



# From Input to Action: Your Voice Matters

REPORT ON THE STUDENT EXPERIENCES SURVEY 2021

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Illustration by Portia Chapman

<https://www.queensu.ca/indigenous/ways-knowing/site-illustrations>

# 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 [Student Experiences Survey \(SES\) Snapshot Report](#) 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.

## A note to readers

This report reviews Queen's students' experiences and perceptions of campus safety, incidents of exclusion, harassment, racism and sexual violence.

These are difficult topics. If you feel overwhelmed at any point while reading this document or reflecting on the topics of this report, pay attention to your needs. There are resources to support you.

**These resources can be found at**

[queensu.ca/inclusive/queens-student-experience-survey/student-support-resources](https://queensu.ca/inclusive/queens-student-experience-survey/student-support-resources)

# Acknowledgements

In the writing of this report and the implementation of this survey we, the project leads, want to acknowledge the time, commitment and often difficult experiences shared by students who filled out the survey, gave us feedback as it was being developed and continue to work with us to keep this work at the forefront of addressing campus climate and culture. Without their input, energy and openness, this work would lack authenticity and legitimacy. We acknowledge the presence and experiences of racism, ableism, homophobia, sexism, transphobia, and other forms of oppression, violence and exclusion on our campus.

As project leads, we would like to acknowledge our power and privilege as well as our limitations in doing this work. We are not students, and in many ways we hold a lot of power and privilege. Our positionalities naturally impose limits on our understanding and we have tried to be mindful of this as this project has moved along. Therefore, we see this report, and this work, as a living expression of validation, action, learning, unlearning and adjusting accordingly. We know this survey and report will not address all issues, all experiences and reduce all barriers. However, we and many others are committed to keeping this work alive and acting on the results. Working with the project's Student Advisory Group (SAG) and the Sexual Violence Prevention and Response Task Force (SVPRTF), empowering them to guide our thinking has been and will continue to be invaluable. Thank you to the students who shared their experiences with us and who continue to advocate on behalf of others who share similar experiences. Our goal is to lift some of the burden, and carry on the work, with intention and determination.

## **A note about intersectionality**

We understand that identity is complex and not linear. Additionally, we acknowledge that oppression for those students at the intersection of multiple marginalized identities is significant, systemic and affects their health, wellbeing, opportunities, and outcomes. Given the timelines and the scope of work involved

## Acknowledgements

in launching this pilot survey, we have not fully analyzed the data with an intersectional lens. We aim to do this moving forward and, in some instances, this is already happening through discussions and work at committees like the Sexual Violence Prevention and Response Task Force and the Provost's Action Group for Gender and Sexual Diversity.

We know that students who are racialized, or who identify as non-binary and who have a disability have significantly more difficulties. We know that Black and female identified students face more challenges, including harassment and discrimination. Specific work needs to be done to address these experiences. We are committed to furthering our analysis and deepening that work as we move forward. We also know that some of the smaller number of participants of some populations will preclude us from sharing some details. Know that the conversations about those who are most marginalized are happening through committees and in offices that support students. We know that the impacts of oppression and a negative campus climate are immense. We see you and we are committed to doing more.

## Thanks

We want to thank Jennifer Ross for her contributions and ability to manage and coordinate the varied aspects of this project. Her flexibility and dedication to the authenticity of the student voice through this project have helped us continue to move this work forward in an active and meaningful way. We also want to thank Sara Montgomery for her expertise in data analysis and management which will help ensure future iterations of this survey build upon this pilot.

Finally, several staff, students and faculty contacted us to offer feedback on this survey pilot. We appreciate your comments and are committed to ongoing improvement of the survey instrument; your suggestions have been very helpful.

### **Stephanie Simpson**

Associate Vice-Principal  
Human Rights  
Equity and Inclusion

### **Corinna Fitzgerald**

Assistant Dean  
Student Life and Learning,  
Student Affairs

# 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.

“”

I think about what I could've done to prevent this from happening. I realize that it isn't my fault. I want other survivors to know that it's never your fault and I will always be here to listen and stand by your side.

Anonymous posting  
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.

## Introduction

At the administrative level, one result of these conversations was the release of a [Declaration of Commitment to Address Systemic Racism](#) 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.



How did I get here? Being perceived as this displeasing creature, apparent by the reflexive expressions of some folks when they see me... Melanin feels like a punishment every single day...

Anonymous posting  
Erased by FEAS

## Background to this report

Queen's strives to create a campus where every student feels valued and heard, where lifelong connections are formed, and where there is an opportunity to achieve academic and professional success in a safe environment. The Student Experiences Survey project began in the fall of 2020, but discussions about collecting data regarding the campus climate and experiences of students began much earlier. Queen's has historically participated in surveys like the National College Health Assessment, National Survey of Student Engagement, the provincial Student Voices on Sexual Violence survey and others. These surveys have helped us to understand the experiences, perceptions and behaviours of students regarding various health, wellbeing, safety and engagement issues and topics.



## Introduction

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 students who feel unsafe and unwelcome at Queen's into focus with the goal of making Queen's a more welcoming place for all. The work associated with this initiative will be organic, iterative and will provide a learning opportunity for the campus and those of us who are working on driving forward actions related to improving campus climate.



I really thought that I was the only one who thought that people ignored me in the hallway. Or people not acknowledging me in group settings because of my lack of "popularity"...Its reassuring now reading these stories that I wasn't the only one. I really thought it was all in my head and maybe I was just reading too much into it...

Anonymous posting  
Stolen By Smith

The voices of students matter. Your voice matters. You are not alone. We know that we need to do more to make our campus more inclusive for every student. This pilot survey gives us the opportunity to put into action the practices, policies and initiatives that will help make the university a place where everyone, in their diversity, is able to live and learn. Methodologically sound and systemic collection of student experience data through the Student Experiences Survey will provide us with benchmarks against which we can measure the effectiveness of our collective equity and inclusion efforts.



At that moment, I knew no one would believe me or hear me out if I were to ever tell anyone...

**Anonymous posting**  
Stolen By Smith

As a campus community, everyone - students, faculty, staff, and administration - has a role to play in creating an environment where equity and inclusion are core values and where everyone feels safe and supported as they work toward their potential. The results of the 2021 Student Experiences Survey clearly indicate that there is much work to do at Queen's to move campus inclusion efforts forward. However, with a mandate from students to improve, determination to be better, and clear information about where and for whom we need to focus efforts, we will transform this campus.

Notes:

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.

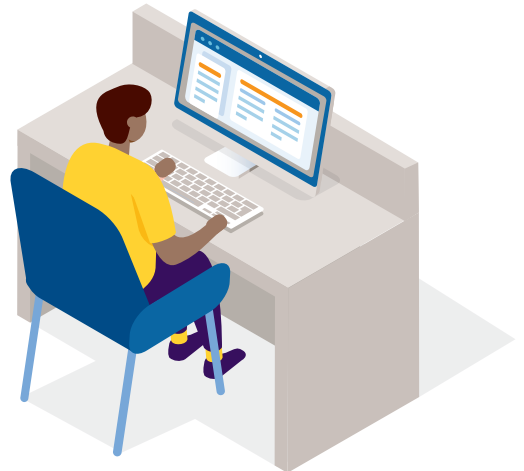
Erased By FEAS [@erasedbyfeas] (2020). Experiences of systemic violence and discrimination in Queen's Faculty of Engineering and Applied Science. Instagram account founded by Nicholas Ramsuick.

# The Survey: How did it work?

Queen's used the tested and validated Educational Advisory Board (EAB) Campus Climate Survey as the core survey instrument for the Student Experiences Survey. The EAB survey tool was developed using best practice recommendations from subject matter experts in diversity and inclusion, sexual violence, survey design and policy recommendations.

Following consultations with key stakeholders across the university, the project team made minor adjustments to the EAB survey instrument to localize and customize the tool for the Queen's environment. This survey received General Research Ethics Board (GREB) approval.

All registered Queen's students (undergraduate and graduate, full-time and part-time) were invited to participate in the anonymous survey between March 4 - 25, 2021.



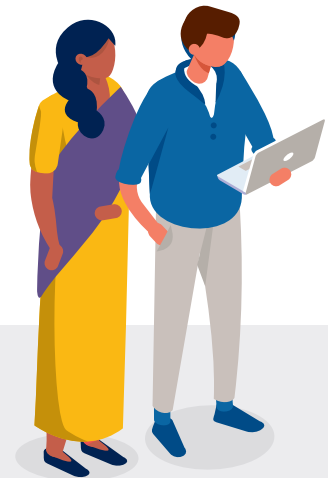
## What about the pandemic?

Given the unique challenges posed by the COVID-19 pandemic many students were engaged in remote learning and were living outside the Kingston area from March 2020 through the dates of the survey in 2021. The survey did encourage students who were on campus during the Winter of 2020 to respond based on their experiences at that time, as well as during Fall 2020 and Winter 2021 so that pre-pandemic on-campus experiences were captured. Queen's will survey the student population every two years to get an accurate picture of student experiences.

# Who participated?

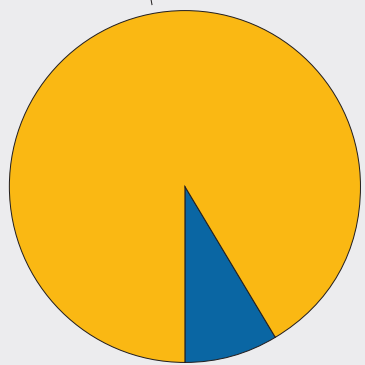
All full-time and part-time undergraduate and graduate students were sent the survey. The completed surveys of 5469 students were used in the final analysis, a response rate of 17%.

The graphs below illustrate the breakdown of survey participants by identity.



## Enrolment

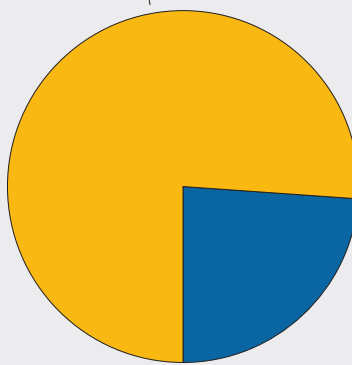
91.6% / 5,012  
Full-time



8.4% / 457  
Part-time

## Level

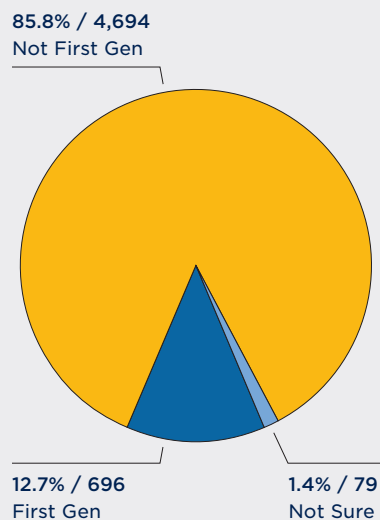
76.3% / 4,174  
Undergraduate



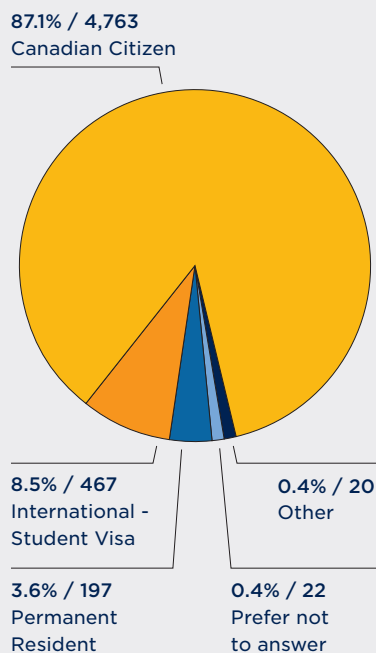
23.7% / 1,295  
Graduate

## Who participated?

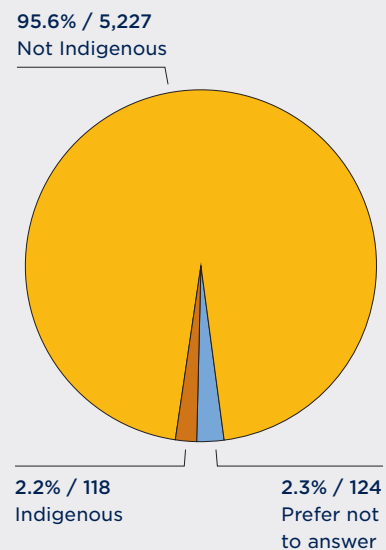
### First generation students



### Citizenship/Visa status



### Indigenous students



## Intersectionalities

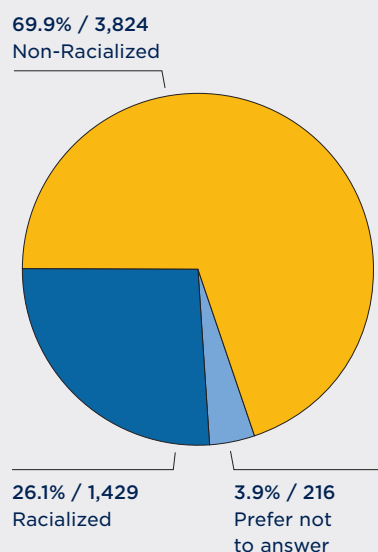
With respect to intersectionalities, notably 22% of student participants with disabilities also identified as being racialized and 38% of students with disabilities identified as non-hetero/non-straight.

Of the students who identified as non-hetero/non-straight, 23% also identified as a racialized student.

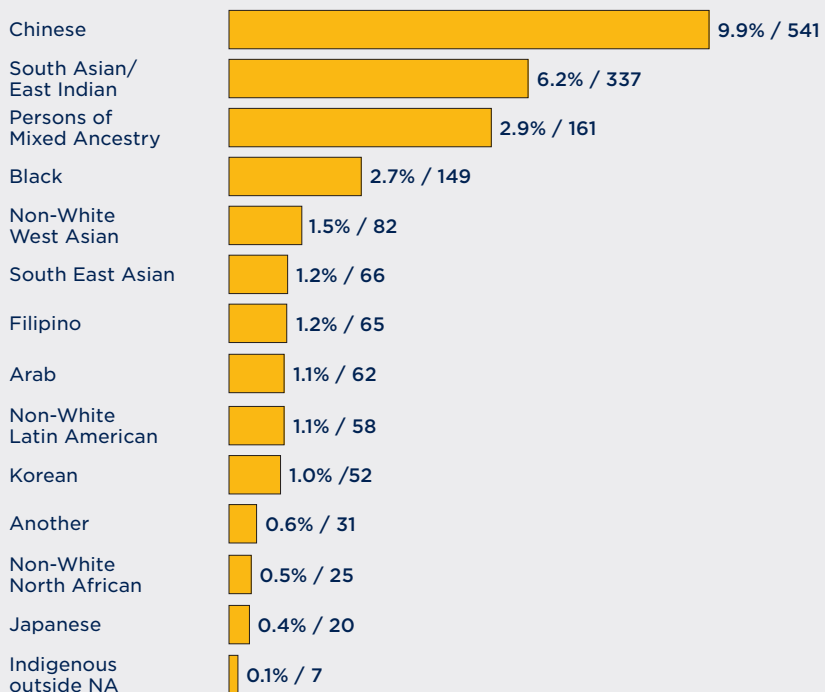
Of the students who identified as Indigenous, 31% also identified as having a sexual orientation that was non-hetero/non-straight.

## Who participated?

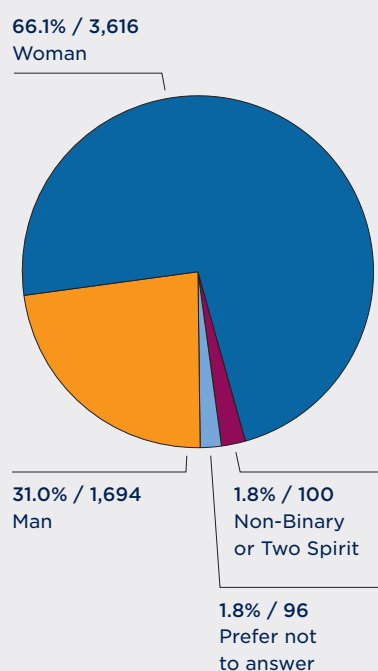
### Racialized Students



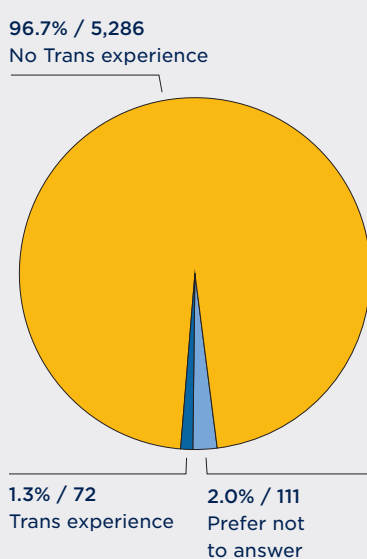
### Breakdown of Racialized Students



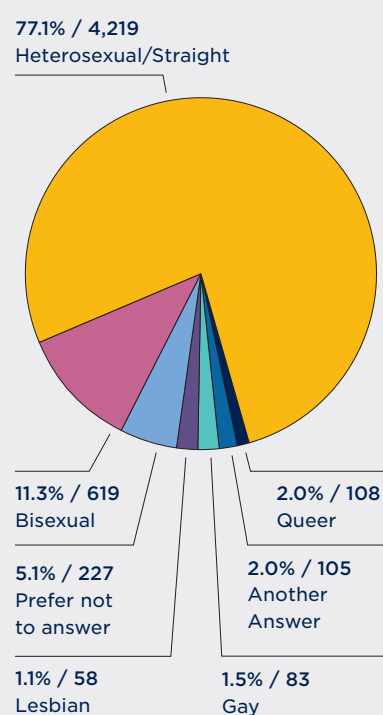
### Gender Identity



### Trans experience



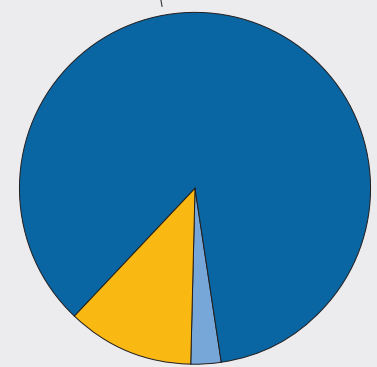
### Sexual Orientation



## Who participated?

### Students with disabilities

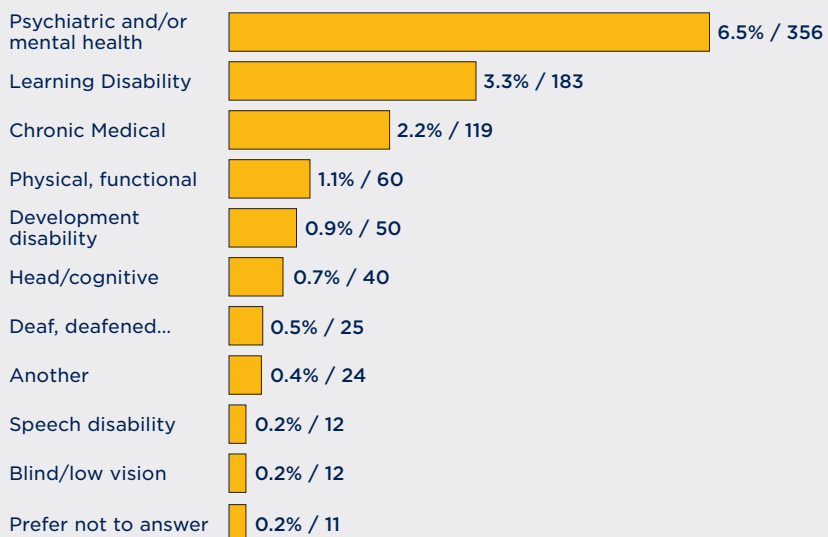
85.6% / 4,680  
No Disability



11.7% / 641  
Disability

2.7% / 148  
Prefer not  
to answer

### Disability types



# Diversity and Inclusion

In the Diversity and Inclusion section of the Student Experiences Survey, students were asked about their experiences and perceptions of campus safety, incidents of harassment and discrimination and food and housing security.



“ ”

On a safe campus at Queen’s University all students can express their true selves. All aspects of students’ identities will be welcomed and valued. Students can be free to pursue their academic and personal interests in peace without fear of violence and abuse.

**Brittany McBeath**  
3rd year Indigenous Doctoral Student,  
Student Advisory Group representative



## SENSE OF SAFETY

### Do you feel safe at this school?

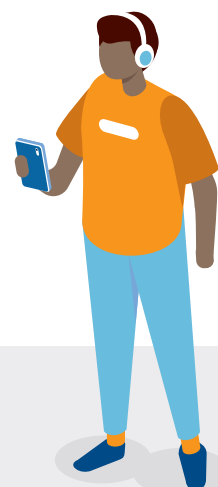
Queen's strives to maintain a safe and secure environment and as well as to promote and deliver student-centred safety programs and services. Ninety-four percent of survey respondents reported feeling safe at Queen's.

While just 6% of student respondents reported not feeling safe, the percentages of equity-deserving students who did not feel safe were remarkably higher. More than a quarter of student respondents who identified as non-binary or Two Spirit reported they did not feel safe on campus. Twenty percent of all trans student respondents and 19% of Black women student respondents indicated they did not feel safe.

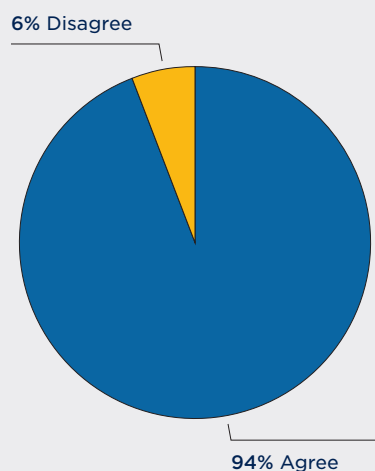
This data will help inform our next steps as we work to ensure that every student - in particular equity-deserving students - feel safe at the university.

# 27%

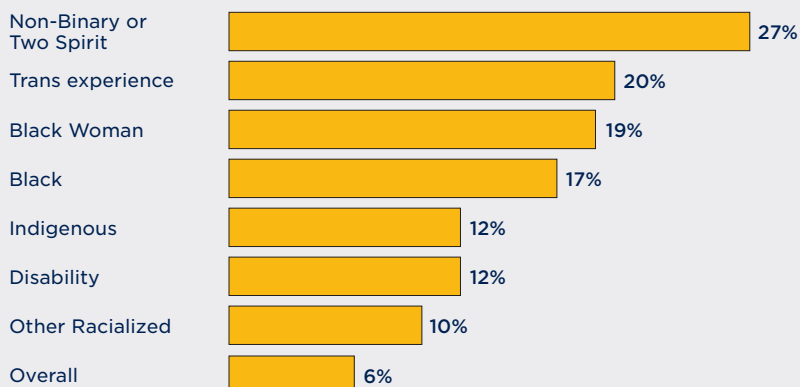
More than a quarter of student respondents who identified as non-binary or Two Spirit reported they did not feel safe on campus.



### I feel safe at this school



### Percent who disagree by aspects of identity



## HARASSMENT AND DISCRIMINATION

### Have you experienced harassment or discrimination?

Although 94% of students who completed the survey reported feeling safe at Queen's, incidents of harassment and discrimination were reported by 17% of respondents. Almost half of all respondents who identified as non-binary or Two Spirit, and a third of all respondents who identified as Black, a person with a disability, Jewish, or Indigenous reported experiencing hostile and offensive treatment at Queen's. Racialized, Muslim and non-hetero/non-straight identified students also reported experiences of harassment at rates considerably higher than students reported overall.

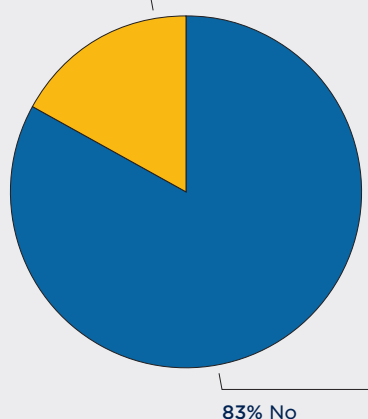
# 17%

of students who completed the survey reported experiences of harassment or discrimination

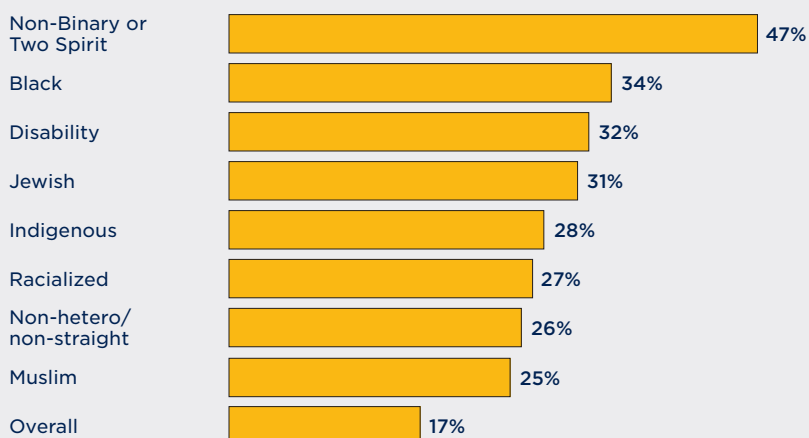


### Has anyone shunned, ignored, or intimidated you, or acted directly or indirectly toward you or your community in an offensive or hostile manner?

17% Yes



#### Percent who said yes by aspects of identity



The most commonly reported experiences of being shunned, ignored, or intimidated or of experiencing direct or indirect offensive or hostile actions were:

- ✓ being ignored
- ✓ being deliberately excluded
- ✓ being the target of offensive humour

Students who reported acts of discrimination or harassment believed that this conduct was most often based upon their:

- ✓ ethnicity
- ✓ appearance, or physical characteristics
- ✓ race
- ✓ gender identity
- ✓ political views

### **I didn't think it was serious enough to report...**

Only 5% of student respondents who had experienced harassment or discrimination formally reported the incidents.

The most common reported reasons that held students back from making a formal report were:

- ✓ the incident wasn't serious enough
- ✓ belief that no action would be taken
- ✓ fear they wouldn't be taken seriously
- ✓ wanted to forget what happened
- ✓ did not need assistance

# 5%

of student respondents who had experienced harassment or discrimination formally reported the incident to the school





I want students to know that their stories and experiences matter. No one should ever have to face discrimination or harassment because of their identity. But we know that these issues do arise, and that people don't always want to file a formal complaint when incidents happen.

The IN-SIGHT tool offers an opportunity for those who've experienced harassment and/or discrimination to anonymously share their story and contribute to positive systemic change.

Whether or not a student decides to make a complaint, sharing information about an experience can be a powerful and meaningful step to take.

And if students are unsure of what options are available in their situation, they can always speak to a Human Rights Advisor for confidential support.

Jermaine Marshall  
Inclusion & Anti-Racism Advisor,  
Human Rights & Equity Office

## Resources

The university offers a number of resources to students who wish to speak to someone about their safety and sense of security, or to raise issues of harassment and discrimination:

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### **SPEAK TO A CONFIDENTIAL COUNSELLOR OR HUMAN RIGHTS ADVISOR**

#### **Student Mental Health Services**

[queensu.ca/studentwellness/mental-health](https://queensu.ca/studentwellness/mental-health)

#### **Learn about dealing with harassment and discrimination**

[queensu.ca/secretariat/harassment-discrimination/need-help-now](https://queensu.ca/secretariat/harassment-discrimination/need-help-now)

#### **Human Rights Advisory Services**

[queensu.ca/humanrights](https://queensu.ca/humanrights)

#### **Learn about filing a complaint**

[queensu.ca/secretariat/harassment-discrimination/overview](https://queensu.ca/secretariat/harassment-discrimination/overview)

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### **SHARE YOUR EXPERIENCE ANONYMOUSLY**

#### **IN-SIGHT**

[queensu.ca/humanrights/insight](https://queensu.ca/humanrights/insight)

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

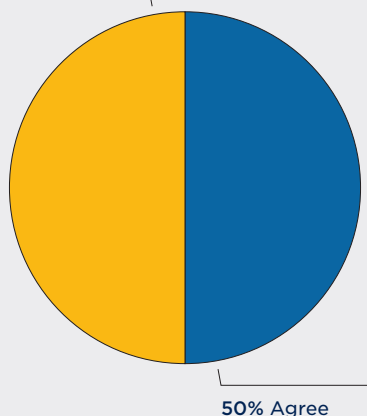
### Do you feel supported and welcomed at Queen's?

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, regardless of background or identity and that 45% of students who completed the survey reported that they felt they needed to hide who they are to fit in. Feelings of exclusion and not being able to be one's authentic self were even more pronounced among students in equity-deserving groups.

#### Feeling welcome and supported

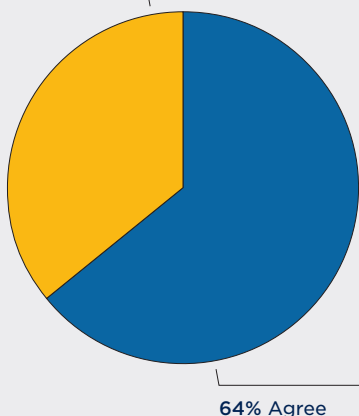
All students feel welcome and supported by **students** at this school, regardless of background or identity

50% Disagree



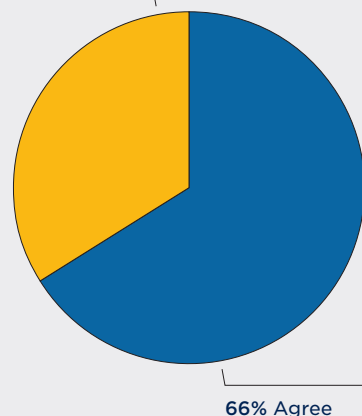
All students feel welcome and supported by **staff** at this school, regardless of background or identity

36% Disagree

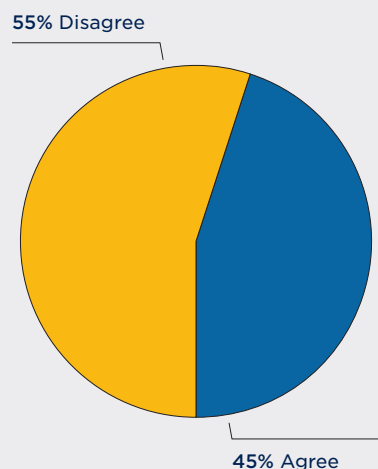


All students feel welcome and supported by **course instructors and faculty** at this school, regardless of background or identity

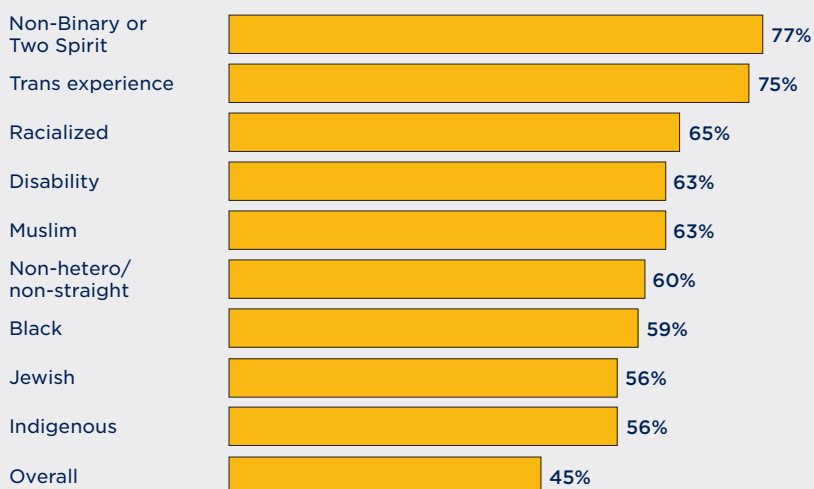
34% Disagree



### I feel like I need to hide some aspects of my identity to fit in.



#### Percent who agree by aspects of identity



“”

As a non-white student, particularly as a Muslim from Afghanistan, I had a deep emotional response in reading that 65% of racialized students and 63% of Muslim students felt the need to hide some aspects of their identity to fit in.

**Husna Ghanizada**

3rd year Health Sciences Student,  
Student Advisory Group representative

## How comfortable are you with people different from yourself?

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 would you, and students at your school, be being close friends with the following individuals?

A person whose race or ethnicity is different from your own

Your Comfort



1% Uncomfortable Comfortable 99%

Your Peers' Comfort



12% Uncomfortable Comfortable 88%

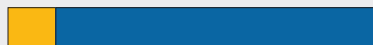
A person with a different sexuality from your own

Your Comfort



3% Uncomfortable Comfortable 97%

Your Peers' Comfort



13% Uncomfortable Comfortable 87%

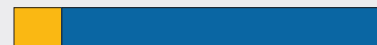
A person with religious or spiritual beliefs other than your own

Your Comfort



3% Uncomfortable Comfortable 97%

Your Peers' Comfort



13% Uncomfortable Comfortable 87%

A person with political views that differ from your own

Your Comfort



23% Uncomfortable Comfortable 77%

Your Peers' Comfort



32% Uncomfortable Comfortable 68%

A person from a socioeconomic background other than your own

Your Comfort



2% Uncomfortable Comfortable 98%

Your Peers' Comfort



19% Uncomfortable Comfortable 81%



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 or insensitive. Other reasons were a fear they would be judged by the other person, or they wouldn't have anything to talk about or have anything in common. Yet, 41% of students who completed the survey reported that talking with friends was how they became more aware of diversity issues.

### **Are you comfortable being yourself in class?**

Feeling a strong connection to community and a sense that people and their diverse perspectives are valued can encourage the open and thoughtful exchange of ideas. While 48% of students who completed the survey felt that their peers had values different than their own, 69% of student respondents said they felt comfortable sharing their own experiences and perspectives in class and over 60% felt welcomed and supported by staff and faculty, regardless of background or identity.

However, while roughly two thirds of student respondents surveyed reported feeling comfortable sharing their own perspectives in class, 13% reported that they had experienced being singled out in class because of their identity, (e.g., race, ethnicity, gender, sexual orientation, disability status or religious or spiritual affiliation). Twenty-seven percent of students who completed the survey reported hearing faculty members or instructors express stereotypes based on identity.

# 48%

of students who completed the survey felt that their peers had values different than their own

# 13%

of students who completed the survey reported that they had experienced being singled out in class because of their identity



## **Do you feel that faculty, staff, and administrators care about how you are doing?**

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 am always deeply saddened to hear that professors and instructors are unwilling to ‘bend’ for students, and that treating students as individual humans is seen as showing a laughable softness. If my professors hadn’t taken the time to listen to my concerns with my mental health, my sense of self in relation to my work, and hadn’t gotten to actually know me, I would have transferred out of Queen’s in my first undergraduate year.

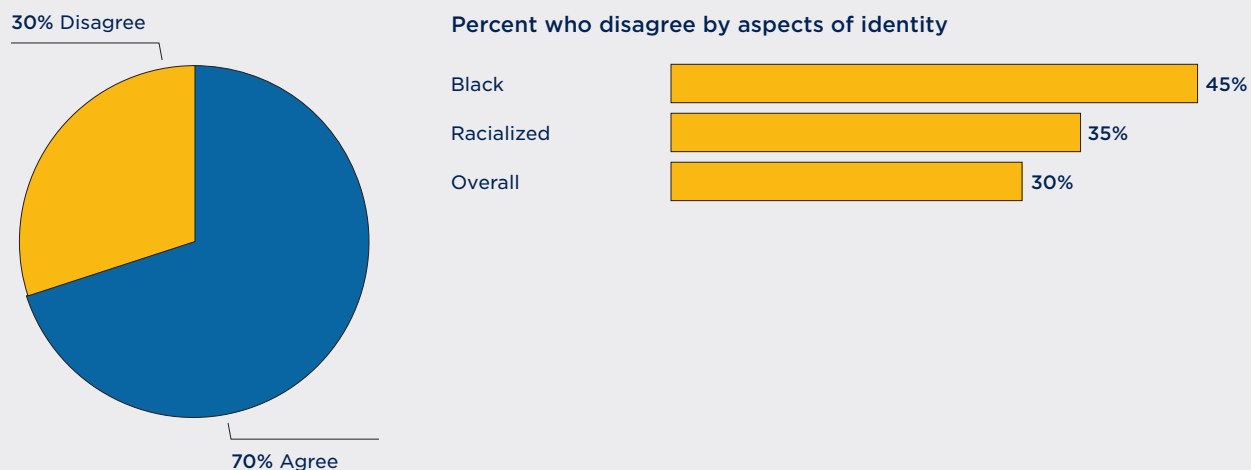
Maha Faruqi, M.A.  
Gender Studies

## **Do you feel 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.

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.

### I feel close to people at this school



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%

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

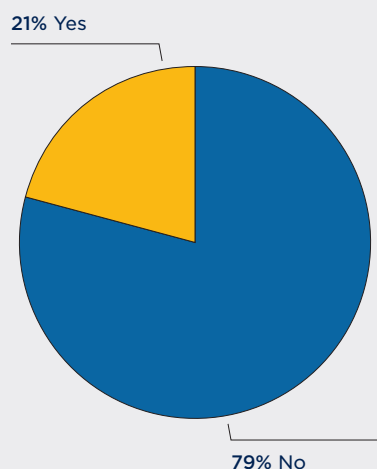


As someone who has experienced and observed the racial and class-based systemic and cultural biases that challenge marginalized groups in finding a sense of belonging at Queen's, having the staff at the Yellow House this past summer support me in creating the For Us By Us Resource Toolkit to empower, build, celebrate, and support QTBIPOC students meant a lot to me.

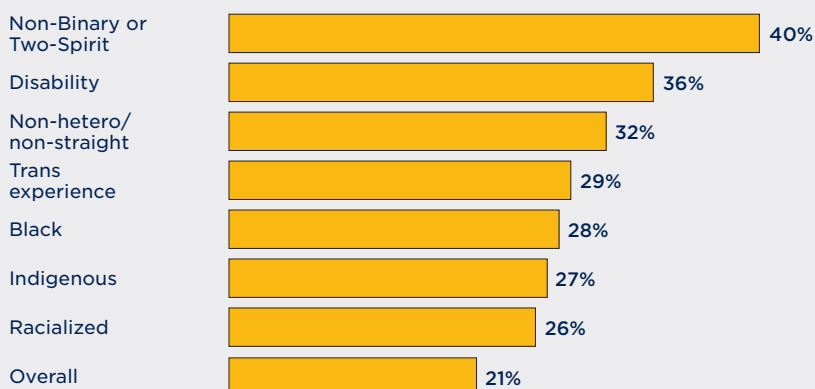
The staff at the Yellow House showed me that the onus is not entirely on me to carve out a meaningful and safe community on campus; there are administrative allies wanting to non-paternalistically support you in fostering a community that thrives rather than survives.

Ayden Adeyanju-Jackson  
3rd year Student,  
Global Development Studies

### Have you seriously considered leaving this school?



#### Percent who responded yes by aspects of identity





I was able to find a supportive community at Queen's. No matter what your interests are, there really is a place for you at Queen's. I've made many friends through various extracurricular clubs (of which there are hundreds), through intramurals and playing sports at the ARC, and through my program as well.

My experience as an Equity Ambassador has probably been the most rewarding experience during my time at Queen's. Being able to help younger students through the various aspects of the application process, answer their questions and by extension taking some of the stress of post-secondary away is something I'm grateful to be able to do.

Kidus Leul  
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.

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### Queen's Student Affairs

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.

#### Learn about Student Affairs resources

[queensu.ca/studentaffairs/students/student-resources](https://queensu.ca/studentaffairs/students/student-resources)

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### Queen's Equity Ambassadors

Prospective Queen's students can connect 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 their transition to first-year studies.

#### Learn about the Queen's Equity Ambassadors

[queensu.ca/gazette/stories/removing-barriers-higher-education](https://queensu.ca/gazette/stories/removing-barriers-higher-education)

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### Student Clubs

Student clubs enhance student life and provide opportunities to find community, make meaningful connections and contribute to Queen's and Kingston.

#### Learn about clubs

[myams.org/home/clubs/clubs-directory](https://myams.org/home/clubs/clubs-directory)

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### Four Directions Indigenous Peers Initiative

The Indigenous Peers Initiative pairs Indigenous upper-year students with first-year Indigenous students to encourage spiritual, mental, physical, and emotional support during first year. Several resources, supports, and methods are implemented to assist new students with confidence building and adjusting to university life.

#### Learn about the Four Directions Indigenous Peers Initiative

[queensu.ca/fourdirections/current-students/indigenous-peersbarriers-higher-education](https://queensu.ca/fourdirections/current-students/indigenous-peersbarriers-higher-education)

## Resources (cont.)

### **Yellow House - For Us By Us Resources – Resources to Support QTBIPOC Student Success**

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.

#### **Learn about – For Us By Us**

[queensu.ca/yellow-house/resources/us-us-resources-support-qtbipec-student-success](https://queensu.ca/yellow-house/resources/us-us-resources-support-qtbipec-student-success)

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

#### **Learn more about identity-based support services:**

[queensu.ca/yellow-house/wellness](https://queensu.ca/yellow-house/wellness)

### **BIPOC Talk**

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

#### **Learn about – BIPOC Talk**

[amspeersupport.com](https://amspeersupport.com)



## 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 Food Insecurity Report](#). 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.

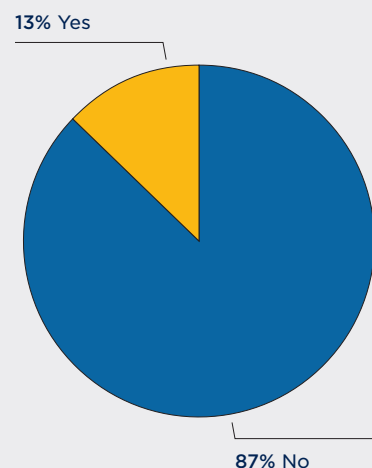
### Food

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.

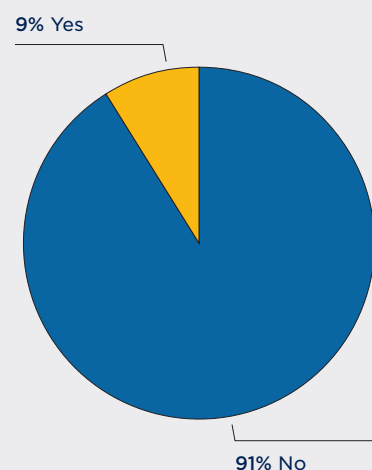
### Housing

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.

**Since the beginning of the term, were you ever hungry but didn't eat because there wasn't enough money for food?**



**Since the beginning of the term, did you ever experience housing insecurity?**





## Resources

### Food Access

No student should have to worry about whether they will have enough to eat. Food Access Resources at Queen's include the AMS Food Bank, Swipe it Forward, the Fresh Food Box, Healthy Cooking Sessions and Queen's Soul Food.

**Learn about – Food access resources**

[queensu.ca/studentaffairs/resources/students#housing-and-food](https://queensu.ca/studentaffairs/resources/students#housing-and-food)

### Queen's Off-Campus Living Advisor

The Off-Campus Living Advisor can provide information on the Kingston housing market, navigating rental accommodations, finding housemates, tenant rights and more.

**Learn about – Off-Campus Living Advisor**

[queensu.ca/ocla](https://queensu.ca/ocla)

### Student Financial Aid At Queen's

There are a number of financial aid programs and non-repayable bursaries available to students who need financial assistance.

**Learn about the General Bursary**

[queensu.ca/studentawards/financial-aid/queens-financial-aid/general-bursary](https://queensu.ca/studentawards/financial-aid/queens-financial-aid/general-bursary)



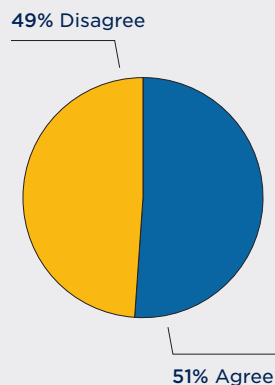
## COMMITMENT AND ACTION

### Do you think we are doing enough to embrace diversity and promote an inclusive campus?

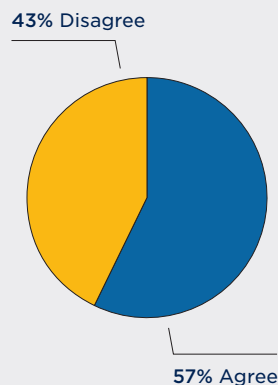
Students were asked about their experiences and perceptions of the level of diversity on campus and the actions being taken to foster equity, diversity, and inclusion on campus.

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.

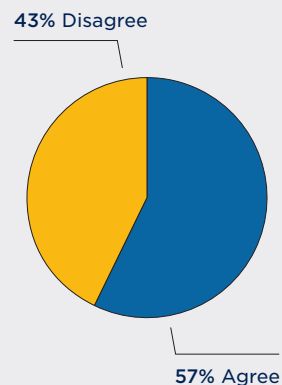
Diversity is reflected in the student body



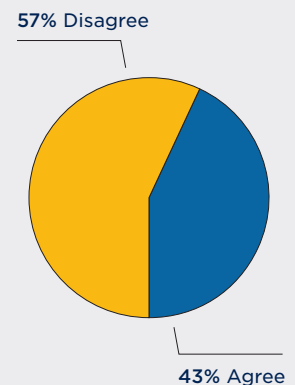
Diversity is reflected in the course instructors/faculty



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.

“

The results of the Student Experience Survey are not something that should be taken lightly. The results are shocking, but not surprising, and speak for themselves. They have helped us to create a long-term guiding question: How do we change the culture of Queen's and who we attract to the University?

**Matthew D'Alessandro**

4th year Applied Economics Student  
Student Advisory Group representative



# Improving Equity and Inclusion

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Recent steps taken to improve access to Queen's and enhance diversity include expanded recruitment strategies for students, faculty, and staff and enhanced financial assistance for underrepresented students.

The Commitment Scholars Award celebrates and recognizes demonstrated leadership in, and commitment to, racial justice, social justice, or diversity initiatives by equity-deserving students in their high school or in their community. Ten renewable awards are granted to students entering first year of any first-entry undergraduate degree program, who self-identify as a member of an equity-deserving group. The Commitment Bursary is a renewable bursary available to students who self-identify as a member of an equity-deserving group and demonstrate financial need.

The Promise Scholars program is a comprehensive initiative designed to reduce financial barriers and increase access to Queen's for local, first-generation students. Both programs provide dedicated financial, academic, and career support to help students complete their degree.

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**Learn about new recruitment and retention programs for equity-deserving students**

**Promise Scholars**

[queensu.ca/studentawards/admission-awards/promise-scholars](https://queensu.ca/studentawards/admission-awards/promise-scholars)

**Commitment Scholars and Bursaries**

<https://www.queensu.ca/studentawards/commitment-scholars>

**Equity Ambassadors**

[queensu.ca/gazette/stories/undergraduate-admissions-welcomes-first-equity-ambassadors](https://queensu.ca/gazette/stories/undergraduate-admissions-welcomes-first-equity-ambassadors)

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**Learn what Queen's is doing to enhance institutional diversity**

[queensu.ca/inclusive/initiatives/enhancing-diversity](https://queensu.ca/inclusive/initiatives/enhancing-diversity)

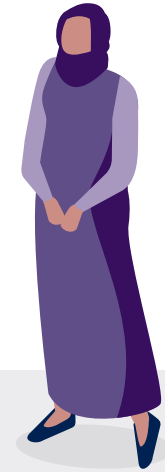
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**View representation rates for students, staff, and faculty over time:**

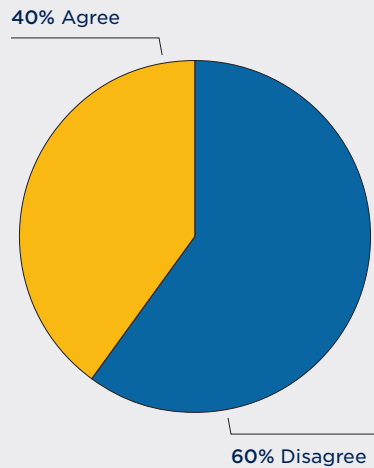
[queensu.ca/inclusive/initiatives/progress](https://queensu.ca/inclusive/initiatives/progress)

## How committed are peers and leaders to fostering diversity?

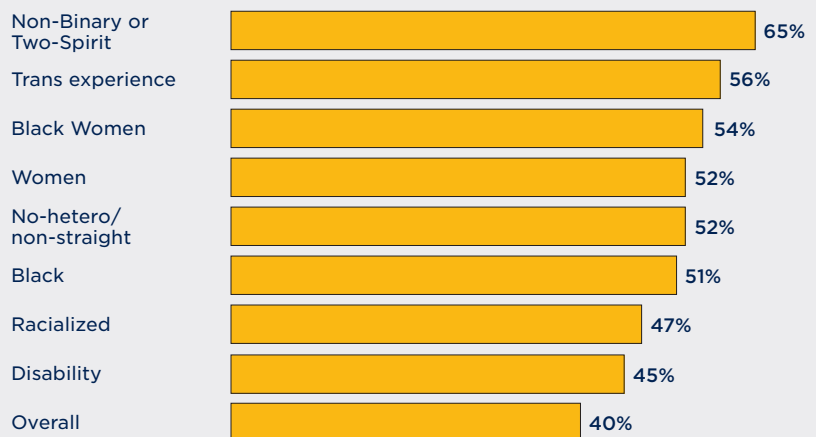
Forty percent of students felt that their peers were insensitive or not doing enough to support inclusivity. The percentage of equity deserving students agreeing that their peers are insensitive and not doing enough to support inclusivity were significantly higher.



### I feel like my peers at this school are insensitive and not doing enough to support inclusivity

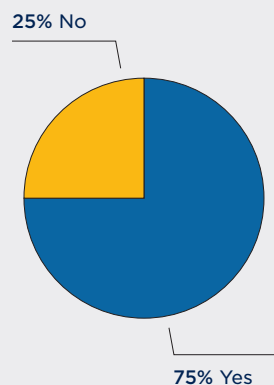


#### Percent who agree by aspects of identity

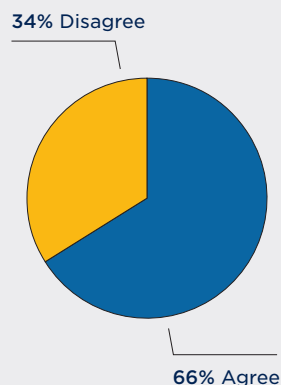


## Do you feel that issues of diversity and inclusion are adequately addressed...

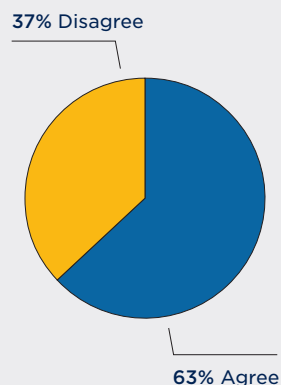
...in student organizations?



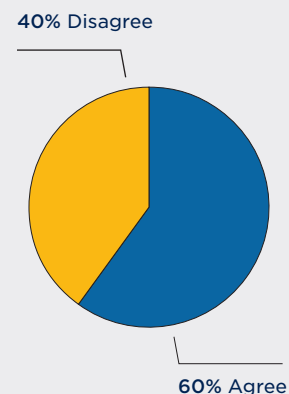
...in supports and services for students?



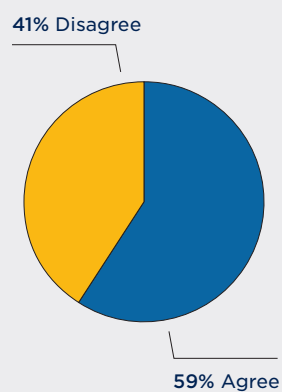
...by school leaders?



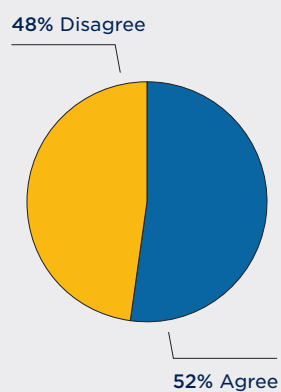
...by faculty and course instructors?



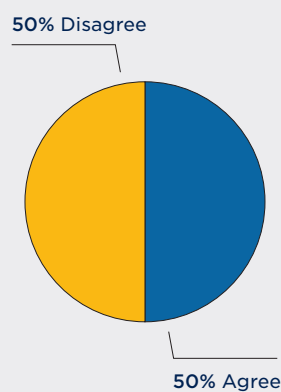
...in class?



...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

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.



The Student Experience Survey Snapshot confirms once again that equity deserving students at Queen's are still facing barriers to services, increased discrimination, and violence. But affirming that these groups are equity deserving seems like a mere formality if the university does not follow through with actions to show they are committed to fostering this promised equity for every student at Queen's.

Alicia Parker  
2nd year Life Sciences  
Health Studies Student

## Resources

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### **Inclusive Queen's**

Learn more about the resources, programs, and initiatives that are helping us build a campus that embraces diversity and empowers all members of our community to thrive.

**Learn about Inclusive Queen's**  
[queensu.ca/inclusive](https://queensu.ca/inclusive)

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### **Yellow House**

The Yellow House offers a safe space for queer, racialized and marginalized students to create community and to celebrate and honour their histories.

**Learn about Yellow House**  
[queensu.ca/yellow-house](https://queensu.ca/yellow-house)

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### **Four Directions Indigenous Student Centre (4D)**

Four Directions provides holistic support services to Indigenous students at Queen's. These include academic advising, cultural counseling, support, and programming. The Centre strives to support Indigenous students in balancing their academic, spiritual, physical, and emotional needs.

**Learn about Four Directions**  
[queensu.ca/fourdirections](https://queensu.ca/fourdirections)





# 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 [Courage to Act Report](#), with a view to creating a safer campus for all, and



This survey is a very clear indication that sexual violence is a major issue at Queen's. However, the fact that so many students are having such negative experiences and are often targeted for their sexual or gender identity, speaks to issues that go beyond just sexual violence. There is an urgent need to dismantle the culture and beliefs that have allowed this violence to continue until now. This data cannot be ignored; it should be a guide for the work that needs to be done to protect students and hold perpetrators accountable. We cannot go on like this, it's time to start making real change that addresses the discrimination, oppression, and power dynamics that have perpetuated rape culture to the point where sexual violence is ultimately apart of so many students' university experience.

Kerry Roe  
2nd year Psychology Student

particularly groups such as non-binary students and students with disabilities who, the data show, are at greatest risk of violence both at Queen's and across the sector. Analysis of the data highlights the intersections of experiences of sexual violence, gender and marginalized identities.

We recognize the risk that sexual violence poses to students and particularly to those made vulnerable due to sexism, misogyny, queer/transphobia and ableism in our community. We can all play an important role in challenging institutional and systemic oppression by applying an intersectional lens and taking a stand against practices, policies, behaviours, and attitudes that reinforce violence.



## A note to readers

This section reviews Queen's students' experiences and perceptions of campus safety, incidents of exclusion, harassment, racism and sexual violence.

These are difficult topics. If you feel overwhelmed at any point while reading this document or reflecting on the topics of this report, pay attention to your needs. There are resources to support you.

**These resources can be found at**  
[queensu.ca/sexualviolencesupport/support](https://queensu.ca/sexualviolencesupport/support)

## PERCEPTIONS AND EXPERIENCES OF SEXUAL VIOLENCE

### How much of a problem is sexual violence at Queen's?

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

Fifty-eight percent of students who completed the survey believe that sexual violence is a problem at Queen's, versus 7% who don't see it as a problem at all. But when broken down by gender, respondents who identify as women and those who identify as non-binary or Two Spirit are more likely to see sexual violence as a problem - only 3% of women and non-binary/Two Spirit students who completed the survey felt it wasn't a problem, versus 14% of men who felt the same way.



## Defining Sexual Violence

Sexual violence means any sexual act or act targeting a person's sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person's consent, and includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism, and sexual exploitation.

Reference: [queensu.ca/secretariat/policies/board-policies/policy-sexual-violence-involving-queens-university-students](https://queensu.ca/secretariat/policies/board-policies/policy-sexual-violence-involving-queens-university-students)



The fact that 7% of students, and 14% of men, do not see sexual violence as a problem is disappointing. However, when you see only 30% of students have received information or training on the definition of sexual violence and the resources we have, we know there is a lot more education and prevention we can do to address this problem.

Samara Lijiam

Social Issues Commissioner, Alma Mater Society  
Student Advisory Group representative

**Have you personally experienced any incidents of sexual violence since the beginning of the term?**

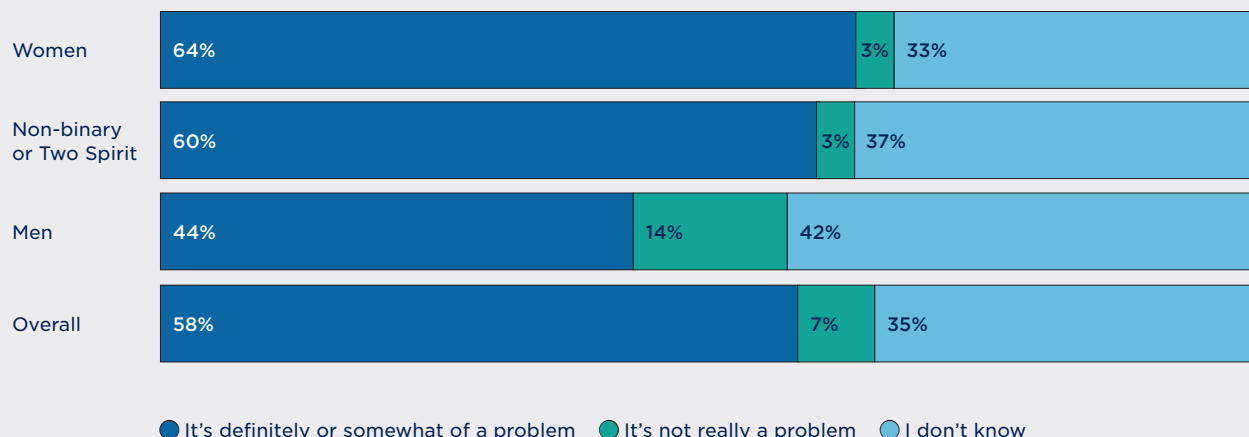
For this question, the survey gave examples of sexual violence ranging from unwanted touching to other sexual acts. Six percent of students who completed the survey reported experiences of sexual violence.

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 cues or looks. Fifty-nine percent of students who completed the survey who experienced sexual violence reported being taken advantage of when they were incapacitated (either too drunk, high, asleep, or out of it).

**6%**

percent of students  
who completed the  
survey reported  
experiences of  
sexual violence

### In your opinion, how much of a problem is sexual violence at your school?



“”

Seeing the outcomes of this survey has demonstrated the urgency of changing the Queen's culture, particularly when it comes to racism, discrimination, and rape culture in general. Spaces, like the classroom, must be used to influence such [cultural] changes.

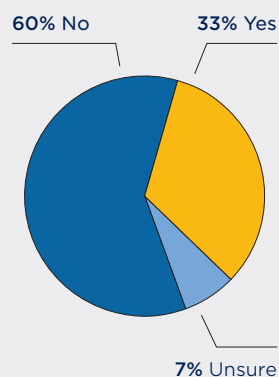
**Yara Hussein**  
3rd year Biochemistry Student  
Student Advisory Group representative

## Sexual Violence

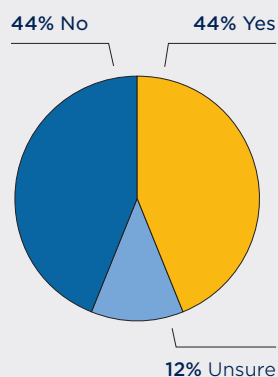
Physical violence - the use of force or a weapon, or threats to personal safety or the personal safety of loved ones - were among the lowest reported incidents. However, threats of physical violence were reported by 12% of students who completed the survey who identified as having a disability. Students with disabilities were also more likely to report being coerced or criticized about their sexuality or attractiveness.

### For those students with disabilities who responded Yes, did the person(s) who did one or more of the behaviours listed above do them by...

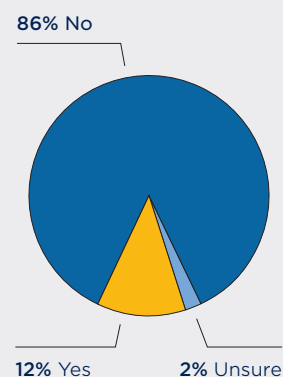
...telling lies, threatening to end a relationship or to spread rumours about you, or verbally pressuring you?



...showing displeasure, criticizing your sexuality or attractiveness, or getting angry?



...threatening to physically harm you or someone close to you?



## What is your relationship with the person who committed an act of sexual violence?

The three most reported relationships between perpetrator and survivor were:

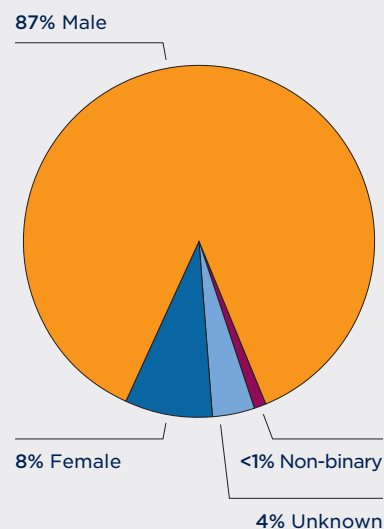
- ✓ acquaintance or peer
- ✓ no prior relationship
- ✓ friend

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.

## Alcohol

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.

## What was the gender of the individual who committed an act of violence?



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

- Didn't think it was serious enough to report
- Wanted to forget it happened
- Felt ashamed or embarrassed
- Didn't want anyone to know what happened



### Disclosure of sexual violence

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 if they were being blamed or criticized for the incident.



### How to respond when someone shares their experience of violence

It can be difficult for someone to share their experience of sexual violence; knowing they will be believed and supported and not judged can have an impact on whether they will access the supports available to them.

When supporting a friend who has experienced sexual violence:

- Listen to, validate, and believe your friend
- Ask your friend what they need, and avoid making any assumptions
- Help your friend find resources
- Avoid asking for details or specifics
- Don't share what your friend told you without permission
- Continue to show your friend that you support and care about them
- Recognize there is no timeline for healing from sexual violence
- Understand your own limits

### Learn more about how to respond to a disclosure

[queensu.ca/sexualviolencesupport/give-support-responding-disclosure](https://queensu.ca/sexualviolencesupport/give-support-responding-disclosure)

## Resources

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### Sexual Violence Prevention and Response Service

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 support, response and prevention initiatives.

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#### Get support

Support for students who have been impacted by gender-based violence, specifically sexual violence, regardless of where or when the violence took place. (Includes both on and off campus resources.)

[queensu.ca/sexualviolencesupport/support](https://queensu.ca/sexualviolencesupport/support)

If you or someone you know has experienced sexual violence, contact the Sexual Prevention and Response Coordinator, Barb Lotan, [bjl7@queensu.ca](mailto:bjl7@queensu.ca), to learn about your options, access non-emergency support and assess possible next steps including filing a complaint.

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**Steps to take after a recent sexual assault**  
[queensu.ca/sexualviolencesupport/steps-students-take-after-sexual-assault](https://queensu.ca/sexualviolencesupport/steps-students-take-after-sexual-assault)

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#### Student Wellness Services

Contact Student Wellness Services to make an appointment with the Personal Counsellor, Sexual Violence Support.

Phone: 613-533-2506

### 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 known to be unwelcome. It includes but is not limited to:

- ✓ sexual solicitations, advances, remarks, suggestive comments and gestures
- ✓ the inappropriate display of sexually suggestive pictures, posters, objects or graffiti
- ✓ physical contact of a sexual nature (including sexual assault under the Criminal Code)
- ✓ sexual conduct that interferes with an individual's dignity or privacy such as voyeurism, and exhibitionism

Reference: [queensu.ca/secretariat/policies/senate/harassmentdiscrimination-complaint-policy-and-procedure#sexualharassment](https://queensu.ca/secretariat/policies/senate/harassmentdiscrimination-complaint-policy-and-procedure#sexualharassment)

# 13%

of students said they had felt frightened, concerned, angry or annoyed by unwanted phone calls, emails or online posts

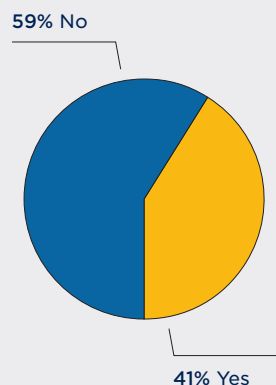
### Experiences of Sexual Harassment

The two most frequent types of sexual harassment reported by students respondents were sexist remarks and jokes (41%), and inappropriate comments about someone's body or appearance (39%).

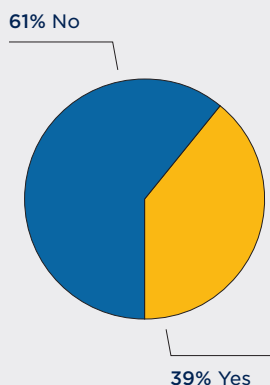
Thirteen percent of students who completed the survey said they had felt frightened, concerned or angry by unwanted phone calls, emails or online posts. Six percent were bothered by someone repeatedly asking them out on dates or showing up at places where they were. Four percent had personal information exposed or had rumours spread about them.

### Types of sexual harassment experienced

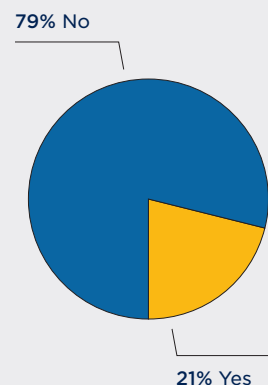
Made sexist remarks or jokes in your presence



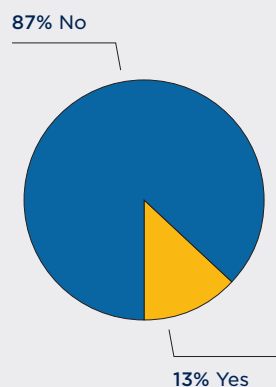
Made inappropriate comments about your or someone else's body or appearance in your presence



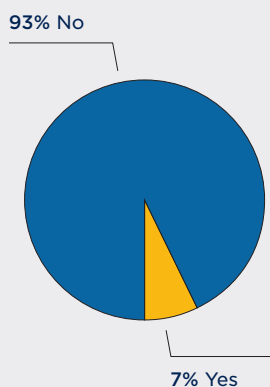
Said crude sexual things to you, or tried to get you to talk about sexual matters when you didn't want to



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



### What is your relationship with the person who committed this unwanted behaviour?

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”.

### Disclosure of sexual harassment

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.

## It Takes All of Us

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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.

### Take the course

[queensu.ca/sexualviolencesupport/it-takes-all-us](https://queensu.ca/sexualviolencesupport/it-takes-all-us)

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

### Reporting of sexual harassment

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

2%

of students who completed the survey who had experienced sexual harassment formally reported the incident to the school

“”

The data in the Student Experience Survey Snapshot report emphasize the importance of the training provided by on-campus groups such as the Sexual Violence Prevention and Response Task Force. Many survivors/victims told roommates, friends, classmates, and their romantic partners about their experiences with sexual harassment. Training sessions for the Queen's community on bystander intervention, responding to a disclosure, and building a consent culture become even more important in reducing the prevalence of sexual harassment and violence in the Queen's community. Simply put, everyone has a part to play in tackling the issue.

Danielle Barham  
2nd Year Law Student

## Community Resources

### **Sexual Assault/Domestic Violence Program of KHSC, Kingston General Hospital (KGH) site**

Provides confidential services 24/7.

For assistance, Monday - Friday 8 a.m. - 4 p.m., call (613) 549-6666 Ext: 4880. Ask for the SA/DV nurse. After 4 p.m., call (613) 548-3232 press 0 and ask for the Sexual Assault Nurse or attend the emergency department.

#### **Services include:**

- Emergency medical care.
- Testing and treatment for sexually transmitted infections, HIV and pregnancy.
- Forensic evidence collection, including the Sexual Assault Evidence Kit.

### **Sexual Assault Centre Kingston**

Sexual Assault Centre Kingston (SACK) provides free, confidential, non-judgmental support for all survivors 12+ (regardless of gender) of recent and/or historic sexual violence in Kingston, Frontenac, Lennox & Addington (KFL&A)

[sackington.com](http://sackington.com)

**SACK offers online chat and text support to survivors**

[webelievesurvivors.ca](http://webelievesurvivors.ca)



### CREATING A SAFER CAMPUS CULTURE

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

#### **Have you received information or training at school about sexual violence or bystander intervention?**

While sexual violence education and prevention strategies are a priority for the university, the data shows that only half of the students who completed the survey were aware of the confidential resources - like advocacy and counseling - that are available for survivors of sexual violence. Only 30% of student respondents said they had received any information or training in the following:

- ✓ understanding the definition of sexual violence
- ✓ reporting an incident of sexual violence
- ✓ your school's procedures for investigating an incident of sexual violence
- ✓ accessing sexual violence resources
- ✓ sexual violence prevention strategies
- ✓ bystander intervention skills

When broken down by gender identity, 36% of both male identified student respondents and student respondents who identified as non-binary or Two Spirit reported they had received information or training concerning sexual violence, compared to 27% of respondents who identified as women.

### **Gender-Based Violence Awareness & Bystander Intervention Program**

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.

#### **Learn about gender-based violence and bystander intervention programs**

[queensu.ca/  
sexualviolencesupport/  
education-and-events](https://queensu.ca/sexualviolencesupport/education-and-events)





I found it alarming that 63% of students reported a lack of awareness of the university's formal procedure to address complaints of sexual violence. In my roles as the 2021-22 GBV Awareness & Bystander Intervention Program Student Coordinator and as a Student Advisory Group Member, I have had the honour of working with a dedicated group of staff and students who unequivocally care about student experiences and whose goal is to prevent sexual violence at Queen's University. A key area of focus in terms of the work ahead includes increasing usage of the recently launched GBV Awareness and Bystander Intervention Certificate Program. I am anticipative that the insights from the survey will inspire greater equity for all members of our community and make Queen's a safer space.

**Husna Ghanizada**

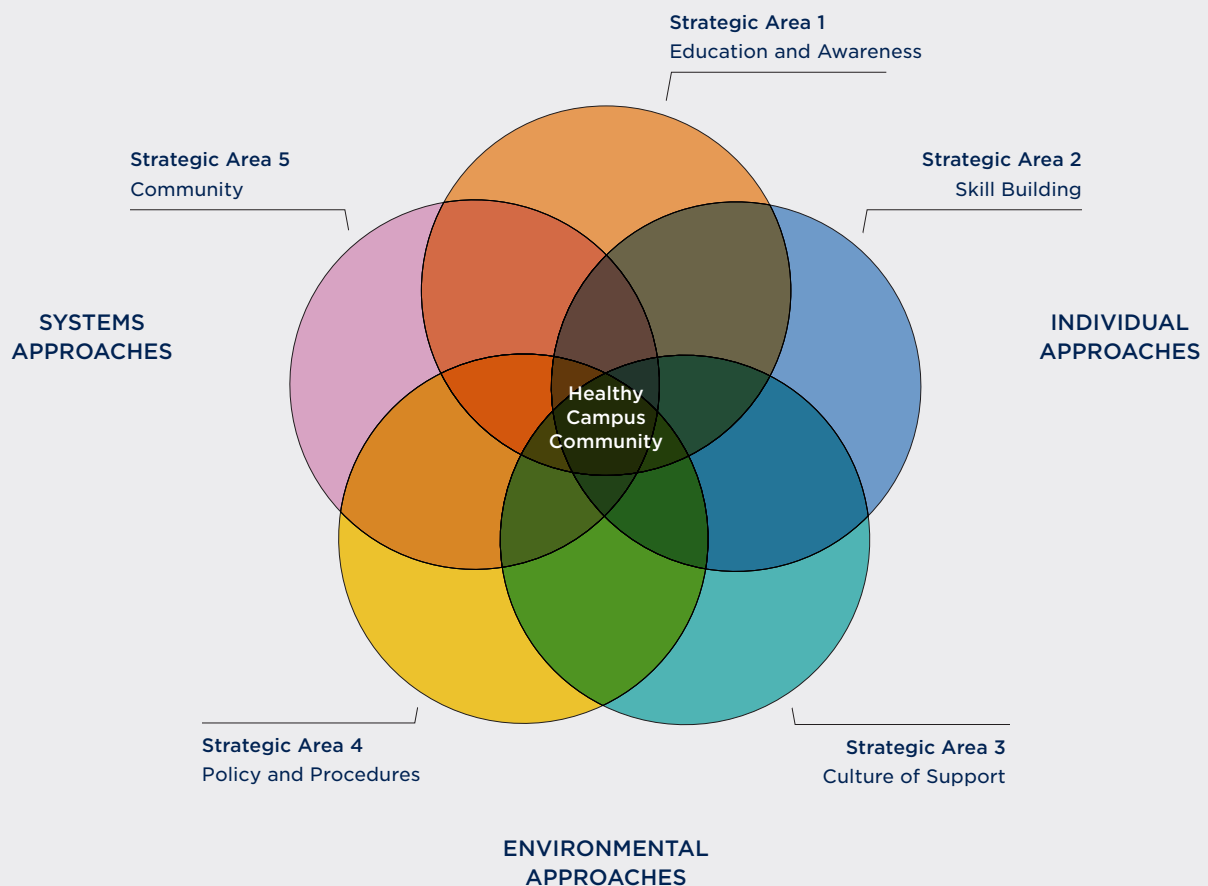
3rd year Health Sciences Student

Student Advisory Group representative

# 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.

## Prevention and response framework



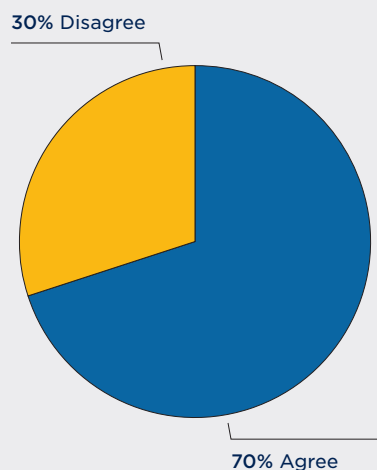
## Filing a complaint of sexual violence

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.



### If someone reported an incident of sexual violence to a campus authority the school would take a complaint seriously.



#### Percent who disagree by aspects of identity



## Fear of reprisal

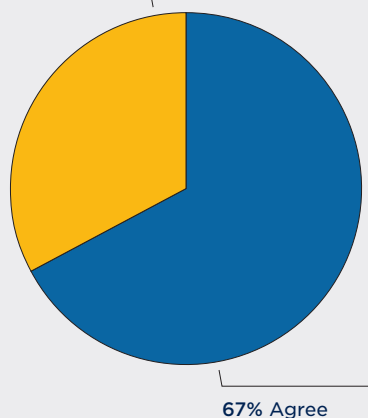
Worries about retaliation in response to a complaint were high. Sixty-six percent of students agreed that if someone reported an incident of sexual violence, the accused or the accused's friends would retaliate. Fear of reprisal is a major factor in why some people don't report incidents of sexual violence. While 67% of students surveyed felt Queen's would take steps to protect a person making a complaint, the two most likely groups to disagree were students who identified as non-binary or Two Spirit and non-hetero/non-straight.

### To make a complaint of sexual violence

Contact the Sexual Prevention and Response Coordinator, Barb Lotan, [bjl7@queensu.ca](mailto:bjl7@queensu.ca)

**If someone reported an incident of sexual violence to a campus authority Queen's would take steps to protect the person making a Complaint from retaliation.**

33% Disagree



#### Percent who disagree by aspects of identity



## Community Resources

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### 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.

#### How to contact:

GTA: (416) 863-0511  
GTA TTY: (416) 364-8762  
Toll-free: 1 (866) 863-0511  
Toll-free TTY: 1 (866) 863-7868  
#SAFE: (#7233) on your Bell, Rogers, Fido or Telus mobile phone  
Website: [awhl.org/home](http://awhl.org/home)

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### 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: [talk4healing.com](http://talk4healing.com)

### 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. **Not 24 hours.**

Phone: 1 (800) 268-9688

Website: [youthline.ca](http://youthline.ca)

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### Independent Legal Advice for Survivors of Sexual Assault 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.

To determine if you are eligible and for more information:

Toll-free: 1-855-226-3904

Website: [ontario.ca/page/independent-legal-advice-sexual-assault-victims](http://ontario.ca/page/independent-legal-advice-sexual-assault-victims)

# Next Steps



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 Leadership Team, the Sexual Violence Response Task Force (SVPRTF), committees including the Provost's Action Group on Gender and Sexuality, the Provost's Advisory Committee on Wellness, the University Council on Anti-Racism and Equity (UCARE), and with several units within the Division of Student Affairs. Over the fall, the results will be shared with other groups and committees including the Senate Educational Equity Committee (SEEC), the Indigenous Student Access and Support Working Group, and the Board of Trustees.

We see this work as a dialogue, with action, and accountability. Discussions and engagements will be ongoing and planned throughout this academic year to gather reactions, and planned responses from campus stakeholders. These engagements are meant to ensure that this work continues and that this report is not shelved until the next time we implement the survey. Individual faculties will also engage with the survey information and work with the central team to monitor the subsequent work.



Discussions and engagements will be ongoing and planned throughout this academic year to gather reactions, and planned responses from campus stakeholders.

We will work together to improve campus culture and climate at Queen's.

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 all must take steps to make Queen's a more equitable and inclusive place for everyone.

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

## Project Team

### Stephanie Simpson

Associate Vice-Principal,  
Human Rights, Equity and  
Inclusion (co-lead)

### Corinna Fitzgerald

Assistant Dean, Student  
Life & Learning, Student  
Affairs (co-lead)

### Shoshannah Bennett-Dwara

Student Representative,  
Board of Trustees

### Erin Clow

Manager, Education and  
Training - Human Rights  
& Equity Office (Principal  
Investigator)

### Haley Cochrane

Project and Communications  
Coordinator, Office of  
Indigenous Initiatives

### Mark Erdman

Manager, Community  
Relations, University  
Relations

### Sara Montgomery

Survey Lead & University  
Rankings Specialist, Office  
of Institutional Research  
and Planning

### Dave Rideout

Senior Communications  
Officer, University  
Communications

### Jennifer Ross

Manager, Special Projects,  
Student Affairs

## Student

## Advisory Group

### Ayden Adeyanju-Jackson

Matt D'Alessandro

Husna Ghanizada

Yara Hussein

Samara Lijiam

Anthony Lomax

Brittany McBeath

Ryan Sieg

Aloka Wijesundara

## Staff Consultants:

### Kandice Baptiste

Director, Four Directions  
Indigenous Student Centre

### Deanna Fialho

Director, Yellow House





**HUMAN RIGHTS  
AND EQUITY OFFICE**

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Queen's University  
Kingston, ON K7L 3N6

[queensu.ca/inclusive/initiatives/student-experiences-survey/overview](https://queensu.ca/inclusive/initiatives/student-experiences-survey/overview)