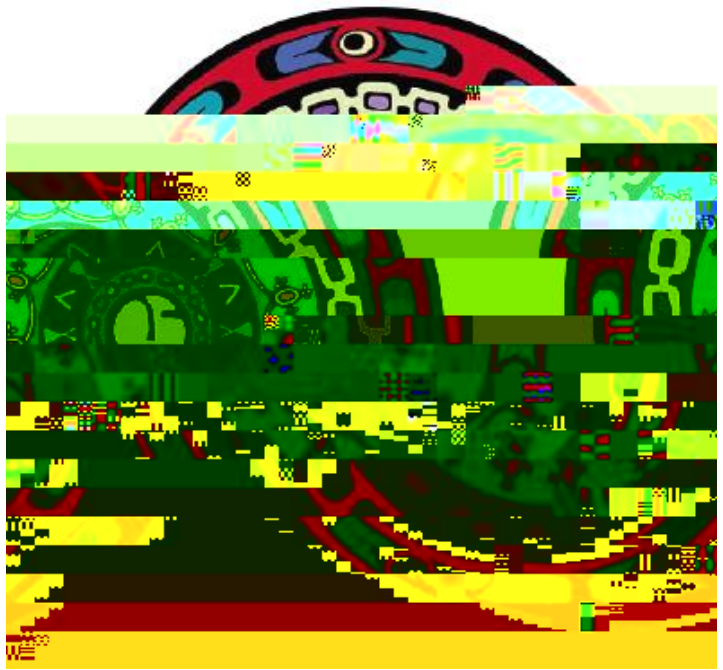
September 2023



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

- Survey overview
- Who participated?
- Survey results
  - Sense of safety
  - Harassment and Discrimination
  - Campus Culture and Connectedness
  - Food and Housing Security
- Ongoing work and next steps

“Ultimately, creating a welcoming and inclusive campus culture and climate requires the commitment and participation of
including students, faculty, staff, and administrators.”

-- Graduate Student

‡Queen's campus climate student survey was piloted in 2021, as part of a wide-ranging effort to understand and address overall campus culture and climate, including experiences, perceptions, and behaviours with respect to diversity, and inclusion at the university.

‡The Shift Survey, and the broader work of The Shift Project, is aligned with institutional values and goals expressed in the Queen’s Strategy, the Campus Wellbeing Framework, commitments made through the signing of the Scarborough Charter and the adoption of the Okanagan Charter, and UN Sustainable Development Goals, including Good Health and Welling, Quality Education, Gender Equality, Reduced Inequalities, and Zero Hunger

‡

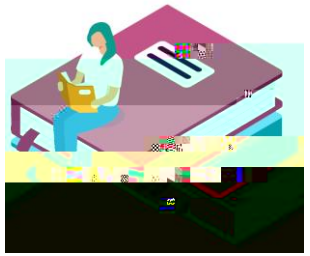
‡ Racialized students – 33%
‡ First-Generation students – 16%
‡ Indigenous students – 2.4%
‡ Non-Heterosexual students – 30%
‡ Students with a disability – 21% (43% of these students self-identified as having multiple or complex disabilities)
‡ Gender – 67% women; 26% men; 7% nonbinary, Two-Spirit, trans, gender queer, gender fluid
‡ Transgender students – 4.4%
‡

‡This report comprises graphs that include the data from as well as respondent data where the responses have practical significance

‡Practical significancemeans the results are statistically significant AND have a meaningful strength of correlation.

‡Where differences are not practically significant, information may still be used to inform actions, with care given to the lower reliability of lower response counts. This consideration ensures that the experiences of smaller groups of students are not lost.

‡Differences between 2021 data and 2023 data are noted where results have practical significance.



We understand that identity is complex and not linear. 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.

With input from the HREO, staff from Queen's Institutional Research and Planning have analyzed this data with an intersectional lens.

Identities explored include:

- Non-heterosexual, racialized students
- Non-heterosexual students with a disability
- Racialized women
- Racialized students with a disability
- Racialized women with a disability
- Indigenous students with a disability
- Non

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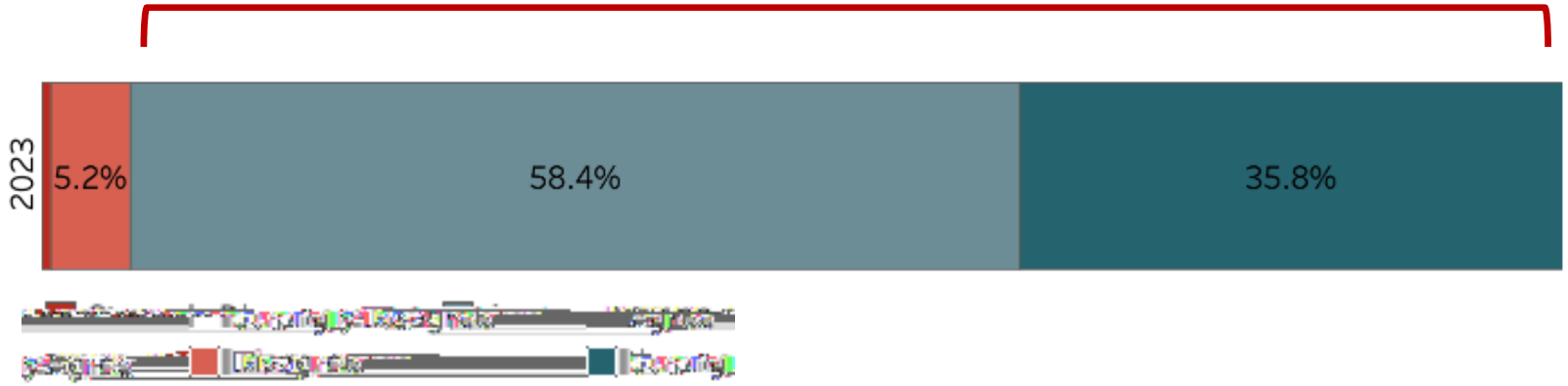
94%

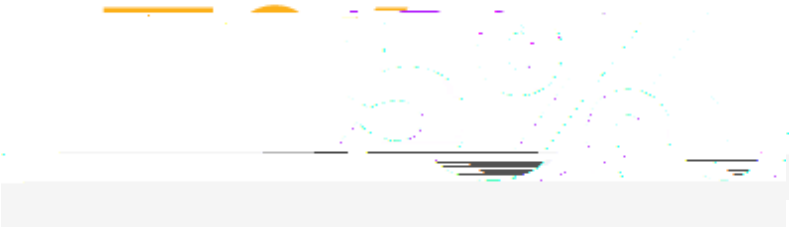


Students who identify as non-heterosexual	90%	
Students with a disability	88%	
Students who identify as non-heterosexual and racialized	86%	85%
Students who identify as non-heterosexual with a disability	85%	84%
Students who identify as racialized with a disability	83%	80%
Students with multiple or complex disabilities	83%	82%
Students who identify as Indigenous with a disability	82%	82%
Students who identify as female and racialized with a disability	82%	
Students who identify as trans, gender non-conforming	81%	76%
Students who identify as non-heterosexual, racialized with a disability	79%	76%

“Please please implement greater security measures. We need our campus buildings to be a safe place. I shouldn't be worried about going to campus buildings.”

-- Undergraduate student

“The student body is n9248 (studentT.. 1e91A)/MCID 8460t ru35.04 Td[The)5.998 (stuc



of students who reported (via the survey) experiencing harassment or discrimination told us they had formally reported the incident to the school.

The most common reported

were:

‡ Didn’t think it was serious enough to report
‡ Thought that no action would be taken
‡ Lack of proof that the incident happened
‡ Did not need assistance
‡ Wanted to forget that it happened
‡ Feared that I would not be believed or taken seriously

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In 2023, of all student respondents agreed.

Students who identify as Black women	41%	32%
Students who identify as non-heterosexual	35%	35%
Students who have a disability	35%	34%
Students who identify as Indigenous with a disability	30%	35%
Students who identify as racialized women with a disability	30%	27%
Students with multiple or complex disabilities	30%	26%
Students who identify as non-heterosexual, racialized with a disability	30%	25%
Students who identify as non		

56%

peers had values different

53%

hide some aspects of their identity to fit in

25%

treated differently in class

“I often feel paralyzed by the amount of equity and diversity training and considerations out there. It makes me feel like every step I take must be carefully considered and calculated.

I feel I am becoming less likely to ask questions or be engaged with people because I am worried about doing something wrong.”

-- Masters student

29%

heard instructors express stereotypes based on identity

69%

felt comfortable sharing their perspectives and experiences

“Stop worrying so much about all this woke diversity nonsense. Start working on actual infrastructure to help students enjoy life at this school. Make housing affordable or so. methiaiBDC Ee5idk444 (dog

74%

of students at Queen’s.

61%

of students agree they "who I trust and who can connect me with information or support."

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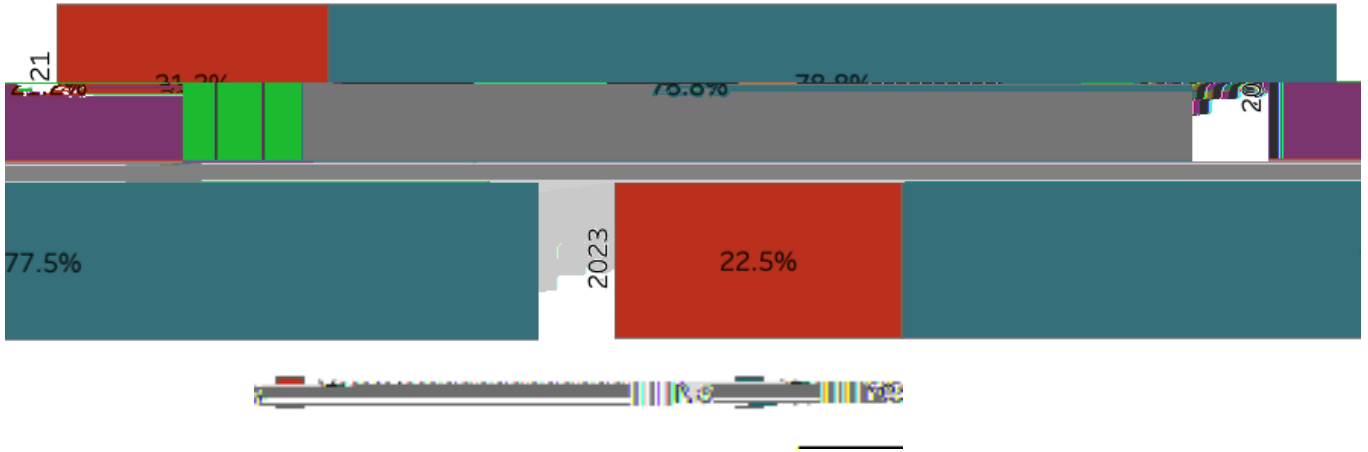

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In 2023, of all student respondents said yes.

Correlation: Of those who have seriously considered leaving this school, 49% reported experiencing harassment and discrimination. Of those who had not considered leaving this school 23% reported experiencing harassment and discrimination.

Students who identify as Indigenous with a disability	47%	52%
Students who identify as non-heterosexual, racialized with a disability	47%	46%
Students who identify as non-heterosexual with a disability	40%	46%
Students with multiple or complex disabilities	38%	46%
Students who identify as racialized with a disability	37%	38%
First-generation students	34%	
Students who have a disability	33%	36%
Students who identify as non-heterosexual and racialized	32%	35%
First year students	32%	

Food Insecurity

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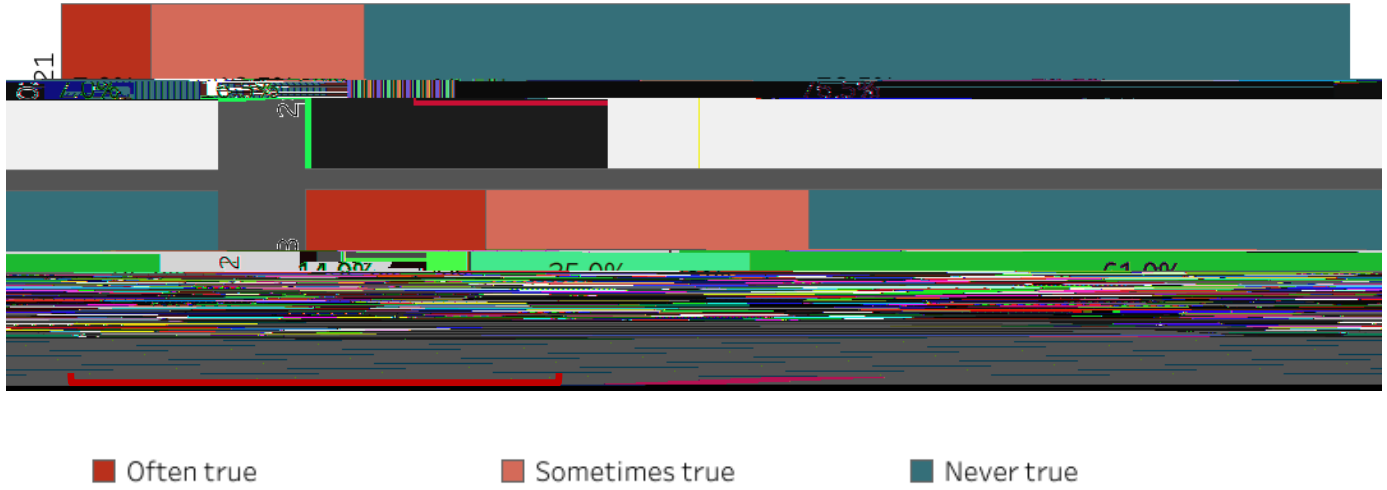

In 2023, this was

for of all student respondents.

Students who identify as Indigenous with a disability	77%	73%
Students who identify as non-heterosexual, racialized with a disability	65%	
Students who identify as non-heterosexual with a disability	55%	45%
Students with multiple or complex disabilities	55%	45%
First generation students	55%	35%
Students with a disability	49%	36%

Food Insecurity

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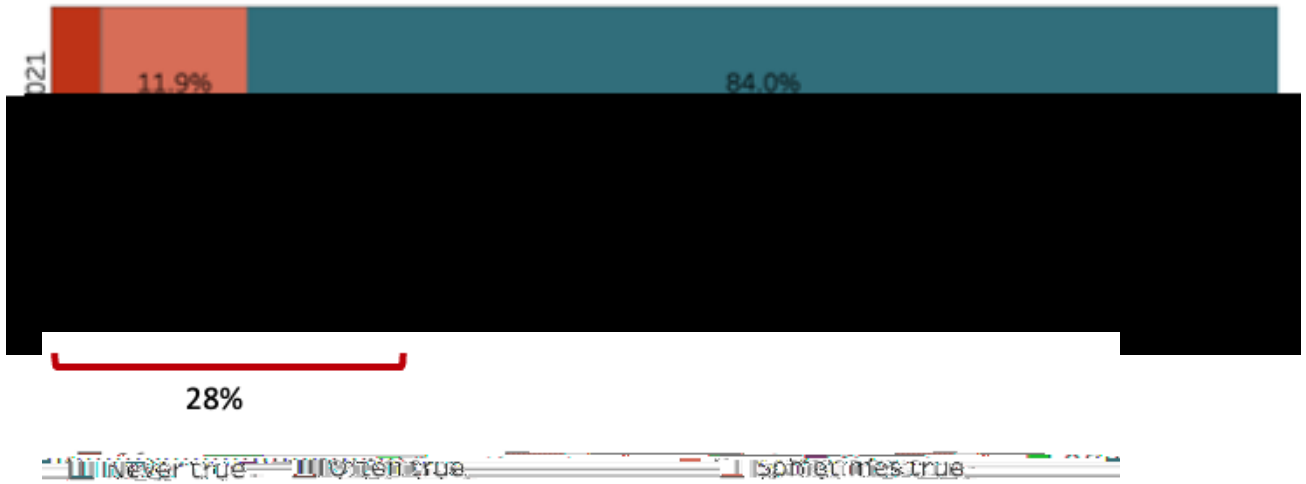
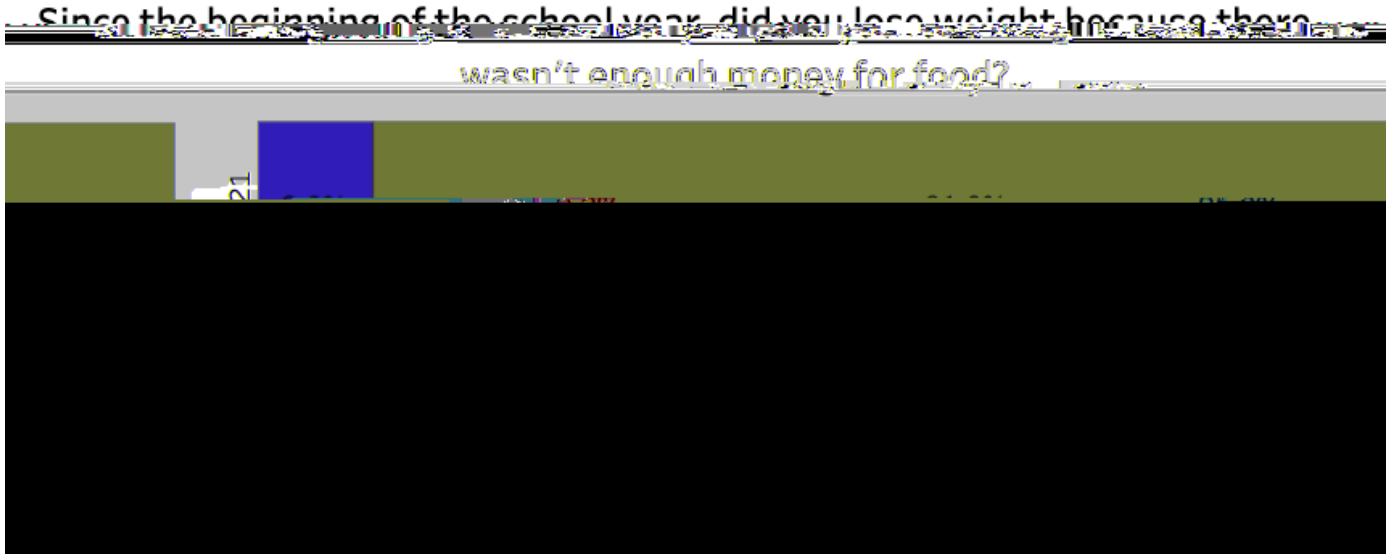
In 2023, this was

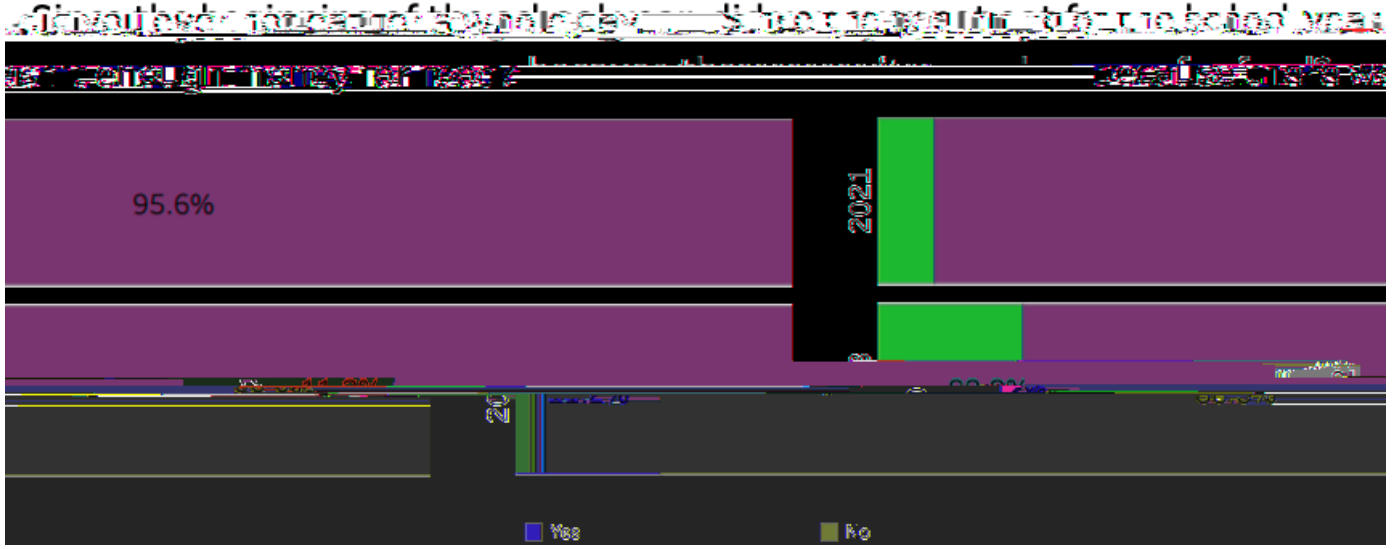
for of all student respondents.



Students who identify as Indigenous with a disability	63%	64%
First generation students	47%	29%
International graduate students	44%	27%
Students with multiple or complex disabilities	43%	
Students with a disability	37%	
Students who identify as racialized	36%	

than the overall student population.





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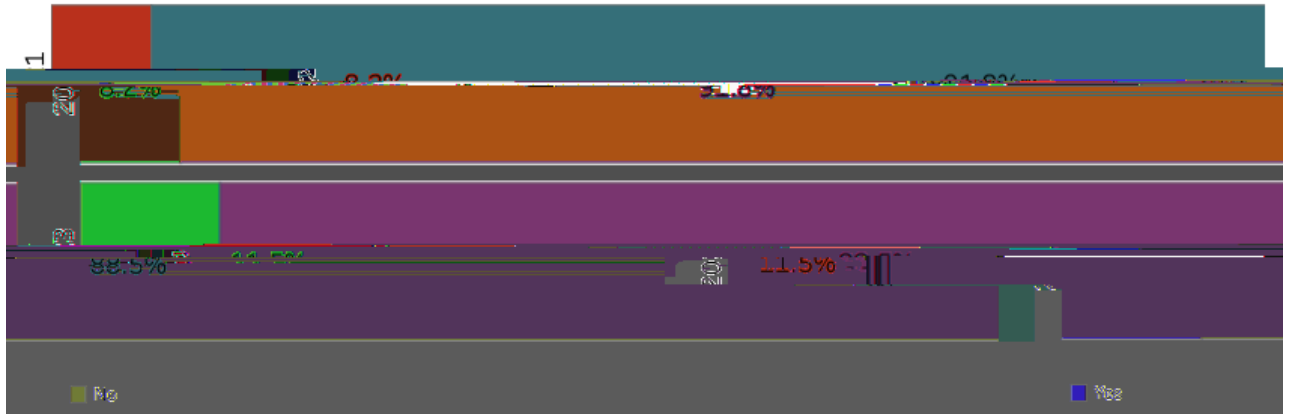

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In 2023, this was true for
of all student
respondents.

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Diversity is reflected in the

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Diversity is reflected in

Diversity is reflected in

“I was very sad when not many Queen's students showed up for orange shirt day. It makes me sad because by now, it cannot be that they don't know what orange shirts represents. This demonstrates a lack of sensitivity of privileged students towards others.”

-- Undergraduate student

“I feel that steps to educate students not of marginalized groups, both within and outside of the required courses, should be taken, as the social climate between students is where most impact can be felt by students of marginalized groups.”

-- Undergraduate student

"Diversity quotas or performative efforts are never beneficial for minority representation in the long term and instead further isolate them from the school community. Look to ensure that the school community (students and staff) is aware of these pressing issues and institute changes in behaviour rather than band-aid initiatives."

-- Undergraduate student

“The events about diversity are numerous at Queen's, but it does not change the institutionalized discrimination that exists. More diverse people need to get roles, be presented, even be eligible for grants and other opportunities.”

-- Graduate student

“Having been at Queen's for six years, I think overall the campus culture is becoming more inclusive and sensitive to the considerations of minorities and underrepresented groups, but there is still lots of work to be done. Despite all my years here, I have few friends who are from visible minorities and/or have a different background than I do.“

-- Masters student

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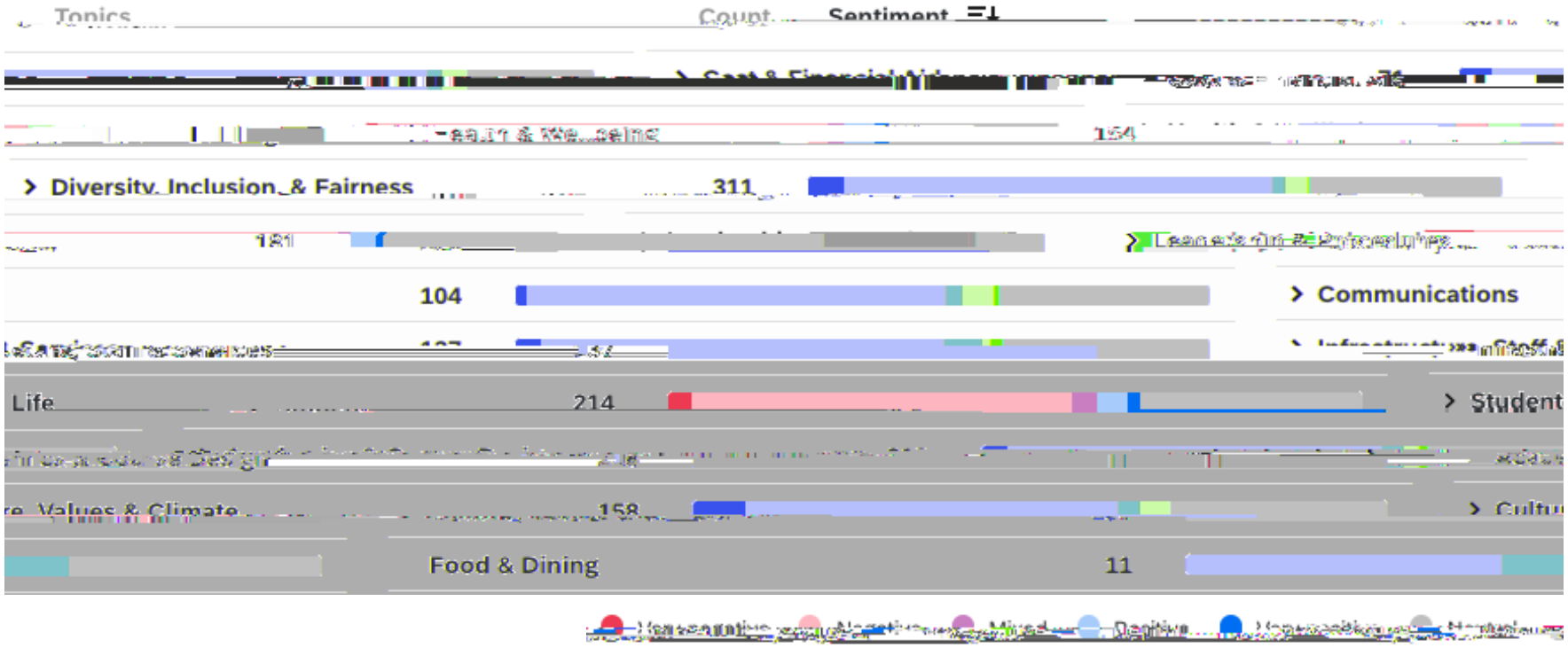

"More diversity is needed. I am often the only person in my classes who looks like me. At times, this feels quite discouraging, and I find that I deal with subtle microaggressions often."

-– Undergraduate student

"Among your students lie intersectional individuals thaintdeserve to feel seen, heard and represented. Queen's will only become a safe and welcoming environment once the institution as well as students (empowered by the institution) are accepting of differing identities."
-- Undergraduate student

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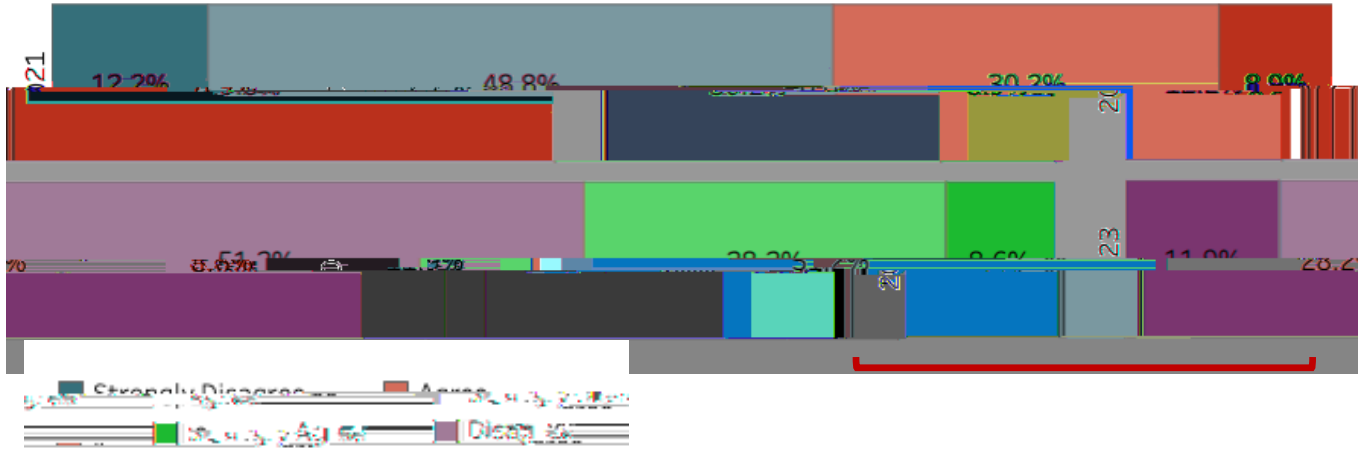
In 2023, agreed with this statement.



Students who identify as non-heterosexual, racialized with a disability	74%	62%
Students who identify as having trans experience	65%	--
Students who identify as racialized women with a disability	60%	57%
Students who identify as trans, gender non-conforming	60%	60%
Students who identify as non-heterosexual and racialized	58%	59%
Students who identify as racialized with a disability	57%	56%
Students who identify as non-heterosexual with a disability	54%	57%
Students who identify as Indigenous with a disability	53%	--
Students with a disability	48%	--
Students who identify as non-heterosexual	47%	51%

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(% of those respondents who said appear here)

In	In	By	By

These results are very consistent with findings in 2021.

Marginalized, equity-deserving students were much less likely to agree that diversity is reflected in the student body, in course instructors, in staff, and in senior administration.

“I think the climate at Queen's is a product of hundreds of years of status quo and is generally moving in the right direction at a pace that is not unexpected. Significant improvements to campus climate require significant improvements to society at large.”

-- Undergraduate student

The Shift Project on Instagram

Allyship & Belonging Student Calendar

Connect with the Shift Project and Survey team by email