

Branding Higher Education in the Face of Controversy: A Document Analysis on
Institutional Branding and Sexual Violence Policies at Brock University

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Abstract

This study examines the relationship between institutional branding and reports of on-campus sexual violence at Ontario Higher Education (HE) institutions with a focus on Brock University. Using a document analysis of 3 documents available via the Brock University website, I consider how institutional branding informs and is reflected in HE policies and specifically, how Brock's brand reflected in those policies contributes to how on-campus sexual violence is understood and addressed. Working within the framework of Feminist Critical Policy Analysis, I present key themes that emerge through the document analysis and critically analyze what those themes indicate about the relationship between institutional branding and reports of on-campus sexual violence at Brock University. This project seeks to encourage HE institutions, and the stakeholders within and around them, to prioritize putting documents into action over prioritizing the act of creating the document. Documents that are not in action are documents that are not of use to those they are meant to inform and protect. Moreover, this research can be used to (a) inspire advocacy, (b) promote a feminist approach in institutional branding and policy development, and (c) assist survivors of sexual violence in seeking support.

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My second reader, Dr. Nicola Simmons, has been one of the most influential professors throughout my Master of Education journey. One of Nicola's courses, in part, inspired the idea behind this project. When I (finally) established my research topic, Leanne asked who I would like to bring on as my second reader, and Nicola was the first person I wanted to ask. Her honest approach as an educator in Higher Education is refreshing. I would like to thank her for her kind words and constant encouragement. Smile ☺

I would also like to thank Dorothy Buchanan, who has always been my lighthouse in the education department at Brock University. Dorothy, who introduced me to Leanne, has provided unconditional support throughout my time at Brock, even when my requests and questions are beyond the responsibilities of her position. I often tell other students in the department that if they have any questions about education programs to contact her (sorry, Dorothy!) because I always leave her office feeling confident about the guidance and sense of direction she has given me. Dorothy, I still owe you that coffee!

And, as always, I must thank my favourite person in the world: my dad, Donald Webster. My dad is the strongest, funniest, and most supportive person I know. His life has been far from easy and yet he has always found a way to make me laugh, even when it is just a result from his own contagious laughter. He is my definition of home. Everything I do is, in part, to make him proud because he never fails to make me proud to be his daughter.

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CHAPTER ONE: INTRODUCTION TO THE PROJECT

Higher Education (HE) institutions have long been concerned with their reputation, particularly how that reputation impacts student attraction, attrition, and retention, as well as community perception (Waeraas & Solbakk, 2009). The reputation of a Higher Education (HE) institution is evident in how it brands itself and in the policies it develops to adhere to that branding. Institutional branding refers to the collective perceptions of an organization's identity among those within an organization and in the surrounding community (Idris & Whitfield, 2014). Citing Balmer (2001), Waeraas and Solbakk (2009) define branding as making "known the attributes of the organization's identity in the form of a clearly defined branding proposition" (p. 1). The reputation of a HE institution can be both positively and negatively affected by various external and internal factors.

One factor that has the potential to negatively impact a HE institution's reputation is on-campus sexual violence. One in five women experience sexual violence while attending a HE institution (Canadian Federation of Students-Ontario [CFS-O], 2015). *Sexual violence* refers to "acts with sexual purpose or content that violate women's¹ bodies and/or minds" (Fisher, Daigle, & Cullen, 2010, p. 3) and includes rape, unwanted sexual contact that does not involve penetration, sexual coercion, verbal and visual harassment, and some stalking behaviours.

My Master Research Project (MRP) investigates the relationship between institutional branding and on-campus sexual violence policies in Ontario HE institutions.

¹ Although the definition used for the purpose of this study refers specifically to sexual violence against women, it must be noted that sexual violence does not occur solely to women by men and can occur between women and between men.

For this study, I have focused on Brock University. This project was an opportunity to produce a document that not only mattered to me personally, but was relevant to others whose lives have been affected, either directly or indirectly, by sexual violence. It was my hope that this project not only contributed to the current body of literature on sexual violence and its prevalence in our society, but also provided a fresh analysis of sexual violence in HE as well as relevant recommendations for further research.

In what follows in the first chapter I discuss the background and inspiration for my MRP, the purpose and focus of the study, and a statement of the problem context. I then expand on the rationale for the study. Following the rationale, I provide the research questions that have guided my MRP and discuss my theoretical framework - Feminist Critical Policy Analysis. I then explain the scope of my MRP and limitations of my study. Finally, I provide an outline of the remainder of the project.

Background: The Night of February 1, 2012

It was February 2012 and I was one month into the second semester of my fourth year at Brock University. As a Concurrent Education student, I still had a fifth year to complete before I received a Bachelor of Arts in Child and Youth Studies and a Bachelor of Education. I still had papers and unit plans to write, presentations to conduct, and teaching placements to complete before my time at Brock University as an undergraduate student would be over.

In February 2012, while walking home from a friend's house, I was sexually assaulted and almost raped. If there is something fortunate to be said about this incident, it is that an individual driving by at that exact moment stopped the act. It took a few days before I told anyone what had happened. In recent years, I have become more open to talking about this experience with friends and loved ones. To this day, however, the

majority of people who will read this paper will be learning about this story for the first time. It is important to note that I am not including this vignette to elicit a specific response from any one reader, but to provide insight into my choice to research the topic of on-campus sexual violence. I do not seek to solve the issues enshrouded in on-campus sexual violence cases, sexual violence policies, or how these cases and policies are impacted by HE institutional branding. One individual cannot solve these issues. Solutions and change require extensive time, commitment, care, and contributions from groups of people within and around the institution. My goal is not to provide solutions, but to develop a deepened understanding of sexual violence in HE institutions and the role that branding plays in how sexual violence is addressed.

Vignette: My Story

The following vignette details a conversation that I had with an employee at a local sexual violence help centre while I was attempting to make an appointment. Although I had been handling my sexual assault as well as I thought I could with the support of a few friends, I felt that seeking professional support would be beneficial moving forward. The response I received was not one I had expected.

“[Help centre’s name redacted], is this an emergency call?”

“Uhm, no.”

“Okay. How can I help you today?”

“I was attacked while walking home. I was not raped, but it was close. I have been having trouble sleeping and eating, and was wondering if I could make an appointment to speak to someone at the centre?”

“Yes, I can take your name and number. Unfortunately, the projected wait time for an appointment is six months from today. Would you like me to go ahead with the appointment?”

“I guess so. Thank you.”

Six months. Approximately 182.5 days. Roughly 4,380 hours. About 262,800 minutes. A lot can happen in that amount of time. For the record, I received a call from the help centre regarding an appointment opening in October 2012. The time between February and October is eight months, approximately 243 days, roughly 5,840 hours, and about 350,400 minutes. But who is counting?

I do not include this vignette to present a negative view of that local help centre, but rather the experience emphasizes the lack of resources that are available to both the organization and to those who have been affected by sexual violence and who seek support. While I was not assaulted on-campus, it is this experience and the lack of immediate support available that has, in part, provoked the topic for this project.

The Case at Brock

The other factor of provocation for this project was the recent sexual violence controversy that occurred at Brock University and was featured in the local news for most of March 2016. The week that I submitted my blog post about on-campus sexual violence in HE institutions for the Contemporary Issues in Higher Education course, Brock University was rocked by reports from the Canadian Broadcasting Corporation (CBC) that the institution, and those in roles of authority, mishandled a student's report in 2014 that a faculty member had sexually assaulted her (Sawa & Ward, 2016). In this investigation, the student who experienced sexual assault claimed that she was advised to

maintain her silence about the three-month internal investigation that was being conducted (Sawa & Ward, 2016). The University stated that their staff members were immediately supportive and responsive upon learning of the complaint from the student regarding the professor, and staff members spoke to her directly (Sawa & Ward, 2016). After the investigation of the incident was complete, the student was told that she was not allowed to share the results with anyone or learn how the professor in question would be disciplined, an aspect that the university president described as a “hole” that requires attention and change (Sawa & Ward, 2016). Significantly, Marshall, Dalyot, and Galloway (2014) state that when leaders are faced with a controversy and do not envision a clear resolution, they tend to address the issue by making it an area of silence. Marshall et al. suggest that sexual violence “prevails in institutions where male dominance powerfully shapes institutional norms, cultural practices, and policies” (p. 280). Following the investigation, the university and university president “promised to work to change its policies so that people who file complaints will know what action is taken,” but still held to the belief that the process must remain confidential to uphold obligations to faculty members (Sawa & Ward, 2016). The way the university handled the student’s report indicated that there were problems within and surrounding the current policies regarding on-campus sexual violence.

During my second semester in the graduate program, I took the course, *Contemporary Issues in Higher Education*, with Dr. Nicola Simmons. As I have considered working in the realm of HE in the future, I selected this course to gain an understanding of current issues that affect how HE institutions operate. One topic that was covered within this course was branding. Students discussed Brock University’s

current brand campaign and strategies and how that branding influenced other facets of the university life and experience. We discussed the influence a brand can have on how student wants, needs, and concerns are addressed by the institution.

For an assignment in this course, students wrote a blog post on a topic of their choice related to HE. If they elected, they could expand upon that blog post to develop a synthesis of the topic in the form of a paper. Having long been wanting to put my thoughts on the subject of sexual violence into writing, I decided to write specifically about sexual violence at HE institutions. Little did I know at the time how relevant my topic selection would become. The *Contemporary Issues in Higher Education* course coincided with the aforementioned highly publicized case of on-campus sexual violence at Brock University, which inspired me to pursue the multi-faceted topic of how HE institutional branding can contribute to how on-campus sexual violence is addressed and how it can inform sexual violence policies. My MRP merged these two topics that are of great interest to me.

Purpose and Focus of Study

The purpose of this project was to engage in a critical exploration and document analysis of the Brock Brand Culture Guide, the Sexual Assault Response Protocol, and a job posting for a Sexual Violence Response and Education Coordinator. Specifically, I investigated the connection between these HE institutional branding documents and responses to on-campus sexual violence at Brock. Through this project, my goal was to shift the current on-campus sexual violence discourse from focusing on numbers and statistics to understanding how institutional branding is reflected in documents and policies. My intention with my MRP was to unpack the current policies at Brock to better understand how they address on-campus sexual violence, how sexual violence policies

are influenced by institutional branding, and how Brock positioned itself in branding and sexual violence documents.

Feminist critical policy analysis (FCPA), the theoretical framework I have used for this study, considers whether university life is empowering to women (Marshall et al., 2014). Marshall et al. (2014) explain that when student identities “are constructed within dominant structures and interactions constructed from patriarchal policy discourse, they convey messages that their needs and values are inconsequential” (p. 294). Sexual violence, then, becomes ingrained in the policies and practices that are developed to adhere to each HE institution’s specific brand (Marshall et al., 2014). I aimed to analyze documents at Brock University that were developed from, or in response to, institutional branding to highlight and explore the complexities of a relationship between HE institutional branding and on-campus sexual violence.

Statement of the Problem Context

In order to best understand the focus for this project, a clear and concise definition of the term sexual violence was necessary. Invoking Fisher et al. (2010), sexual violence refers to “acts with sexual purpose or content that violate women’s bodies and/or minds” (p. 3) and includes rape, unwanted sexual contact that does not involve penetration, sexual coercion, verbal and visual harassment, and some stalking behaviours. While some of the literature consulted for this project used the terms sexual violence and sexual assault or harassment interchangeably, I have elected to use sexual violence as my main terminology as I believe it encompasses aspects of both assault and harassment. Moreover, the definition I use refers specifically to acts of sexual violence against women. I have focused specifically on the experiences of women because the majority of

the literature consulted for this MRP stated that they are the group most affected by on-campus sexual violence (Fisher et al., 2010; Napolitano, 2015; Senn, 2011). Specifically, the Ontario Women's Directorate (2013; as cited by the Government of Ontario, 2015) stated that women represent over 93% of all sexual violence victims and the Canadian Federation of Students-Ontario (CFS-O; 2016) stated that one in three women will experience sexual violence in their lifetime.

As will be discussed in detail in the section on research limitations, sexual violence does not occur solely to females by males and intersectionality does matter (Marshall et al., 2014) with regard to who is victimized, how they are victimized, and how they are treated following their victimization. In an interview with Sokolower and Butler-Wall (2016), Liza Gesuden stated that "oppressions don't exist in isolation from each other; they're always intermeshed, reinforcing and contradicting each other. That's intersectionality" (p. 168). Intersectionality, then, considers gender, race, class, sexuality, ability, and any other social category, as being intertwined. Although I consider intersectionality necessary to understand the experiences of others, the high prevalence rates of on-campus sexual violence against women and my experience as a survivor of sexual violence encouraged me to explore that specific group's experiences.

While issues of sexual violence are not confined strictly to college and university campuses, it is a pervasive problem that must be addressed (CFS-O, 2016). Fisher et al. (2010) explain that public perception of the HE institution campus is one of an ivory tower that is not considered to be the "real world" (p. 1). Students who graduate from HE institutions are said to be entering the "real world," implying that campus life is removed from the "hard obligations and unpleasant experiences found beyond the school's

boundaries” (Fisher et al., 2010, p. 1). The same researchers found that this detachment between campus life and the real world attributes sexual violence to individual pathology and not to the institutional environment. When acts of sexual violence are not attributed to the institutional environment, the power and gender dynamics that contribute to policy development and implementation are not considered. Consequently, this detachment and neglect to consider how policy development and implementation is affected addresses why campuses are “social domains conducive to students’ sexual victimization” (Fisher et al., 2010, p. 2). The risk of sexual violence, particularly the sexual violence of females, “is ingrained in the very fabric of normal college life” (Fisher et al., 2010, p. 2). HE institutions are places where males and females interact and come into contact in the classroom and on-campus groups and in social settings such as dining halls, gymnasiums, residences, and campus or local bars (Fisher et al., 2010).

The objectives for HE administrators and leaders should be to stop on-campus sexual violence and foster a culture of respect, inclusion, and civility (Napolitano, 2015). The goal for all institutions and those working within them must be to be proactive and reflective, not merely reactive. In order for a HE institution to be proactive and reflective, they must develop stand-alone sexual violence policies (CFS-O, 2016) that not only address how to respond to reports of on-campus sexual violence, but also seek to understand the responsibility the institution has to maintain a safe campus and institution for all.

Rationale for the Study

As the researcher, I am personally connected to this topic in many ways: (a) as a student at Brock University for both my undergraduate and graduate studies, (b) as an individual with potential career aspirations within the realm of higher education, and (c)

as a survivor of sexual violence. With consideration to each of these roles, I am passionate about the need to not only critique the current brand of Brock University and its policies, but to understand how that brand impacts those policies in ways that are not always in the best interests of the students. Considering my rationale for the study, it was critical that I was able to reflect on the ways who I am and how I am positioned in relation to my research could influence the project and how I chose to conduct research (Tilley, 2016). These fluid identities, including that of a student, a researcher, and a survivor, must be understood in how they are constructed and intersected to truly engage with my research topic (Tilley, 2016).

When I was in grade 12 in secondary school, I researched various HE institutions that were close to my hometown as I did not want to live far from my family. Unlike elementary and secondary school, I had the option to choose which HE institution I wanted to attend and could consider what I wanted and needed to get out of my HE experience. The element of choice is one that is not often presented to students in elementary or secondary school and consequently makes branding significant because students make their decision and then pay to attend their chosen institution. I used the Brock website to research the program, faculty, and campus. The website acts as a promotional and informational tool for the institution to present a mission statement, core values, and their brand. To attract and retain more students, institutions use branding to position themselves positively and advantageously in the public view.

When institutions prioritize creating and maintaining positive reputations, the policies they develop and use can prioritize that reputation over the needs of the people already on-campus. Specifically, when policies work to silence sexual violence victims

and maintain a positive public reputation, a mistrust of the process and policies occurs and students can be discouraged from reporting their victimization and seek the help that they need on campus (Ridolfi-Starr, 2016). Stand-alone policies should hold the institution accountable when there is a report of on-campus sexual violence from a student and must be student-centred to ensure that the student who is victimized is the priority (CFS-O, 2016). When confidentiality and secrecy are the priorities, a culture of impunity is created for campus officials “who are free to make mistakes without facing consequences” (Ridolfi-Star, 2016, p. 2161) and can have dangerous consequences for students. Confidentiality can conceal the problem of sexual violence at both the individual and institutional level (Whitley & Page, 2015). How a university chooses to brand itself is reflected in its policies, including a sexual violence response policy, and is a critical factor in understanding why reports of sexual violence are handled the way they are.

The topic of institutional branding is one that is briefly addressed in the literature regarding sexual violence policies and reports of on-campus sexual violence. While some of the literature consulted for this project (Kane, 2016; Kitchener, 2014; Mathieu & Poisson, 2014; Ridolfi-Starr, 2016) addressed the notion that HE institutions made decisions regarding reports of sexual violence based on a desire to maintain their reputation, in-depth studies and analyses were not provided. It was my goal to contribute to the literature on this topic and work towards filling that gap in the research. Specifically, I sought to conduct a study and provide an analysis of how institutional branding informs and is reflected in HE policy development and implementation. In seeking to understand this relationship, I looked at how institutional branding at Brock

University through specific policies and documents contributed to on-campus sexual violence responses.

Research Questions

This project is guided by the following research questions:

1. How does institutional branding inform policies?
2. How is Brock University's institutional branding reflected in the Brand Culture Guide, Sexual Assault Response Protocol, and the job posting for a Sexual Violence Response and Education Coordinator?
3. How does Brock's brand, as reflected in these policies, contribute to how on-campus sexual violence is understood and addressed?

Theoretical Framework: A Feminist Critical Policy Analysis

I used feminist critical policy analysis as the theoretical lens for my research. This framework allowed me to address many underlying factors that contribute to the relationship between on-campus sexual violence and institutional branding. Feminist critical policy analysis (FCPA) challenges policy development and its implementation by employing “methodological tools that provide a more complete understanding of policy from the perspective of both policymakers and those affected by the policy” (Shaw, 2004, p. 57). Citing Marshall (1997), Shaw explains that FCPA “melds critical theory and feminism in a way that is designed to challenge the traditional, mainstream approaches to policy analysis that have dominated policy research” (p. 58). These traditional, mainstream approaches to policy analysis are invoked by those in power, “who, particularly in the world of policy formation and analysis, are overwhelmingly white, male, and well educated” (p. 58), thus policy research has reflected the values of this group (Shaw, 2004). FCPA is applicable to a HE context, and to the focus of my research

specifically, as it offers a lens to analyze educational policies and to understand not only the broader contexts in which policy is developed, but also “the particularities of the lives of those most affected by policy” (Shaw, 2004, p. 76). Within my research, I explored three Brock University documents and analyzed how they were connected to on-campus sexual violence. My goal was to further understand how and why the documents and policies were developed.

FCPA frames research and policy to acknowledge that problems with policies are expressed and exposed through gender and power dynamics (Marshall et al., 2014). By reframing research on policy to focus on the female experience within institutional cultures, FCPA considers if, and perhaps how, HE institutions, and specifically their leaders and policies, address and provide “clear messages pertaining to definitions, consequences, or appropriate recourse” (Marshall et al., 2014, p. 282) on sexual violence. I framed my research using FCPA and explored how institutional branding, from which policy is developed and implemented, was evident in how HE institutions created policies and protocols to address on-campus sexual violence.

Scope and Limitations of the Study

As I researched HE institutions in Ontario, and Brock University specifically, I drew from literature, studies, and resources that also provided an Ontarian context. While the report of sexual violence used for the purpose of this research project and how it was addressed at Brock University did not indicate how complexities of sexual violence are addressed at all Ontario HE institutions, I have elected to only focus on the situation at Brock University to maintain a narrow and specific lens. Although the primary focus of this project is on documents created and used by Brock University, I also considered

literature about on-campus sexual violence across Ontario and in some instances, across Canada. Looking at literature across Canada can be considered a limitation as I cannot generalize my findings across all Canadian HE institutions. Nevertheless, I have provided an overview of what has happened at other institutions and used that research to inform my understanding of on-campus sexual violence.

The scope of this project was restricted to focusing on male perpetrated and female victimized accounts of on-campus sexual violence at Ontario HE institutions. In the sexual assault case at Brock University that was investigated and reported in March 2016, the male perpetrator was a professor and the female victim was a student. While there is a discussion on power dynamics in HE institutions and the university's priority to protect its faculty, the scope of this project did not allow for a detailed analysis of staff-student reports of sexual violence. To maintain a narrow scope, I referred solely to the student experience of on-campus sexual violence and reporting.

My decision to specifically focus on sexual violence against females by males was not only to keep a narrow focus; my positionality also allows me to speak to the issue and has influenced my experience and interest in this topic (Tilley, 2016). Moreover, much of the literature consulted for this project referred specifically to male-female on-campus sexual violence and notes that it is the most common form of sexual violence that occurs at HE institutions (Kane, 2016; Kitchener, 2014; Napolitano, 2015; Tamburri, 2015). Specifically, in *It's Never Okay: An Action Plan to Stop Sexual Violence and Harassment* by the Government of Ontario (2015), a document that is explored in detail within this project, it is stated that in 99% of reported sexual violence cases, the accused perpetrator is male. It is not my intention to imply that only females

experience sexual violence or that only males are perpetrators of sexual violence; nor do I wish to ignore factors of race, sexuality, class, ability, or any other social category that can influence how reports of sexual violence are addressed and understood. While intersectionality is always a factor in matters of oppression and gender-related violence, and I do not wish to exclude or speak for any particular group of individuals, that discussion was beyond the scope of this research.

As a Brock University alumni and current student, and as a survivor of sexual violence that occurred close by the university, my academic and personal experiences related to the institution mean that my research and subsequent analyses are not bias-free. Qualitative studies and, specifically, document analyses carry limitations if the researcher does not consider their personal biases and identities that underscore their reason and purpose for choosing a certain topic (Savin-Baden & Howell Major, 2013). As I have discussed in detail, I have a strong personal connection to the topic of HE institutional branding and how it influences reports on and approaches addressing sexual violence. While these personal ties can be viewed as limitations in the event that they cause bias, doing work that one has a connection and is passionate about has its strengths as well. Invoking Tilley (2016), when applying critical qualitative perspectives, “researchers are understood to be influenced by their world perspectives and sociocultural characteristics instead of objective, apolitical, neutral observers or data collectors” (p. 35). In the case of my research project, I am not a neutral observer or data collector, but an individual whose experiences have shaped who I am and the type of research I want to undertake. Research is never bias-free (Savin-Baden & Howell Major, 2013). While my positionality and investment in this research can be considered a limitation, my passion and connection to

the topic can also be strengths (Savin-Baden & Howell Major, 2013). My chosen theoretical framework of Feminist Critical Policy Analysis is based on the epistemological assumptions “that neutrality and objectivity are neither achievable nor desirable [and] that traditional policy analysis ignores the contextual and the personal” (Shaw, 2004, p. 70).

Outline of the Remainder of the Document

In the following chapter, I review literature related to on-campus sexual violence at HE institutions, institutional branding, and policy development. I also review various Ontario HE documents including *It's Never Okay: An Action Plan to Stop Sexual Violence and Harassment* (Government of Ontario, 2015) and *Campus Toolkit for Creating Consent Culture* (CFS-O, 2016). These documents were relevant to my study because they focused specifically on the problem of sexual violence on-campus in Ontario and provided plans and proposals for how to address the problem within HE institutions.

In the third chapter, I outline the research methodology and design I used to conduct this study. This chapter provides insight into how the theoretical frameworks chosen for this project fit the methodology and design, while also exploring the ethical considerations for data collection and analysis. In my restatement of the area of study, I further explain the appropriateness of my choice to undertake a document analysis.

In the fourth chapter, I provide insight into the findings of the document analysis conducted for the purpose of this project. I explain each document that I have selected as my data and outline the major themes that have emerged.

In the fifth and final chapter of this document, I further discuss the findings of the document analysis to address implications and suggestions for future research within the

field. The suggestions for future research are not exhaustive, but reflect gaps that arose throughout my research. In the conclusion to the document, I consider what the role and responsibility of the institution should be with regard to the relationship between institutional branding and on-campus sexual violence.

CHAPTER TWO: REVIEW OF THE RELATED LITERATURE

In this section, I review contemporary literature on the topics of on-campus sexual violence, institutional branding, and policy development. I also explore literature that specifically addresses on-campus sexual violence documents in an Ontarian context. The development of this literature review was intended to not only provide background information on the research problem, but to also understand the connections between institutional branding and reports of on-campus sexual violence.

On-Campus Sexual Violence

Estimates of the prevalence of on-campus sexual violence against females attending Canadian universities ranges from 15% to 35% (Quinlan, Clarke, & Horsley, 2009). More recent statistics indicate that one in five women experience sexual assault while attending a HE institution (CFS-O, 2015). While the sources conducted for the purpose of this paper do not all share the same statistics regarding the number of individuals who have been or will be sexually assaulted while attending HE institutions, the numbers are all similarly staggering. Even though the rates of sexual violence on Canadian campuses are alarming, HE institutions often appear unprepared to take preventative action and provide an effective and supportive response when violence is reported (Quinlan et al., 2009). Moreover, insufficient resources in sexual violence programs and services in HE institutions, such as monetary and staff shortages, limit efforts of those within HE institutions who provide support services to effectively respond to and support victims of sexual violence (Quinlan et al., 2009). Specialized services that provide free and confidential support to victims of sexual violence are needed, but require more attention and resources from the institution in order to be

effective and successful (Quinlan et al., 2009). Without the appropriate support systems in place, students who are victimized might be less likely to report their victimization.

In a study conducted in 2014, researchers found that 16 out of 87 surveyed HE institutions in Canada received zero reports of sexual violence between 2008 and 2014 (Ward, 2015). While a low number of sexual violence reports might seem encouraging, researchers believe the numbers could unfortunately be indicative of an unsupportive campus climate in which students do not feel comfortable or safe reporting their harassment (Ward, 2015). It is essential that administrators of HE institutions understand and recognize that higher reports of incidents could suggest that the institution is one in which survivors feel safe reporting sexual violence, as well as one that is effectively tracking and monitoring data regarding sexual violence (Tamburri, 2015).

Senn (2011) conducted research and worked to develop effective sexual violence resistance programs for women in university. Senn found that female students were experiencing high rates of sexual violence by men, but that females were not aware of the severity of the problem. When Senn began her research in 2004, “the landscape on Canadian campuses had lost much of the hard won feminist ground on sexual assault that had been gained in the 1980s” (p. 123). The hard won feminist ground that Senn refers to includes Women’s Centres and Sexual Harassment offices that were staffed by feminists who provided support to women who experienced sexual violence, as well as education for women on sexual violence. Citing Agocs et al. (2004), Senn explains that sexual harassment offices were eventually closed or combined with new Human Rights or Equity Offices, limiting the specific services that were available with regard to sexual violence. Senn found that the most common approach to addressing and providing

education on sexual violence at Canadian HE institutions was the provision of brochures and posters in on-campus health and student centres. A lack of stand-alone policies on sexual violence and specific support centres indicates that victims of sexual violence will not receive an adequate and effective level of support.

In a study by Whitley and Page (2015), the researchers looked at how sexism is concealed and perpetuated within HE institutions through “tactics that relocate the problem away from the individual and the institution” (p. 35). These tactics used by those within power positions at HE institutions work to distance the institutions from the responsibility for on-campus sexual violence. The researchers focused on what social and institutional mechanisms enable and conceal sexism within HE institutions (Whitley & Page, 2015). Whitley & Page state that “there is an institutional form to the way sexism operates” (p. 38) that is perpetuated through an institution’s culture, policies, and hierarchies in structure. Significantly, the researchers consider acts of sexual violence that occur both in intimate and secluded spaces as well as in front of other people. In instances where sexual violence occurs in public spaces on HE campuses, it must be considered how that violence and sexism can occur publicly without ever being treated as violence or sexism (Whitley & Page, 2015).

An example of sexual violence and sexism occurring in a public space on-campus is a 2013 incident at Saint Mary’s University in Halifax in which student leaders at a frosh week event started the following chant: “Y is for your sister; O is for oh so tight; U is for underage; N is for no consent; G is for grab that ass” (Tamburri & Samson, 2014). Similar chants occurred at the University of British Columbia that same year (Tamburri & Samson, 2014). While various media outlets reported on these chants and called for

HE institutions across Canada to take action, the question remains of why the students leading the chants did not recognize their behaviour as being sexist or promoting sexual violence. This lack of recognition of sexism serves to normalize sexual violence within the HE institution environment (Whitley & Page, 2015). HE institutional policies surrounding sexual violence are typically established as policies for reporting violence (Whitley & Page, 2015). Problematically, when that violence occurs publically and those who perpetuate that violence and/or witness it do not recognize it as violence, an environment is created in which sexual violence is condoned. When sexual violence is witnessed in a public space and condoned, reporting policies appear unnecessary and useless.

One of the mechanisms that Whitley and Page (2015) list as helping conceal sexual violence and deflect responsibility for the occurrence of sexual violence lies within the complaint process. Most reporting policies at HE institutions require that the victim name a perpetrator, but there is not always a clear way to locate the source of the problem. For example, even in cases where the perpetrator of sexual violence is a single staff member at the institution or a student of the institution “in order for this [violence] to circulate and remain in place any number of other individuals must enable and tolerate it, and therefore are complicit in producing and sustaining an environment that accepts this behaviour” (Whitley & Page, 2015, p. 47). HE institutions deny responsibility for on-campus sexual violence when they do not recognize the role they play in sexual violence and the establishment of an institutional culture.

Often, HE institutions treat reports of sexual violence as singular events in order to maintain their reputation as a safe space within the community (Whitley & Page,

2015). If sexual violence cases are treated as singular events, HE institutions can state that they will address that case and remove the problem (i.e., the perpetrator) from the institution. Locating sexual violence at the level of the individual not only positions HE institutions outside of sexual violence cases, but also makes it so that one individual does not represent the institution and its culture as a whole. Whitley and Page recommend a shift from locating sexual violence at the level of the individual within HE institutions to framing the analysis of sexual violence with the institution at the centre. As the researchers state, “when the institution is named as the problem that needs to be investigated, individual instances of sexual [violence] can be viewed as symptoms of a wider problem” (Whitley & Page, 2015, p. 49). The problem of sexual violence must be recognized and addressed as one that is located within the institution and the culture it perpetuates.

In this section of the literature review, I have discussed the prevalence of on-campus sexual violence and the need to put HE institutions at the centre of the problem. HE institutions often fail to accept responsibility for the prevailing problem of on-campus sexual violence to protect their reputation (Whitley & Page, 2015). These reputations are primarily achieved through institutional branding, which will be discussed in the following section of the literature review.

Institutional Branding

Institutional branding refers to the collective perceptions of an organization’s identity (Idris & Whitfield, 2014). Citing Balmer (2001), Waeraas and Solbakk (2009) define branding as making “known the attributes of the organization’s identity in the form of a clearly defined branding proposition” (p. 1). The same researchers state that

“the organization but must first define for itself the essence of ‘what’ and ‘who’ it is, and what it ‘stands for’ in terms of values and characteristics” (Waeraas & Solbakk, 2009, p. 1). These definitions must be clearly articulated, concise, and consistently presented whenever possible (Waeraas & Solbakk, 2009). As a phenomenon that has become more common in HE institutions over the last few years, branding defines the essence of what a HE institution is, what it believes in and stands for, and what it wants to be known for (Waeraas & Solbakk, 2009). Invoking Chapleo (2004) and Hemsley-Brown and Goonawardana (2007), Waeraas & Solbakk explain that increased competition for student enrolment across Ontario and in all parts of the world have pushed HE institutions to create a unique, innovative, and memorable definition of who they are, what they promise to do for students, and how they want to be remembered in order to effectively differentiate themselves from other institutions.

The brand of a HE institution includes its logos and slogans that are used on promotional materials and on the institution’s website, but more significantly, it includes how a HE institution works to define itself through its philosophy, goals, and policies. A successful brand is one that understands that branding is about more than creating a distinct physical presence through logos, taglines, and promotional materials; a successful brand “must meet consumers’ psychological needs through the values which they come to believe the brand embodies” (Temple, 2006, p. 15). Institutional branding includes brand identity, brand image, reputation, and brand equity (Idris & Whitfield, 2014). Brand identity and brand image are similar. Brand identity is how the institution projects itself and influences individual perceptions. Brand image is how those perceptions are described from the individual’s point of view (Idris & Whitfield, 2014). Reputation refers

to the collective perception of the institution and has been used synonymously with brand equity (Idris & Whitfield, 2014). Brand equity refers to the value of a well-known brand, is a key indicator of the health of a brand, and is established through the effective management of the brand (Pinar, Trapp, Giard, & Boyt, 2010). Branding in general, as well as specific facets of branding such as brand identity, brand image, and brand equity, has made HE institutions more aware of the connection between their values and characteristics (i.e., what they stand for) and how they are perceived by the public (Waeraas & Solbakk, 2009). When an institution brands itself, it must consider how its identity, image, and reputation are being projected and who their intended audience is.

Across Ontario, HE institutions present their brand through various style guides that protect their logos and taglines, culture guides, and brand policies. Many HE institutions intentionally adopt branding practices in an attempt to reach a wider audience and maintain a uniform and consistent presence (Idris & Whitfield, 2014). The branding practices that are promoted throughout the institution could work to promote core values and incentives that encourage those within the institution to adopt the practices (Idris & Whitfield, 2014). HE institutional branding articulates a particular identity in relation to policymaking to engage faculty, students, stakeholders, and the community in the development, presentation, and adoption of brand policies (Lowrie, 2007). It is important to recognize that when branding practices are articulated and encouraged across those working and studying within the institution, those individuals can also affect policy development.

An example of institutional branding is evident in the September 2016 article sponsored by Brock University, *When you come to Brock, you'll be part of an experience*

like no other that was posted on the National Post website. In this article, the top reasons why students should choose to attend Brock are listed and explained. Some of the reasons listed include top-ranked academic programs, the financial investment of the institution in the students through scholarships and awards, the opportunity for students to explore their passions on-campus and in the community, and an intimate and modern campus that is located in the vibrant Niagara region with easy access to the United States border and the GTA (When you come to Brock, 2016). The overarching message of the article is that experience matters and it is that experience provided by Brock that sets it apart from other HE institutions. According to the article, Brock is excellent at providing an amazing campus-life experience that is friendly, fun, progressive, modern, and innovative (When you come to Brock, 2016). In one of only two mentions of campus safety, the article promotes the walkways that connect the buildings around campus as not only ensuring enhanced safety and security, but also guaranteeing the warmth and dryness of the students during the colder seasons (When you come to Brock, 2016). At the end of the article, a general statement regarding the range of services to support career aspirations, personal well-being, academic success, and community involvement is made. This article, sponsored by Brock and posted in September 2016 at the start of the new academic year, is an example of institutional branding in which Brock is defining who it is, what it has to offer in comparison to other institutions, what it believes in, and what it wants to be known for (Waeraas & Solbakk, 2009). Brock defines itself based on the academic, social, and cultural experience it strives to provide.

In the next section of the literature review I discuss how institutional branding affects policy development and how it is connected to sexual violence response procedures.

Policy Development

HE institutions in Ontario have typically been slow to address the issue of sexual violence and adopt stand-alone sexual violence policies, in part due to administrative denial about the extent of the problem (Kane, 2016). Wong (2016) suggests that HE institutions need to focus on developing consistent and considerate methods of monitoring on-campus sexual violence reports and improving reporting procedures and what kind of follow-up procedures occur. The documents that a HE institution uses to address and understand on-campus sexual violence can shape and create an institutional identity. Referencing Prior (2003), Ahmed (2007) refers to documents as being more than written material, but as involving frames and networks for action. In the digital age of the twenty-first century, these documents are made available for public access on each institution's website, but as Ahmed states, it is not enough to put a document on a website and believe that it will work or be enacted. When a document is established but not implemented, those documents become forms of institutional performances in which HE institutions present an image of themselves as "doing well" (Ahmed, 2007, p. 594). In Chapter Four of this project, I apply Ahmed's work to understand further how documents state commitments to particular actions, but do not necessarily do what they say they will do, reflecting a gap between the document and institutional practice.

When developing policies or making changes to existing policies, transparency is fundamental. In a study exploring sexual violence reporting policies and on-campus

investigations, Ridolfi-Starr (2016) found that policies will only be cosmetic unless transparency requirements are included. The same research suggests that reports of sexual violence should not be followed by secrecy or guarded from becoming public knowledge; nevertheless, that is often what happens as a result of flaws in reporting policies (Ridolfi-Starr, 2016). When students report incidences of on-campus sexual violence, the institutions “are not required to release any information about how these reports are ultimately addressed” (Ridolfi-Starr-2016, p. 2164). This statement is significant as, in the case of the student who made a report about sexual violence at Brock University, information about how the perpetrator was disciplined was not released to her or the public, and it was not exposed until two years later when the victim decided to come forward and make a complaint about the policies (Sawa & Ward, 2016). When a victim is silenced and not informed of the actions taken towards their report, that confidentiality functions to conceal the sexual violence from the public (Whitley & Page, 2015). Ridolfi-Starr (2016) suggests that when institutions do not disclose information regarding the outcome of a sexual violence case, it is unknown if the discipline was lenient or excessive, and the institution is not held accountable. One area of concern with regard to a lack of transparency in how reports of sexual violence are handled is whether those who decide the discipline discriminate against the victim based on their sexuality, gender, race, or class (Ridolfi-Starr, 2016). These unknowns can lead students to mistrust the system currently in place and avoid reporting sexual violence because they do not believe that the policies and the procedures are in their best interests.

One concern with a transparency mandate is that if the outcomes from the reports are released to the public, private information that would identify the victims and the

perpetrators would also be released. In his statement about why the victim was not informed of the disciplinary action against her perpetrator, the Brock University president indicated that the institution, following the Brock University Sexual Assault Response Protocol, has a responsibility to their faculty (Sawa & Ward, 2016). In this case, the perpetrator was a faculty member, thus the responsibility to the faculty meant that the victim was left without answers.

In an essay about policy change in the classroom, McLinden (2016) provides a commentary on how policies can be developed and implemented effectively and which factors must be considered in the development process. While McLinden writes specifically about policy changes with regard to transgendered rights in schools, his discussion on policy development can be applied to my research project and document analysis. In his essay, McLinden produces a five-step action plan for ensuring that the implementation of policies is effective and meets its intended goals. The five-step action plan includes (a) establishing an on-the-ground team that collaboratively contributes to the development and implementation of policies, (b) developing a strategy, (c) anticipating questions and combating opposition while supporting the policy, (d) introducing the policy with care and patience, and (e) following through with the implementation (McLinden, 2016). The final step in the five-part action plan, following through, is key when considering how stand-alone sexual violence policies are used on-campus. Without follow-through, the policy may be changed on paper, but not in action.

Recently, Brock University has worked on the first step in the five-step action plan by establishing an on-the-ground team to assist in handling reports of on-campus sexual violence. This team has been established in light of the recent reported incident at

Brock and the university president's declaration that changes would be made to how on-campus reports of sexual assault are addressed. To develop this team, Brock University posted a job opening on their career services page of their website for a Sexual Violence Response and Education Coordinator. The job description explained that the position was created in response to a call for action from students, staff, and faculty at Brock University to challenge sexual and gender violence and to develop proactive responses (Brock announces new Sexual Violence Response and Education Coordinator, 2016). This job posting, which I examine in greater detail, comprises part of my document analysis.

In an article posted by University Affairs, it was stated that as of September 2016, at least five Canadian universities have created and filled full-time positions with titles such as Sexual Violence Response and Education Coordinator, Sexual Violence Prevention and Education Coordinator, and Sexual Violence Education and Support Coordinator, and at least three have begun the process of hiring for this position to address sexual violence on campus (Samson, 2016). In 2016, Ontario introduced legislation that requires HE institutions to have stand-alone sexual violence policies in place for 2017 (Samson, 2016). An interview with Farrah Khan, the current Sexual Violence Education and Support Coordinator at Ryerson University in Toronto, Ontario, provides insight on what this role has entailed for her since her hiring in November 2015. Khan explains that she facilitates training for staff, faculty, and students on topics such as intervention strategies, how to respond to a report of sexual violence, and consults with campus advisory committees for feedback on programs, services, policies, and protocols related to sexual violence that are available and used on campus (Samson, 2016). She

also collaborates with colleagues and at local organizations to establish outreach programs and resources such as social media campaigns that provide tips for sexual violence survivors.

While the role of Sexual Violence Education and Support Coordinator is extensive, Khan has prioritized directly supporting survivors of sexual violence in the Ryerson community (Samson, 2016). Significantly, the support that she provides varies depending on each individual with whom she interacts as she strives to address specific issues and offer personalized help. Khan, as well as other coordinators contacted for this article, explained the significance of providing an approach that is anti-oppressive and survivor-centred, with the latter meaning that the survivors decide the course of action they want to take following their disclosure (Samson, 2016). As previously discussed in this literature review, it is important to be critical of a survivor-centred approach to on campus sexual violence (Whitley & Page, 2015). On campus sexual violence must be framed with the institution at the centre to ensure that the individual, in this case the survivor of sexual violence, is not named as the problem or their case is not explained as a singular event (Whitley & Page, 2015). If coordinators take a survivor-centred approach, it is immeasurably important that this approach does not contribute to institutional silence, inaction, and avoidance of responsibility and is critical of the institution at which the violence occurred.

When policies and documents are flawed or present gaps that need to be filled, they are not effective at addressing the issues they claim to. A written policy or document that is posted to a website may be a developed policy or document, but is not necessarily one that is implemented or followed. Writing these documents, even if they are well-

written and address specific gaps, can block action as the document becomes something that has been done (Ahmed, 2007). When action is blocked, documents and policies are useless.

Ontario Documents

In this section of the literature review, I describe two Ontario documents that specifically address sexual violence. The first document, the *It's Never Okay: An Action Plan to Stop Sexual Violence and Harassment* produced by the Government of Ontario (2015) addresses the need for province-wide sexual violence awareness and prevention strategies. The document explains the prevailing problem of sexual violence within society at large, the general community, the workplace, and on HE campuses. The second document, a *Campus Toolkit for Creating Consent Culture*, was produced by the CFS-O (2015) and provides a template for a sexual violence policy for HE institutions, a campus safety checklist, and a glossary of terms relevant to sexual violence and HE institutions. These documents are important examples of the action that is currently being taken in Ontario by members of the government and by student-led organizations to not only address sexual violence when it happens, but to also make strides in preventing sexual violence from happening at all.

“It's Never Okay: An Action Plan to Stop Sexual Violence and Harassment”

It's Never Okay: An Action Plan to Stop Sexual Violence and Harassment is a 2015 document released by the Government of Ontario to address sexual violence across the province. The Action Plan is divided into the following sections: The Truth About Sexual Violence and Harassment, Explaining Sexual Violence and Harassment, The Way Forward, Measuring Success, More Help and Better Supports for Survivors in the

Community, Leadership and Accountability, and Connecting to the Bigger Picture of Violence Against Women (Government of Ontario, 2015). One section, Owing the Problem – Sharing the Solution, will specifically be outlined within this literature review as it covers topics related specifically to this MRP such as raising public awareness, training for professionals, and safer campuses.

Messages. The Action Plan begins with messages from the current Premier of Ontario, Kathleen Wynne, and the Minister Responsible for Women’s Issues, Tracy Maccharles (Government of Ontario, 2015).

In Premier Wynne’s opening statement, she emphasizes that sexual violence is a reality in every community within Ontario and needs to be addressed by the province and by the community now. Premier Wynne explains that the goals of the Action Plan are to raise awareness of sexual violence across the province, challenge societal norms and beliefs, provide support to survivors, strengthen laws to rid workplaces of sexual violence, improve campus safety, and “challenge and change the deep-rooted attitudes and behaviours that contribute to sexual violence” (Government of Ontario, 2015, p. 2). She emphasizes that discussions about sexual violence must include everyone, meaning “women and men, young people, seniors, people living with disabilities, newcomers and members of culturally diverse communities, aboriginal people, visible minorities, and the LGBTQ community” (Government of Ontario, 2015, p. 3). When discussing campus safety, she acknowledges that sexual violence is prevalent on-campus and that it often goes unreported and unchecked (Government of Ontario, 2015, p. 2). The overarching message and goal of this Action Plan is to make strides in ending violence against women to create a safer place for all Ontarians.

In Minister Maccharles' opening statement, she asserts the idea that sexual violence is prevalent in society and that it crosses all social boundaries and impacts all ages and cultures (Government of Ontario, 2015). Minister Maccharles emphasizes that the government cannot end sexual violence on its own and thus the Action Plan challenges everyone to fight on behalf of people who have been affected by sexual violence and asks for community leaders to commit to helping put the plan in place (Government of Ontario, 2015). The Ontario Women's Directorate (2013; as cited by the Government of Ontario, 2015) will chart the progress of the Action Plan and provide regular reports to Ontarians to determine if the Action Plan is effective and what areas require improvement. Echoing Premier Wynne's final statement, Minister Maccharles states that the goal of the Action Plan is to help all Ontarians live free of violence and fear (Government of Ontario, 2015).

Owning the problem – sharing the solution. In the section, *Owning the Problem – Sharing the Solution*, issues surrounding raising awareness, providing more training for professionals, and safer campuses are addressed. With regard to raising awareness about sexual violence, the Action Plan commits to challenging behaviours that currently exist and engaging Ontarians in a conversation about how to prevent sexual violence (Government of Ontario, 2015). To achieve this goal, the Government of Ontario aims to:

- (a) continue funding public education campaigns “that encourage individuals to challenge the attitudes and norms that perpetuate sexual violence, and to intervene safely and effectively” (p. 17);
- (b) initiate a public education campaign for survivors stating that they have the right to receive a supportive response from police officers when reporting a case of sexual violence;
- (c) reach out to diverse groups of Ontarians “to ensure they know

every person has the right to be protected against sexual violence and harassment, and how and where to get help if it happens to them” (p. 17); and (d) fund projects by Ontario artists that provoke critical discussions on rape culture, consent, gender inequality, and social norms.

These goals of the Action Plan can only be achieved through the continuous support of the community (Government of Ontario, 2015). The Action Plan calls for more training for professionals to ensure that survivors of sexual violence receive appropriate and sensitive responses when they attempt to make a report or access services as these responses are critical to recovery (Government of Ontario, 2015). To provide this support, the Action Plan strives to create a community of practice that includes police, law enforcement officials, victim services, and violence against women organizations “to inform best practices and protocols that can be shared across the province to ensure better results for survivors” (Government of Ontario, 2015, p. 17). Specifically, through this Action Plan, the Government of Ontario (2015) aims to: (a) provide training for workers in health, education, justice, and community services to improve responses to survivors who report sexual violence, as well as to help these workers understand safe intervention strategies when witnessing sexual violence or see individuals who are at risk; (b) provide training in trauma care for mental health professionals; (c) standardize police training “to ensure that police understand victimization and respond in a compassionate and appropriate way to survivors of sexual assault” (p. 17); (d) enhance education aimed at effective prosecution of sexual assault cases for attorneys and to ensure that attention is given to the needs of survivors; (e) provide training for individuals who work with vulnerable populations to ensure that they can detect and respond to sexual violence; and

(f) assist teachers in understanding the root causes of sexual violence through training materials.

Raising awareness and providing more training for professionals are two prospective strategies to ending sexual violence. As HE institutions are partly government funded, these two strategies from a government document should be used across Ontario HE institutions to help make campuses safer. Citing the Canadian Federation of Students, the Government of Ontario (2015), through this Action Plan, states that “many on-campus sexual assaults occur during the first eight weeks of classes” (p. 27) and that in September 2015, “all colleges and universities [would] participate in a province-wide awareness campaign” (p. 27). To help make Ontario’s campuses safe for everyone, the Government of Ontario (2015) states that they will: (a) introduce legislation that mandates that HE institutions adopt a sexual violence policy that is developed with input from the students and renewed every four years; (b) ensure that each campus has clearly outlined complaint procedures and response protocols, training and prevention programs, and services that are available for survivors 24/7; (c) mandate that HE institutions publically report on incidence of sexual violence and the effectiveness of initiatives that are used to address sexual violence; (d) support initiatives taken by HE institutions to reduce sexual violence; and (e) ensure that all students are provided with information about preventing sexual violence and available resources within the first week or orientation and continuing throughout the year for all students in all years of study.

Connecting to the bigger picture. The Government of Ontario (2015) states that sexual violence is connected to gender inequality and is an expression of misogyny and

rape culture. Stopping damaging ideas about sex and gender, becoming aware of behaviours and attitudes that promote misogyny, and diligently challenging these behaviours are changes that must occur to make progress against sexual violence.

One strategy and campaign for making these changes, specifically on HE campuses, has been outlined by the CFS-O (2015) with the *Campus Toolkit for Creating Consent Culture*.

Campus Toolkit for Creating Consent Culture

Recently, the CFS-O (2016) has produced a *Campus Toolkit for Creating Consent Culture*. The CFS-O acts as a voice for HE students across Ontario with more than 350,000 members at 38 student unions across the province (CFS-O, 2016). The organization advocates “for the need to address the systemic issues that lead to violence and oppression” (CFS-O, 2016, p. 1) on campuses and in communities. The *Campus Toolkit for Creating Consent Culture* is a 2016 document that was produced to reinforce the importance of on-campus student safety at HE institutions and provide possible strategies for addressing reports of sexual violence. The toolkit includes a glossary of anti-oppression terms, campus safety checklist, a discussion on how to build a consent culture on campus, and a sexual violence policy template (CFS-O, 2016).

Glossary. In the glossary section of the toolkit, the CFS-O (2016) explains that language is a critical component when engaging in equity work and acknowledges that the definitions provided are not stagnant. These definitions of anti-oppression terms are constantly shifting as sexual violence analyses progress and research leads to a better understanding of various forms of oppression and resistance. Significantly, the CFS-O (2016) acknowledges that the terms in the glossary are “not meant to homogenize

individuals and communities” (p. 35) and encourages individuals to redefine terms with which they do not specifically identify. The extensive glossary includes general definitions and terms related to race/culture, gender, sexual identity, disability, other “isms”, and Aboriginal people.

For the purpose of this project, I will provide examples of the definitions from the glossary that are specifically related to my research. Under the general definitions, the CFS-O (2016) defines harassment, sexual assault, power, rape culture, and survivor. Harassment is defined as unwanted remarks, behaviours, or communications where the person who is responsible for those actions knows that they are unwelcome, such as comments that demean individuals based on race, religion, sex, gender, sexual orientation, or disability (CFS-O, 2016). Sexual assault is defined as a form of sexual violence that includes “rape, groping, forced kissing, child sexual abuse, and the torture of the person in a sexual manner” and includes but is not limited to “sexual harassment, the threat of sexual assault, criminal harassment (stalking or cyber harassment), and intimate partner violence” (p. 39). As explained in Chapter One of this project, I have elected to use what I believe to be an all-encompassing term of *sexual violence* for this study as it includes forms of harassment and assault.

Part of the inspiration for this project was the incident at Brock University where a student reported an experience of sexual violence from a professor; the definition of power is important to include and consider. The CFS-O (2016) defines power as having access to resources, the ability to influence others, and the ability to make decisions to achieve one’s goals. Power can be expressed as power over others, with others, and within a group. Rape culture and power are related as rape culture occurs when dominant

ideologies, practices, and institutions “support and condone sexual abuse by normalizing, trivializing, and eroticizing male violence and dominance over women and blames victims for their own abuse” (CFS-O, 2016, p. 38). Those in power positions at HE institutions must use their resources, influence, and decision-making ability to prevent rape culture. Per the CFS-O (2016) glossary, the student who reported the incident of sexual violence at Brock would be considered a survivor as she is constantly living through and “surviving” the experience of sexual violence. While those who have experienced sexual violence are both victims and survivors, a singular narrative for surviving sexual violence does not exist and cannot be assumed for each individual (CFS-O, 2016).

Under race/cultural related definitions, intersectionality is included.

Intersectionality has previously been explained in this project by Liza Gesuden in an interview with Sokolower and Butler-Wall (2016) as “oppressions don’t exist in isolation from each other; they’re always intermeshed, reinforcing and contradicting each other” (p. 168). CFS-O (2016) similarly defines intersectionality as “the interconnected nature of all forms of oppression (cultural, institutional, and social) against particular groups, and the way they are embedded within existing systems such that they operate in subtle, covert, and compounded ways” (p. 40). When considering acts of sexual violence, intersectionality must be considered. Again, while I have chosen to focus specifically on violence against women, I acknowledge the relevance of discussing intersectionality in relation to sexual violence.

Finally, under gender related section of the glossary, definitions of misogyny, sexism, gender identity, transgender, and transphobia are provided. Misogyny is defined

as the fear or hatred of women and is typically considered to be the reason for violence against women (CFS-O, 2016). Misogyny is often connected to sexism, which is the perpetuation of a system where men have power and women are subordinate to men (CFS-O, 2016). Misogyny and sexism can lead to sexual violence against individuals who gender identify as women.

Gender identity is defined as the gender that individuals view themselves as and can include refusing to give oneself a gendered label (CFS-O, 2016). I have chosen to include the definition of gender identity in this project as I have focused specifically on sexual violence against women, a gender specification that includes individuals whose designated sex at birth was male and define themselves as females. Transgender, for example, is “an umbrella term to describe individuals who were assigned one sex at birth but who identify as a different gender” (CFS-O, 2016, p. 45). Related to transgender is transphobia in which there is “a personal, societal, and systemic desire to maintain the gender binary...which obscures the reality of the fluidity of gender and diminishes or ignores the experience of persons who do not identify with either or both gender categories” (CFS-O, 2016, p. 45). Similar to misogyny and sexism, transphobia can lead to sexual violence against transgender women.

The glossary included in the *Campus Toolkit for Creating Consent Culture* (CFS-O, 2016) provides a wide-ranging look at the language used when discussing sexual violence and consent at HE institutions. While all of the terms are significant, I specifically chose definitions that related to the topics of institutional branding and sexual violence against women. When creating a policy to address issues of on-campus sexual

violence, those creating the policies must be cognizant of how language conveys a certain message.

Campus safety checklist. The CFS-O (2016) provides a Campus Safety Checklist for individuals at HE campuses to evaluate the factors that contribute to unsafe environments and specifically assess the social and physical environment of their campuses. In order to address on-campus sexual violence and understand existing campus culture, gaps in policy and the availability of resources and programs on campus must be considered (CFS-O, 2016). The checklist includes questions regarding the social environment, physical environment, and security services.

For the social environment, the checklist includes some of the following topics: statements about a commitment to safety, violence prevention policies and procedures, how to identify, prevent, and respond to violence, safe space programs to foster inclusive environments for people of all gender identities, a preventative sexual assault campaign established at the beginning of each school year, workshops for faculty and teaching assistants about sexual violence, safety training in residences, and communication from the president of the institution to campus constituents (CFS-O, 2016).

For the physical environment, the checklist includes some of the following topics: well-lit pathways and perimeter around the campus, visible signage indicating hours of operation and directions, and standardized emergency assistance signs providing details on what an individual can do when they feel threatened and where they can go (CFS-O, 2016).

For security services, the checklist includes some of the following topics: adequate levels of security staffing for campus patrols and night time coverage,

surveillance in isolated areas, security officers trained in issues related to gender-based violence, emergency phones that are easily identified and accessible, adequately staffed CCTVs, and safe walk services (CFS-O, 2016).

The Campus Safety Checklist covers a wide-range of measures that should be considered and offered at HE institutions to ensure that students not only feel safe, but have easy and efficient access to emergency reporting services. Moreover, the checklist is based on the environment of the HE campus, and supports framing instances of sexual violence with the institution at the centre rather than at the level of the individual (Whitley & Page, 2015). The checklist focuses on what the institution is doing to create a safer campus, as opposed to what the individual is doing to keep themselves safe.

Building consent culture on campus. Consent culture is “a culture in which the prevailing narrative of sex is centered on mutual consent” (CFS-O, 2016, p. 18). In a consent culture, bodily autonomy is respected, individuals are not forced to do anything they do not feel comfortable doing, and is based on the belief that each individual is the best judge of their own comfortability, wants, and needs (CFS-O, 2016). Consent is defined as “ongoing, freely given, informed, and enthusiastic” (CFS-O, 2016, p. 18). Consent, therefore, must be overtly stated and expressed, otherwise it is not consent.

To build a consent culture on campus, each HE institution can work in specific ways. For example, institutions can provide sexual health materials and literature on consent and sexual violence in orientation kits and at the students’ union office (CFS-O, 2016). Consent education must occur in all spaces in which students are involved such as residences, campus bars, sporting events, and events held by the students’ union. Workshops and specific training on healthy sexual relationships and building a consent

culture on campus should be provided throughout the year to facilitate dialogue and foster inclusive and safe spaces (CFS-O, 2016). One way to host workshops and training sessions is to partner with residence associations and staff as a large number of sexual violence incidents occur in residences (CFS-O, 2016).

Sexual assault policy template. The sexual assault policy template, as provided by the toolkit, extensively outlines the following key components that should be included in a policy on sexual violence: the principle, purpose, scope, definitions, responsibilities and duties, interim protections, rights of the individual who experienced sexual violence, amnesty/immunity, responsible persons, jurisdiction, confidentiality, the process for submitting a complaint, investigation procedures and protocols, records and retention, appeals, retaliation, and power differences and responsibilities (CFS-O, 2016). The CFS-O (2016) explain that stand-alone sexual violence policies are used to ensure that HE institutions prioritize ending on-campus sexual violence by outlining specific ways to keep students safe, supporting them if they experience sexual violence, and disciplining them if they are perpetrators of sexual violence. These policies are intended to help HE institutions to take responsibility for students' safety and accommodations (CFS-O, 2016).

When developing a policy for addressing on-campus reports of sexual violence, the institution's position and principles regarding their responsibility for preventing and addressing sexual violence should be outlined and the purpose of the policy should be explained exhaustively (CFS-O, 2016). In the principle of the policy, sexual violence must be defined and expectations about campus safety must be outlined (CFS-O, 2016). The scope of the policy should include who holds responsibilities within the policy and

cover any individual who is part of the campus environment. With regard to the glossary included in the toolkit, the language in the policy should be anti-oppressive and anti-discriminatory. These sections of the policy are intended to outline: (a) who the policy is for; (b) who is responsible for ensuring that the policy is followed; and (c) why the policy is necessary.

Furthermore, a sexual violence policy must outline how the individual who experiences sexual violence and those within the larger HE institution community will be protected (CFS-O, 2016). These protections include providing academic accommodations for class schedules, withdrawals from courses without financial or academic penalty, and access to academic support. It is imperative that the onus is not placed on the student who experiences sexual violence to make these accommodations, but on the institution instead. When protecting the student who experiences sexual violence, the policy must explicitly outline the rights of the individual including bringing a support person of their choice to any meeting or hearing they must attend (CFS-O, 2016). While the individual can bring any support person of their choosing, they should also be aware of individuals and departments who are trained and able to provide emergency and ongoing support that they can seek out as initial points of contact. How confidentiality will be maintained must be outlined throughout reporting, investigating, and the appeals process. The institution must list with whom the information from the report will be shared so that the individual who experiences sexual violence can “make an informed decision before disclosing their experience” (CFS-O, 2016, p. 6). In line with confidentiality is the specific process for submitting a complaint and how that complaint will be addressed and handled by the institution. Investigation procedures, how records will be maintained, and appeals

processes should be outlined in detail to ensure that the individual who is reporting understands what steps will be taken to address the complaint, their choices throughout the process, and how they will be protected.

With regard to power differences and responsibilities, the sexual violence policy “should address how positions of authority and power influence how they have the potential for creating negative working or studying environments” (CFS-O, 2016, p. 9). It is important to understand that power differences can influence the decision of the individual who experiences sexual violence to disclose that experience.

A stand-alone sexual violence policy should establish how often the policy will be reviewed, which is recommended to occur at least once a year, and how it can be amended so that it reflects the needs and experiences of the campus community (CFS-O, 2016). The policy should be easily accessible and readily available in various offices around the institution and in both electronic and hard-copy format. Finally, an awareness campaign on the sexual violence policy should be conducted to inform individuals on campus about its existence, its relevance, and to ensure that it is both read and understood (CFS-O, 2016). This sexual violence policy is one that can be adopted by all HE institutions across Ontario and adapted to meet the needs and experiences of the individuals at that specific institution.

In a previous investigative study conducted by *The Toronto Star* (Mathieu & Poisson, 2014), the researchers found that only nine of more than 100 universities and colleges in Canada had adopted a special policy to address sexual assault. The majority of institutions had one line or a brief statement included in one of their other policies; they did not have a specific policy regarding sexual assault, reporting, or preventative

strategies. These specific and stand-alone policies are vital as they identify sexual violence as being different from other forms of on-campus misconduct and establish procedures for handling specific issues and providing support for those who report (Kane, 2016). All HE institutions must adopt these action plans and campus toolkits and develop stand-alone policies to ensure that they are working to create a culture of care and safety on-campus for all students.

Summary of the Literature

In the literature review, I outlined themes that are critical to assessing the relationship between institutional branding and policies surrounding on-campus sexual violence, including an overview of the current state of on-campus sexual violence in Ontario, institutional branding, policy development, and two relevant Ontario documents. These key themes assisted in the development of three research questions that will be explained in the next section of this study. In the following chapter, the research methodology, research design, data selection and analysis, methodological assumptions, limitations of study, and ethical considerations are discussed.

CHAPTER THREE: RESEARCH METHODOLOGY AND DESIGN

In this chapter of this project, I explain my choice to undertake a qualitative document and policy analysis. I have chosen to conduct a document analysis of the following artefacts: the Brock University Brand Culture Guide, the Brock University Sexual Assault Response Protocol, and a job posting for a Brock University Sexual Violence Response and Education Coordinator. Together, these artefacts showcase how the university brands itself, forms an identity, and what happens when that identity informs policy development and implementation.

Research Methodology

Using the lens of feminist critical policy analysis (FCPA), my goal for this project was to analyze and critique existing documents that were meant to promote and explain Brock University's identity and brand, as well as explore existing documents that position the university as being committed to effectively addressing sexual violence and providing support for victims who come forward. FCPA requires that the framing of questions and problems includes gendered power relations, thus the subsequent "solutions come from conceptualizations that focus on alteration of power dynamics in institutions" (Marshall et al., 2014, p. 294). This conceptualization locates the problem in institutional and power dynamics, which are left unaddressed through traditional policy. Marshall et al. (2014) state that unlike traditional policy analyses, FCPA reframes questions about policy by looking at the female experience within institutional cultures and at "historically embedded patriarchal privileges" (p. 282), generating questions about how university leaders and policies provide "clear messages pertaining to definitions, consequences, or appropriate recourse" (p. 282) on sexual violence.

To fully engage with the Brock University Brand Culture Guide, Brock University Sexual Assault Response Protocol, and the job posting for a Sexual Violence Education and Response Coordinator, I engaged in document analysis. A document analysis is a procedure used to review and evaluate documents, while requiring that data be interpreted “to elicit meaning, gain understanding, and develop empirical knowledge” (Corbin & Strauss, 2008; as cited by Bowen, 2009, p. 27). A document analysis was an effective research methodology for my current project because it addresses and calls into question current problems with policies intended to address on-campus sexual violence.

I have interpreted my data through a FCPA lens that challenges the power dynamics and patriarchal hierarchies that are ingrained in traditional institutional policy development and implementation (Marshall et al., 2014). Bowen (2009) explains that in a document analysis, “the researcher is expected to draw on multiple (at least two) sources of evidence” (p. 28) in order to “seek convergence and corroboration through the use of different data sources and methods” (p. 28). It was my goal to understand how documents regarding institutional branding impact other, more specific, documents surrounding sexual violence responses. The document analysis undertaken for this research project was expected to yield data in the form of excerpts and passages that are then arranged under major themes (Labuschagne, 2003; as cited by Bowen, 2009). After selecting excerpts and passages from each document, I arranged them using themes that were related to my overarching research questions, and analyzed those themes using a FCPA lens.

An advantage of a document analysis is the availability of the documents, as they are in the public domain and can be obtained without requiring the authors’ or producers’

permission (Bowen, 2009). The three documents I have selected – the Brock Brand Culture Guide, the Sexual Assault Response Protocol, and the job posting for a Sexual Violence Response and Education Coordinator – are all posted on the university website and can be accessed without an account. Another advantage of document analysis is that it can be less time-consuming than other research methods as “it requires data *selection*, instead of data *collection*” (Bowen, 2009, p. 31, emphasis original). The data that I have used for the purpose of this project already exists and it was my responsibility as the researcher to understand and detail how the documents I have selected are critical to addressing the purpose of my research.

Design of Study

To maintain a narrow research trajectory, the scope of my research was on the documents and policies at Brock University. I acknowledge that, as reports of sexual violence, documents, and policies vary from one institution to the next, it is imperative that I, as the researcher, do not use one case to define every case for every individual or for all HE institutions across Ontario.

I have designed this research study in a way that makes logical sense to me as the researcher, striving to ensure ease and clarity in each of the steps. In the first step of this study, I have selected three documents from Brock University to be analyzed. In this analysis, I extracted significant excerpts and quotations that answer, or relate to, my overarching research questions and purpose. Once those pieces were extracted, I then organized them into prominent themes that emerged from the document analysis. Once these analyses were complete, I discussed and interpreted the results in relation to my research questions and purpose, and followed that discussion with one about implications and areas for future research.

Data Selection and Analysis

To be consistent with the literature conducted for the purpose of this research project, I have elected to change the subheading here from the more traditional Data Collection and Analysis to Data Selection and Analysis. As previously cited from Bowen (2009), document analysis “requires data *selection*, instead of data *collection*” (p. 31, emphasis original). As I have conducted a qualitative research study using document analysis, I have selected three documents specific to Brock University that I believe are critical in understanding the current relationship between institutional branding and responses to on-campus reports of sexual violence.

To begin my data selection, I have gathered existing data through documents specific to Brock from the institution’s official website. Brock’s website acts as an information centre and a promotional tool for the institution’s brand. Ideally, everything that one wishes to know about an institution’s identity, what it offers, and who it represents is found on its website. Merriam (2002) states that “the strength of documents as data lies with the fact that they already exist in the situation” (p. 13). Savin-Baden and Howell Major (2013) similarly express that “the behaviour that documents capture occurs in a natural setting, generally prior to the research project and generally without the intention of serving as data, so it tends to have a strong face validity” (p. 410). Documents can reveal what people do or did, as well as what they value, thus they can be examples of social meaning-making (Savin-Baden & Howell Major, 2013). Located within the context of my research, documents as examples of social meaning-making connects to the idea that responses to on-campus sexual violence result from the beliefs and values ingrained in a HE institution’s policies. From the Brock website, I retrieved

the Brock University Brand Culture Guide (2010), the Brock University Sexual Assault Response Protocol (2010), and the job posting for a Brock University Sexual Violence Response and Education Coordinator (2016). These documents provided the data that I needed to analyze and critique in an attempt to answer my research questions.

To perform a document analysis, I explored the purpose, intended audience, and use of each document selected. I take into consideration “the original purpose of each document, the context in which it was produced, and the intended audience” (Bowen, 2009, p. 38). I also considered what type of document it is, when it was produced, and how and by whom it is used. In addition to answering the previous questions for each document, I have collected key excerpts and quotations analyze. As previously stated, once the document analysis was conducted through a thorough examination and interpretation of the materials, I organized the information into themes and that were related to the overall purpose of this research project (Bowen, 2009).

Methodological Assumptions

Since this project examined three documents developed and implemented by Brock University, there was an assumption that these documents were created with the identity of the institution in mind. Although I have declared previously that it was not my intention to generalize the Brock University experience as one that fits with the experiences at other HE institutions across Ontario, it was my assumption that all HE institutions across Ontario promote their brand identity through their policies and documents. Moreover, as I have limited my analysis to three specific documents, I have assumed that these documents will produce significant results from which I could draw conclusions and make appropriate recommendations.

As the documents I have analyzed are impermanent and will likely be updated or replaced in the future, there are assumptions that I can gain credible insight from them. For example, the job posting for a Sexual Violence Response and Education Coordinator has currently been filled. If this position were to become available in the future, it is possible that the requirements and qualifications specified would be different based on various factors including, but not limited to, the impact of the role on providing education about on-campus sexual violence, the success of the previous coordinator to meet all of the job requirements, and the necessity of the position as deemed by the institution. I have also assumed that this job position was created as a direct response to the March 2016 sexual violence case at Brock. It is possible that this job posting had been planned prior to March 2016, especially since other HE institutions in Ontario have employees filling similar roles (Brock announces, 2016). Similarly, I have previously noted that the Sexual Assault Response Protocol was listed as being interim, meaning it was undergoing changes and adaptations as this MRP was in progress. The Brand Culture Guide is reflective of the current culture, brand, and identity that Brock is promoting, but will likely be updated in the future.

Limitations

As with any research methodology, there are limitations. I am using three types of documents in my document analysis; however, one of the documents was in interim status at the time of this research with provisions being considered and another was not a traditional document but a recent job posting on the Brock University website. These documents, while not traditional for document analyses, are critical to understanding how institutional branding influences the creation of other documents, as well as how Brock University has responded to criticisms of their sexual violence response policies. By

choosing appropriate documents for my analysis, I have the opportunity to gain insight into the discourses that intersect with my research (Tilley, 2016). As Bowen (2009) explains, the focus in document analysis should be on quality over quantity and match the purpose of the study, as I believe my document selection does.

Moreover, Bowen (2009), citing Denzin (1970), claims that a document analysis is predominantly coupled with other qualitative research methods and draws on multiple sources of evidence. I have chosen not to combine a document analysis with another research method due to the scope of my research. As I am analyzing three different documents, I believe that my research and subsequent analysis will still breed credibility for the topic. The documents I have selected are indicative of the trajectory of how sexual violence on-campus is handled at Brock University following the backlash the institution received from the students and the general community after a reported incident. The first document, the Brand Culture Guide, outlines the image that the institution wants to present to its students, faculty, and the general public. This document sets the tone for how the institution brands itself and the reputation it wishes to uphold. The second document, the Sexual Assault Response Protocol is the stand-alone policy that has been used to address reports of sexual violence but is currently in interim status following the March 2016 case at Brock. The interim status of this document is important to note as the institution has made it a goal to review and revise it to fit the current needs of the students. The third document, the job posting for a Sexual Violence Response and Education Coordinator, is the final artefact used for this MRP and is indicative of the direction in which the institution is moving in the aftermath of the March 2016 case.

I have selected these specific documents to explore the idea that a relationship exists, or should exist, between how an institution such as Brock University brands itself and how its brand is reflected in specific policies regarding on-campus sexual violence. I sought to select a document that provided an image of what Brock University stands for and what it aims to represent as well as a document that is specific to on-campus sexual violence. The third document, a job posting, was a direct response from Brock to address on-campus sexual violence following a publicized case of sexual violence that projected a negative image of the institution. Essentially, I aimed to capture the image the institution projects, explain a specific sexual violence policy and determine if the brand was represented in that policy, and finally, offer a look at how the institution responded when their image was tarnished when that policy was publicly projected as being ineffective.

Ethical Considerations

As my qualitative research study did not involve participants and the documents that were used for this project can be found on the Brock University public website, I was not required to seek clearance from the Brock University Research Ethics Board. The literature consulted can be found on various search engines, news websites, and in books. These sources are available for public consumption. To maintain the integrity of this project, the documents that I analyzed are used in their original format. The three documents analyzed did not have authors associated with them on the Brock University website, thus no names of faculty, with the exception of the president of the university who has provided quotations about the documents, have been used.

Restatement of the Area of Study

My document analysis was used to determine the connection between HE institutional branding and how institutions respond to reports of on-campus sexual

violence. Specifically, this study was designed for a deeper understanding of how an institution's branding practices influence document and policy development and ultimately impact the students who are subjected to those documents and policies surrounding sexual violence response and education. The documents selected for the analysis have been examined in a specific order: from the Brock University Brand Culture Guide to the Brock University Sexual Assault Response Protocol to the job posting for a Sexual Violence Response and Education Coordinator, to showcase the trajectory of what procedures the institution follows when a student makes a claim of sexual violence.

Summary of the Research Methodology and Design

In the third chapter of the project, I have detailed the research methods and design employed in this study. The processes of data selection and analysis have been described and the distinction between data selection and data collection and why I chose to do the former have been explained. Additionally, my methodological assumptions, limitations, and ethical considerations related to the study and the selection of three specific artefacts from Brock University regarding branding and sexual violence policies were outlined. The following chapter will present the results of the document analysis.

CHAPTER FOUR: PRESENTATION OF RESULTS

The purpose of this study was to investigate the relationship between institutional branding and policies regarding on-campus sexual violence. In this chapter, the three documents selected as data – the Brock University Brand Culture Guide, the Brock University Sexual Assault Response Protocol, and the job posting for a Sexual Violence Response and Education Coordinator – are explored in detail. Undertaking document analysis, I outline the type of document, the purpose of each document, when they were produced, their implied intended audiences, and how they are used. I have derived key excerpts and quotations from each document. This chapter provides details on results that emerged from the investigation.

Brock University Brand Culture Guide

The Brock University Brand Culture Guide is a 40-page document that explains Brock's personality, culture, and brand. This electronic guidebook was created in 2012 with the purpose of introducing Brock's newest marketing campaign and explaining the identity Brock as an institution aims to project. The intended audience for the Brand Culture Guide can be assumed to be faculty and staff members. As will be explained in the section about brand ambassadors, the guide expresses that faculty and staff members have an important role to play as brand ambassadors to positively impact the perceptions and impressions that current and prospective students and stakeholders develop (Brock University, 2012). The guide has been written in a manner that is meant to be inclusive and conversational (Brock University, 2012). In the "Written Word" section of the document, which will be explained later in this chapter, the authors explain that Brock aims to use conversational language such as the first person plural (we) to talk to the

second person (you), to make people feel comfortable in their interactions with and at the institution. This conversational language is used throughout the entire document.

Included in this guide are the following sections: roots, philosophy, personality, vision and goals, brand expression, brand, logo usage, email and web, stationary and electronic communication, pull-up displays, branded collateral, sub-brand and bleeds, fonts, colours, written word, photos, and brand ambassadors. For the purpose of this study, I address how the Brand Culture Guide presents Brock's philosophy, personality, vision and goals, brand expression, brand, written word, and brand ambassadors.

Philosophy

In the Brand Culture Guide, Brock's philosophy is explained by the "Both Sides of the Brain" campaign and slogan. This slogan implies that students, staff, and faculty at Brock use a multi-disciplined approach that strives for achieving more than just academic excellence and encourages students to simultaneously develop their rational and analytical sides and their personal and creative sides (Brock University, 2012). While intellectual capacity is lauded as key to Canada's future in the document, "skills and values as community builders and leaders" (Brock University, 2012, p. 3) are stressed as being imperative as well. In this section of the document, the authors explain that people have responded positively to Brock's philosophy of developing both sides of the brain, as Brock has had the second-highest enrolment growth rate in the past decade across Ontario universities with more than 18,000 full-time students in undergraduate, graduate, and doctoral programs. Moreover, the authors emphasize that,

Brock has become a centre of research and innovation, and the momentum is only increasing as supporters and governments invest millions of dollars to help [them]

build world-class facilities where disciplines range from bioscience research to performing arts and international programming. (Brock University, 2012, p. 3)

Personality

Following the explanation of Brock's philosophy, the institution's personality is explained as being strongly grounded in community. The institution's personality is defined by the following characteristics: unpretentious, casual and relaxed, welcoming, innovative, dynamic, and passionate and energetic (Brock University, 2012). Under each of these listed characteristics are brief elaborations. Unpretentious is elaborated as meaning that Brock, and those who work and study at Brock, are not arrogant or self-centred. The characteristics of casual and relaxed imply that students, staff, and faculty at Brock are not stiff, rigid, or formal. Welcoming is explained to mean that Brock is open, supportive, fresh, smart, and creative. The characteristic of Brock innovation focuses on research and experiences. When characterizing Brock's personality as dynamic, it means that the institution and those within it are not bureaucratic or slow moving. Finally, the characteristics of passionate and energetic imply that Brock, and those within the institution, are full of life, vibrant, and spirited.

These characteristics will be analyzed later in this chapter as well as in the fifth chapter of this document for what they say and do not say about Brock as an institution and its policies. Specifically, welcoming as a personality trait will be explored.

Vision and Goals

In the Brand Culture Guide, the institution's vision and goals for its brand and the type of culture it wishes to create and maintain are illuminated. Specifically, the institution is explained as flourishing "through the scholarly, creative, and professional

achievements of [their] students, faculty, and staff” (Brock University, 2012, p. 7). The main goals included in the explanation are: (a) providing undergraduate education of the highest quality and expanding graduate and doctoral programs to spread the reputation for excellence in research and innovation; (b) strengthening both sides of the brain to ensure that there is an interdisciplinary focus to help students use rational thinking as well as their creative sides; (c) the pursuit of academic excellence on a global level and partnering with neighbours (to whom this term refers is not explicitly stated) to invest in their future; and (d) working to “enhance the economic, social, cultural, and intellectual lives of the communities around [them] – Niagara, Ontario, Canada, and beyond – to demonstrate the vital ways in which universities of the 21st century can contribute to the betterment of society” (Brock University, 2012, p. 7).

In the fifth chapter of this document, the vision and goals as expressed in the Brand Culture Guide will be analyzed to consider what each goal means and how they are, and perhaps are not, related to policy development and responses to on-campus sexual violence.

Brand Expression

Before defining what the term *brand* means to and for Brock as an institution, brand expression through the slogan “for both sides of the brain” is explained. The “both sides of the brain” slogan and campaign positions Brock as not only providing rigorous and intellectually stimulating academic programs, but also possessing a “deeply engrained culture that promotes growth as a well-rounded individual, both academic and socially” (Brock University, 2012, p. 9). This slogan, and how the institution uses it to

define itself, offers a brand expression that moves beyond one-dimensionality and confinements to be multi-dimensional and complete.

Brock seeks to “produce graduates who are not just smart but who are versatile, innovative, and aware. [They] are a university where community involvement is a legitimate and important part of developing the whole person” (Brock University, 2012, p. 9). In developing the whole person, the Brand Culture Guide promotes Brock as an institution where diverse passions are encouraged and praised and where those involved with and at Brock, including the students, faculty, and staff, are inspired to better themselves.

Brand

In the Brand Culture Guide, a definition of what the term *brand* means to and for the institution is provided. The guide explains that branding “builds a specific set of expectations about Brock in the minds of all of [their] audiences, internal and external, and creates a positive and lasting impression of the University” (Brock University, 2012, p. 11). Specifically, Brock’s brand is “the image that comes to mind when people think about [the institution]” and is “the promise that [the institution makes] about what people can expect from [them]” (Brock University, 2012, p. 11). With regard to reputation, the guide explains that the perceptions and expectations that people have of Brock are affected by the messages presented, the programs and facilities offered, and the people who are involved within. One of those expectations is that Brock expresses and delivers on its values in both words and actions (Brock University, 2012, p. 11). With the idea of branding in mind, the guide explains the necessity of consistently expressing who the institution is and what it stands for to assure that a strong, unique, and memorable

experience is provided. With the brand messaging of “For both sides of the brain,” the guide signifies Brock’s promise to cultivate the whole person (Brock University, 2012, p. 11).

Written Word

In this section of the Brand Culture Guide, how Brock is expressed through written word and in speaking terms is explained. According to the Brand Culture Guide (2012), Brock aims “to be inclusive, friendly, and conversational in all [they] do” and for “people to feel at home when they visit [Brock]” (p. 29). The goal of communication at Brock is to be conversational to ensure that people feel comfortable throughout all of their interactions. Brock’s conversational tone is established in the Brand Culture Guide (2012) through the following strategies: (a) using “the first person plural (we) to talk to the second person (you)” (p. 29); (b) communicating using active words; (c) avoiding clichés; (d) using linking words and phrases; (e) starting sentences with ‘So’ and ‘That’s why’ to make it easier to move through content; and (f) using contractions such as ‘it’s’ and ‘that’s’. These tactics are employed in writing and in speaking situations.

Brock Brand Ambassadors

The last section of the Brand Culture Guide focuses on the role of each individual at Brock as a Brock brand ambassador. Brock’s brand is promoted as being about the experiences that people have when they are on campus, encounter individuals who represent the institution off-campus, as well as what people hear about the institution that makes an impression on their hearts and minds (Brock University, 2012). Brock’s branding is “about getting [their] prospects to see [them] as the one that satisfies their educational needs best” (Brock University, 2012, p. 37). In this section of the guide, the

intended audience being encouraged to be brand ambassadors are faculty and staff members, as identified in the following statement: “This is where all of us, as faculty or staff members, have important roles to play – in that portion of branding that we can influence” (Brock University, 2012, p. 39). I have not changed the pronouns in the previous quotation to maintain its integrity and to expose its intended audience.

In this section of the guide, the value of consistent and corresponding words and actions is expressed. Any contradictory words or actions are implied to create doubt in stakeholders about what Brock and its brand stand for (Brock University, 2012). For the implementation of Brock’s brand to be successful, faculty and staff members at Brock are encouraged to be united brand ambassadors who act and express messages professionally and consistently.

The Brock Brand Culture Guide was the first document reviewed for this study. The guide promotes the identity and image the institution strives to present to its current and prospective students and employees, as well as all other stakeholders. The second document in this study is the Brock University Sexual Assault Response Protocol, which outlines the procedures taken when reporting an incident of on-campus sexual violence.

Brock University Sexual Assault Response Protocol

The Brock University Sexual Assault Response Protocol was a policy that was used by the institution and its students, faculty, and staff members to report incidences of on-campus sexual violence. The document used for this research was developed in December 2014, but was given interim status in September 2015². The Sexual Assault

² After the research for this paper was conducted, Brock University stated that the institution has adopted a new Sexual Assault and Harassment Policy (December, 2016) that replaces the Sexual Assault Response Protocol that I used as data. As these documents were not released during the

Response Protocol was the responsibility of the Office of Human Rights and Equity Services, was authorized by the Senior Administrative Council, and was approved by the Board of Trustees (Brock University, 2015). As the document did not have page numbers, I have used paragraph numbers for reference. The purpose of the Brock University Sexual Assault Response Protocol was,

to clearly define Brock University's commitment to sexual assault prevention and response; to clearly communicate the process to seek assistance for individuals who have been sexually assaulted; to outline the roles and responsibilities of community members responding to incidents of sexual assault; to implement a mechanism for tracking incidents of sexual assault that occur within our society.

(Brock University, 2015, para. 6)

The Sexual Assault Response Protocol included the following sections: definitions of key terms, first response and follow-up response protocol, reporting and investigating sexual assault perpetrated by a Brock employee, reporting options, education and compliance, dissemination of the protocol and related statistics, and review and evaluation of the protocol and policy. Each of these sections will be explained in this chapter.

Definitions of Key Terms

The following key terms were defined in the Sexual Assault Response Protocol: confidentiality, consent, coercion, sexual assault, and sexual assault survivor.

Confidentiality. The term confidentiality, with regard to sexual violence reporting, referred to “the maintenance of privacy for the survivor within the confines of

timeline of this project, they are not included, but they must be acknowledged and can be used for future research.

the law” (Brock University, 2015, para. 7). While maintaining confidentiality is critical in sexual assault reports, it can be broken when there is a risk of harm to the individual who has reported or to others involved in the situation, as well as if a child is considered to be at risk for abuse or neglect. The protocol ascertained that certain circumstances may require that documents are produced for a legal subpoena or warrant (Brock University, 2015).

Consent. Consent was defined as “the voluntary agreement of a person to engage in the sexual activity in question” (Brock University, 2015, para. 8). When an individual is pressured, coerced, or forced to give consent or say “yes”, it is not considered to be voluntary and thus does not constitute as consent. It is important to note that consent can be withdrawn at any moment during a sexual encounter. When sexual contact is pursued with an individual who is unconsenting, that is sexual assault.

The Sexual Assault Response Protocol (2015) document listed the following instances where there is no consent: (a) the agreement to engage in sexual acts is expressed by a person other than the survivor; (b) the survivor is unable or incapable of providing consent because they are inebriated or asleep; (c) the perpetrator abuses their position of trust, power, or authority to sexually engage the survivor; (d) the survivor expresses a lack of agreement using words, gestures, conduct, or any other means; (e) the survivor expresses a desire to stop the sexual activity through words, gestures, conduct, or any other means after initially providing consent; (f) past consent cannot be considered consent for all future sexual activity; and (e) if any doubt exists regarding whether consent has been given. It is specified in the document that “the entire responsibility for

correct discernment is upon the person making the sexual advance” (Brock University, 2015, para. 11).

Coercion. This term referred to an individual making threats, using intimidation tactics, or applying any pressure to force another individual to behave or act a certain way.

Sexual assault. The term sexual assault referred to “any unwanted sexual act done by one person to another” (Brock University, 2015, para. 14). Sexual assault includes kissing, touching of genitals, breasts, or anywhere else on the body, forced vaginal or anal intercourse, forcing someone to perform oral sex, taking advantage of a position of trust or authority to engage in sexual activity, and threatening to hurt another individual if they do not agree to participate in any sexual activity.

Sexual assault survivor. This document used the term “survivor” to refer to individuals who have experienced sexual violence. Sexual assault survivor is a positive term that acknowledges the strength and resiliency required to live with a sexual violence experience. The protocol stated that “although survivors had no control over the assault, they do have options in their response, and are actively involved in the process of reclaiming their personal power” (Brock University, 2015, para. 15).

Protocol

The following section of the Sexual Assault Response Protocol outlined the response procedures for reporting an incident of sexual violence.

First response. In the first response section of the protocol, students who have experienced sexual violence in the Niagara Region were encouraged to contact the Niagara Region Sexual Assault Centre (NRSAC) by using their 24-hour crisis line. Brock

and the NRSAC have a partnership in which the NRSAC is to be the first point of contact. The NRSAC “provides services in a safe and comfortable environment for survivors of child sexual abuse, incest, and adult sexual assault” (Brock University, 2015, para. 17). The NRSAC assisted Brock community members in understanding their options and making decisions about responding to an experience of sexual violence. The NRSAC also provided Brock community members with resources and services that are provided by the university. In the event of an immediate safety concern or an ongoing threat to community members, Brock community members were encouraged to contact Campus Security Services for assistance.

Follow-up response. When seeking support, counselling, and health care, survivors of sexual violence were encouraged to access the following trained departments: Human Rights and Equity Services, Personal Counselling Services, Department of Residences, and Student Health Services (Brock University, 2015). Contact people, contact numbers, and hours of availability were provided for each department. Survivors of sexual violence were informed that if they seek support from university personnel outside of the departments previously listed, staff and faculty members might be obligated to disclose the assault for statistical purposes, as well as to fully disclose the assault details (Brock University, 2015).

Sexual Assault Perpetrated by a Brock Employee

The Sexual Assault Response Protocol explained what the responsibility of the institution was when a report was made against a Brock employee. Brock “has a legal responsibility to provide a safe living, working, and learning environment” (Brock University, 2015, para. 26). If a Brock employee was aware that an allegation of sexual

violence has been made against another Brock employee, that first individual was required to immediately report the incident to the Associate Vice-President, Human Resources who must coordinate the proceeding investigation. Resulting disciplinary action would occur “according to established university procedures and/or the appropriate collective bargaining agreement” (Brock University, 2015, para. 26). The protocol indicated that Brock “generally [utilizes] a client-centred approach that empowers the survivor to make her/his own decisions about how to proceed” (Brock University, 2015, para. 27) and the reporting individual “can expect kindness, assistance, and information, at the time of the assault and subsequently, from well informed University personnel who are following a written and understood procedure” (Brock University, 2015, para. 27). Survivors of sexual violence were encouraged to contact Human Rights and Equity Services if they did not receive the previous response.

Reporting Options

A sexual violence survivor’s options for reporting their experience were provided in the Sexual Assault Response Protocol. Three reporting options were outlined, including the police department, campus security services and the department of residences, and third party reporting.

Local police department. The first option for reporting listed in the Sexual Assault Response Protocol was to report to the local police department, which is the Niagara Regional Police for those attending the St. Catharines campus.

Campus security services or the department of residences. Survivors of sexual violence could report their assault to both Campus Security Services and the Department

of Residences. The Department of Residences could be contacted if the assault occurred in residence facilities. When an individual chooses this reporting option,

every effort is made to keep this path confidential to the extent that circumstances permit; this path is unlikely to result in any disciplinary action of the alleged perpetrator unless the survivor's complaint moves forward with the co-operation of the survivor. (Brock University, 2015, para. 29)

The survivor of sexual violence could elect to have a supporter present when they made a report to a Brock official, as well as during the disciplinary processes that followed. When a report was made to Brock officials, the institution would "encourage survivors of sexual assault to bring criminal charges or campus disciplinary action against a perpetrator, but it generally [could not] compel them to do so" (Brock University, 2015, para. 30). The university generally sought approval from the survivor of sexual violence before proceeding with internal disciplinary procedures against the accused perpetrator. The document emphasized that "decisions within the context of any University process will be made on the basis of balance of probabilities and not the criminal standard of beyond reasonable doubt" (Brock University, 2015, para. 30).

When a report of on-campus sexual violence is made to the institution, Brock tries to respect the confidentiality of all individuals involved in the case. An exception to confidentiality must be made when "disclosure is required in order to comply with the University's statutory obligation and/or policies to investigate and deal with allegations of sexual assault" (Brock University, 2015, para. 32). While specific Brock administrators must be informed about a report of sexual violence on a confidential basis, the identities of the individuals involved are not always disclosed. For example, Human

Rights and Equity Services, Campus Security Services, and the Manager of Residence Life and Student Affairs maintain statistics on incidents of on-campus sexual violence. The protocol mandated that reports of sexual violence must be relayed to these specific departments even if the survivor of the assault has chosen not to pursue further action against their perpetrator. These reports were maintained for the purpose of the institution increasing its ability to address issues connected to and surrounding on-campus sexual violence.

Third party reporting. The Niagara Regional Police Service holds a partnership with the Sexual Assault/Domestic Violence Treatment Program – Niagara (SA/DVTP) and the NRSAC. This partnership manages the Anonymous Third Party Report program that provides sexual violence survivors with the opportunity to anonymously make a report relating to sexual violence, as well as to receive counselling. This program allows the survivor to decide if they want to be contacted in the future, such as in the event of a trial or investigation.

Education and Compliance

The Sexual Assault Response Protocol listed the Student Services departments and the Human Rights and Equity Services at Brock as sharing responsibility for educating students, administration, faculty, and staff members of their obligations and rights with regard to reports of on-campus sexual violence. The objectives of the education provided by these departments include ensuring that all community members understand and recognize dimensions of sexual violence, as well as providing them with strategies and means for confronting sexual violence.

Dissemination and Related Statistics

This document was an educative and referral resource that was available to all current members of the Brock community, as well as alumni, friends of the institution, and the general public. Survivors of sexual violence might seek support from any member of this community, including fellow students, staff members, and faculty (Brock University, 2015). It is critical that Brock community members are familiar with the Sexual Assault Response Protocol, as well as with the departments and services that are available for assistance. This policy was included in student, faculty, and staff handbooks.

Review

The Sexual Assault Response Protocol was reviewed by Human Rights and Equity Services in consultation with Human Resources, Campus Security Services, Department of Residences, Student Health Services, and Personal Counselling. These departments use records of sexual violence reports to engage in an annual review and determine the efficacy of the policy.

The Brock University Sexual Assault Response Protocol was the second document reviewed for this study. I have outlined each component to the protocol to offer insight into how survivors of on-campus sexual violence can make a report at Brock and what the process that follows a report. The third and last document to be reviewed for this study is the Brock job posting for a Sexual Violence Response and Education Coordinator.

Sexual Violence Response and Education Coordinator

As previously stated in the literature review, at least five Canadian universities have created full-time job positions for with titles such as Sexual Violence Response and Education Coordinators or Sexual Violence Prevention and Education Coordinators and at least three have started the hiring process for such a role (Samson, 2016). The purpose of this job posting for a Sexual Violence Response and Education Coordinator was to find an individual who could successfully and effectively address on-campus sexual violence, as well as issues related to sexism that can lead to sexual violence. As the document does not have page numbers, I have used paragraph numbers for reference.

Based on the timing of the job posting and the eventual hiring of a Sexual Violence Response and Education Coordinator in September 2016, I have assumed that the position was created as a response to the controversy surrounding Brock following a March 2016 report of on-campus sexual violence that was claimed to be mishandled by the institution (Sawa & Ward, 2016). The job was posted in June 2016 and was “developed in response to an active movement of students, staff, and faculty at Brock University who are mobilizing to challenge sexual and gender harassment and violence and to develop proactive responses” (Brock University, 2016, para.1). The intended audience for this job posting was prospective coordinators who possessed specific qualifications, which will be discussed further in this section. Following the hiring for the position, an announcement was made in an article published on The Brock News website to introduce the new Sexual Violence Response and Education Coordinator (Brock announces, 2016). This announcement indicates that while the intended audience for the job posting was prospective coordinators, it was important to the institution that all Brock

community members were aware of this development. This document includes a brief overview of the position, 26 duties and responsibilities, and 27 desired and/or required qualifications.

Overview of the Position

After explaining the overarching reason that the position of a Sexual Violence Response and Education Coordinator was developed, the job posting provides a brief overview of what the role encompasses. In this role, the coordinator will,

provide expertise, guidance, and oversight related to campus wide sexual violence prevention, response, and education [and] act as the first point of contact for disclosures of sexual violence, providing confidential advice, education, support, and resources to survivors of sexual violence. (Brock University, 2016, para. 2)

The coordinator is responsible for developing, coordinating, and facilitating awareness campaigns and workshops for students, faculty, and staff members.

Prospective candidates for this role should possess “a strong intersectional feminist, anti-oppressive, and anti-racist analysis of sexual, intimate relationship, and family violence” (Brock University, 2016, para. 3) and must be culturally sensitive to demographics that are considered to be at-risk.

Duties and Responsibilities

There are 26 listed duties and responsibilities for the position of the Sexual Violence Response and Education Coordinator. I have chosen to group the duties and responsibilities by categories. These categories include duties and responsibilities related to sexual violence survivors, institutional stakeholders and community members, training and programs, policies, and data collection and reporting.

Sexual violence survivors. The Sexual Violence Response and Education Coordinator is responsible for providing a survivor-centred approach when addressing reports of sexual violence. They are the first point of contact for disclosures of sexual violence and must subsequently provide confidential, effective, and appropriate support to survivors who are contemplating or are already engaged in disclosing and reporting, as well as to those in the Brock community who have concerns related to sexual violence. The coordinator must guide survivors in accessing available resources, advise survivors of their reporting options, support survivors in pursuing their chosen method for proceeding following their disclosure, and follow-up with survivors to ensure they have received adequate support. Once survivors have disclosed their experiences, the coordinator acts as an advocate on their behalfs to help them gain access to accommodations that are related to their sexual violence experiences.

Institutional stakeholders and community members. The Sexual Violence Response and Education Coordinator has several responsibilities related to their relationships with stakeholders within Brock and the surrounding community. The coordinator must assist institutional stakeholders on-campus in searching for, acquiring, developing, and maintaining educational resources related to sexual violence and provide appropriate advice related to sexual violence policies and protocols. To raise awareness of on-campus sexual violence, the coordinator is expected to partner with Student Services, Facilities Management, Campus Security Services, residence, unions, international student services, and the athletics program to develop and improve prevention strategies. The coordinator should bring stakeholders together to identify proactive and preventative action plans related to sexual violence, as well as identify

barriers that could prevent comprehensive and survivor-centred responses to disclosures of sexual violence.

The coordinator is also responsible for developing and maintaining stable relationships with groups and organizations that support sexual violence survivors on campus and in the Niagara region. They also represent Brock on matters related to sexual violence by maintaining relationships and partnerships with other HE institutional officials and the larger community.

Training and programs. Responsibilities surrounding training and program development are central to the position of the Sexual Violence Response and Education Coordinator. The coordinator is responsible for developing strategies and creating promotional plans for training on topics related to sexual violence including bystander intervention training and workshops on rape culture. They are also expected to coordinate programs and initiatives that raise awareness of on-campus sexual violence, including supporting processes and reporting procedures. Workshops and presentations on preventing sexual violence and responding to reports of sexual violence should be developed and customized for students, faculty, and staff.

Policies. The Sexual Violence Response and Education Coordinator is responsible for ensuring that Brock responds to disclosures of sexual violence in adherence to their sexual violence policies. They must ensure that their knowledge and understanding of emerging needs and issues in sexual violence is current, and actively advocate for changes that meet those needs and address those issues. The coordinator is expected to regularly review policies and protocols and provide appropriate recommendations with each review.

Data collection and reporting. The Sexual Violence Response and Education Coordinator must participate in data collection and reporting on incidences of on-campus sexual violence. They are expected to collect comprehensive data regarding disclosures of on-campus sexual violence and to follow confidentiality guidelines regarding the use and release of this data. To inform sexual violence prevention and response, they must analyze data, identify trends, prepare reports, and identify supporting recommendations.

Qualifications

There are 27 listed qualifications that the ideal candidate for the position of the Sexual Violence Response and Education Coordinator should possess. I have chosen to group the qualifications listed by categories. These categories include educational background, previous professional experiences, knowledge and skills in key areas related to sexual violence including training, and personal beliefs and attributes.

Educational background. The ideal candidate for this position must possess a Bachelor's degree in a related field such as Social Work, Psychology, or Gender Studies. It is preferred that they also possess a Master's degree in a related field and have previous training or certification in Adult Education.

Previous professional experiences. In terms of experiences and demonstrations, prospective applicants must have at least five years of experience in an advisory role that focused on sexual violence prevention and response, as well as a successful track record in promoting survivor-centred sexual violence prevention. They must also have experience in providing support to survivors of sexual violence and in making decisions with an understanding of the risk a situation can pose to survivors. The ideal candidate

should have previous experiences in creating and delivering workshops on sexual violence awareness, prevention, and response.

Knowledge and skills related to sexual violence. The ideal candidate for the role of the Sexual Violence Response and Education Coordinator possesses a specific knowledge base and skillset with regard to sexual violence. For instance, the ideal candidate must have a working knowledge of human rights and intersectional sexual violence issues that can arise in a university setting, in-depth knowledge of relevant legislation such as the Human Rights Code, and a systems-level understanding of the impacts of trauma on diverse individuals that result from sexual, intimate relationship, and family violence. The ideal candidate for this position should possess strong leadership and advocacy skills.

With regard to training and development, the ideal candidate should have strong facilitation and training skills as they will be expected to advise stakeholders on policies and protocols to make Brock an institution that is free from sexual violence, as well as prepare and present reports to various audiences. The ideal candidate should be able to develop training and awareness strategies that can be translated into action plan and evaluate the situation with which they are presented to identify the problem and provide recommendations for improved coordination and response.

Personal beliefs and attributes. Prospective applicants for the role of the Sexual Violence Response and Education Coordinator must be able to engage in an intersectional feminist, anti-oppressive, and anti-racist analysis of sexual, intimate relationship, and family violence, while also possessing an understanding of Indigenous issues and LGBTQ communities. They must be culturally sensitive and possess an

awareness of the impact of sexual violence. Other desired qualities of prospective applicants include the ability to maintain their composure while confidentially and empathetically addressing sensitive situations, the ability to make people feel comfortable in their presence while gathering required information in order to provide effective advice and support, and the ability to establish and maintain strong working relationships across the institution. The ideal candidate should also possess excellent organizational skills, interpersonal skills such as verbal and written communication, and critical listening skills to successfully work in a fast-paced environment.

Summary of the Document Analysis

Conducting a document analysis involved determining the purpose, intended audience, and use of each document. I explored the key components to each document in order to maintain their integrity and to effectively portray their messages. Three major themes that emerged in the analysis, and have been discussed in the following chapter, are: (a) the relationship between words and actions; (b) assigning responsibility to members of the Brock community; and (c) the role that HE institutions have in the betterment of the individual and the community. I elected to discuss the emerging themes in the fifth chapter of this study so I could engage simultaneously in an analysis and discussion of the findings. The three documents used for this research all have central connections that reveal how institutional branding is evident in institutional policies and protocols, which has been discussed and analyzed using a FCPA lens in the following chapter.

CHAPTER FIVE: SUMMARY, DISCUSSION, AND IMPLICATIONS

This chapter begins with a summary of the research before moving into a discussion of the findings. In the discussion section, I highlight relevant and illuminating results from the investigation and provide a critical reflection on how my study contributes to the topics of institutional branding and on-campus sexual violence policies and responses. In this section, I explore the three themes that emerged from the document analysis and address the three guiding research questions of this study. In the final section of this chapter, I outline the implications the results from this investigation have on further research as well as provide recommendations on implementing my findings.

Summary

The purpose of this study was to determine the nature of the relationship between institutional branding and policies for reports of on-campus sexual violence, as well as how branding influences how sexual violence is understood and addressed. Conducting a document analysis, I explained the purpose, intended audience, and projected use of the Brock Brand Culture Guide, the Sexual Assault Response Protocol, and the job posting for a Sexual Violence Response and Education Coordinator. In this analysis, two major themes emerged: (a) the relationship between words and actions, and (b) assigning responsibility, including in brand representation and in reporting and responses to on-campus sexual violence, to members of the Brock community. In what follows, I discuss these two central themes and connect them to relevant literature that has been reviewed for this study.

Discussion

In an HE context, Shaw (2004) explains that in order to understand educational policies and the broader contexts in which policies are developed, “the particularities of the lives of those most affected by policy” (p. 76) must also be understood. I have framed my research and this subsequent discussion to acknowledge that HE institutions, and specifically their documents, must provide “clear messages pertaining to definitions, consequences, or appropriate recourse” (Marshall et al., 2014, p. 282) on sexual violence. In what follows, I use this lens to expose and explain two major themes that emerged in the document analysis.

Emerging Themes

In this section of the chapter, I use the FCPA theoretical framework to outline two major themes that have emerged from the document analysis of the data selected. The two major themes are: (a) the relationship between words and actions and assigning responsibility, including in brand representation and in reporting, and (b) responses to on-campus sexual violence, to members of the Brock community.

To maintain neutrality, specific mentions of gender are not provided in any of the three documents analyzed for this study. Survivors of sexual violence, perpetrators of sexual violence, faculty, staff, students, and those who respond to reports of sexual violence are not gendered. While gender was not specifically addressed in any of the documents, the FCPA theoretical framework required that I reframe the questions and problems presented to include gendered power relations (Marshall et al., 2014). Using a FCPA lens, I viewed the documents to consider if “historically embedded patriarchal privileges” (Marshall et al., 2014, p. 282) were present to generate questions about how leaders at HE institutions provide clear messages about sexual violence. In each

document and emerging theme, I sought to determine where the problem was located, and subsequently reframe and relocate that problem as being within institutional and power dynamics (Marshall et al., 2014).

The Relationship Between Words and Actions

This theme emerged both within the literature review for this study and in the document analysis. As discussed in the literature review, Ahmed (2007), citing Prior (2003), explains that documents are more than written material as they involve networks for action. Documents help create and shape HE institutions and circulate within those institutions, creating lines of communication (Ahmed, 2007). Documents must be analyzed to determine what they do within organizations and how they are enacted (Ahmed, 2007). As Ahmed states, documents make claims about the institution by describing the institution as possessing specific characteristics, such as when the Brand Culture Guide (2012) describes Brock's personality using six key traits. Documents also provide direction towards future action through a commitment to a course of action, such as through the vision and goals expressed in the Brand Culture Guide (2012), through the reporting procedures and confidentiality efforts in the Sexual Assault Response Protocol (2015), and through the several responsibilities of the appointed Sexual Violence Response and Education Coordinator (2016).

It is not enough that the Brand Culture Guide, Sexual Assault Response Protocol, and the job posting for a Sexual Violence Response and Education Coordinator are made available for public consumption on Brock's website with the intention of being used or enacted (Ahmed, 2007). Documents placed on websites are not documents in action, thus how a document moves from simply being a written material to words in action must be

considered. In essence, documents in action are performative in two ways: how HE institutions perform their image and how they perform in the sense that they are “doing well” (Ahmed, 2007, p. 594).

I begin with explaining the relationship between words and actions in the job posting for a Sexual Violence Response and Education Coordinator. Since this job position was recently filled (September 2016), it is challenging to determine what actions are currently being taken to ensure that the coordinator fulfills the extensive duties and responsibilities that were listed in the job posting. The job posting is not truly in action until the coordinator makes changes, reviews policies, and starts campaigning and developing workshops. As previously stated, Brock University has adopted a new Sexual Assault and Harassment Policy (December, 2016) that was in part under the guide on the new coordinator. As this document was produced following my document analysis, and as it is possible that the new coordinator will have already begun meeting other job responsibilities during the completion of this project, that information is beyond the scope of this study and will be used as a recommendation for future research.

The Sexual Assault Response Protocol (2015) was effective at outlining the relationship between words and actions as it provided extensive information about not only what actions survivors of sexual violence could take, but what actions the institution and those indirectly affected by the violence could take. Potential contacts were listed and provided with a brief explanation of what services they could provide and when they should be used. Problematically, stating what actions could be taken does not necessarily imply that the document is being used. In the case of on-campus sexual violence at Brock that was reported in the media in March 2016, the survivor of sexual violence indicated

that she was not provided with information following the investigation regarding what actions the university was taking to discipline the accused perpetrator or prevent another incident of sexual violence from occurring on-campus (Sawa & Ward, 2016). In an interview with CBC, the university president committed to changing this policy so that survivors of sexual violence know what disciplinary and preventative actions are taken following their report (Sawa & Ward, 2016).

The Brand Culture Guide (2012) is a performative document that supports Brock in presenting and executing their desired brand and image. The philosophy and personality sections of the document, as explained in the previous chapter, are significant examples of the document performing its brand. The image of Brock that is performed in this document is one that exposes values as community builders and leaders as key to Canada's future, and presents the idea that members of the Brock community will be, or can be, these builders and leaders (Brock University, 2012). In this case, attending Brock and engaging in the development of "both sides of the brain" can lead to actions that benefit the individual, the institution, and Canada in general.

One area that the Brand Culture Guide (2012) does not directly address is that of on-campus sexual violence. While the document describes Brock as being welcoming and inclusive, and encourages members of the Brock community to become ambassadors in transmitting the brand message, there is no mention of any specific issues or problems that the institution, and those within and around it, could encounter and how the document would be enacted if problems were to arise. What happens when Brock community members do not use welcoming, inclusive, and comforting language to communicate with one another? What happens when Brock community members do not

feel supported socially by the “both sides of the brain” campaign? These are questions that arose in my analysis of the Brand Culture Guide when engaging with a FCPA framework. Brock, through this document, does not acknowledge patriarchal privileges, or challenge the power dynamics that can and do exist within and around the institution (Marshall et al., 2014). Although a direct connection between institutional branding and sexual violence was not made in this document, I sought to determine where the institution not only located problems, but where it assigned responsibility.

Assigning Responsibility

The theme of responsibility is one that arose in each of the three documents for this study. While the term responsibility was not used directly in each document, terms such as ambassadors imply that certain individuals are expected by Brock to assume responsibility in specific situations such as when representing the institutional brand.

One finding that emerged in the research was the significance that is placed on students to be advocates for raising awareness of sexual violence and sexism and to participate in the development of HE policies surrounding sexual violence. The Sexual Assault Response Protocol (2015) and the job posting for a Sexual Violence Response and Education Coordinator (2016) specifically discussed the importance of acknowledging student voice with regard to cases of sexual violence. The Sexual Violence Response and Education Coordinator (2016) job posting indicated that the ideal candidate for the position would liaise with all Brock community members, including students, to ensure that every individual is aware of on-campus sexual violence, how to prevent it, and the significance of being an advocate against violence. The *Campus Toolkit for Creating Consent Culture* (CFS-O, 2016), the *It's Never Okay Action Plan*

(Government of Ontario, 2015), and FCPA theorists (Marshall et al., 2014) stress the importance of including students and survivors in advocacy plans, campaigns, and policy development to ensure that their needs are being met and to avoid problems associated with power imbalances in HE institutions.

This finding regarding student responsibility and advocacy was interesting on multiple levels. On one level, this finding could indicate that HE institutions understand the important role that student involvement, voice, and advocacy plays in not only the development of policies, but the effective implementation of those policies. On another level, this finding could indicate that the institution is locating sexual violence as an individual problem, rather than an institutional problem and is intentionally or unintentionally making sexual violence an area of silence (Marshall et al., 2014). It is important to note that including students and survivors of sexual violence in actions taken to prevent sexual violence is not the same thing as taking a survivor-centred approach to on-campus sexual violence. Whitley and Page (2015) caution against using a survivor-centred approach to address on-campus sexual violence as it can remove the onus from the institution to approach sexual violence as an institutional problem. When the institution, and the power imbalances and patriarchal privileges it possesses, is located as the problem, cases of sexual violence are not viewed as singular events (Whitley & Page, 2015).

Responsibility is also assigned to the institution, faculty, staff members, and organizations within the community in each document. In the Brand Culture Guide (2012), faculty and staff members are encouraged to become brand ambassadors who relay Brock's philosophy of developing Brock community members academically and

socially in all that they do. This assignment of responsibility can be related to policy development and implementation in that brand ambassadors should strive to ensure that Brock's brand and its documents reflected in one another. With regard to policies surrounding sexual violence, brand ambassadors should be aware of how power differences influence these policies and how they are used. Policies should "address how positions of authority and power influence how [power differences] have the potential for creating negative working or studying environments" (CFS-O, 2016, p. 9). Brand ambassadors, as well as those in positions of power who develop policies, must first acknowledge these differences before effective action can be taken and in order to truly represent Brock's brand philosophy of successfully developing each individual.

In the Sexual Assault Response Protocol (2015), responsibility was assigned to various departments within the institution and organizations within the community to effectively and appropriately respond to reports of sexual violence. The institution's position and principles regarding their responsibility for addressing sexual violence was outlined and the purpose of the policy was explained (CFS-O, 2016). Similarly, in the job posting for a Sexual Violence Response and Education Coordinator (2016), extensive responsibility was placed on the coordinator to establish relationships within the institution, create campaigns and workshops that address sexual violence and prevention, and to respond appropriately to survivors of sexual violence while also providing an intersectional feminist and anti-oppressive analysis. While the job posting may appear as a way for the institution to locate itself as the problem with regard to sexual violence, it essentially placed the majority of the responsibility on the coordinator. However, the job

posting can also be interpreted as a way for the institution to acknowledge that a sexual violence problem exists on-campus and not just in individual cases.

The two themes that emerged and have been discussed in this section of the study provide an explanation for how institutional branding and sexual violence policies are connected, and how they are reflected within one another.

Recommendations for Future Research

When I first started considering topics for my MRP, I found it challenging to narrow and refine the scope of my research. I wanted to talk about anything and everything related to sexual violence and sexism, including how the new Sexual Education curriculum documents are being used in Ontario elementary and secondary schools. As a result of this wide-ranging passion for and interest in this topic, I have made several recommendations for future research.

Future research could compare the documents at Brock with documents at other Ontario HE institutions to determine trends, similar challenges and barriers to using institutional branding to inform sexual violence policies, and for a richer data set. As I wanted to maintain a narrow focus for this study, I was unable to conduct this comparative analysis, but future researchers with a broader scope could use the findings from this study to frame their analysis of institutional branding and sexual violence documents at other institutions.

As of September 2016, the position of the Sexual Violence Response and Education Coordinator at Brock has been filled. The new coordinator has extensive professional experience in the area of sexual violence prevention and providing support to sexual violence survivors (Brock announces, 2016). The coordinator will collaborate with a Human Rights & Equity Officer and the Vice-Provost Teaching, Learning and

Student Success and Chair of the Sexual Violence Prevention Committee. The coordinator states that she hopes “to raise awareness through educational workshops that will provide a better understanding of sexual violence” (Brock announces, 2016, para. 4) and that she intends to focus on “changing the conversation and highlighting sexual violence as everyone’s issue” (Brock announces, 2016, para. 4). The Vice-Provost states that the coordinator position is a progression toward developing vigorous policies and support services that clearly indicate that sexual violence is not and will not be tolerated (Brock announces, 2016). Future research could do a comparative analysis of the Sexual Assault Response Protocol (2015) used as data for this research and the new Sexual Assault and Harassment Policy (December, 2016), as well as other policies that are developed under the new Sexual Violence Response and Education Coordinator. It would be illuminating to research the impact this new role has had on the relationship between institutional branding and policies surrounding on-campus sexual violence, as well as what challenges and successes the coordinator has experienced. Going directly to the coordinator, who Brock has deemed the first point of contact for survivors of sexual violence, would provide an internal look at how the coordinator operates within the institution and how they are supported by the institution.

Concluding Thoughts

This MRP has given me the opportunity to explore and express my thoughts on sexual violence, institutional branding, and HE. It is imperative that HE institutions understand the impact that prioritizing institutional branding can have on the successful development and effective implementation of policies surrounding sexual violence. HE institutions, and the stakeholders within and around them, are responsible for ensuring

that documents become more than written words for public consumption and to present a specific image. To quote Ahmed (2007), HE institutions, and the stakeholders within and around them, must understand what it means to “end up doing the document rather than doing the doing” (p. 599). Writing documents and not using them can be detrimental to the individuals those documents were meant to serve and protect. It is my hope that this research contributes to bodies of work on document analysis, institutional branding, and sexual violence policies in a meaningful way and can be used to inspire advocacy, promote a feminist approach in institutional branding and policy development, and assist survivors of sexual violence in seeking support.

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