



teen's



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.

regarding

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.



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.

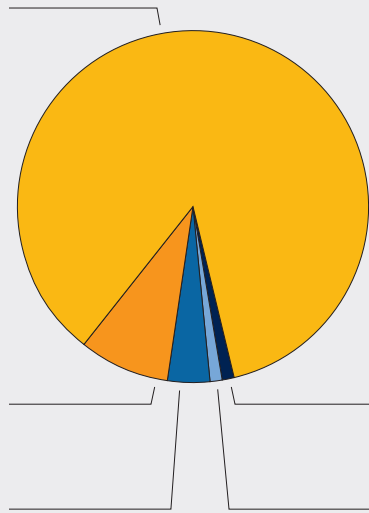
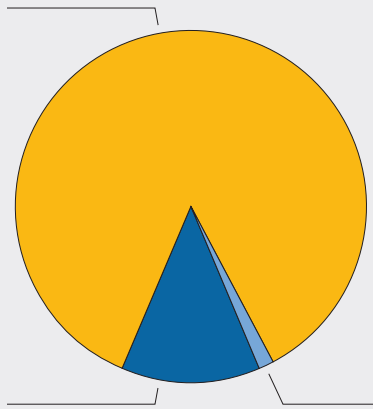
Anonymous posting
Stolen By Smith

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.

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.

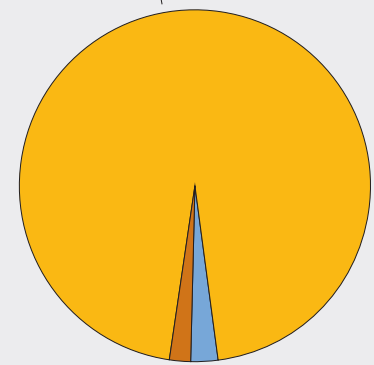
The Queen's Student Experiences Survey was launched in March 2021 and will be conducted every two years. It is one means of bringing the experiences of

Who participated?



Indigenous students

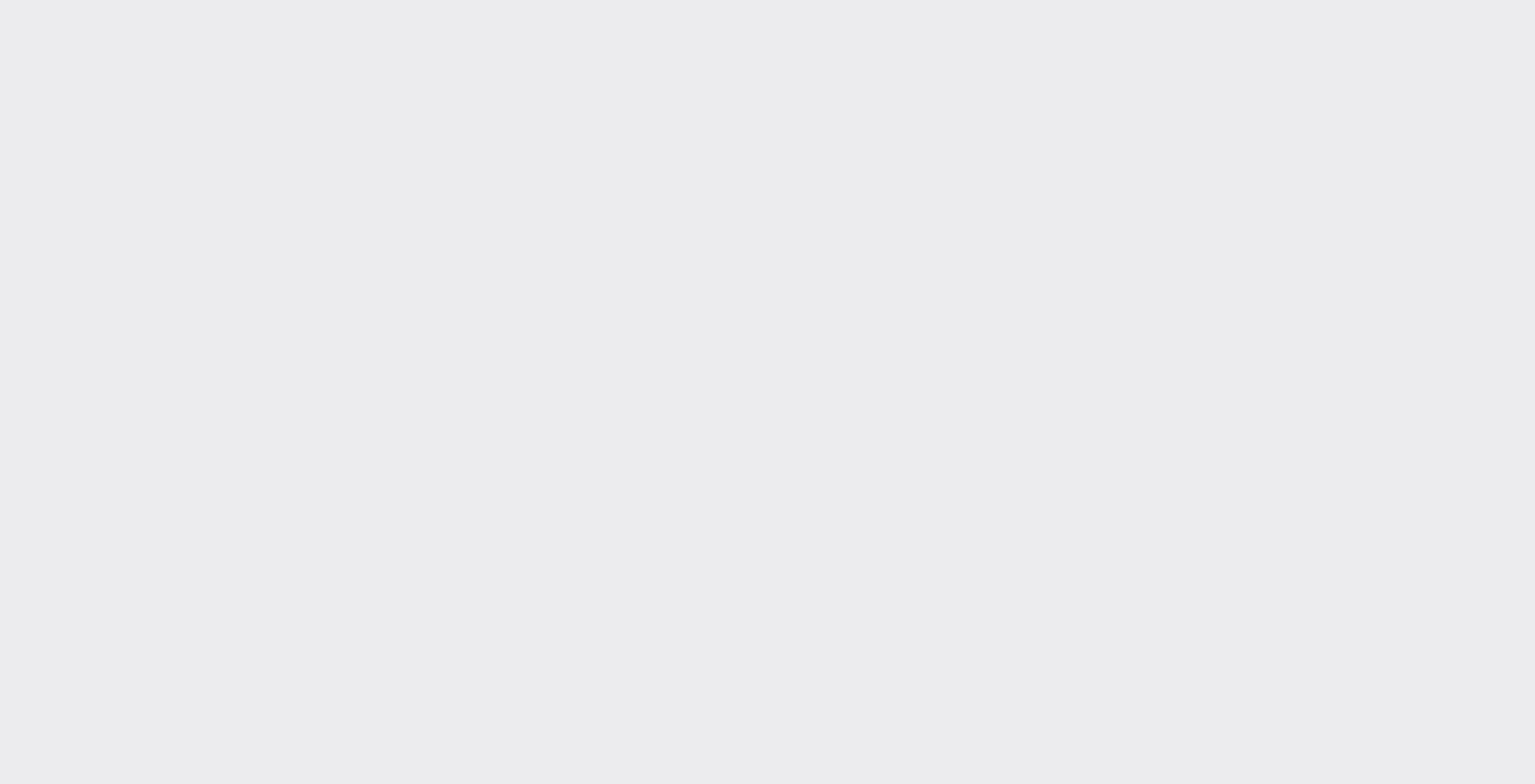
95.6% / 5,227
Not Indigenous



2.2% / 118
Indigenous

2.3% / 124
Prefer not
to answer

Who participated?





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









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,

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:

SPEAK TO A CONFIDENTIAL COUNSELLOR OR HUMAN RIGHTS ADVISOR

Student Mental Health Services

queensu.ca/studentwellness/mental-health

Learn about dealing with harassment and discrimination

queensu.ca/secretariat/harassment-discrimination/need-help-now

Human Rights Advisory Services

queensu.ca/humanrights

Learn about filing a complaint

queensu.ca/secretariat/harassment-discrimination/overview

SHARE YOUR EXPERIENCE ANONYMOUSLY

IN-SIGHT

queensu.ca/humanrights/insight

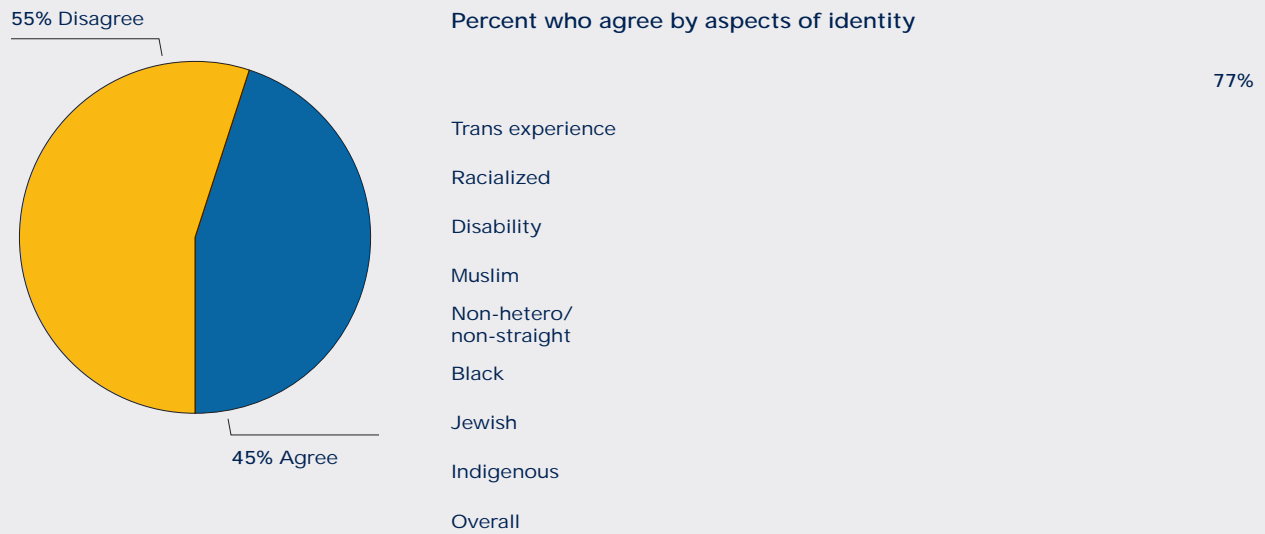
IN-SIGHT is an online, anonymous platform that allows campus community members to disclose acts of harassment, discrimination,

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,



“”

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.

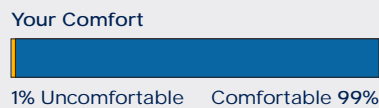
Husna Ghanizada
3rd year Health Sciences Student,
Student Advisory Group representative

How comfortable are you with people different from yourself?

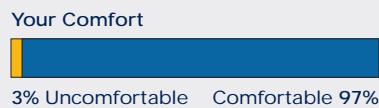
While almost 100% of students who completed the survey said they would be comfortable being close friends with people whose race, sexuality, religious beliefs or socio-economic background were different from their own, student respondents perceived that their peers would not be as comfortable.

How comfortable would you, and students at your school,

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

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

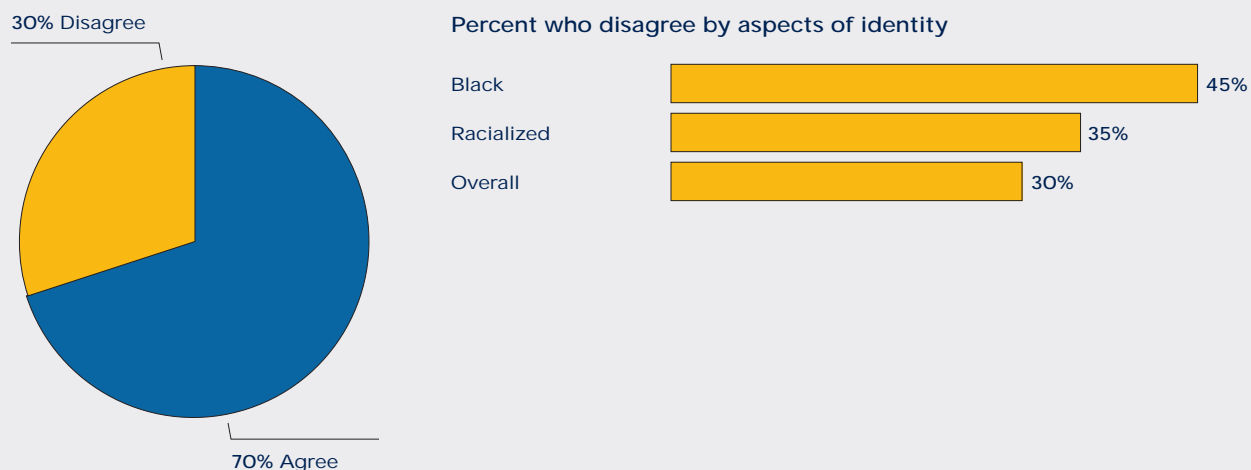
Do you feel close to people at school?

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.

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.

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

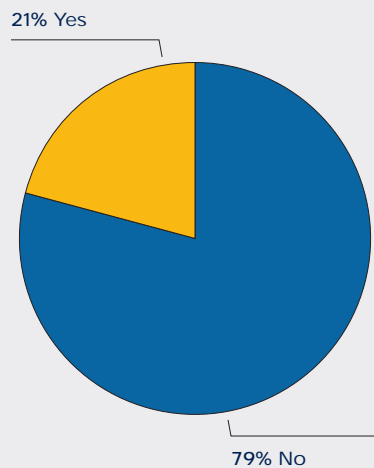


As someone who has experienced and observed the racial and class-based systemic and cultural biases that challenge marginalized groups in finding a sense of belonging at Queen's, having the staff at the Yellow House this past summer support me in creating the For Us By Us Resource Toolkit to empower,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

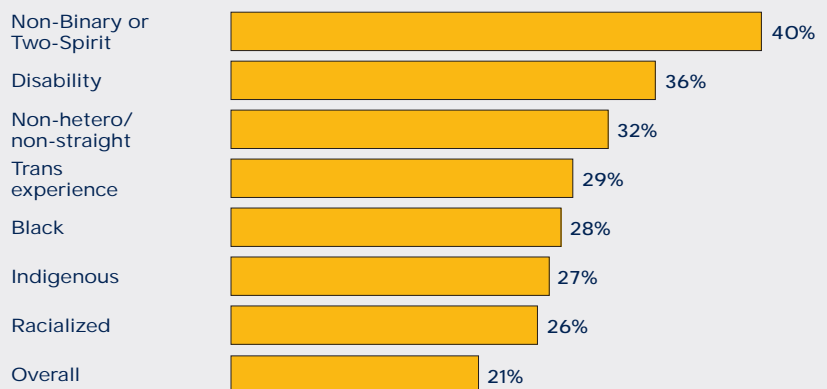
The staff at the Yellow House showed me that the onus is not entirely on me to carve out a meaningful and safe community on campus; there are administrative allies wanting to non-paternalistically support you in fostering a community that thrives rather than survives.

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.

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

Queen's Equity Ambassadors

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.)

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

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

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 Diversity and Inclusion](https://amspeersupport.com/Diversity%20and%20Inclusion)



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.

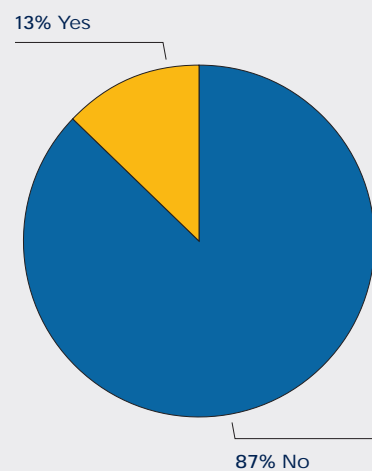
Food

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.

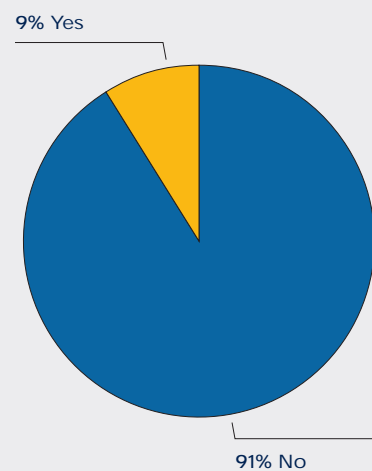
Housing

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

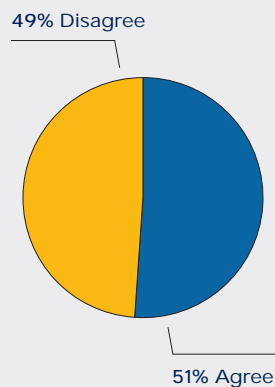
COMMITMENT AND ACTION

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

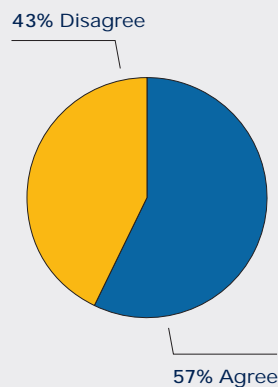
Students were asked about their experiences and perceptions of the level of diversity on campus and the actions being taken to foster equity, diversity, and inclusion on campus.

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.

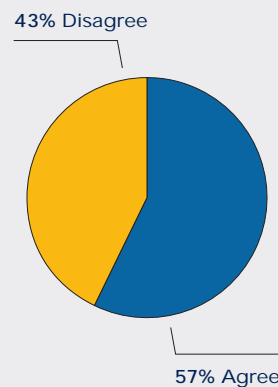
Diversity is reflected in the student body



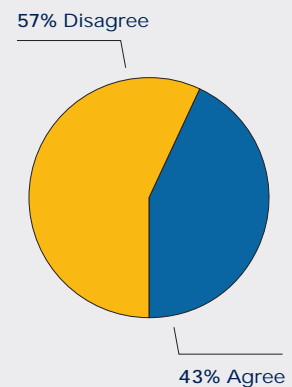
Diversity is reflected in the course instructors/faculty



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.



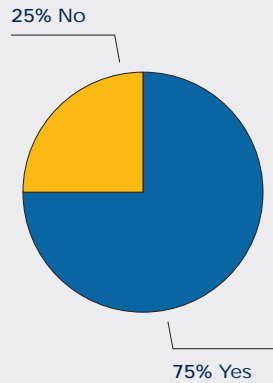
The results of the Student Experience Survey are not something that should be taken lightly. The results are shocking, but not surprising, and speak for themselves. They have helped us to create a long-term guiding question: How do we change the culture of Queen's and who we attract to the University?

Matthew D'Alessandro
4th year Applied Economics Student
Student Advisory Group representative

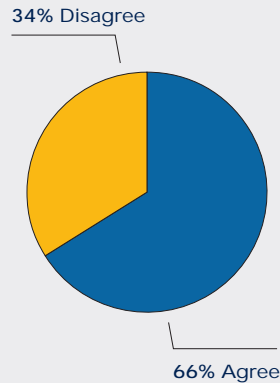


Do you feel that issues of diversity and inclusion are adequately addressed...

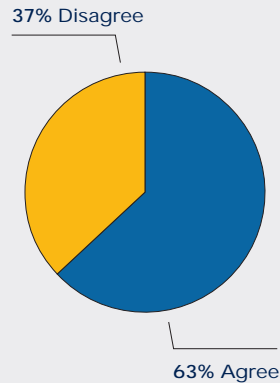
...in student organizations?



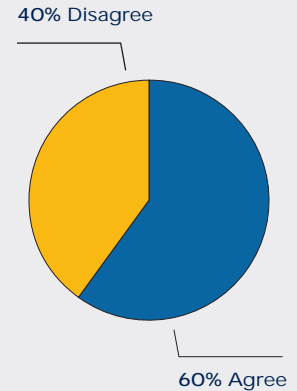
...in supports and services for students?



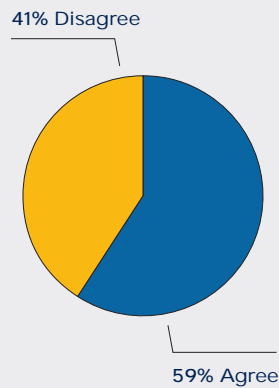
...by school leaders?



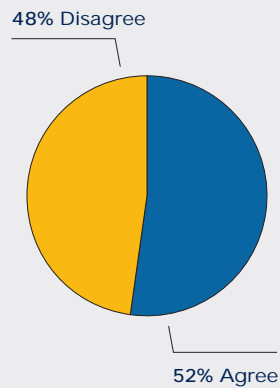
...by faculty and course instructors?



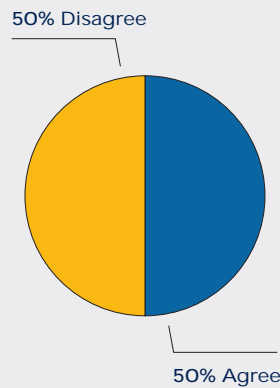
...in class?



...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

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.



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

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

Sexual Violence

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

A note to readers

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

Sexual violence means any sexual act or act targeting a person's sexuality, gender



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 of -guard or when the aggressor ignored non-verbal ferb

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

It's definitely or somewhat of a problem

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

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

The three most reported relationships between perpetrator and survivor were:

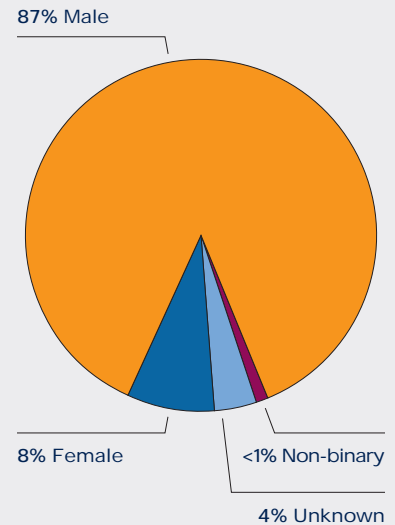
- ✓ acquaintance or peer
- ✓ no prior relationship
- ✓ friend

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

Resources

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.

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

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

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.) studlly.ca

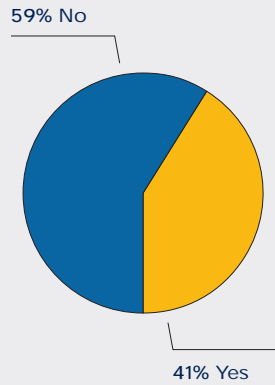
PERSONAL EXPERIENCES OF SEXUAL HARASSMENT

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

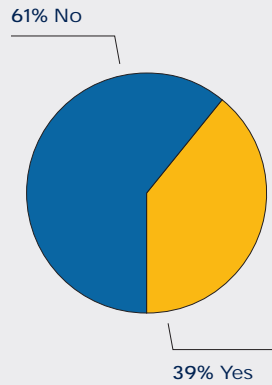
Sexual harassment means engaging in comments or conduct of a sexual nature which is known or ought reasonably to be

Types of sexual harassment experienced

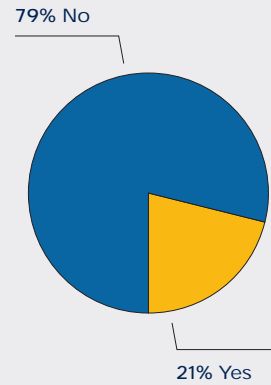
Made sexist remarks or jokes in your presence



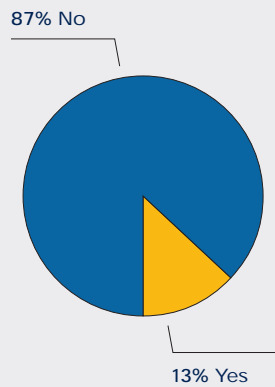
Made inappropriate comments about your or someone else's body or appearance in your presence



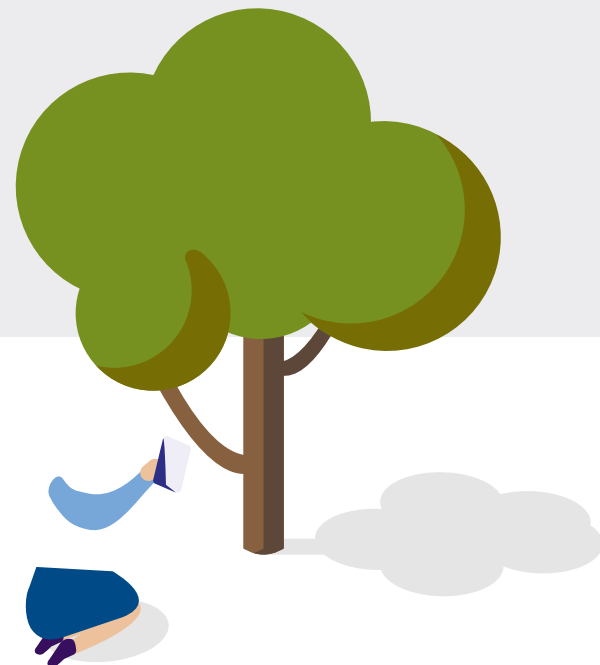
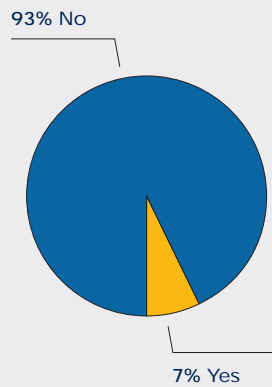
Said crude sexual things to you, or tried to get you to talk about sexual matters when you didn't want to



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

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

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.

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



CREATING A SAFER CAMPUS CULTURE

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

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

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

Strategic Area 5
Community

Strategic Area 2

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.

30% Disagree

Percent who disagree by aspects of identity

70% Agree

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.

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

Non-hetero/
non-straight

Fourth year
undergrad

Women

Overall

67% Agree

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.

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

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

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

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.

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

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.

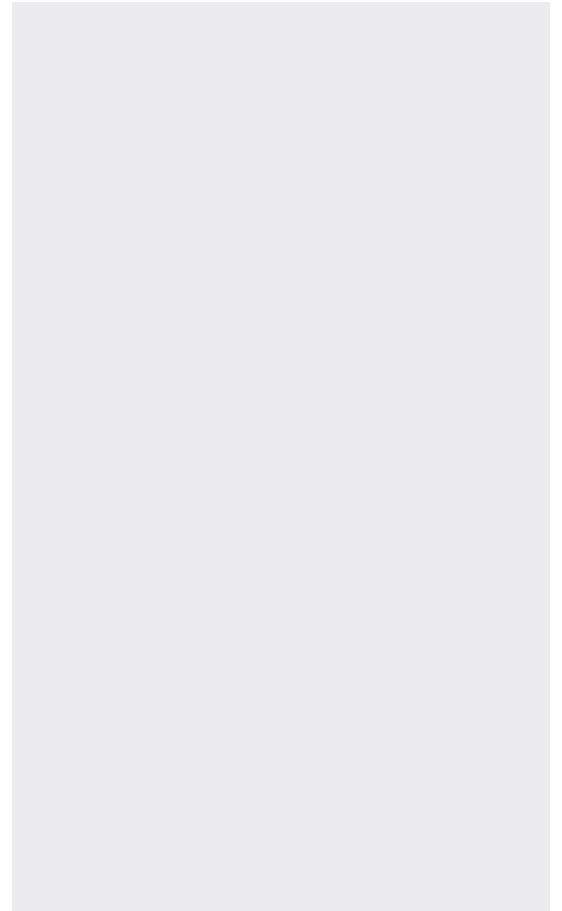
We all must take steps to make Queen's a more equitable and inclusive place for everyone.

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

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