Queen's Campus Climate 2021

A snapshot report of responses to the
Queen's Student Experiences Survey

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.

Artist – Portia Chapman

Contents

A. Project background & timeline
B. Survey methodology
C. Participants
D. Survey findings
   a) Diversity and inclusivity
   b) Sexual violence
E. Moving forward

This document is available in accessible format on request.

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 https://www.queensu.ca/inclusive/queens-student-experience-survey/student-support-resources.

A. Project background

In August 2020, Queen's senior leadership signed the Queen's University Administration's Declaration of Commitment to Address Systemic Racism, committing to challenging racism and discrimination "through the critical examination of our own roles in its perpetuation and in the practices and policies that may support persistent inequities."

Campus climate includes experiences, perceptions, and behaviours with respect to diversity, inclusion, and sexual violence at the university. Perceptions and experiences of safety, belonging, interactions within classrooms, interactions shaped by identity and the university's responses all determine campus climate.

Led by Principal Deane, and sponsored by the Declaration Implementation Group, the Queen's Student Experiences Survey provides a mechanism for measuring and monitoring campus climate and culture. Information from this survey is critical in creating an inclusive campus environment, tailoring policies and programming, and improving services and the campus response to discrimination and harassment.

We are pleased to provide the campus community with this snapshot of the 2021 survey data.

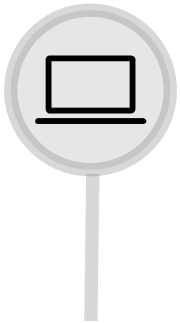
A. Project timeline

Develop

Survey development, campus-wide consultation, localization.

GREB approval.

Winter 2021



Spring 2021

Survey & analyze

Email invitation to participate sent.

Survey "in field" for 3 weeks.

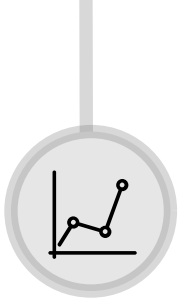
Analysis of data.

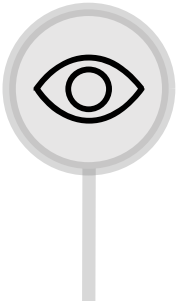
Report & plan

Release snapshot report, release Faculty data (August).

Continued consultation and action planning.

Summer 2021





Fall 2021

Report, prioritize, and act

Release report on sexual violence (SVPR Task Force).

Actions based on identified priorities.

Actions & plan for 2023

Ongoing actions based on identified priorities.

Preparations begin for 2023 Student Experiences Survey.

Winter 2022

B. Survey methodology - overview

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.

Students participating in the Student Experiences Survey were offered a token of appreciation in acknowledgement of the student labour involved in completing this survey.

We are grateful to the students who contributed information about their experiences and perceptions regarding campus climate and acknowledge that for some this was not easy.

B. Survey methodology – Covid-19 context

The university recognizes the unique and unusual circumstances presented by the Covid-19 pandemic as related to surveying students about the campus climate.

Most Queen's students undertook remote learning in 2020-21, with many living outside the Kingston area. Given the importance of developing data driven actions that will help the university move toward a more equitable and welcoming university community, this pilot survey was launched, with a commitment to surveying the student population every two years.

The survey did encourage students who had been at Queen's for the Winter 2020 term to respond based on their experiences both on campus at that time, and during the Fall 2020 and Winter 2021 terms, so that pre-pandemic, on-campus experiences were captured.

C. Survey participants

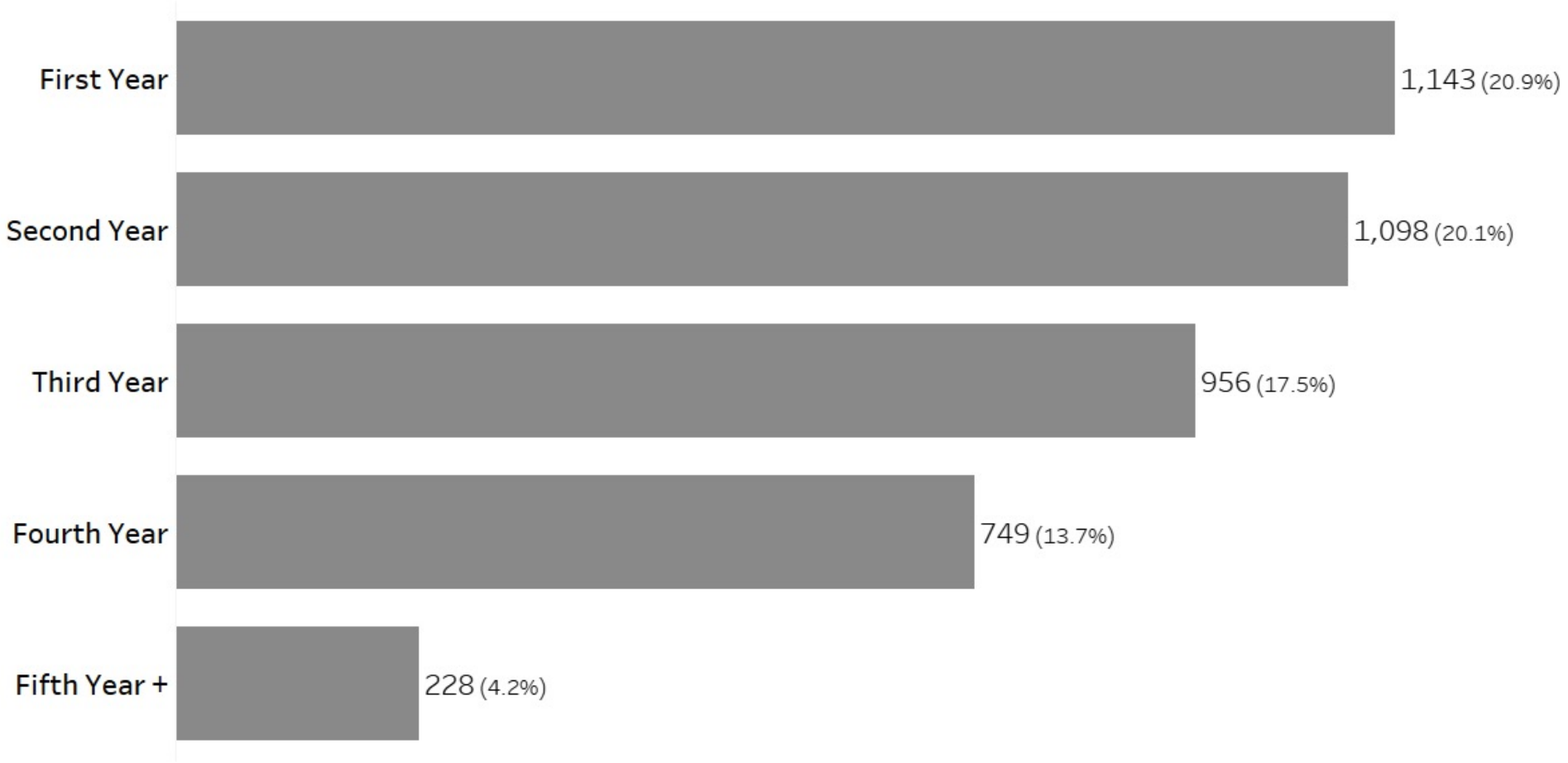
Enrolment:

Level:

Final dataset: 5469 registered students

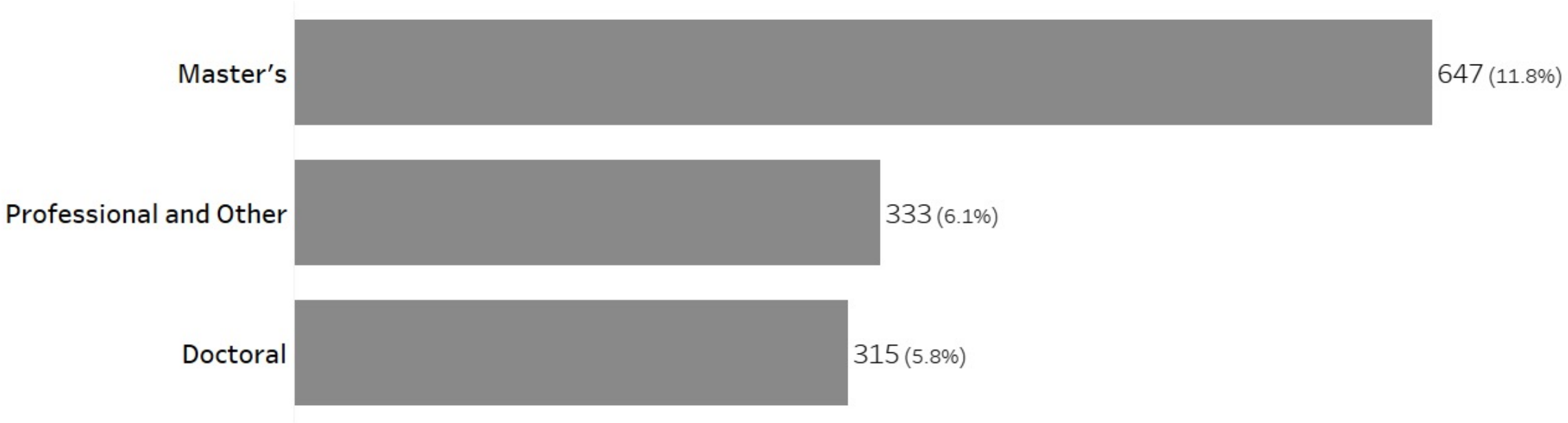
Survey participants

Undergraduate year of study:



Survey participants

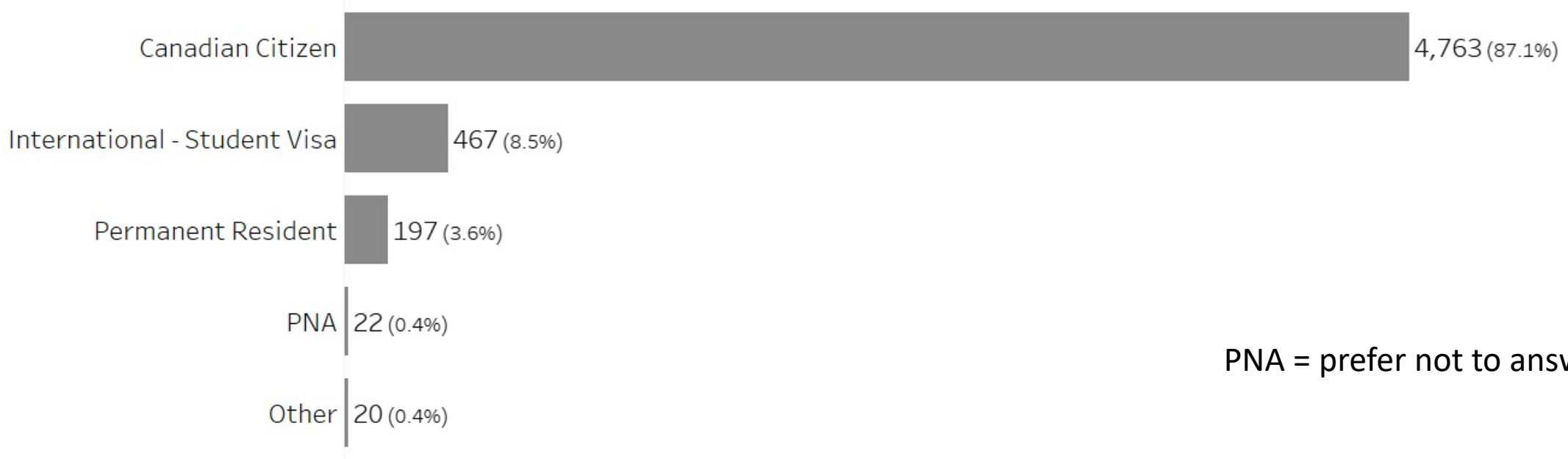
Graduate level:



Survey participants

First generation students:

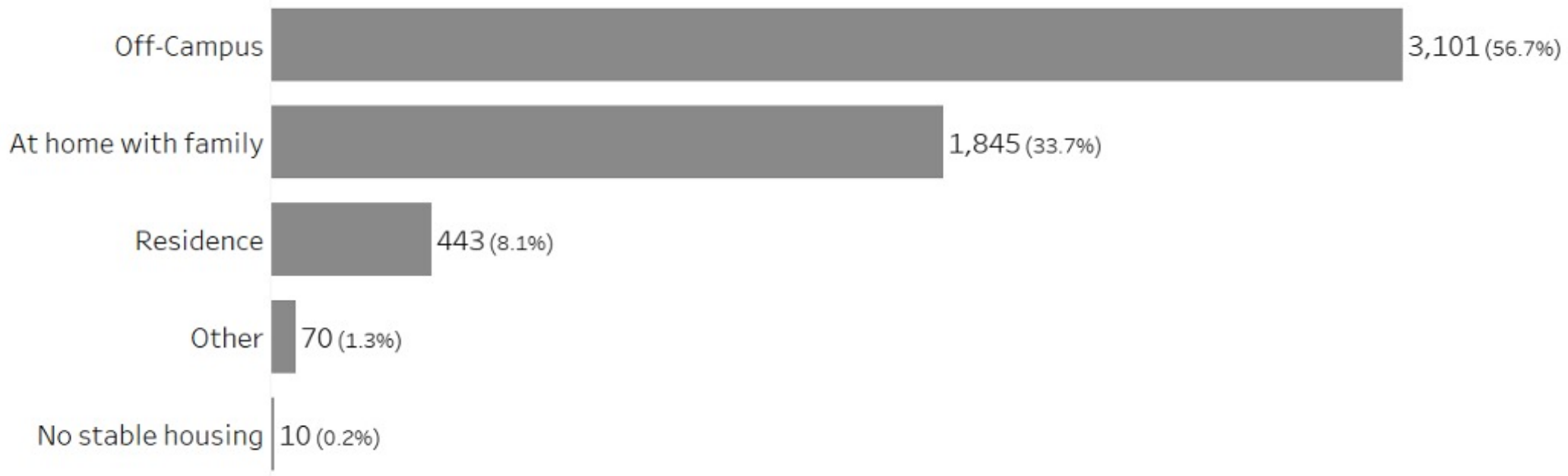
Citizenship / Visa status:



PNA = prefer not to answer

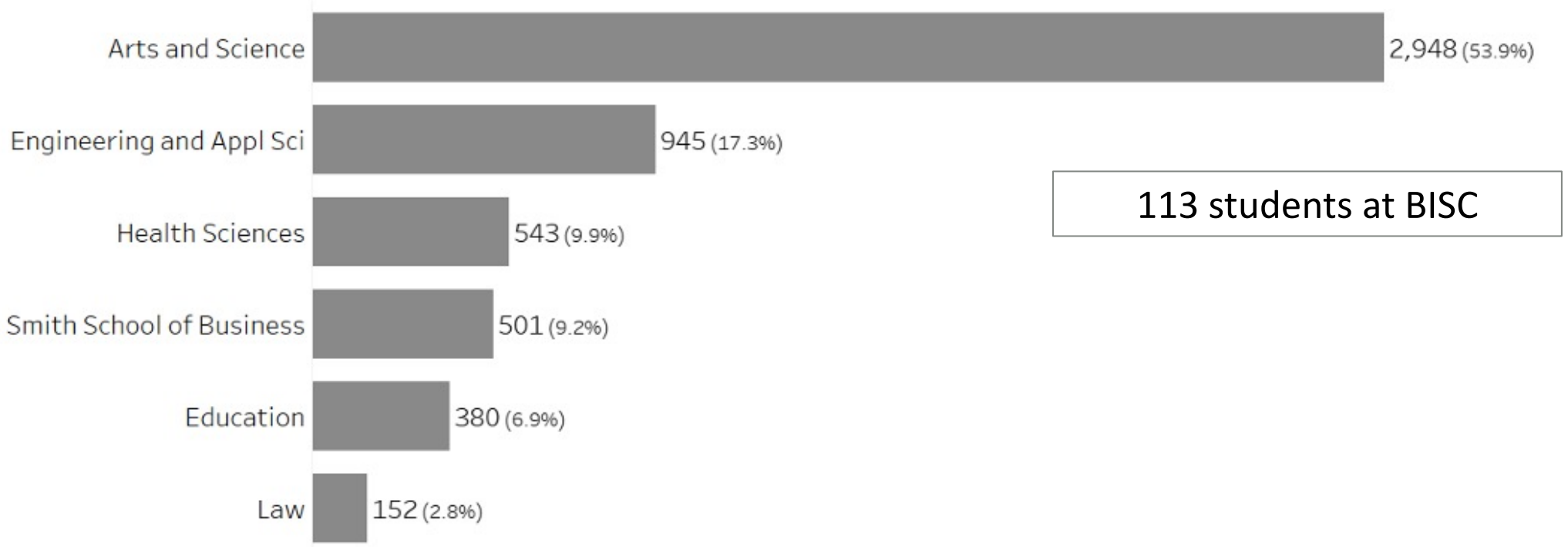
Survey participants

Q: Where do you live the majority of the time during the current school year?



Survey participants

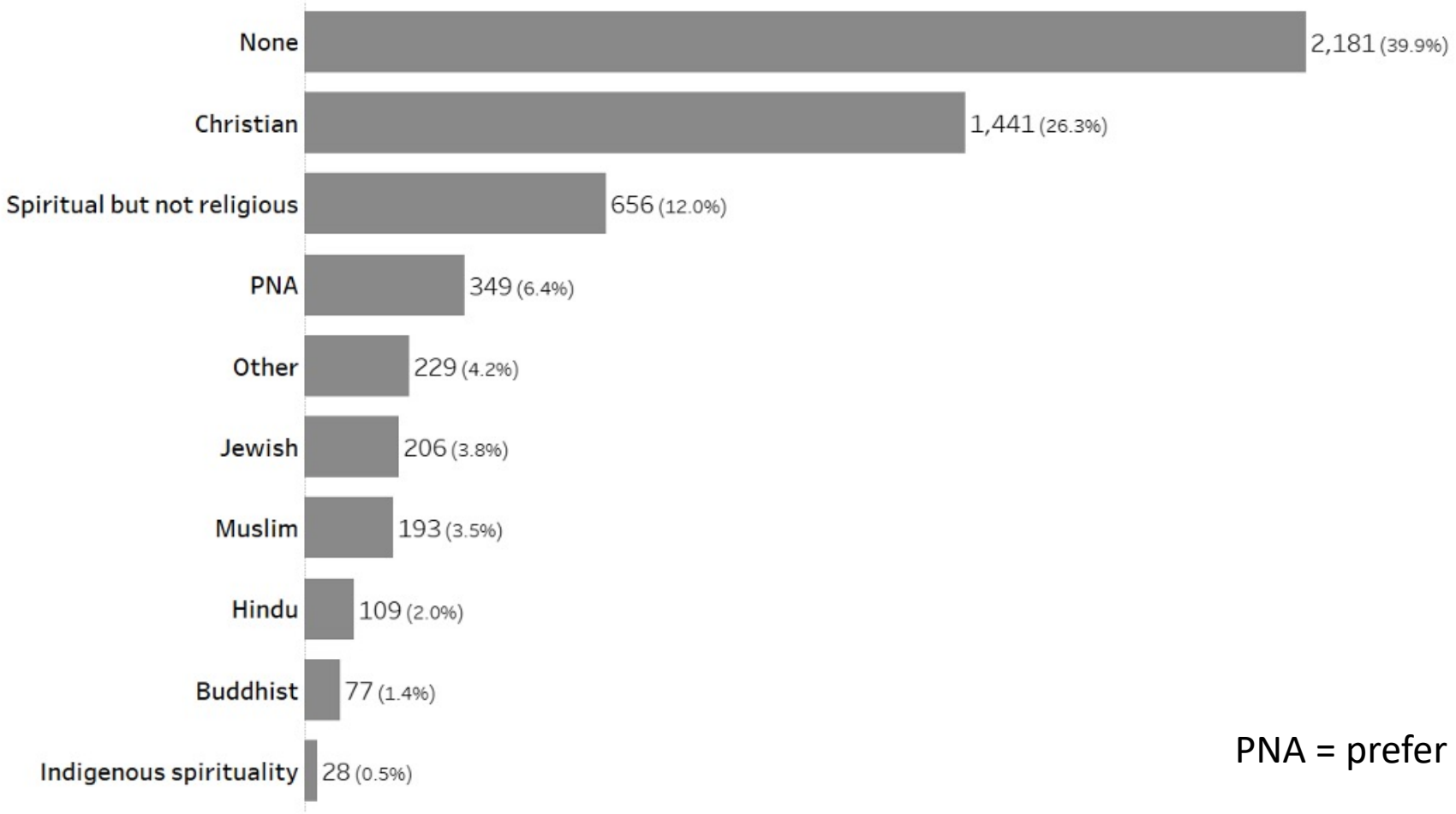
Faculty:



113 students at BISC

Survey participants

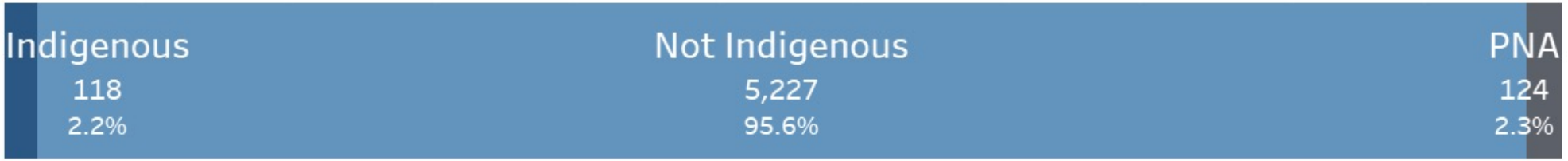
Religion:



PNA = prefer not to answer

Survey participants

Indigenous students:



PNA = prefer not to answer

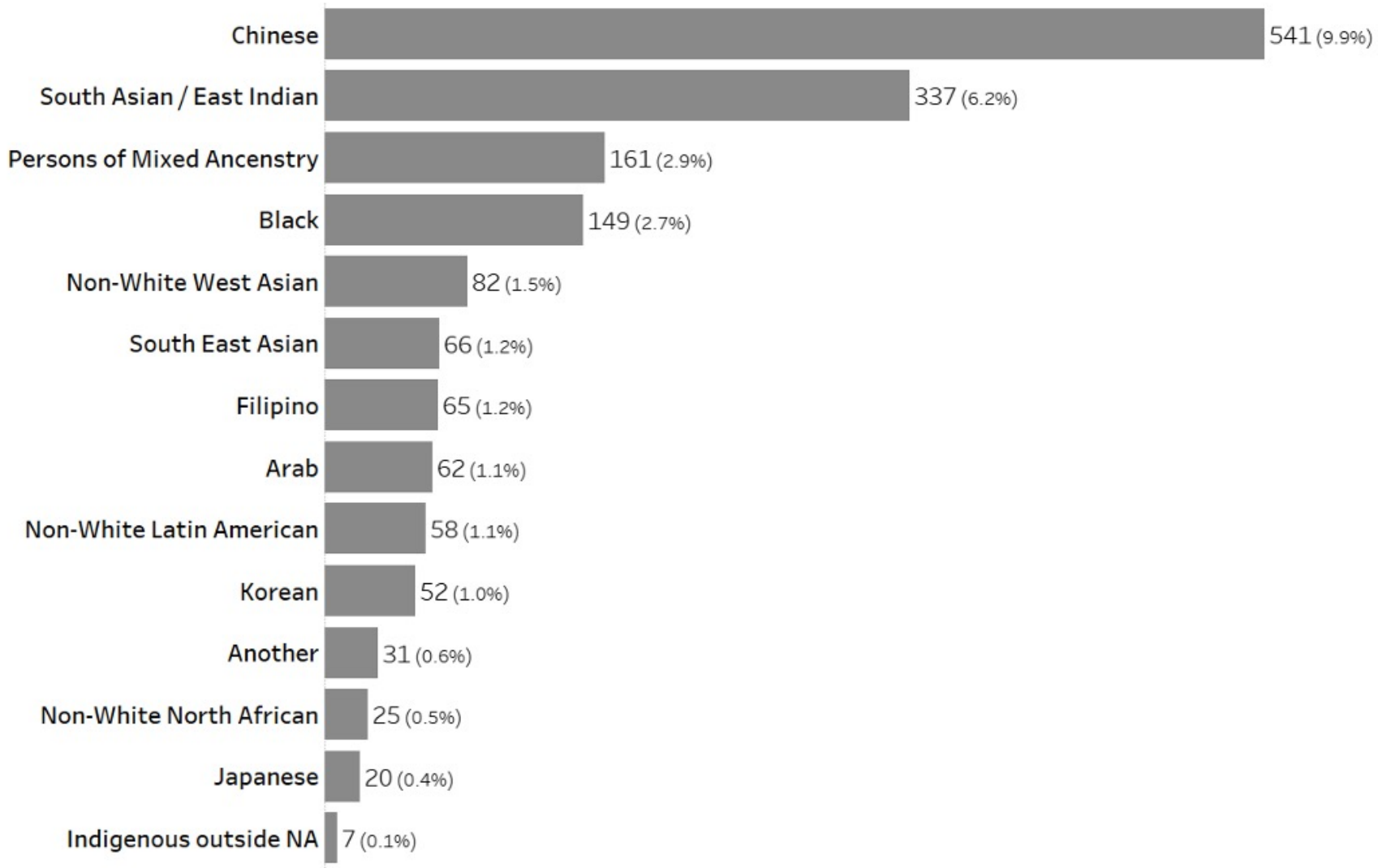
Survey participants

Racialized students:

PNA = prefer not to answer

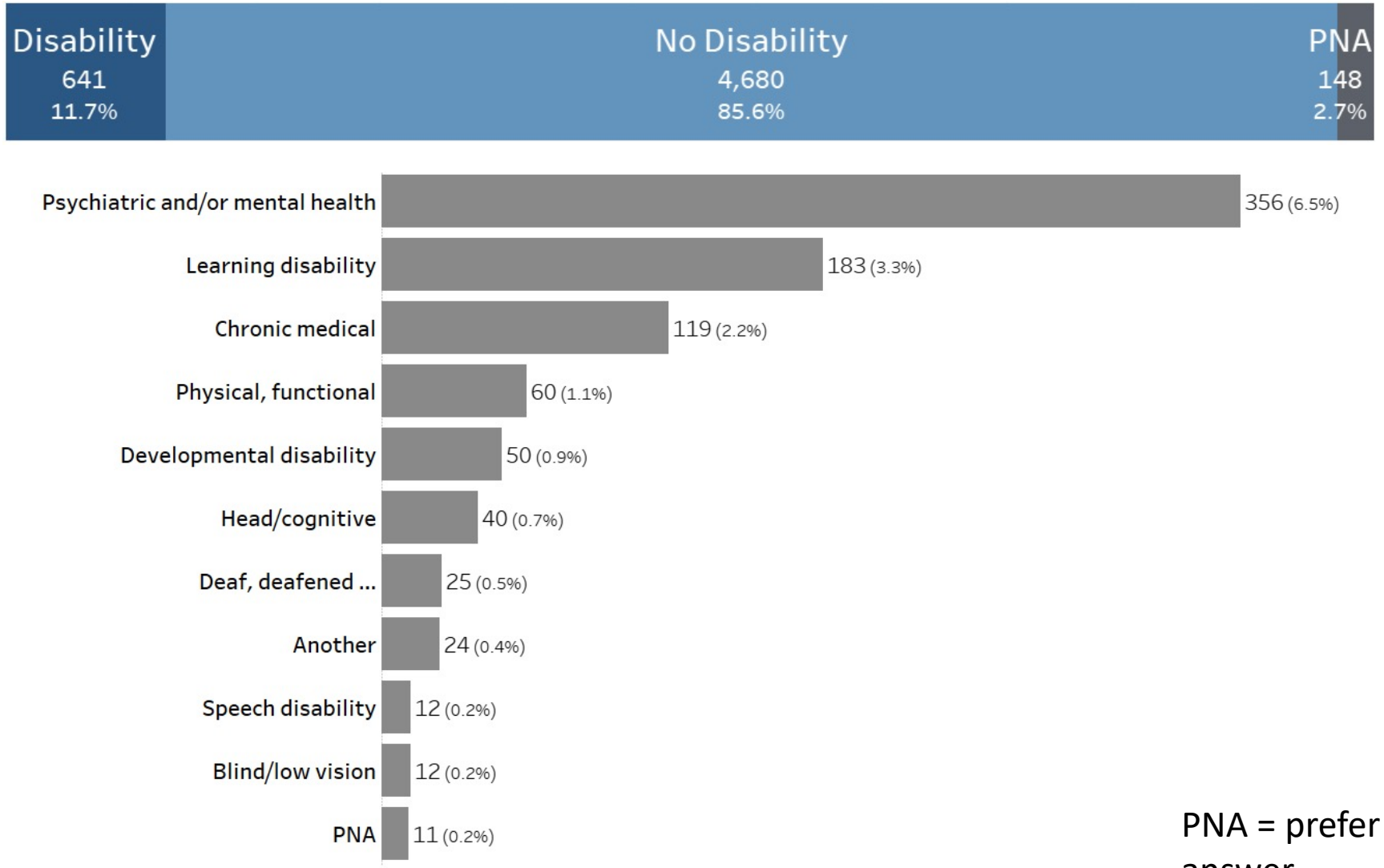
Survey participants

Racialized students:



Survey participants

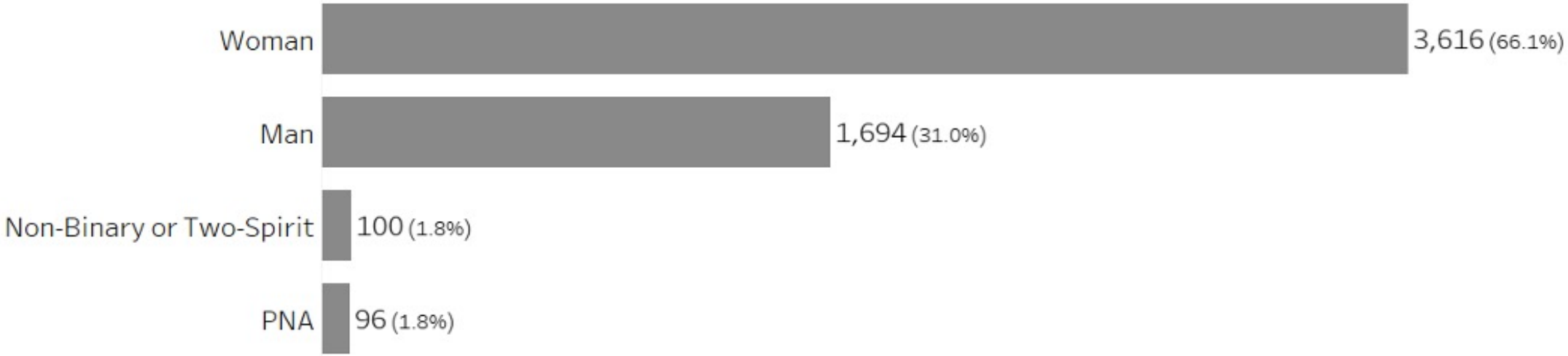
Students with disabilities:



PNA = prefer not to answer

Survey participants

Gender identity:



PNA = prefer not to answer

Survey participants

Trans experience:

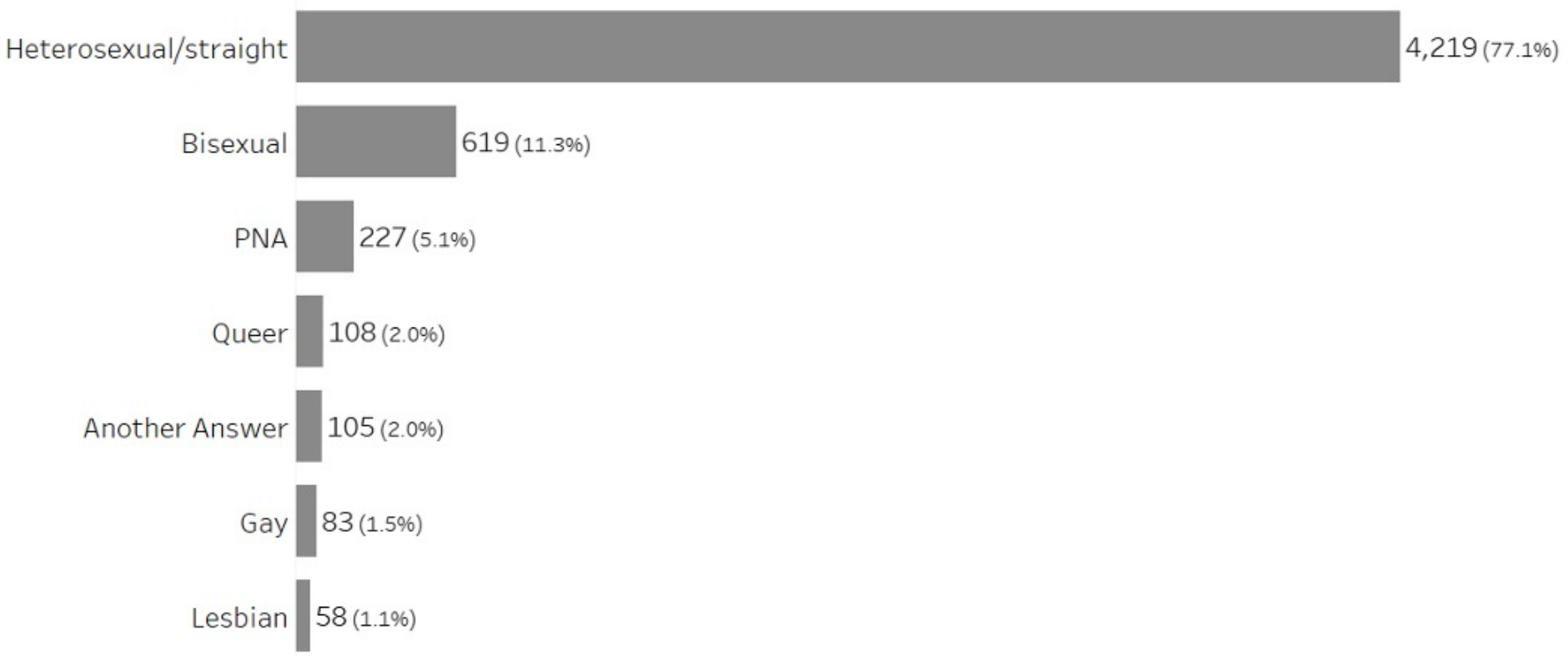
In alignment with language used in the Canadian Campus Wellbeing Survey and on the advice of the Queen's Human Rights and Equity Office, in addition to asking respondents about their gender identity, this survey asked,

"Are you someone with trans experience meaning that your gender identity does not align with your sex assigned at birth?"

PNA = prefer not to answer

Survey participants

Sexual orientation:



PNA = prefer not to answer

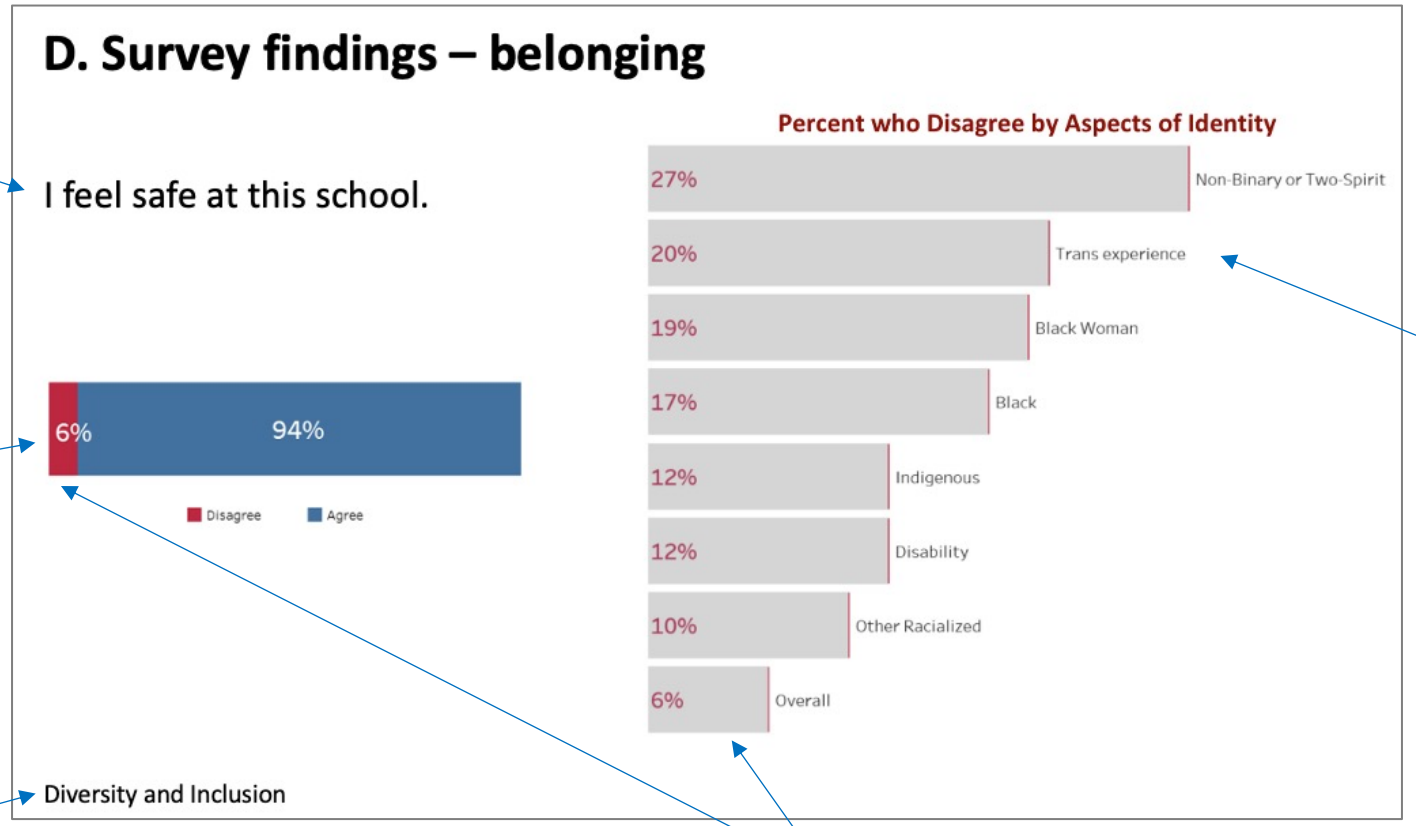
Reporting

Within each section, this snapshot report provides **overall responses (all respondents)** and **responses by identity** *where statistically significant differences were found.*

A *statistically significant finding* is one in which it is very likely the finding is real, reliable, and not due to chance. Said another way, *statistical significance* helps quantify whether a result is likely due to chance or to some factor of interest. These **differences met a meaningful strength of correlation.**

Data interpretation – an example

(Example page found within this report)



Survey question or statement students were asked to respond to

Graph showing overall survey responses. In this case, 94% of participating students agree with the statement, “I feel safe at this school.”

Survey section

Graph showing responses by identity where those responses were statistically significant compared to overall responses.

In this case, **27% of all survey participants who identified as non-binary or two spirit disagree** with the statement “I feel safe at this school.”

This graph also includes % of overall responses that disagree. This 6% is the same as 6% in the bar graph on the left of the page.

Diversity and Inclusion

D. Survey findings – Diversity and Inclusion

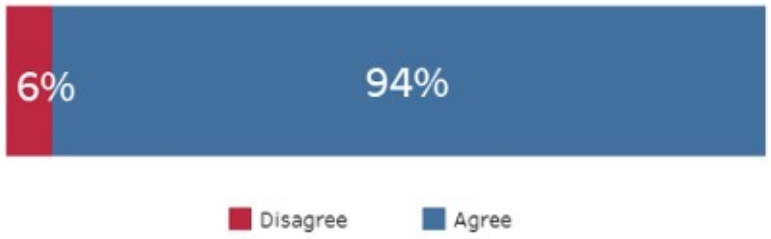
Students were asked questions about experiences and perceptions of:

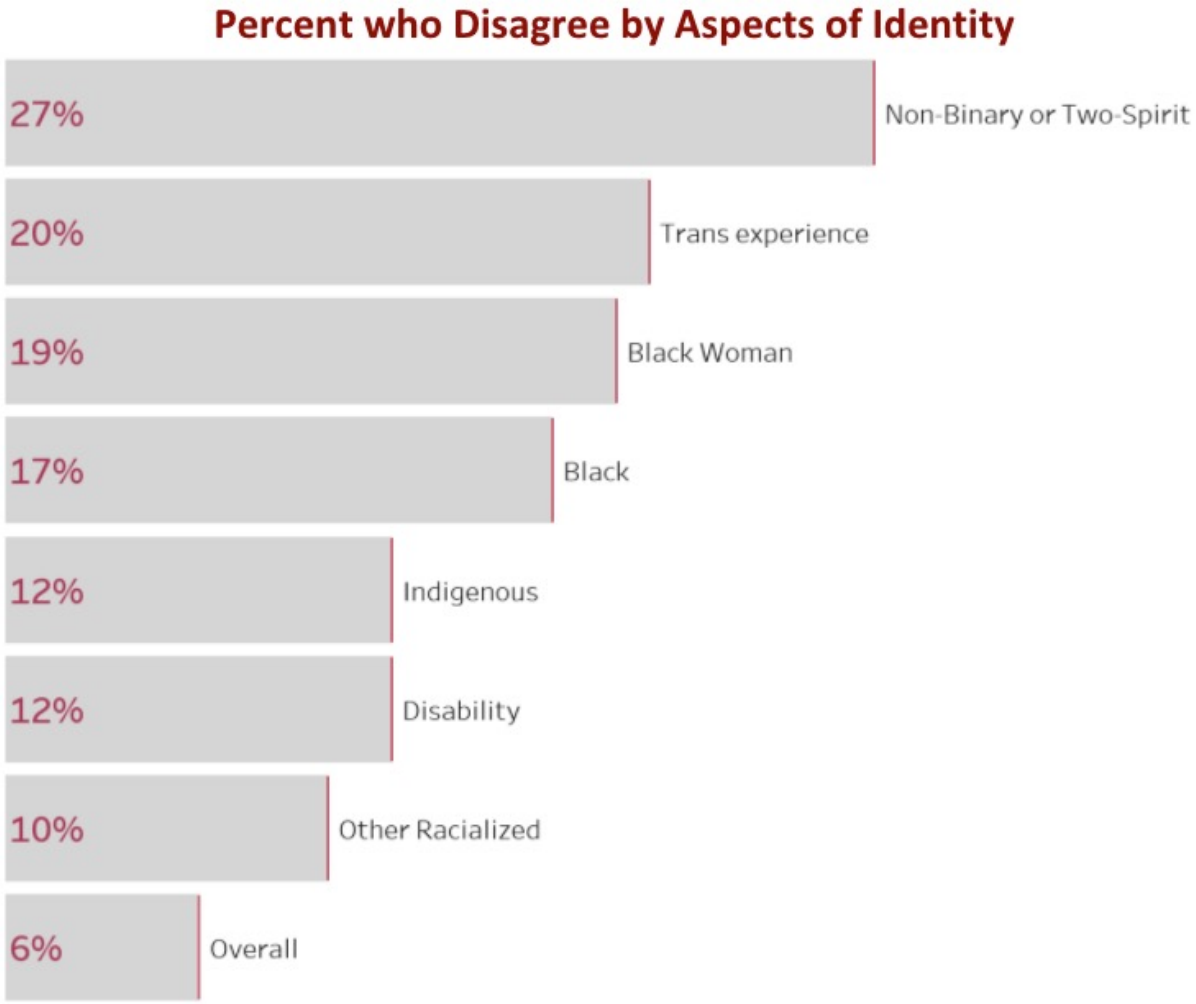
- Belonging and feelings of safety
- Diversity and inclusion in campus culture
- Harassment and discrimination
- Actions and attitudes related to diversity
- Campus connectedness and inclusivity
- Food and housing security

Within each section, this snapshot report provides overall responses (all respondents) and responses by identity *where statistical significance was found.*

D. Survey findings – belonging

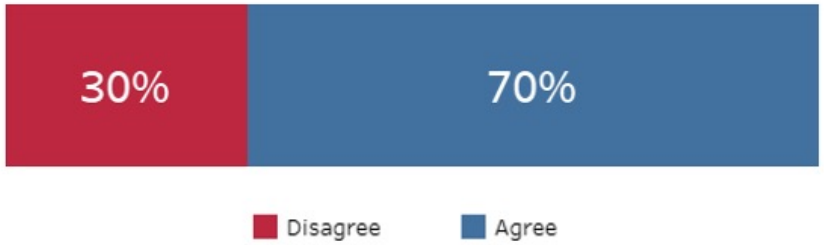
I feel safe at this school.

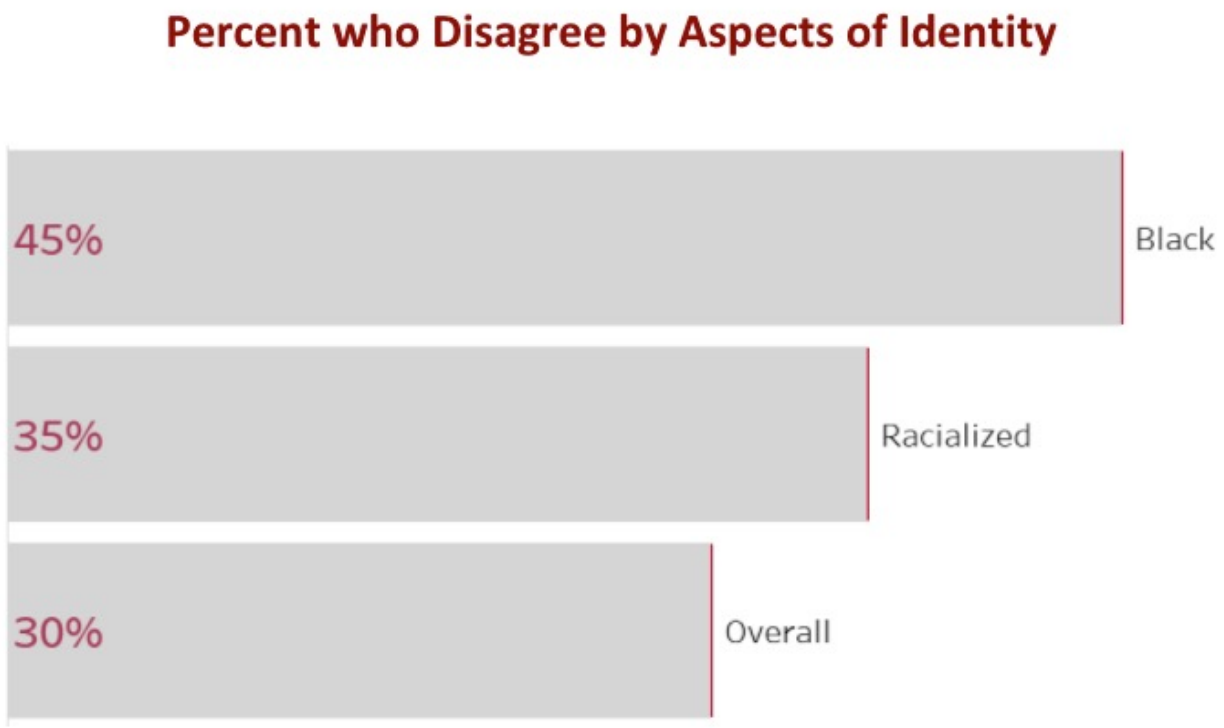




Survey findings – belonging

I feel close to people at this school.



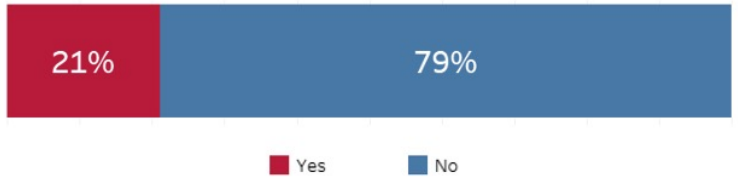


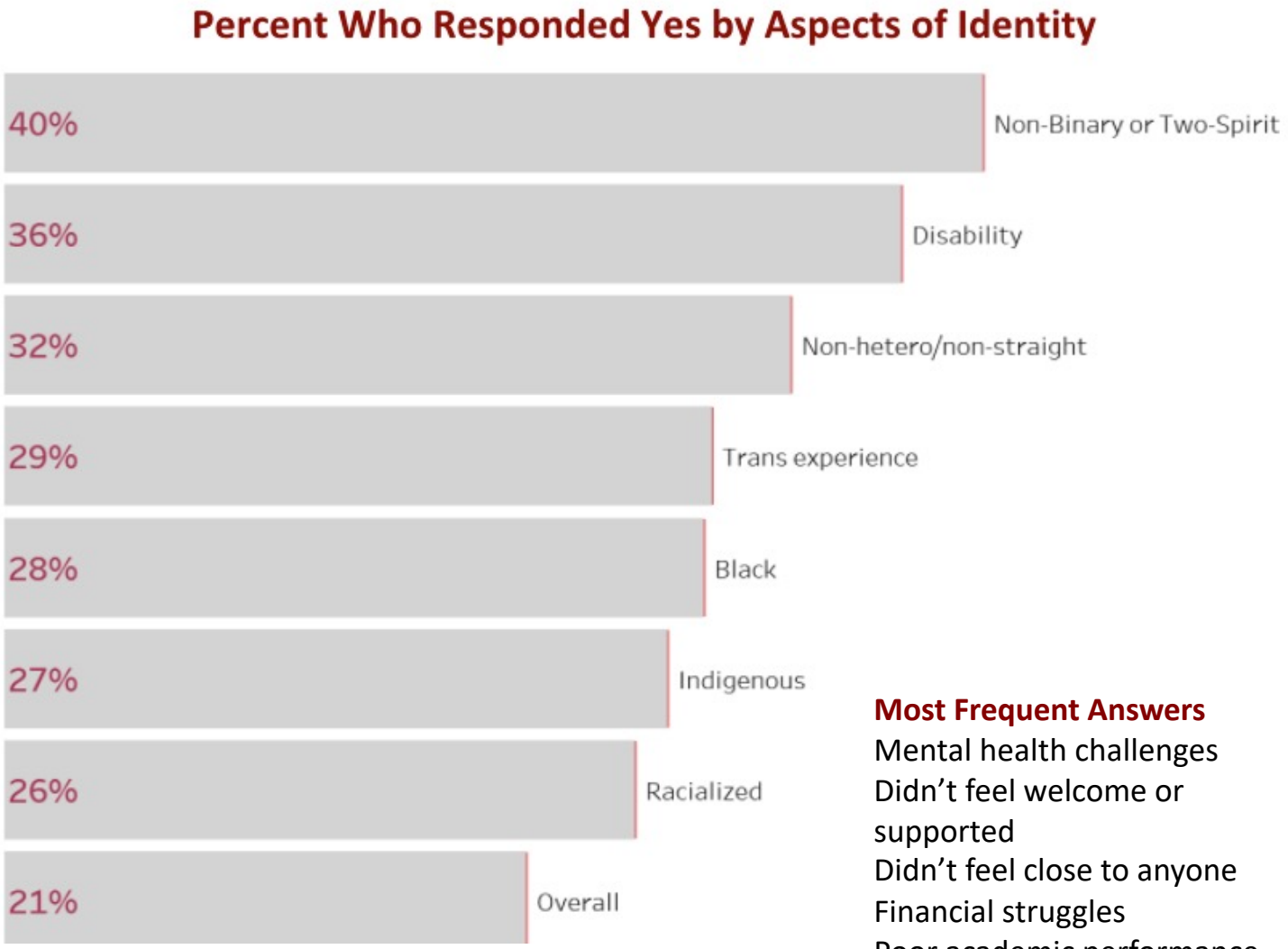
Survey findings – belonging

Concern for Welfare

Survey findings – belonging

Have you seriously considered leaving this school?

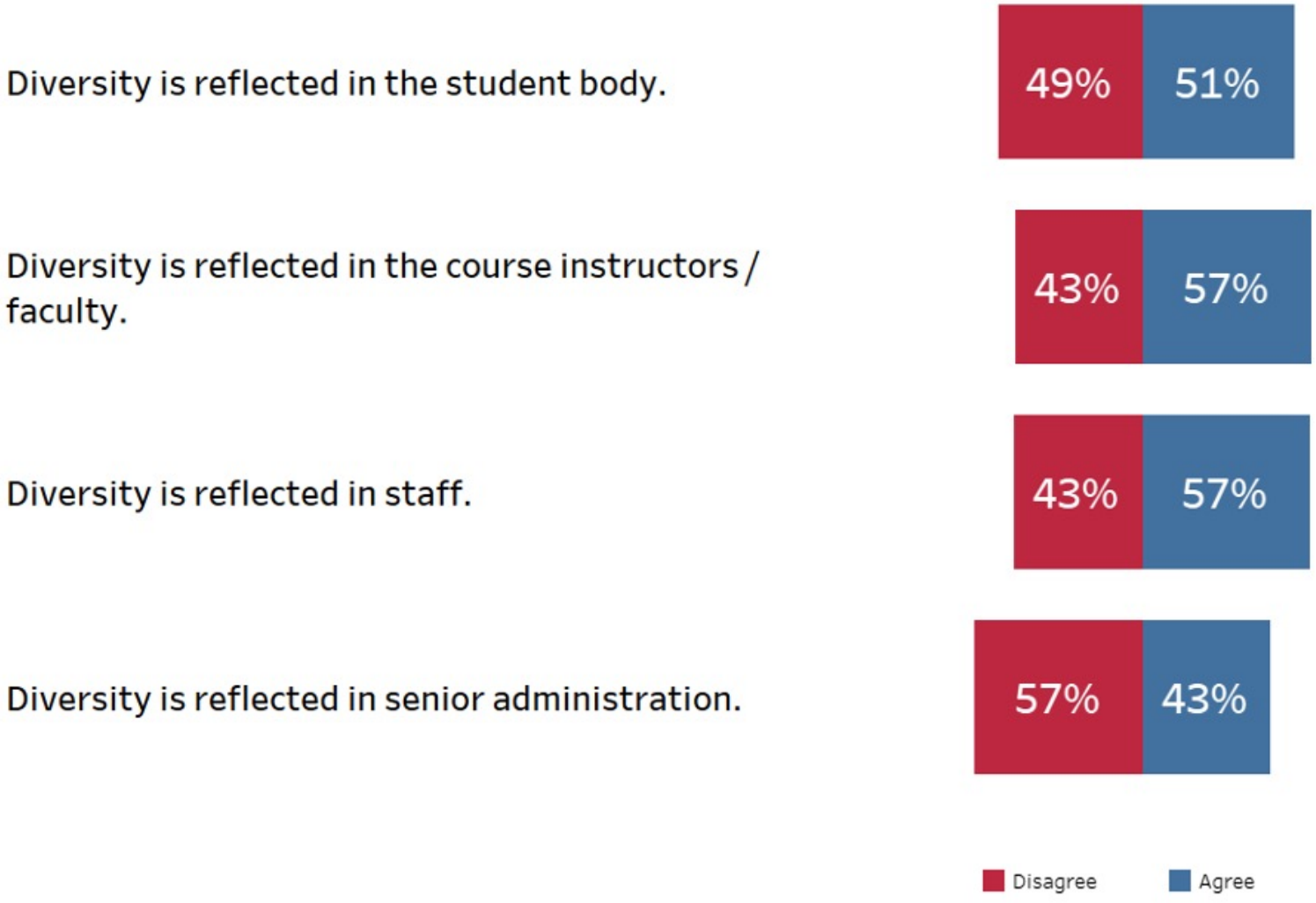




Most Frequent Answers

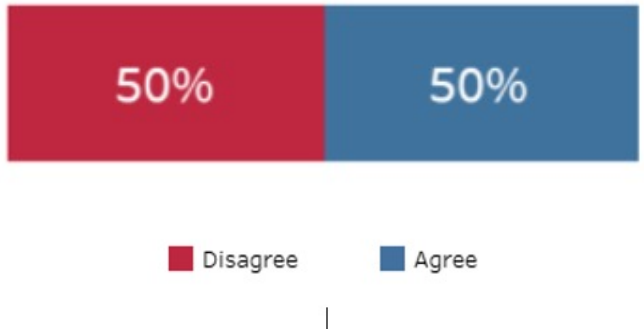
Mental health challenges
Didn't feel welcome or supported
Didn't feel close to anyone
Financial struggles
Poor academic performance

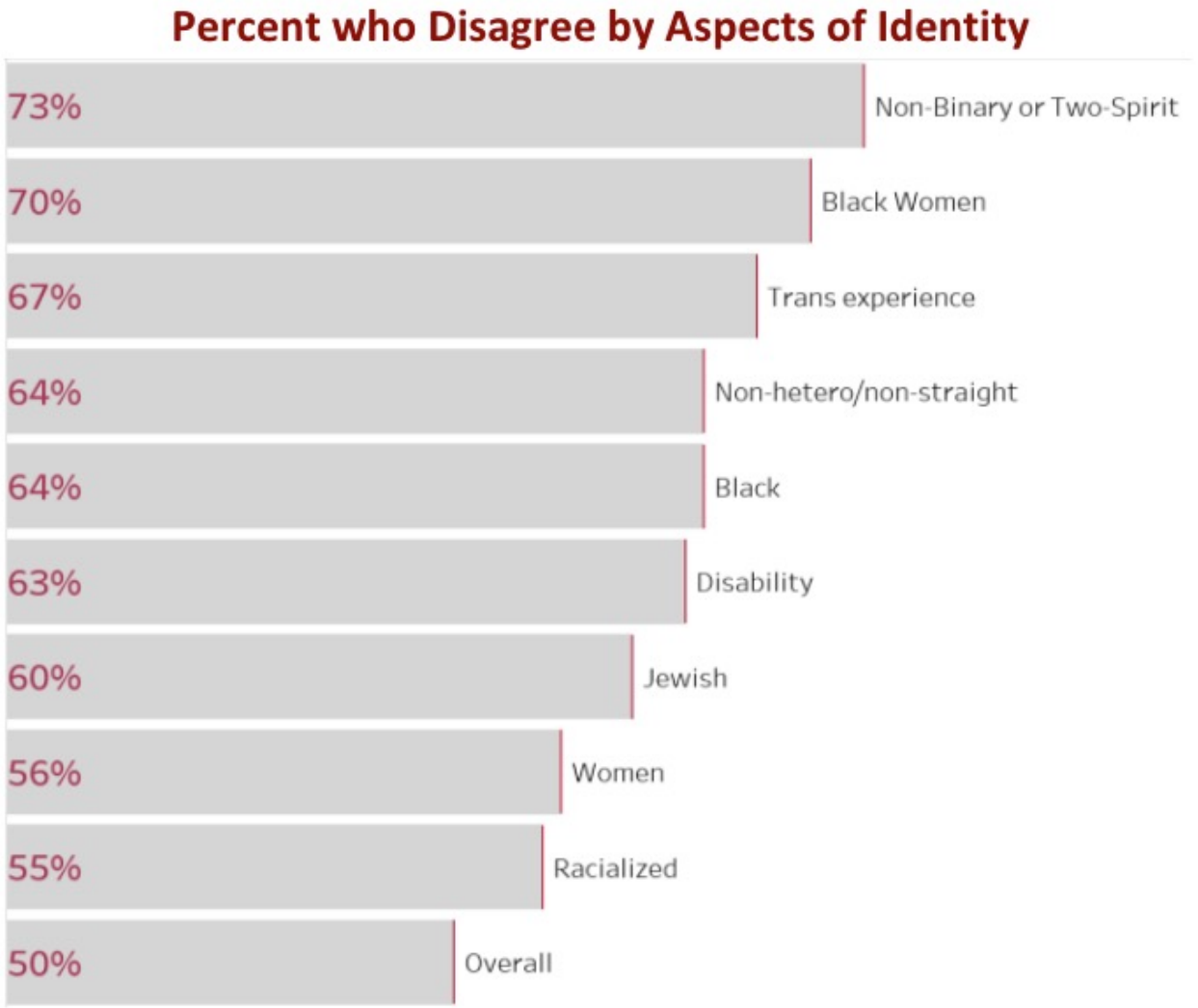
Survey findings – diversity and inclusion in campus culture



Survey findings – diversity and inclusion in campus culture

Diversity is fully embraced within the campus culture





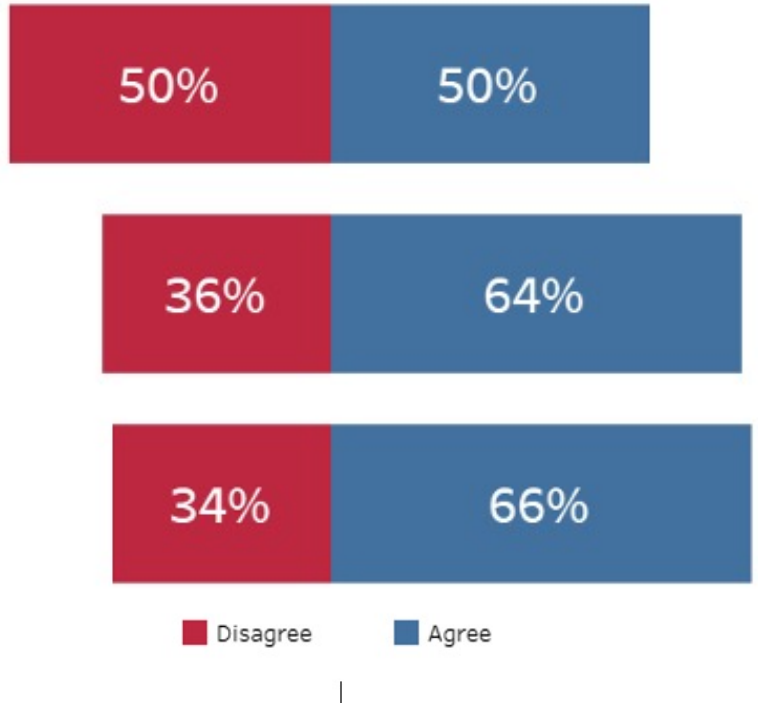
Survey findings – diversity and inclusion in campus culture

Feeling welcome and supported

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

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

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

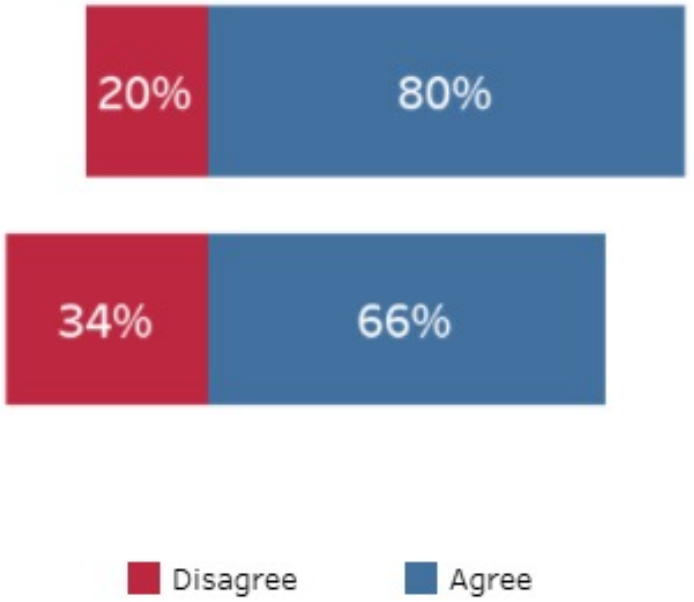


Survey findings – diversity and inclusion in campus culture

Commitment to fostering respect for diversity

Student leaders are visibly committed to fostering respect for diversity on campus.

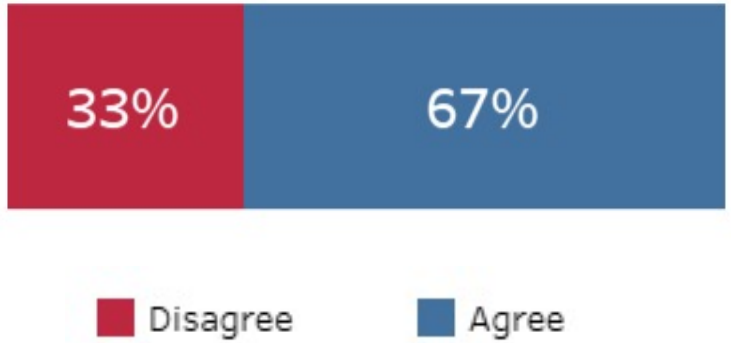
Senior administrators are visibly committed to fostering respect for diversity on campus.



Survey findings – diversity and inclusion in campus culture

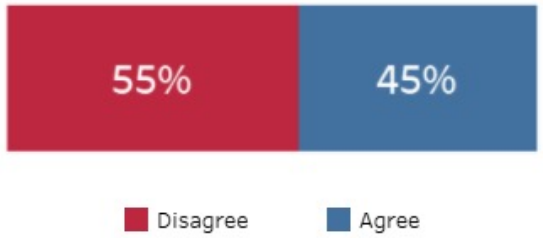
Identity and opportunities

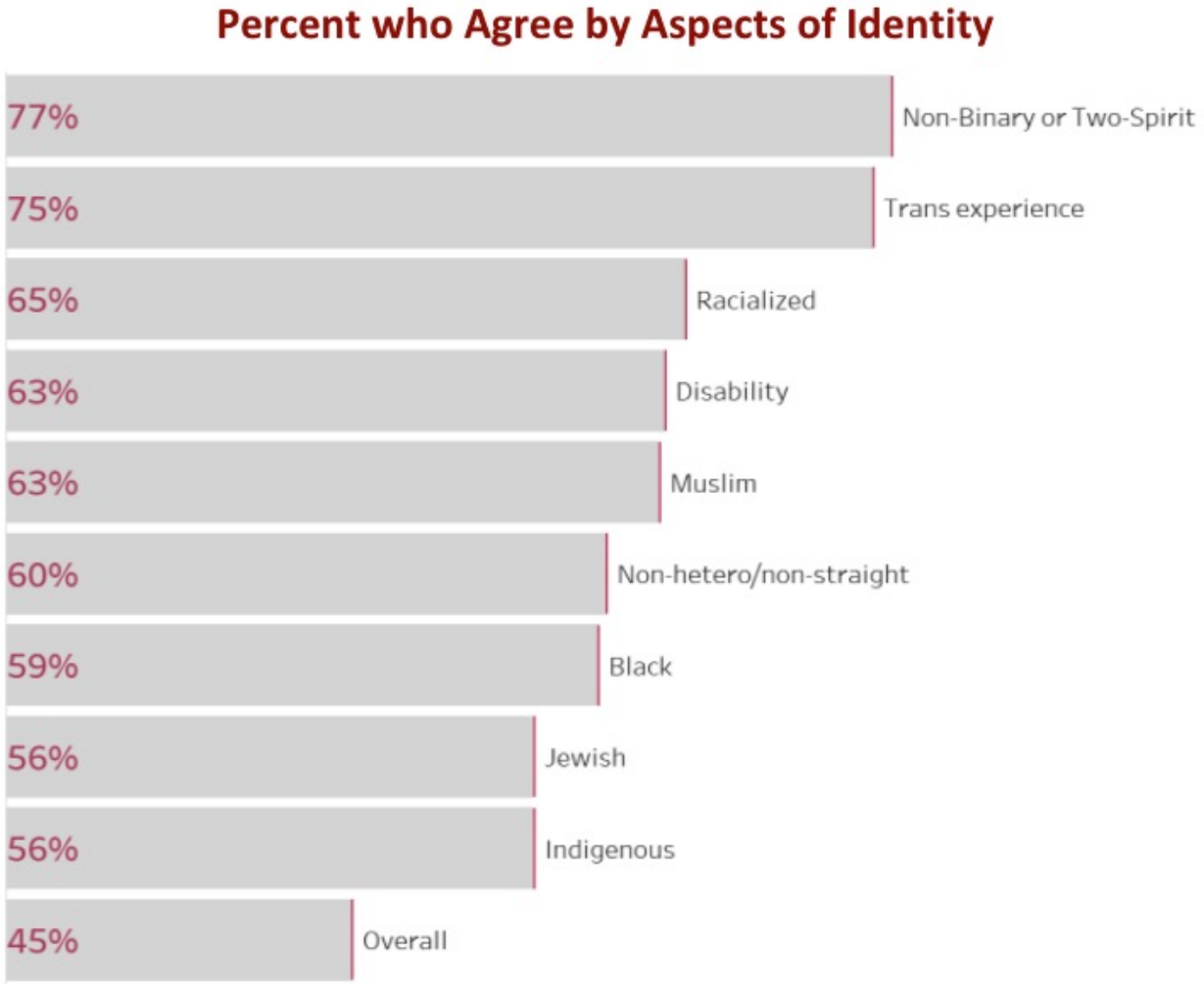
On campus, there are enough opportunities to gain knowledge about my own community (e.g. cultural, religious, racial, sexual / gender identity)



Survey findings – diversity and inclusion in campus culture

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





Survey findings – diversity and inclusion in campus culture

What diversity topics have you learned most about or become aware of since the beginning of the school year?

Most Frequent Answers

Race and ethnicity
Indigeneity
Gender identity
Socioeconomic status and class
Sexual orientation

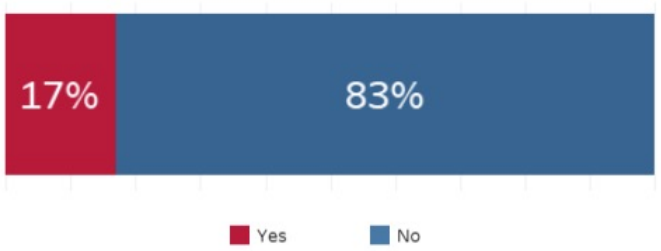
How have you primarily learned about or become more aware of diversity?

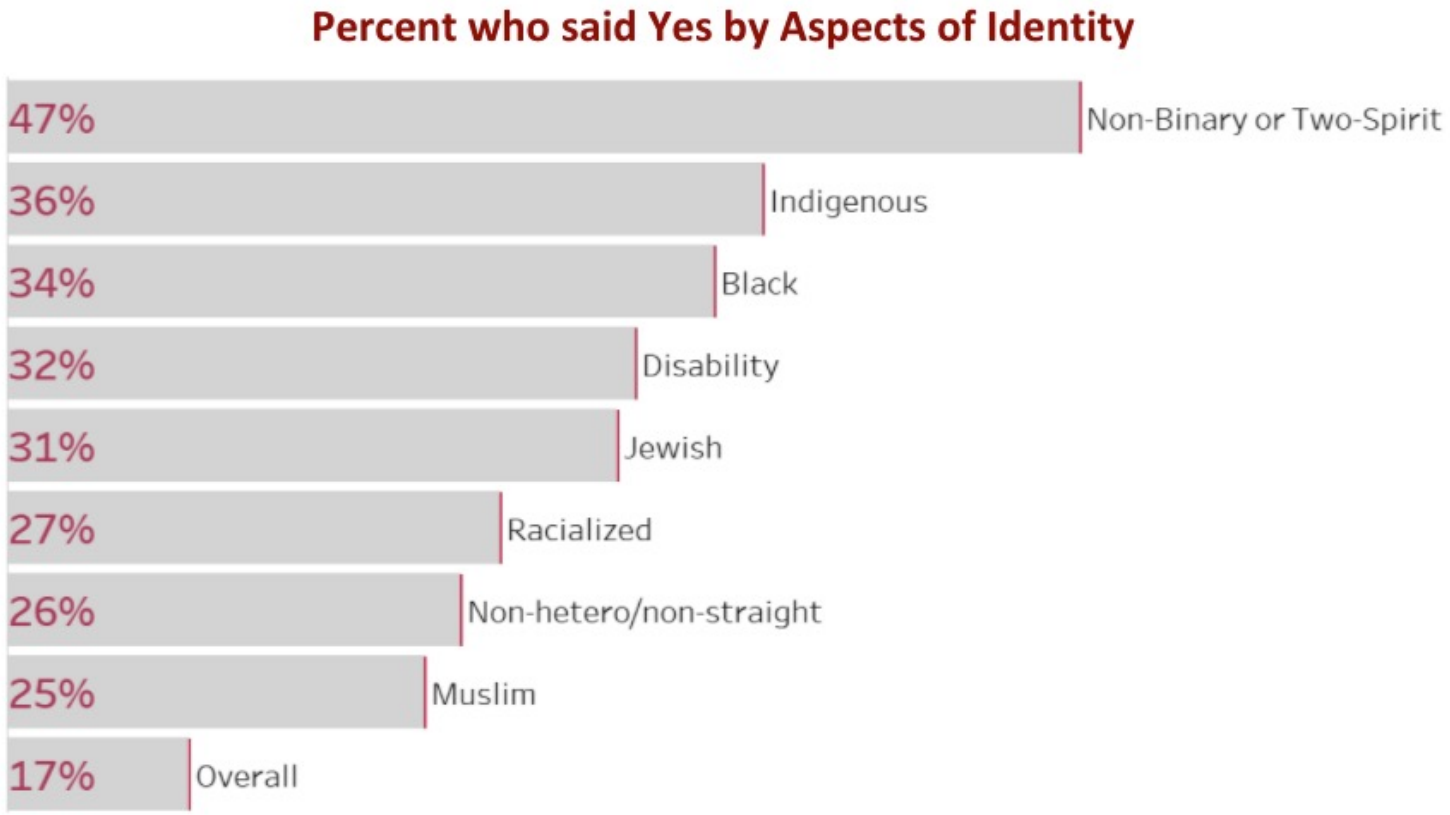
41% reported **Talking with Friends**

23% reported **In Class**

Survey findings – harassment & discrimination

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





Survey findings – harassment & discrimination

Top responses are displayed in order of frequency

What was the discrimination or harassment that you experienced?

- Deliberately ignored or excluded
- Target of put downs or offensive humour
- Received hostile or threatening comments or gestures
- Target of biased profiling
- A course instructor / faculty member made verbal comments that were hostile or offensive to me

What do you believe this conduct was based upon?

- My ethnicity
- My appearance or physical characteristics
- My race
- My gender expression or identity
- My political views

Survey findings – harassment & discrimination

Where did the incident occur?

- Online
- Off-campus housing
- In class
- Walking on campus

Top responses are displayed in order of frequency

What was the source of the discrimination or harassment?

- Another student
- Not sure
- Faculty member or course instructor
- Friend

Who did you tell about the incident?

- Roommate, friend or classmate
- Family member
- Romantic partner
- No one

Survey findings – harassment & discrimination

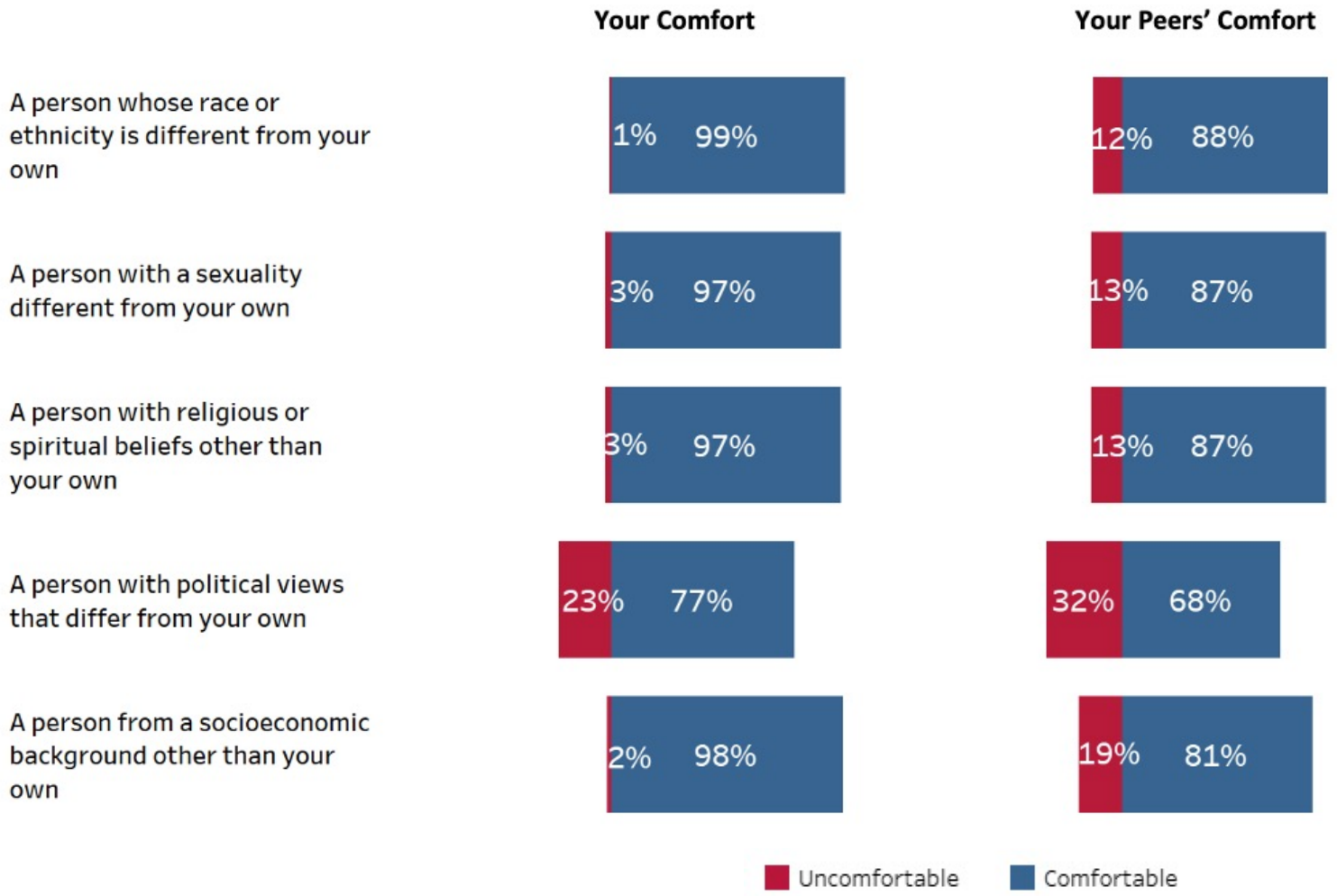
Did you formally report the incident to the school?

Most Frequent Reasons Given for Not Reporting

- Didn’t think it was serious enough to report
- Thought that no action would be taken
- Feared that I would not be believed or taken seriously
- Wanted to forget what happened
- Did not need assistance
- Lack of proof the incident happened
- Didn’t know who I should tell
- Wasn’t clear the person intended harm
- Feared others would harass me or react negatively toward me
- Felt ashamed or embarrassed
- Didn’t want to get the person in trouble

Survey findings – actions and attitudes related to diversity

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



Survey findings – actions and attitudes related to diversity

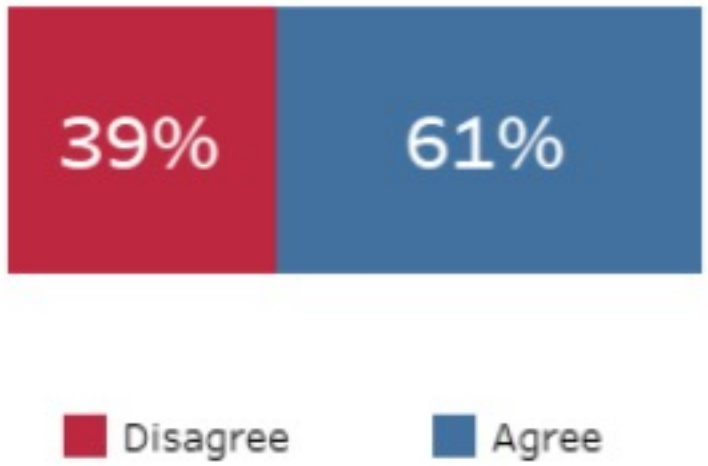
What are the reasons you might hesitate to engage with other students who are different from you?

Most Frequent Reasons Selected:

- I'm afraid to say something that could be perceived to be offensive or misinformed
- I don’t feel any discomfort
- I feel like I will be judged by the other person
- I don’t know what to talk about
- I feel like I can’t relate to them or we don’t have anything in common

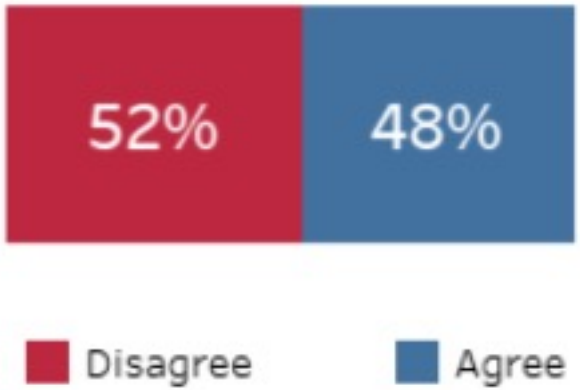
Survey findings – campus connectedness and inclusivity

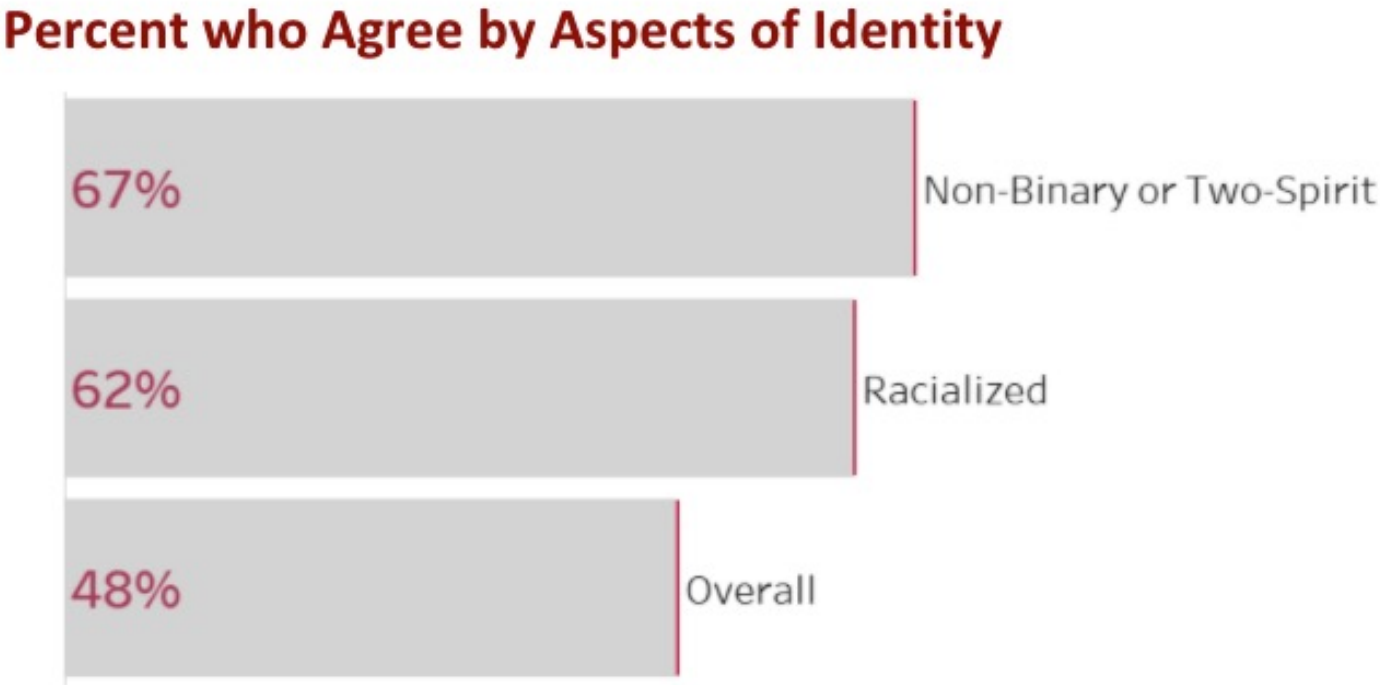
I have access to at least one faculty member, course instructor, or staff member who I trust, and who can connect me with information or support I may need, regardless of the issue I face.



Survey findings – campus connectedness and inclusivity

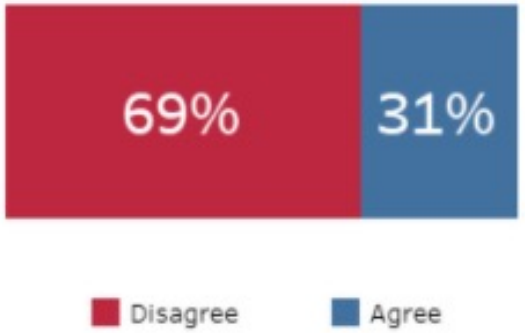
Most students at this school have values and attitudes different from my own.

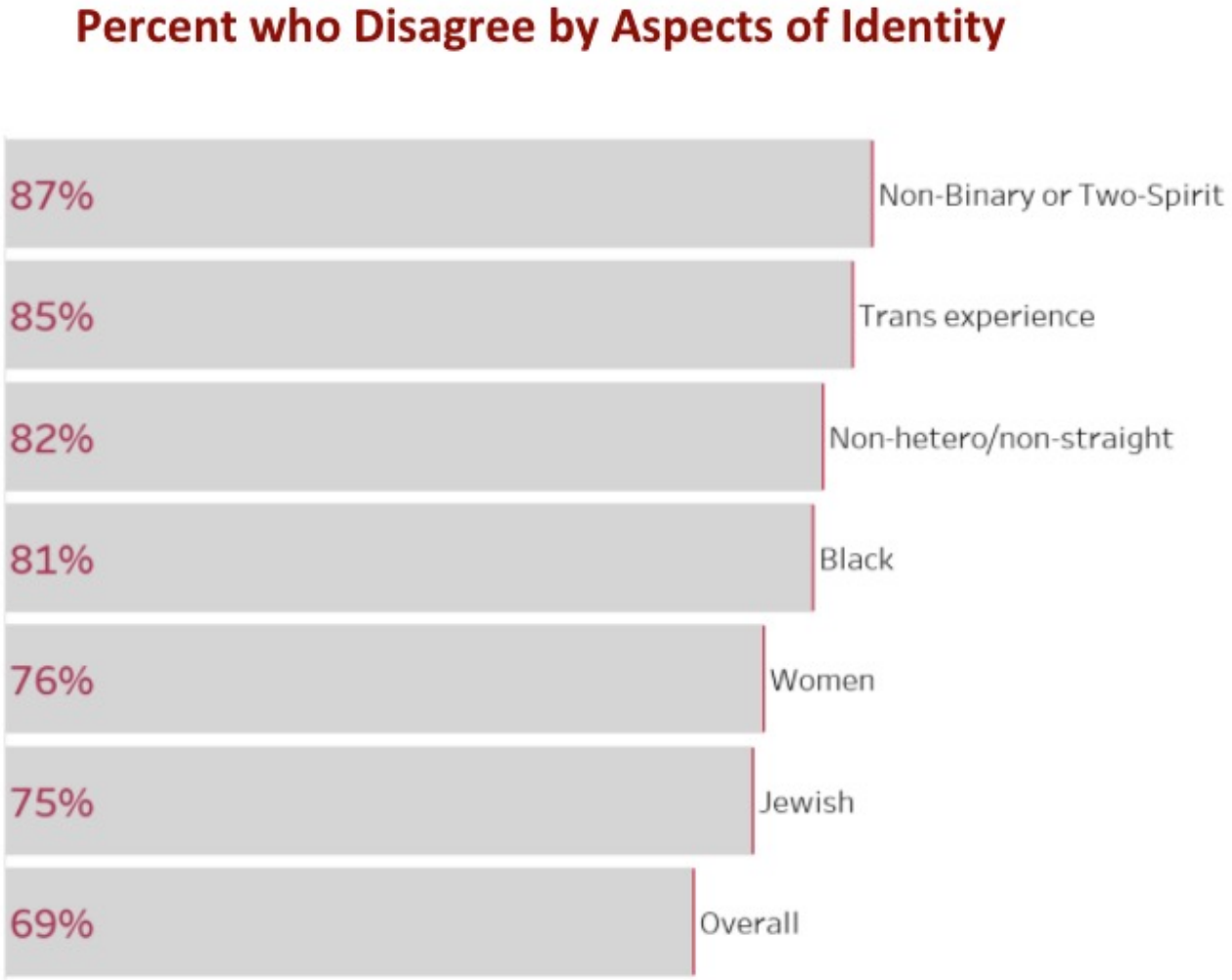




Survey findings – campus connectedness and inclusivity

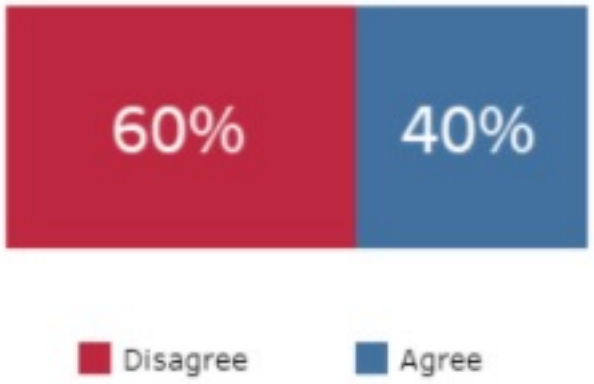
I feel like my peers at this school are too politically correct or sensitive.

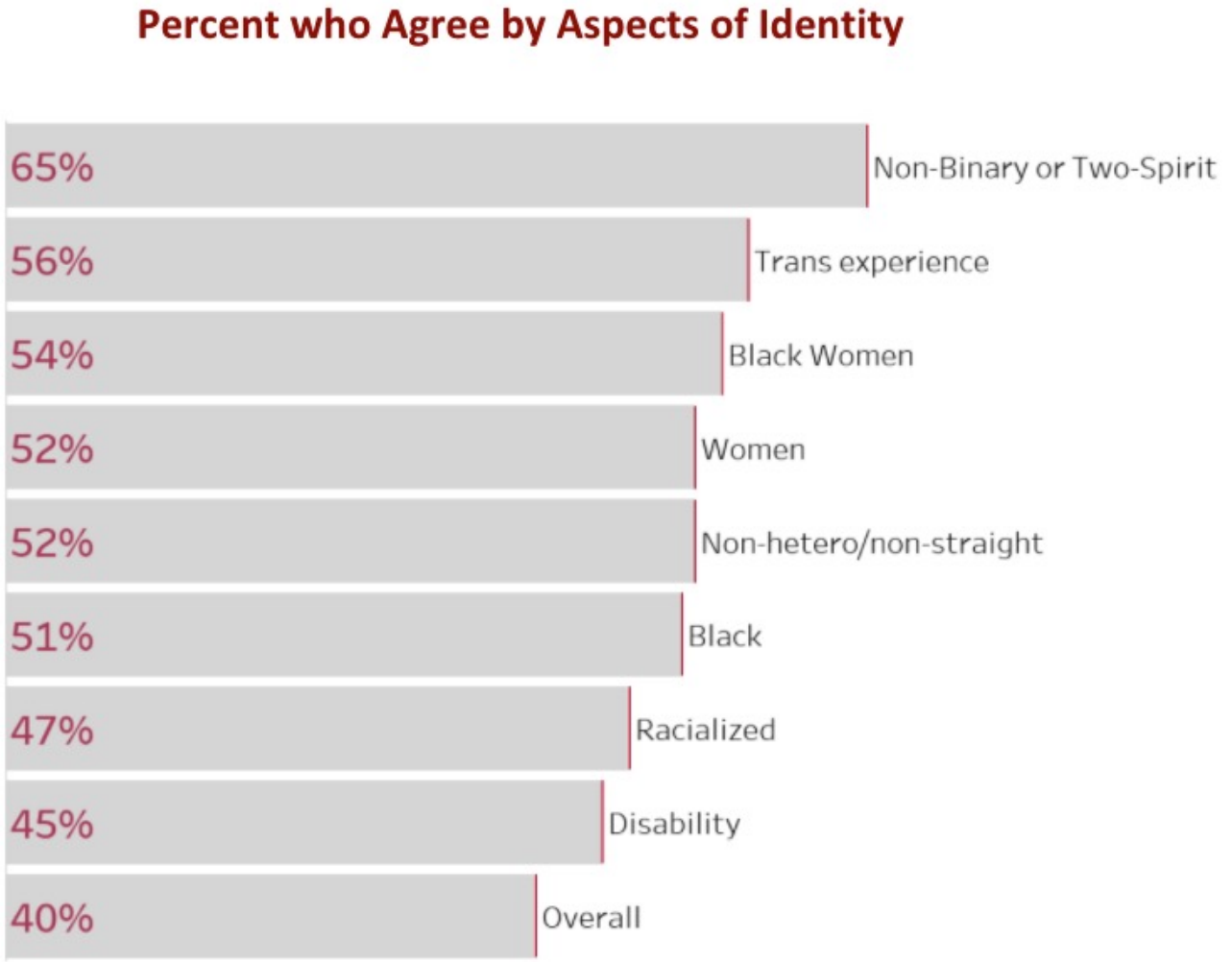




Survey findings – campus connectedness and inclusivity

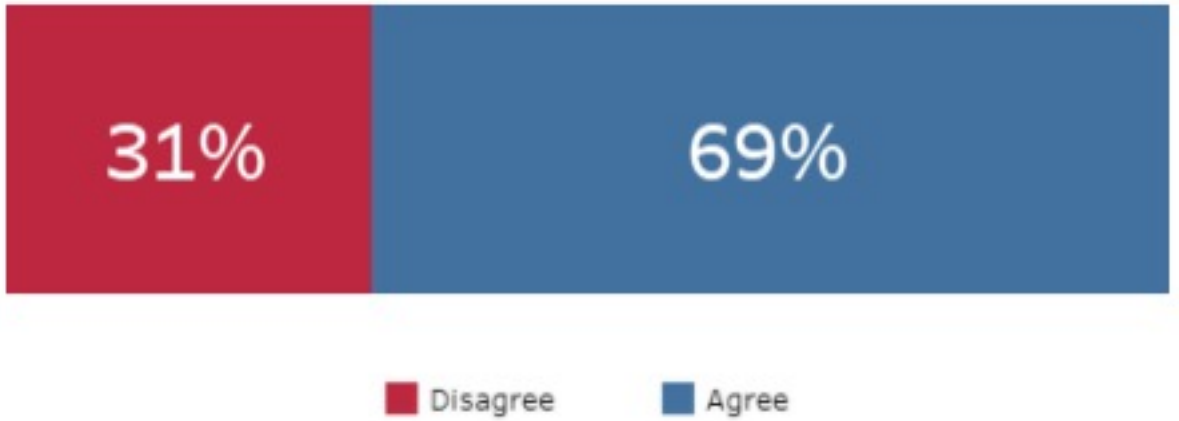
I feel like my peers at this school are insensitive and not doing enough to support inclusivity





Survey findings – campus connectedness and inclusivity

I feel comfortable sharing my own perspectives and experiences in class.

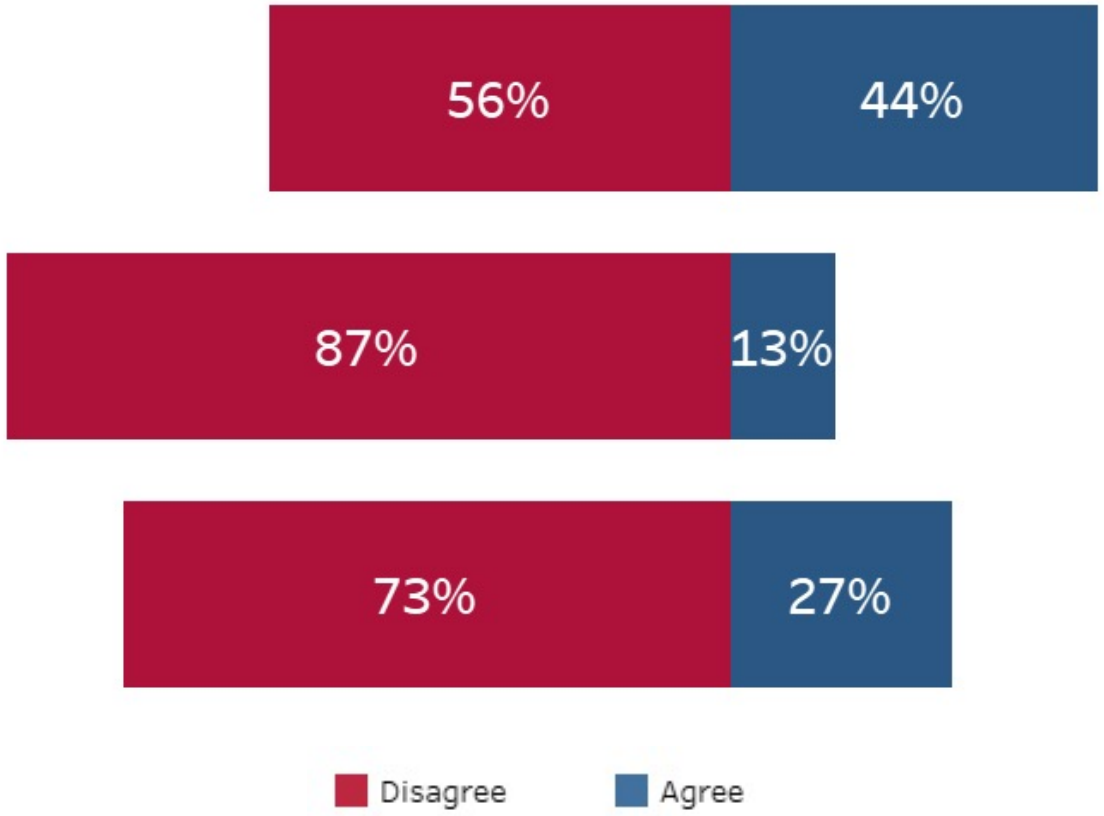


Survey findings – campus connectedness and inclusivity

I feel I have to work harder than other students to be perceived as a good student.

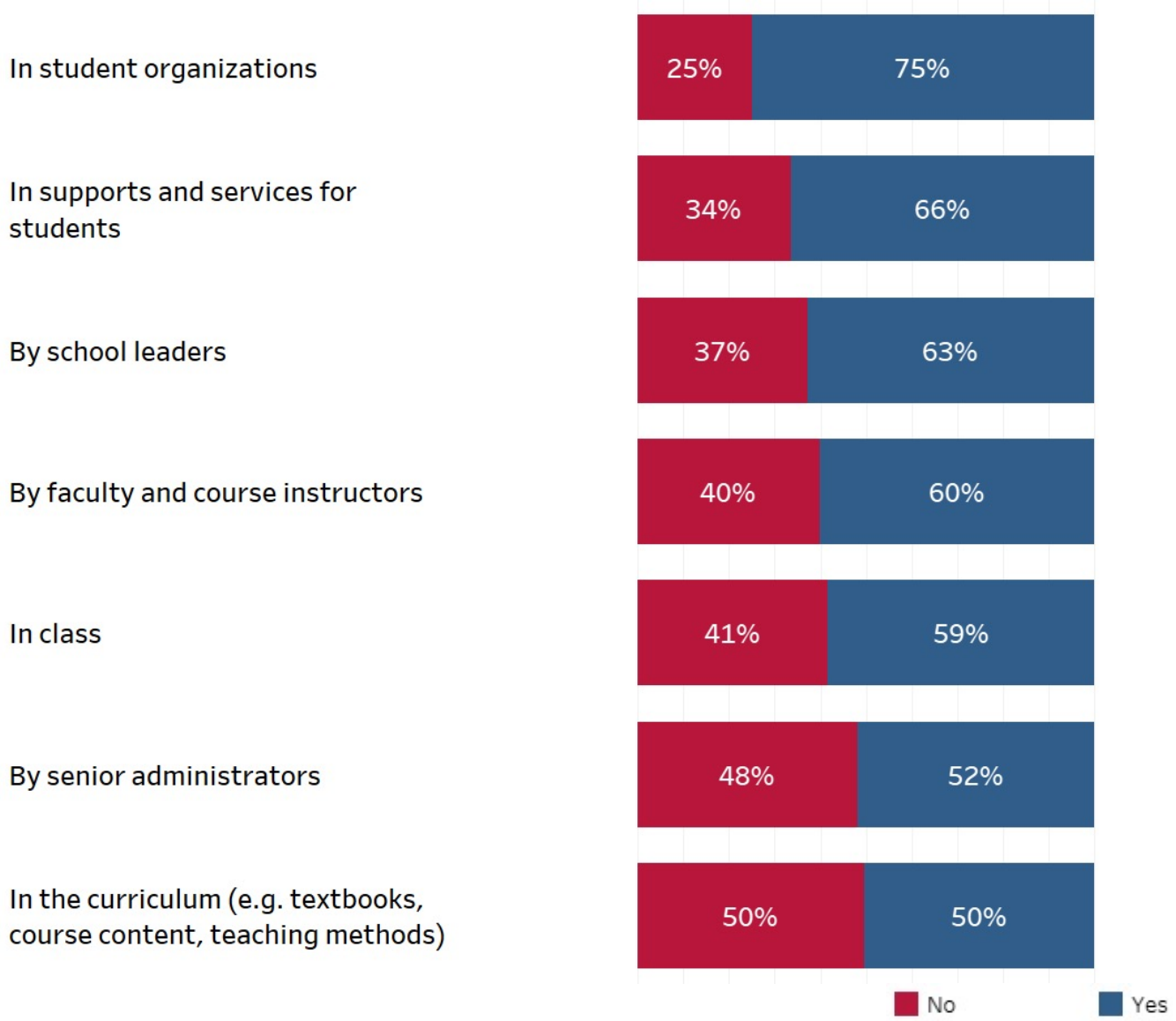
I have been singled out in class because of my identity (e.g., race, ethnicity, gender, sexual orientation, disability status, religious or spiritual affiliation, etc.).

In class, I have heard faculty members or course instructors express stereotypes based on identity (e.g., race, ethnicity, gender, sexual orientation, disability status, religious or spiritual affiliation, etc.).



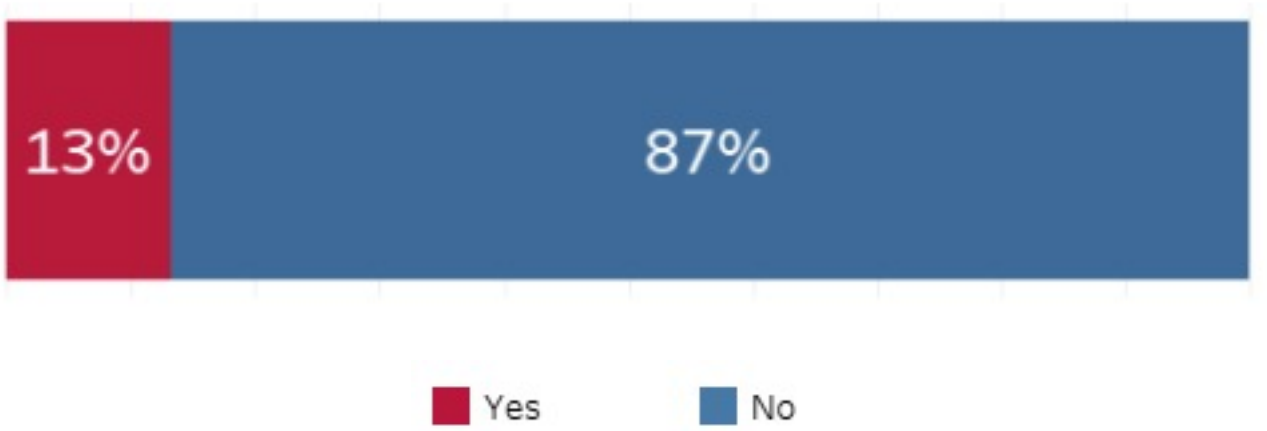
Survey findings – campus connectedness and inclusivity

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



Survey findings – food and housing security

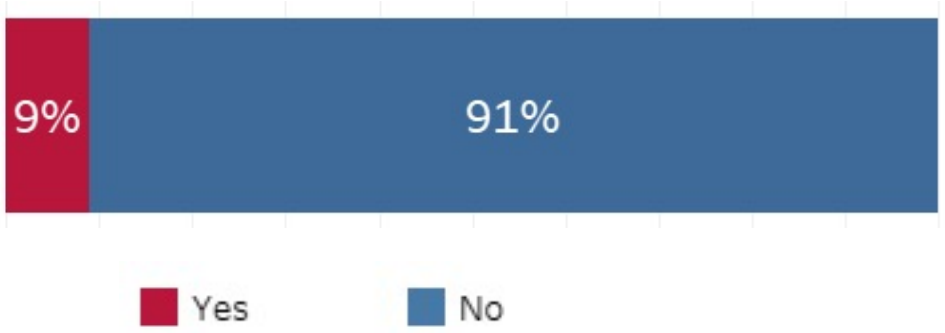
Since the beginning of the term, were you ever hungry but didn't eat because there wasn't enough money for food?



Overall, 13 percent of respondents reported they went hungry or didn’t eat because of not having money for food. This percent increases to 23 percent when looking only at those who have a disability. First generation students also reported higher rates of food insecurity.

Survey findings – housing security

Since the beginning of the term, did you ever experience one or more of the following situations [list of responses related to housing insecurity]:



First generation students reported higher incidence of housing insecurity, at 16%, and those with student visas reported 20%.

Most frequent responses:

- Not pay or underpay your rent or mortgage
- Experience a rent or mortgage increase that made it difficult to pay
- Move in with other people, even for a little while, because of financial problems
- Live with others beyond the expected capacity of the house or apartment
- Not know where you were going to sleep at night, even for one night

Sexual Violence

Survey findings – sexual violence

Students were asked questions about experiences and perceptions of :

- Training and bystander response
- Complaint to campus authority
- Obtaining support
- Experiences of sexual harassment
- Experiences of sexual violence
- Community actions and responses
- Relationship dynamics

Within each section, this snapshot report provides overall responses (all respondents) and responses by identity *where statistical significance was found.*

Survey findings – training and bystander response

Have you received information or training at your school in any of:

- 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 (e.g., asking for consent, responsible alcohol use)
- Bystander intervention skills

30% overall

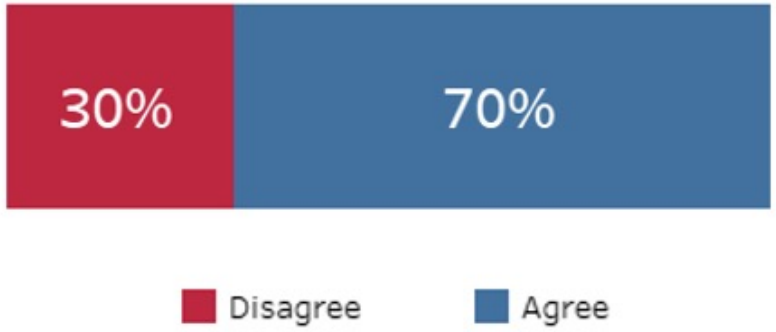
36%
of men

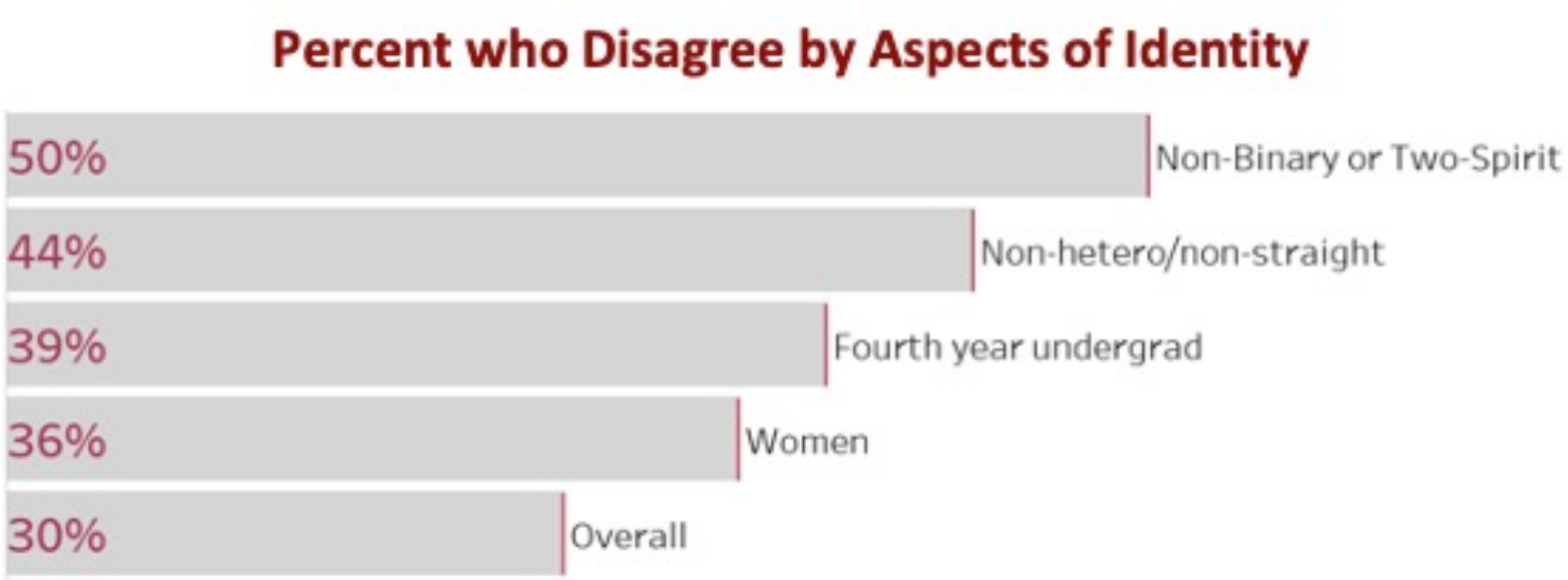
36%
of non-binary or two spirit

27%
of women

Survey findings – complaint to campus authority

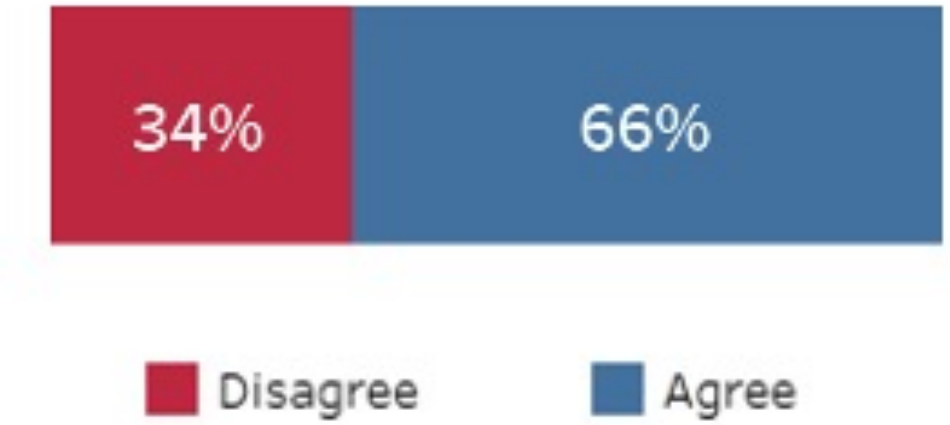
If someone reported an incident of sexual violence to a campus authority the school would take a complaint seriously.





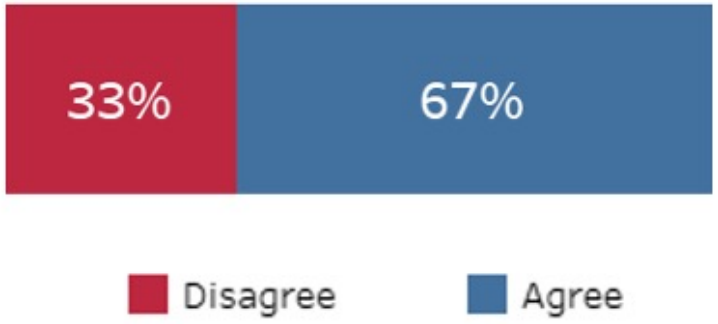
Survey findings – complaint to campus authority

If someone reported an incident of sexual violence to a campus authority the accused or their friends would retaliate against the person making a Complaint.

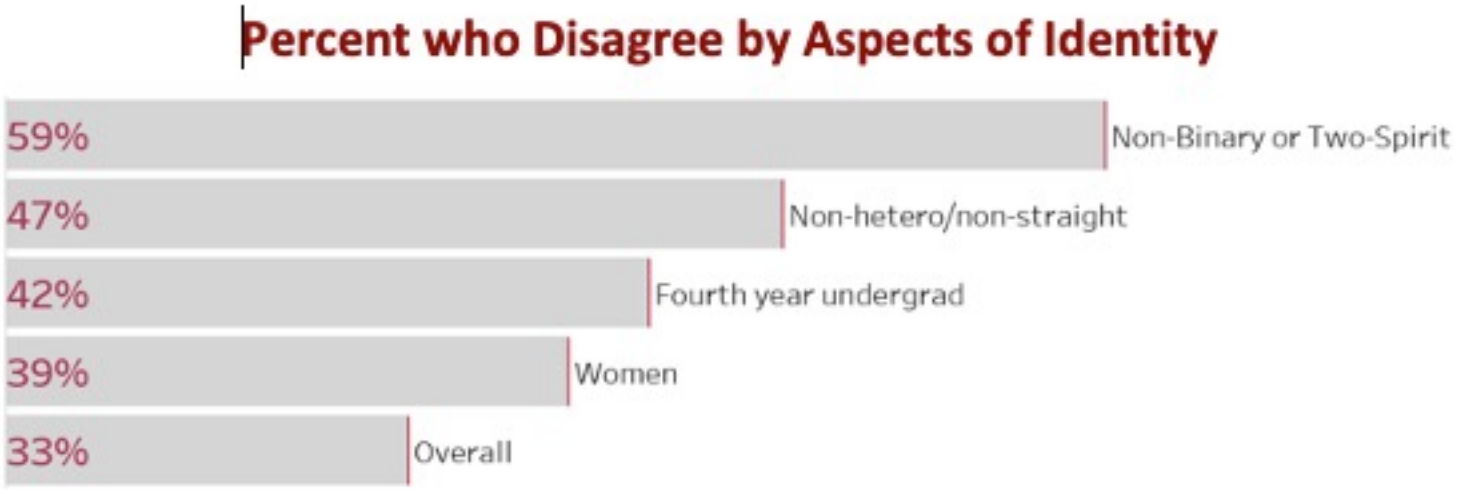


Survey findings – complaint to campus authority

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.



Sexual Violence



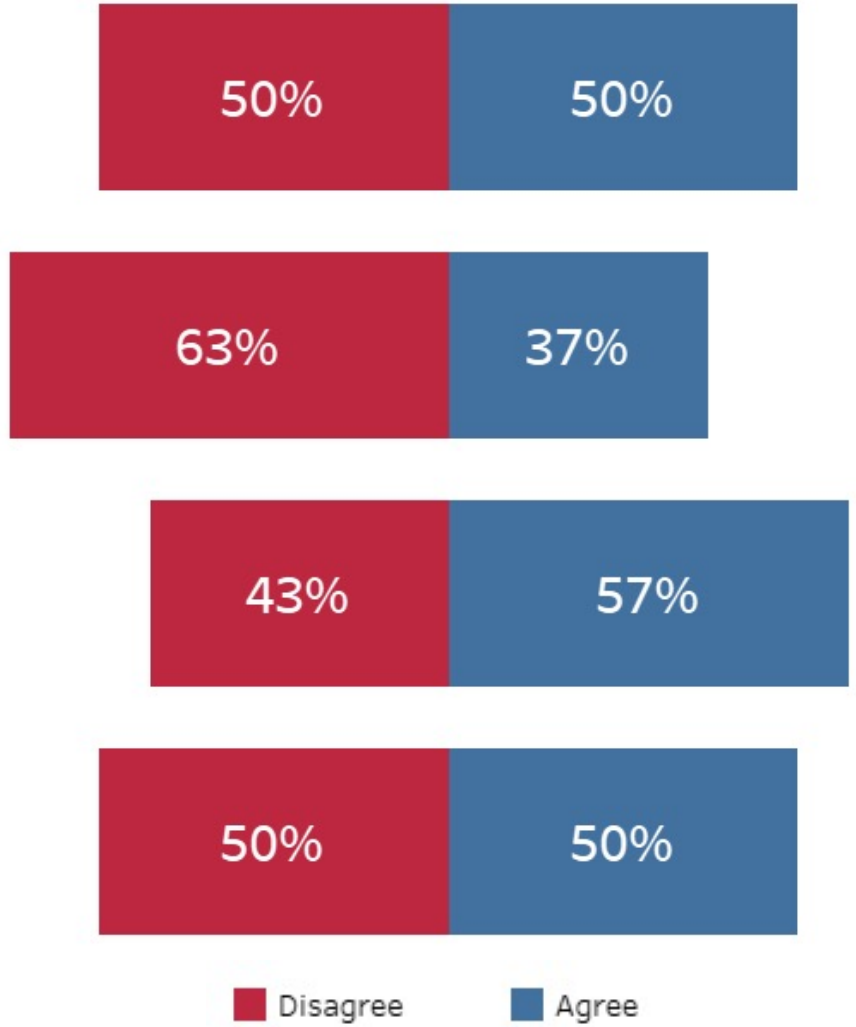
Survey findings – obtaining support

If a friend or I experienced sexual violence, I would know where to go to get help.

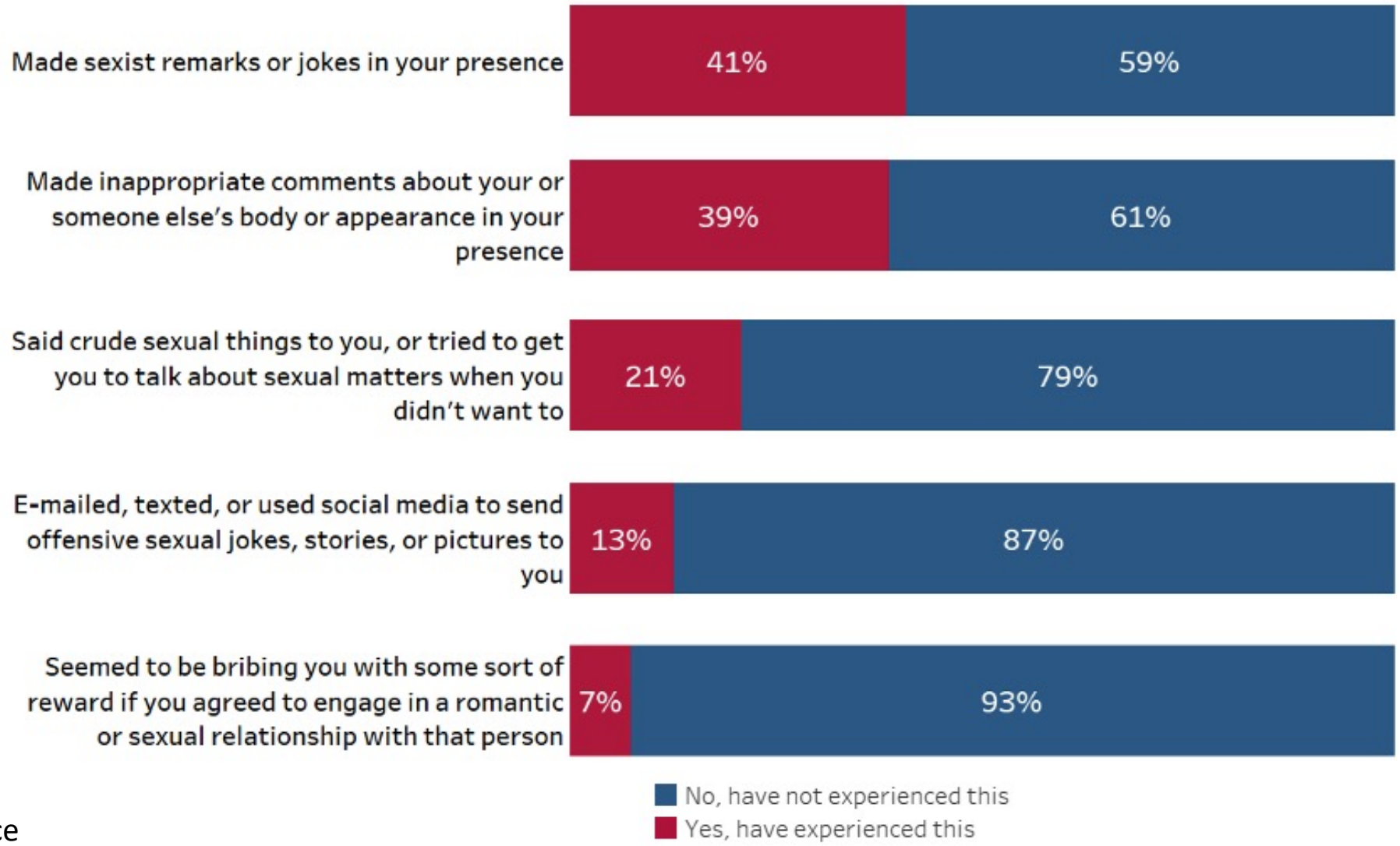
I understand my school's formal procedures to address Complaints of sexual violence.

I am confident my school would administer the formal procedures to fairly address Complaints of sexual violence.

I know what confidential resources (e.g., victim advocacy, counseling) are available to me to report an incident of sexual violence.



Survey findings – experiences of sexual harassment



Survey findings – experiences of sexual harassment

Since the beginning of the term has anyone frightened, concerned, angered, or annoyed you by:

Most Frequent Answers:

- Using unwanted phone calls, emails, or online posts (13%)
- Repeatedly asking you on dates or showing up at places you were (6%)
- Exposing or sharing personal information or spreading rumors (4%)

No, none of the choices has happened (77% of responses)

Survey findings – experiences of sexual harassment

What is/was your relationship with the person who conducted this unwanted behaviour?

Most Frequent Answers:

- Acquaintance or peer
- No prior relationship
- Ex-romantic partner or spouse
- Friend

Who did you tell about the incident?

Most Frequent Answers:

- Roommate, friend, or classmate
- Romantic partner
- No one
- Authority personnel

Survey findings – experiences of sexual harassment

What kind of responses did you receive from those you told or reported to?

Most Frequent Answers:

- Responded in a way that made you feel supported
- Listened sympathetically without criticizing or blaming you
- Validated and believed your experience

Did you use the school's formal procedures to report this incident?

Note Regarding Experiences of Sexual Violence

Detailed lists of examples of sexual violence were provided in the survey, allowing participants to select answers that best described their situation.

Full lists of examples were omitted from some questions in this snapshot due to their sensitive nature.

More specific data related to particular examples of sexual violence will be shared with Wellness and Sexual Violence professionals and the Sexual Violence Prevention and Response Task Force in order to inform action.

Survey findings – experiences of sexual violence

Since the beginning of the term, have you had ANY of the following experiences?

[A list of types of sexual violence was provided]

6% Yes

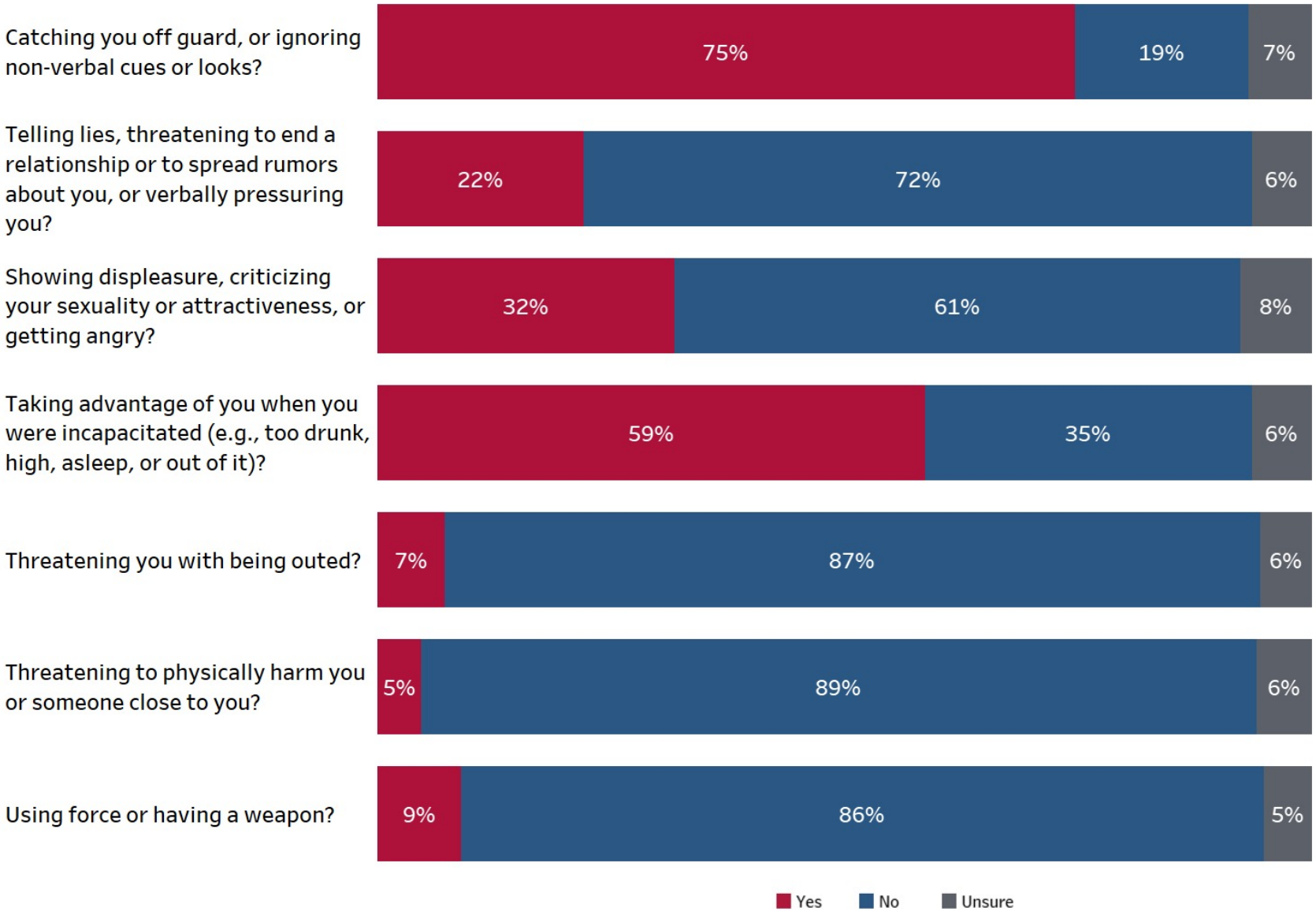
9%
of non-binary or two spirit

8%
of women

2%
of men

Survey findings – experiences of sexual violence

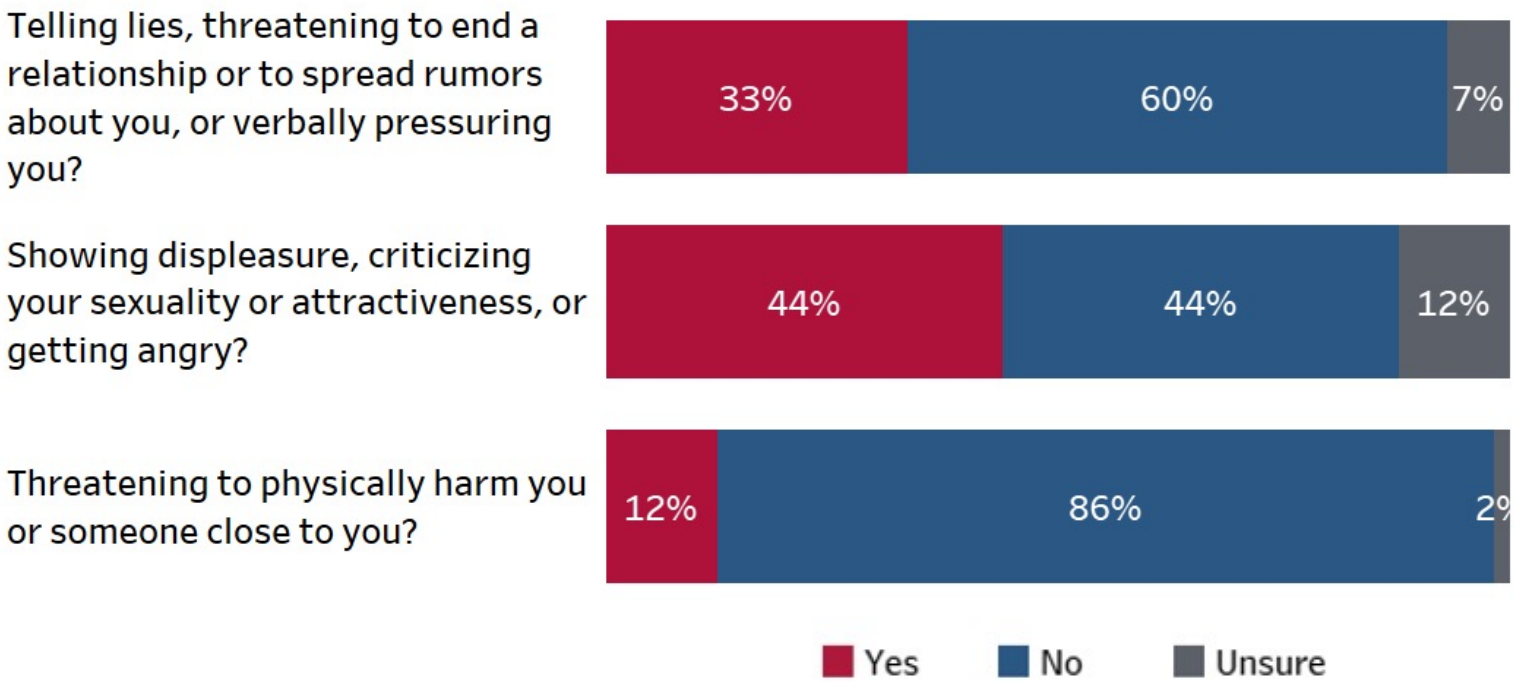
For those who responded Yes, did the person(s) who did one or more of the behaviours listed above do them by...



Survey findings – experiences of sexual violence

Responses of students with disabilities were statistically significant:

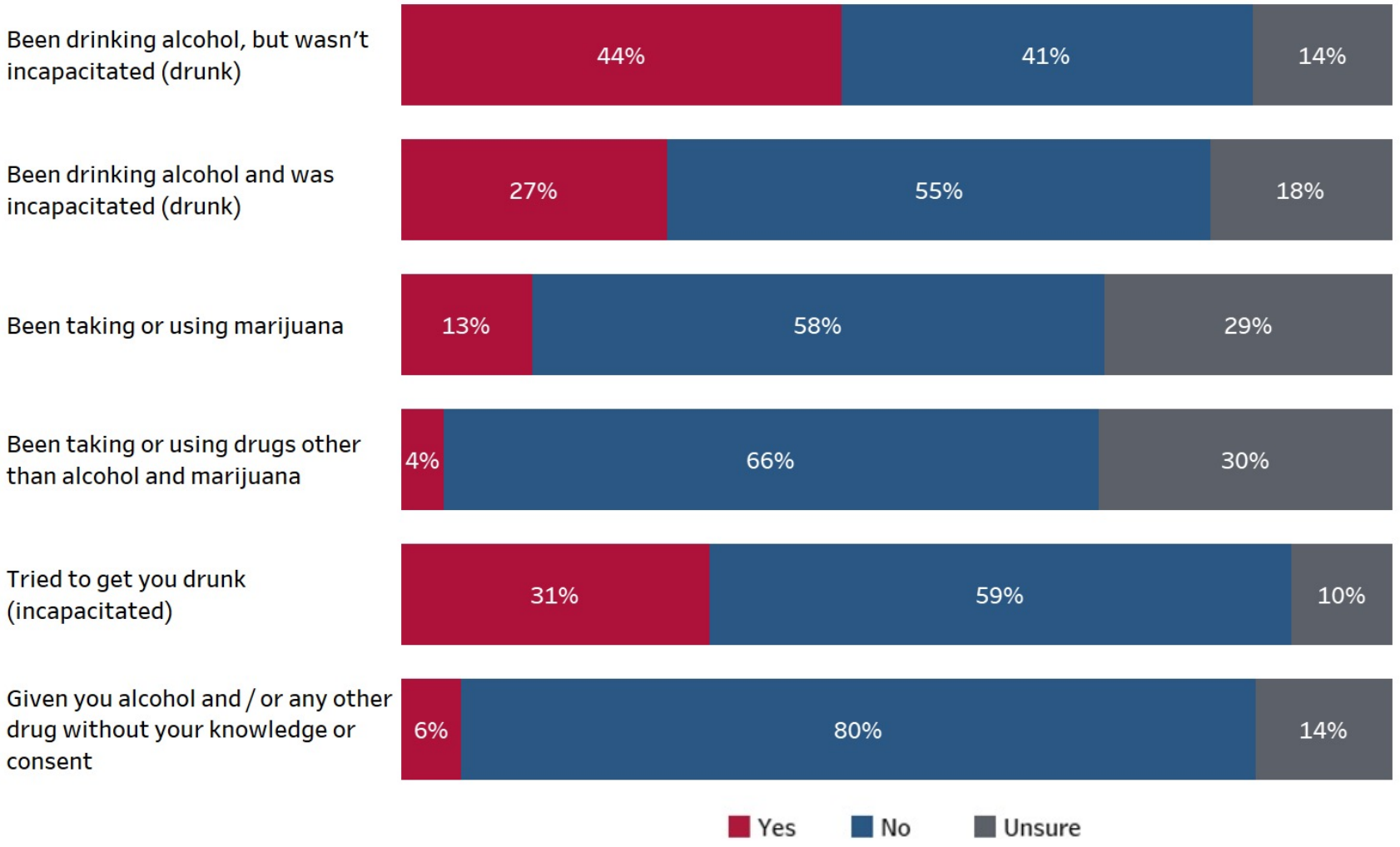
For those who responded Yes, did the person(s) who did one or more of the behaviours listed above do them by...



Survey findings – experiences of sexual violence

A large percentage of experiences of sexual violence include alcohol use by the perpetrator:

"Just prior to the incident, had the person(s): (select all that apply)"



Survey findings – experiences of sexual violence

What is or was your relationship with the person(s) who conducted this unwanted behaviour?

Most Frequent Answers

- Acquaintance or peer
- No prior relationship
- Friend
- Ex romantic partner or spouse
- Current romantic partner or spouse

Where did the incident occur?

Most Frequent Answers

- Off-campus residence - 48%
- Bar, night club or dance club - 19%
- Queen's residence - 15%

What was the gender of the individual(s)?

- Man – 87%
- Woman – 8%
- Unknown – 4%
- Non-binary – <1%

Survey findings – experiences of sexual violence - disclosure

Who did you tell about the incident?

Most Frequent Answers

- Roommate, friend, or classmate
- No one
- Romantic partner
- Authority personnel

What kind of responses did you receive from those you told or reported to?

Most Frequent Answers

- Responded in a way that made you feel supported
- Validated and believed your experience
- Listened sympathetically without criticizing or blaming you

Survey findings – experiences of sexual violence - disclosure

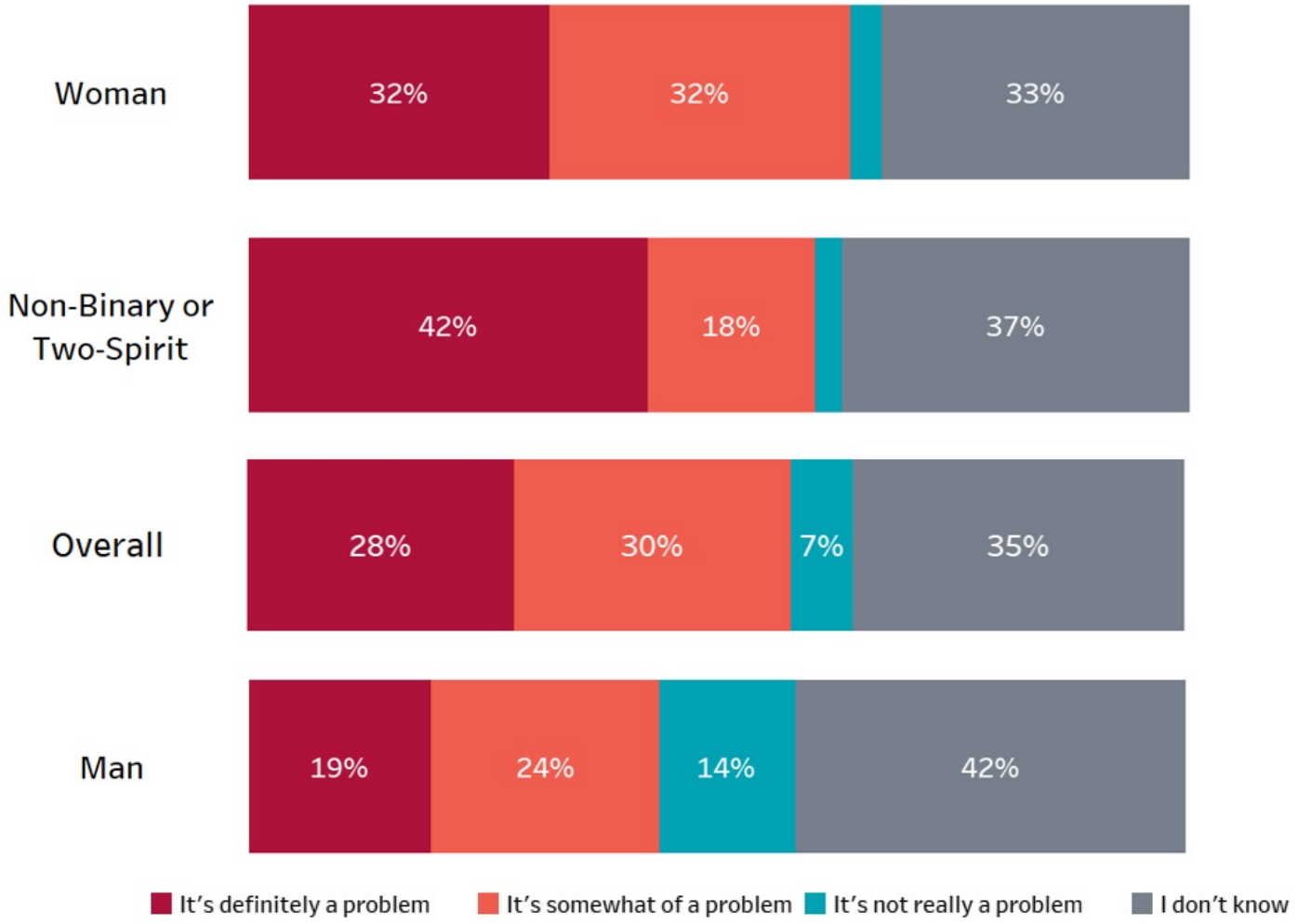
Did any of the following thoughts or concerns cross your mind when you were deciding whether or not to share or report your experience?

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
- Lack of proof that the incident happened
- Did not need assistance
- Wasn’t clear that the person intended harm
- Feared that I would not be believed or taken seriously
- Didn’t know who I should tell

Survey findings – community actions and responses

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



E. Moving Forward

Improving campus climate

Queen's is committed to responding to the experiences, perceptions and attitudes reported in the Student Experiences Survey with meaningful actions to improve the campus climate and culture for all students.

This summer and fall, Queen's will:

- Continue to work with the survey's Student Advisory Group to identify actions and develop a student engagement strategy for the fall when most students return to campus
- Complete faculty-level and other analyses, including international students, Indigenous students, and graduate students, to take a closer look at the student experience.
- Continue to consult with stakeholders

Funding from Principal Deane will allow actions that result from this work to build capacity and drive change.

Appendix:
Project Sponsors: Queen's Declaration to End Systemic Racism Declaration Implementation Group

Associate Vice-Principal Human Rights, Equity and Inclusion, **Stephanie Simpson**;

Associate Vice-Principal Indigenous Initiatives and Reconciliation, **Janice Hill**;

Dean, Faculty Arts and Science, **Barbara Crow**;

Deputy Provost Academic Operations and Inclusion, **Teri Shearer**;

Vice Provost and Dean of Student Affairs, **Ann Tierney**;

Senior Advisor and Executive Director, Principal's Office, **Heather Cole**;

Associate Vice-Principal, Integrated Communications, **Brenda Paul**

Associate Vice-Principal, Research, **Betsy Donald**

Manager Data and Administration, Human Rights and Equity Office, **Jill Christie**

The Declaration Implementation Group (DIG) has identified key items for immediate action based on senior team discussions around the Principal's Declaration of Commitment to Address Systemic Racism.

The DIG is an advisory body that helps to assist the AVP (Human Rights, Equity and Inclusion) and the AVP (Indigenous Initiatives and Reconciliation) respond to the Principal's Declaration of Commitment to Address System Racism.

Appendix:
Development of Actions

Queen's Student Experiences Survey Student Advisory Group

Students:

Ayden Adeyanju-Jackson
Matt D'Alessandro
Husna Ghanizada
Yara Hussein
Samara Lijiam
Anthony Lomax
Brittany McBeath
Ryan Sieg
Aloka Wijesundara

Staff Consultants:

Corinna Fitzgerald
Stephanie Simpson
Deanna Fialho
Jessica Parks

The Queen's Student Experiences Survey Student Advisory Group will provide input regarding student perspectives to the survey project team.

The Student Advisory Group will:

- Help *identify* important data considerations, to advance understanding of the student experience;
- *Review* early analyses of information obtained in the Student Experiences Survey;
- *Provide input* regarding communicating the results of the survey to students;
- *Identify* groups of students to approach for consultations regarding survey findings;
- Help *facilitate consultations* with groups of students related to findings or the identification of possible next steps regarding the survey.

Sexual Violence Prevention and Response Task Force

Co-chairs:
Ann Tierney
Stephanie Simpson

Sexual Violence Prevention and Response website

Appendix:
Queen's Student Experiences Survey Project Team

Human Rights and Equity Office
Division of Student Affairs
Student Representative, Board of Trustees
Office of Indigenous Initiatives
Office of Institutional Research and Planning
University Relations

Contact the Project Team

Students are invited to indicate their ongoing interest in this work by emailing:

studentexperiencessurvey@queensu.ca