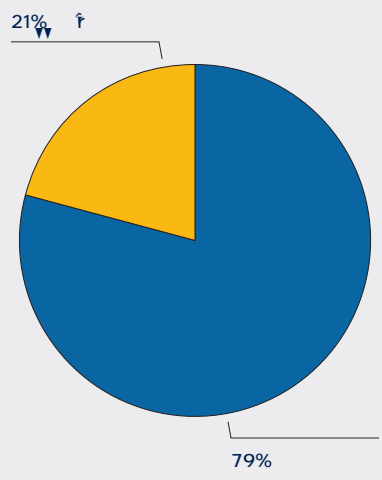
21% of students who completed the survey said they had seriously considered leaving school.



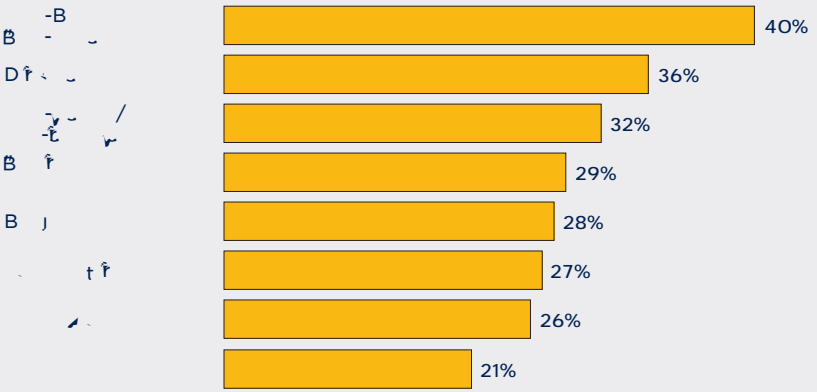
A person's identity is not just a collection of labels, but a complex web of experiences and perspectives. It is the intersection of these elements that shapes who we are and how we see the world. In a diverse environment, it is not just about having different people, but about valuing the unique contributions each individual brings. This is the foundation of true inclusion, where everyone has the opportunity to be heard and to thrive.

3rd year Student,
Global Development Studies

Has your identity influenced your response to the survey?



Percent who responded yes by aspects of identity



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It's not just about the numbers. It's about the quality of the experience. We want to ensure that every student has the opportunity to succeed and thrive. This means creating a supportive and inclusive environment where everyone feels valued and respected. We are committed to providing the highest quality of education and support to all our students.

For example, we have implemented a range of initiatives to support our students. We have introduced flexible learning options, such as part-time and evening courses, to help students balance their studies with work and family commitments. We have also introduced a range of support services, including academic support, mental health support, and career guidance, to help students overcome any barriers to learning. We are committed to ongoing improvement and will continue to review and refine our initiatives to ensure they are effective and inclusive.

3rd year Applied Economics Student



Resources

Queen’s has a number of resources to help students connect with peers and succeed, both personally and academically, at every stage of their post-secondary career.

Q U E E N ’ S D I V E R S I T Y A A

In partnership with faculties, student governments, and units across the university, Student Affairs offers a range of diverse high-quality programs and services designed to enhance your university experience. Academic, emotional, social, cultural, spiritual, physical or career-related support is available.

queensu.ca/studentaffairs/students/

Q U E E N ’ S E Q U I T Y A M B A S S A D O R S

Peer-to-peer support is available directly with upper-year peers to learn about student life from a shared perspective. Queen’s Equity Ambassadors support applicants from equity-seeking backgrounds through the admissions process, as well as

Resources (cont.)

Y H - F U B U R c R c S QTBIPOC S d S cc

A resource guide compiled by student staff at the Yellow House to empower, build, and support students in the Queer, Trans, Black, Indigenous and People of Colour communities on campus by centralizing and highlighting information, resources, and spaces pertinent to QTBIPOC students' lives.

[resources-support-qtbiqoc-student-success](#)

Through Student Wellness Services, Queen's offers a variety of support and counselling services to and for QTPIBOC students.

BIPOC Ta

BIPOC Talk is an initiative on-campus of the AMS that provides peer-to-peer support for self-identified BIPOC students.



FOOD AND HOUSING SECURITY

Having enough food to eat and a safe place to live are recognized as fundamental human rights. When these are lacking, student mental and physical health may be severely impacted. Food and housing insecurity pose an enormous threat to student well-being and academic success. In 2019, Queen's produced

. The data collected in the SES support the continued implementation of the recommendations of that report. The Food Insecurity Advisory Group meets regularly to monitor the implementation of the 2019 report recommendations.

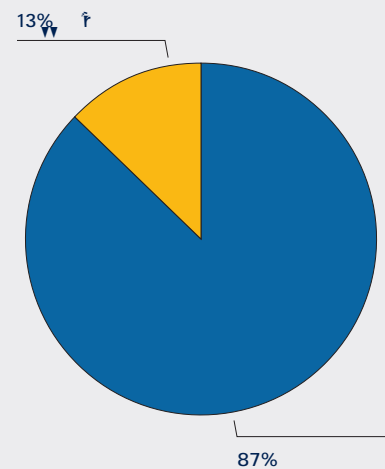
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Thirteen percent of students who completed the survey reported going hungry because they did not have enough money for food. The rate was higher among first-generation students (those who are within the first-generation of their family to pursue post-secondary education) and students who identified as having a disability.

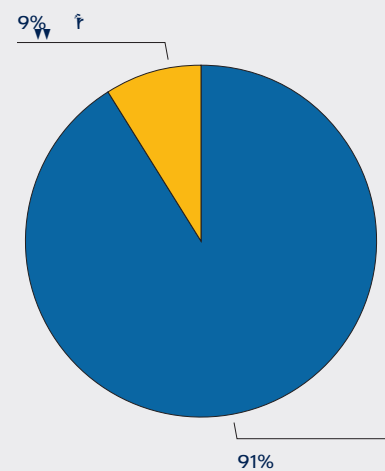
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Nine percent of students who completed the survey reported having difficulty finding or paying for a place to live. First-generation students and international students reported higher rates of housing insecurity than other students.

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Resources

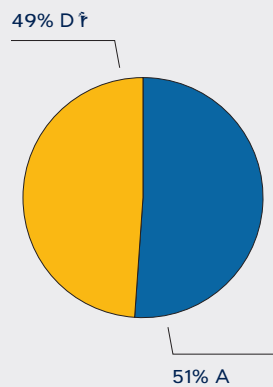
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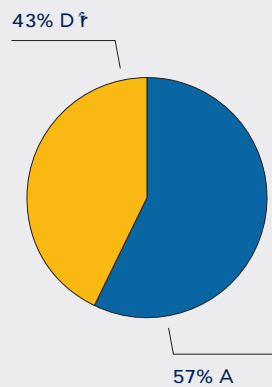
Students were asked about their experiences and perceptions of the level of diversity on campus and the actions being taken to foster equity, diversity, and inclusion on campus.

Just over 50% of all students who completed the survey agree that diversity is reflected in the student body, staff and faculty and only 43% of student respondents felt that diversity is reflected in senior administration. Students from equity-deserving groups are much more likely to disagree that there is diverse representation on campus.

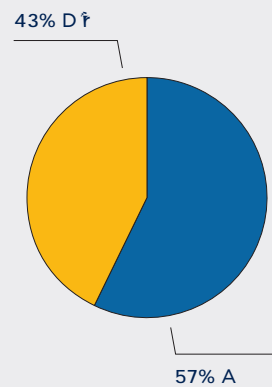
Diversity is reflected in the student body



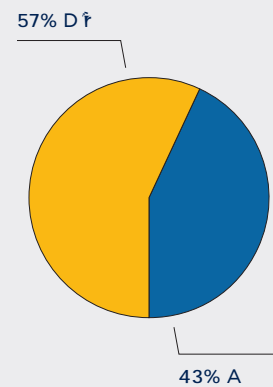
Diversity is reflected in the course instructors/faculty



Diversity is reflected in staff



Diversity is reflected in senior administration



Diverse representation, and visibility of this representation, is critical to the advancement of equity and inclusion within educational institutions. More work needs to be done to increase and promote diversity at the staff, faculty and senior leadership levels at Queen's.

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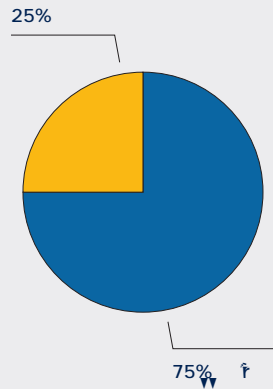
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4th year Applied Economics Student
Student Advisory Group representative

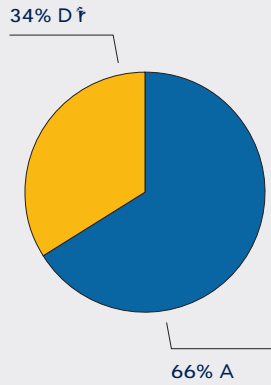


Diversity and Inclusion

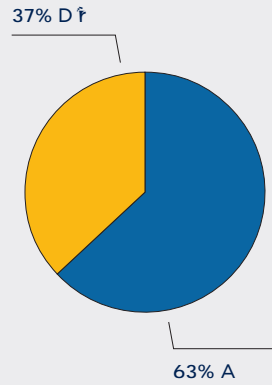
...in student organizations?



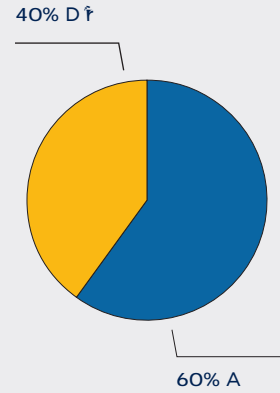
...in supports and services for students?



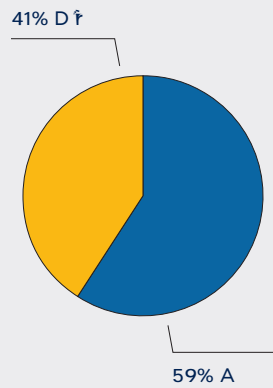
...by school leaders?



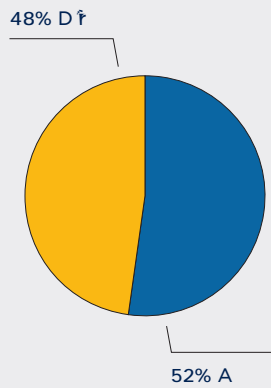
...by faculty and course instructors?



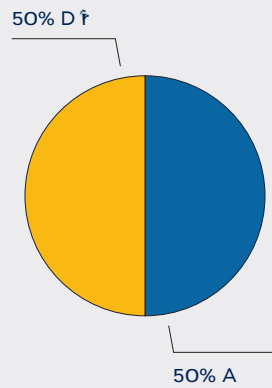
...in class?



...by senior administrators?



...in the curriculum?



Eighty percent of students responding to the survey agreed that student leaders are visibly committed to fostering diversity on campus; 66% felt the same about the commitments of senior administration. Seventy-five percent of survey

Diversity and Inclusion

respondents believe that issues of diversity and inclusion are adequately addressed in student organizations and 67% felt there were enough opportunities on campus to learn more about different cultural, religious and racial communities.

Forty percent of student respondents surveyed disagreed that faculty and course instructors were adequately addressing issues of diversity and inclusion. Half of all students who completed the survey indicated that textbooks, teaching methods and course content were failing to adequately address diversity and inclusion.

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By not including diversity and inclusion in our curriculum, we are not preparing our students for the real world. We need to start addressing these issues in our classrooms and on our campuses. It's not just about the students, it's about the future. We need to create a more inclusive and equitable environment for everyone. We need to start talking about these issues in our classrooms and on our campuses. It's not just about the students, it's about the future. We need to create a more inclusive and equitable environment for everyone.

2nd year Life Sciences
Health Studies Student

Sexual Violence



INTRODUCTION

Sexual violence, in its many forms, continues to be an issue of great concern among members of the Queen's community. Results from the 2018 provincial Student Voices on Sexual Violence Survey explored and revealed cross sector trends with respect to experiences of sexual violence, rates of disclosure, and rates of reporting. Queen's has been intentional about including questions on sexual violence within the Student Experiences Survey as part of its commitment to accountability, transparency, and to combatting this problem on our own campus. While incidents of sexual violence as reported through the Queen's Student Experiences Survey are lower than those reported in the 2018 provincial Student Voices on Sexual Violence Survey, any level of sexual violence at Queen's is unacceptable. We also note that the Student Experiences Survey was administered in a year where fewer students were on or around campus for their learning.

The Queen's Sexual Violence Prevention and Response Task Force (SVPRTF), a network of students, faculty, staff, senior administrators and community members, works to facilitate

communication and information sharing as well as recommend enhancements to prevention and response policies, programs and services at the university.

Prioritizing the voices and experiences of survivors, the SVPRTF's work continues to be guided by results from surveys such as the Student Experiences Survey, as well as sector leading frameworks such as the Courage to Act Report. The Student Experiences Survey data will enable the SVPRTF to continue to implement the recommendations of the [2019 Student Experiences Survey](#), with a view to creating a safer campus for all, and

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By first recognizing the experiences of survivors, we can better understand the impact of sexual violence on the campus community. The SVPRTF is committed to creating a safer campus for all, and we will continue to work with survivors, advocates, and the university community to address these issues. The Student Experiences Survey data will enable the SVPRTF to continue to implement the recommendations of the 2019 Student Experiences Survey, with a view to creating a safer campus for all, and we will continue to work with survivors, advocates, and the university community to address these issues.

2nd year Psychology Student

A note to readers

This section reviews Queen's students' experiences and perceptions of campus

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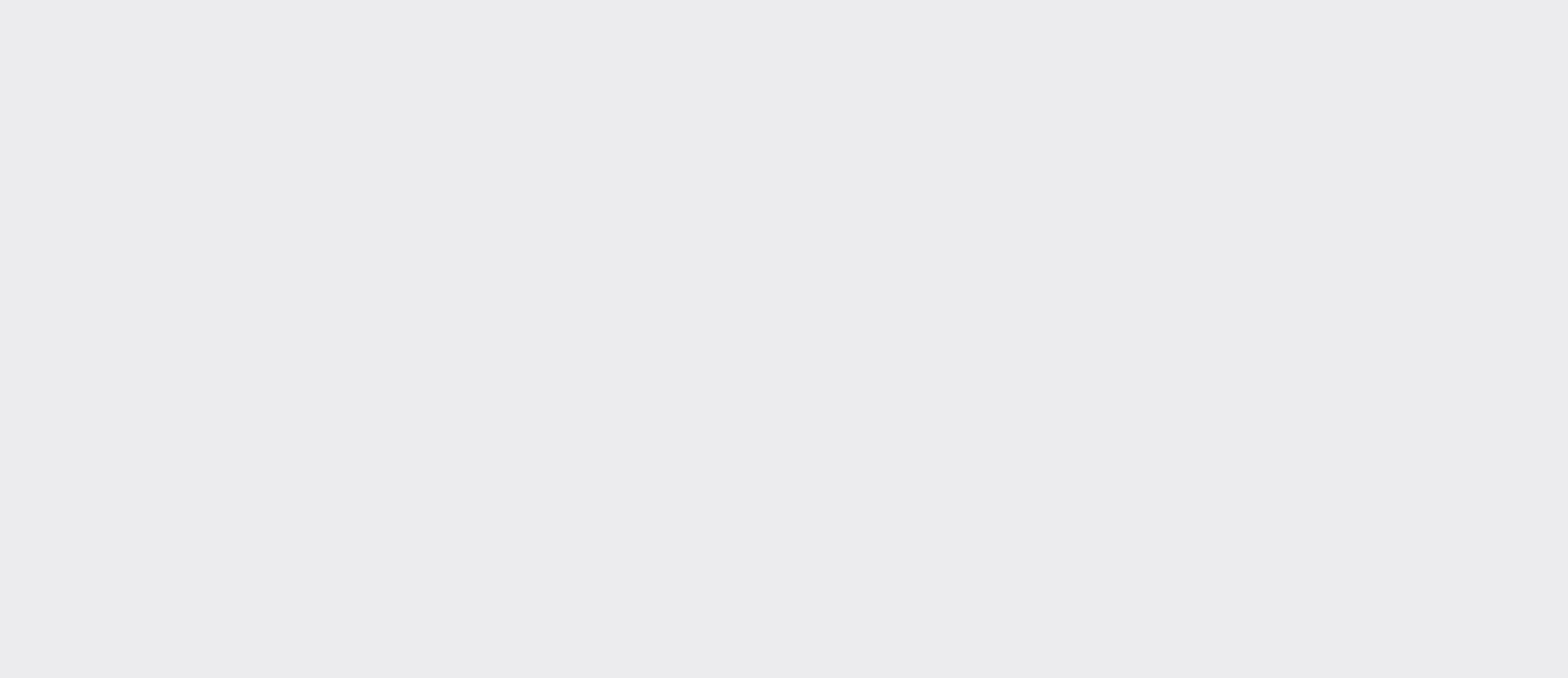
By 7% of students, 14% of students, and 30% of students reported experiences of sexual violence. The most common situations were when a person was caught off-guard or when the aggressor ignored non-verbal feedback.

Social Issues Commissioner, Alma Mater Society
Student Advisory Group representative

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For this question, the survey gave examples of sexual violence ranging from unwanted touching to other sexual acts. Six percent of students who completed the survey reported experiences of sexual violence.

Students who experienced sexual violence indicated these situations were most likely to occur when a person was caught off-guard or when the aggressor ignored non-verbal feedback.



Physical violence - the use of force or a weapon, or threats to personal safety or the personal safety of loved ones - were

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The three most reported relationships between perpetrator and survivor were:

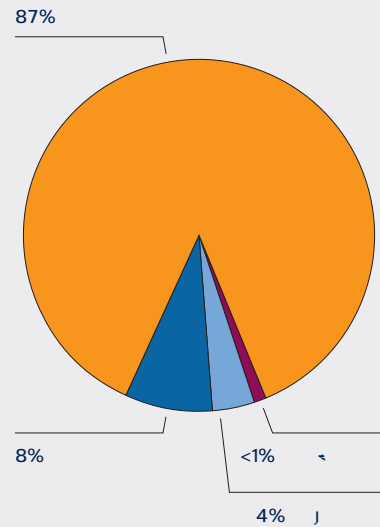
- ✓ acquaintance or peer
- ✓ no prior relationship
- ✓ friend

Forty-eight percent of incidents of sexual violence identified by students who completed the survey occurred in off-campus residences. Fifteen percent of incidents were reported to have occurred in on campus residences and 19% of incidents happened at a bar, night club or dance club.

A c

Alcohol often plays a role in the perpetration of sexual violence. Forty-four percent of student respondents those who experienced sexual violence reported their perpetrator had been drinking alcohol but was not drunk, while 27% reported the perpetrator was drunk. Thirty-one percent of students who reported an experience of sexual violence felt their perpetrator tried to get them drunk.

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Did any of the following thoughts or concerns cross your mind when you were deciding whether or not to share or report your experience?

Most Frequent Answers

- > Don't know if it's safe to report
- > I'm not sure if it's worth it
- > I'm not sure if it's safe to report
- > Don't know if it's safe to report

D c a c

When asked who a person told about an incident of sexual violence, the most frequently reported answers from survey respondents were a “roommate, friend or classmate”, “no one”, “romantic partner” and “authority personnel”.

There were several reasons indicated why a person might hesitate to tell someone they had experienced sexual violence. The most frequently reported reason, being that the person felt it was not serious enough to report, they wanted to forget it happened, or they were ashamed it happened.

While some students may have been hesitant to share an experience of sexual violence, for those who did tell someone, they reported the responses made them feel validated and supported, and they did not feel as

Resources

S a V c P a d R S c

The Sexual Violence Prevention and Response Service (SVPRS) is part of the Human Rights and Equity Office. It is an independent department on campus, located in Mackintosh-Corry Hall. SVPRS provides non-judgemental sexual violence

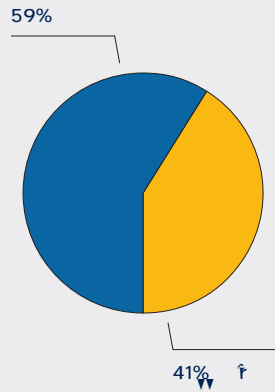
PERSONAL EXPERIENCES OF SEXUAL HARASSMENT

Students were asked about their perceptions of and experiences with sexual harassment on campus.

Sexual harassment means engaging in comments or conduct of a sexual nature which is known or ought reasonably to be

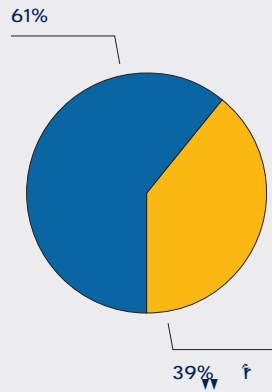
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Made sexist remarks or jokes in your presence

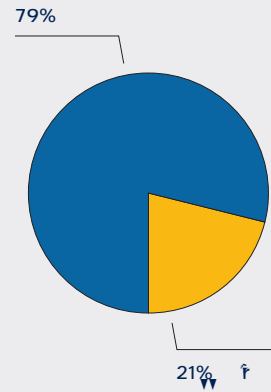


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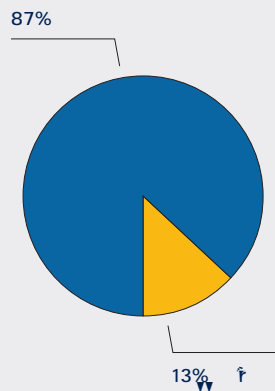
Made inappropriate comments about your or someone else's body or appearance in your presence



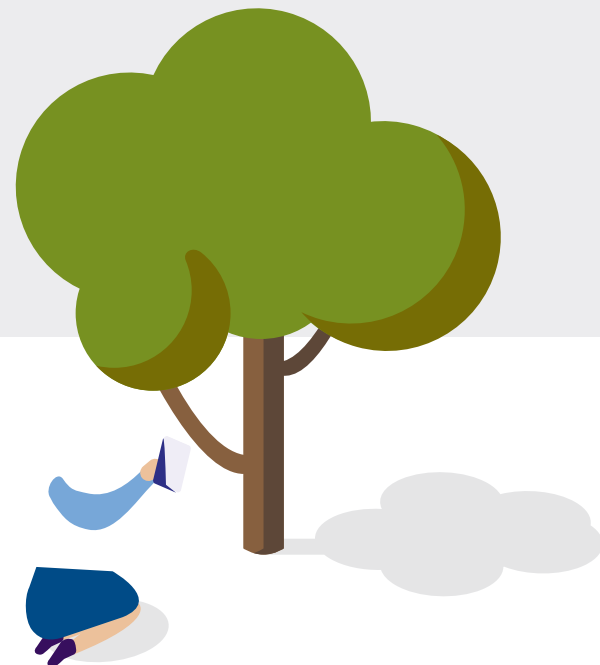
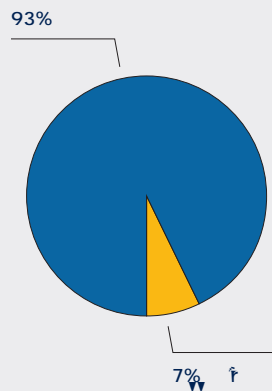
Said crude sexual things to you, or tried to get you to talk about sexual matters when you didn't want to



E-mailed, texted, or used social media to send offensive sexual jokes, stories, or pictures to you



Seemed to be bribing you with some sort of reward if you agree to engage in a romantic or sexual relationship with that person



Sexual Violence

W a c d a d b a ?

Students were most likely to report that an “acquaintance or peer” was responsible for an act of sexual harassment, followed by people they had “no prior relationship” with, an “ex-romantic partner,” or a “friend”.

D c a a a

A student was most likely to tell a “roommate, friend or classmate” about an experience with sexual harassment, followed by a “romantic partner” or “no one”. “Authority personnel” was the fourth most likely person they would turn to.

I Ta A U

It Takes All of Us is an online learning program for Queen's students that covers:

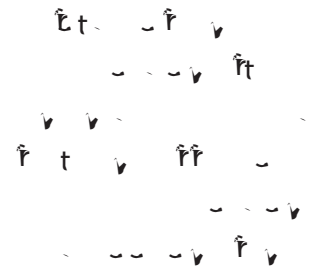
- Sexual violence
- Sexual consent
- Bystander intervention
- Supporting survivors

By educating and empowering students, we can create a campus community free of sexual violence and harassment.

Sexual Violence

Students who did tell someone reported feeling validated and supported and did not feel like they were being criticized or blamed for the behaviour.

2%



R a a a

Only 2% of students said they used the school's formal procedures to report an incident of sexual harassment.

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2nd Year Law Student



CREATING A SAFER CAMPUS CULTURE

Students were asked about their understanding of sexual violence, accessing help, and reporting an incident to campus authorities.

G **d** **-Ba** **d**
V **c** **A** **a**
& B **a** **d**
I
P **a**

Active bystanders play a critical role in creating safer and more supportive campus communities. The Queen's Gender-Based Violence (GBV) Awareness and Bystander Intervention Certificate Program offers students a collection of workshops to choose from to build awareness and skills in relation to GBV prevention and bystander intervention.

... 63% ... J ...
...
... 2021-22 B A ... & B ...
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... A) ... J ...
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... C ...

Sexual Violence Prevention and Response Framework

The Sexual Violence Prevention and Response Framework (created in 2017 and updated annually) reflects a joint effort between the Alma Mater Society, the Society of Graduate and Professional Students, the Sexual Violence Prevention & Response Service, the Division of Student Affairs and others. The framework is intended to contribute to increased collaboration and coordination among staff, student-affiliated groups and other community partners who plan and organize prevention and awareness activities for students and acknowledges that a holistic prevention and response strategy involves commitment to and collaboration with the broader community, including faculty and staff.

P a d a

Strategic Area 5
C o n t e n t s

Strategic Area 2

F a c a a c

Just half of all students who completed the survey reported knowing where to go to get help if they or a friend experienced sexual violence - indicating more outreach needs to occur on campus. Only 37% of student respondents stated that they understood how to file a complaint concerning sexual violence. Fifty-seven percent were confident that the school would administer the formal procedures necessary to fairly address any complaints.

Despite the low number of students familiar with the procedures to file a complaint, 70% said they believed campus authorities would take a complaint seriously. Half of all non-binary or Two Spirit students and 44% of all non-hetero/non-straight students who completed the survey did not feel a complaint would be taken seriously.

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a c d a a a .

30% Disagree

Percent who disagree by aspects of identity

70% Agree

F a a

Worries about retaliation in response to a complaint were high. Sixty-six percent of students agreed that if someone reported an incident of sexual violence, the accused or the accused's friends would retaliate. Fear of reprisal is a major factor in why some people don't report incidents of sexual violence. While 67% of students surveyed felt

Community Resources

Assaulted Women's Helpline (24/7)

Assaulted Women's Helpline (24/7) AWH is a free, anonymous and confidential telephone and TTY service for women who have experienced any form of abuse or violence in Ontario. The helpline provides crisis counselling, safety planning, emotional support, information and referrals.

GTA:

GTA TTY: (416) 364-8762

Toll-free:

Toll-free TTY: 1 (866) 863-7868

#SAFE: (#7233) on your Bell, Rogers, Fido or Telus mobile phone

Website:

Talk 4 Healing

Talk 4 Healing is a culturally grounded, fully confidential helpline for Indigenous women available in 14 languages all across Ontario. Visit their website to access the online Live Chat.

Website:

LGBTQ Youthline

The LGBTQ Youthline is a toll-free Ontario-wide support line offering confidential, non-judgmental, anti-oppressive and anti-racist support that affirms the experiences and aspirations of lesbian, gay, bisexual, transsexual, transgender, 2-spirit, queer and questioning youth.

Phone:

Website:

Indigenous Legal Advice Support Program

Ontario provides victims of sexual assault with free legal advice any time after the incident, regardless of how much time has passed. The program is available to all eligible women, men, trans and gender-diverse people.

The Student Advisory Group has continued to meet over the summer and into the fall. In addition, the results of the Student Experiences Survey have been shared with the Senior

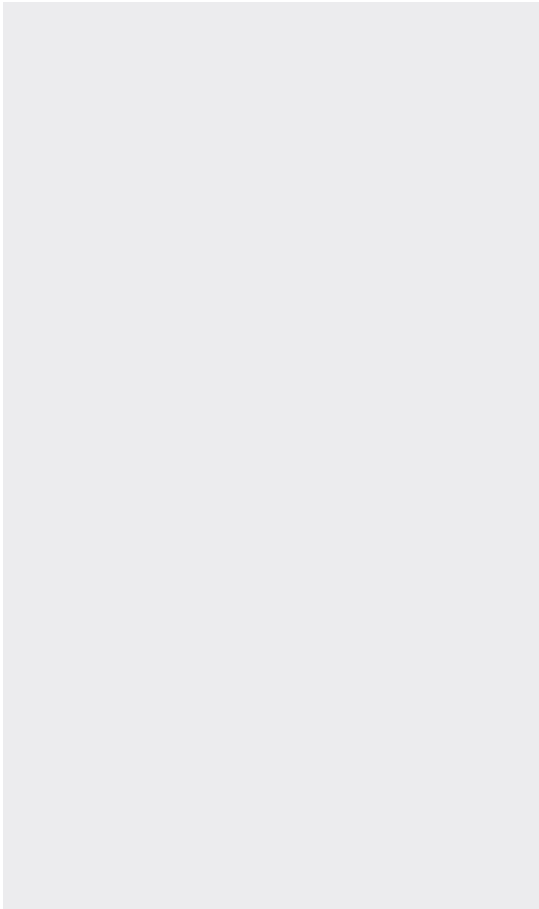
Next Steps

to continue to move this work forward, a new staff position has also been created. The Student Inclusion and Engagement Coordinator will help us activate the survey results and will implement and evaluate a broad range of engagement activities in consultation and partnership with the Student Advisory Group and the Student Experiences Survey project leads. This coordinator will build strong relationships with student groups and clubs, units within the Division of Student Affairs and the Human Rights and Equity Office and campus partners to promote collaboration and engagement with respect to diversity, inclusion, safety and an improved campus climate.

We know this work is never done and the work to change systems and structures can feel slow and incredibly challenging. Every iteration of this survey will help us measure our progress and the impact of campus equity, inclusion, anti-racism, and anti-violence initiatives across campus.

Appendix

P c T a



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