How Do Universities Manage Sexual Violence in Digital Age?: A Bibliometric and Systemic Literature Review

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Abstract. In the digital era, sexual violence is a global issue and is included in emergencies with cases tending to increase from year to year and having multidimensional impacts. The positive and negative impacts of the use of technology in managing sexual violence in universities prompted this research. By using bibliometric analysis and systemic literature review, and processing it using the PRISMA procedure and Nvivo software for Scopus-indexed journal publications, this research produces a management system for managing sexual violence in universities in the digital era with the principles of Plan, Do, Check, and Action (PDCA). In this system, universities need to optimize the use of information technology in managing sexual violence without neglecting non-technological approaches. The necessary step is for the university to make a risk-based plan as preparing an optimal environment to manage sexual violence in universities during the digital age. Furthermore, universities implement planning as a way of improving the effectiveness of programs and campus infrastructure to deal with sexual violence. To guarantee getting the program on the right path, universities need to check. Finally, universities need to take action in encouraging continuous improvement within the process. However, the formulation of this system has limitations to be generalized so its implementation needs to consider the local context where the university is located.

Keywords: sexual violence; university; digital age

1. Introduction

Sexual violence has become a global issue in the public health sector and has received attention from various groups in recent years given the high number of cases and the various impacts it causes. The Centers for Disease Control and Prevention (CDC) defines sexual violence as any form of sexual activity that occurs without consent [1].

According to the World Health Organization, approximately 1 of 3 (36%) women in the world have experienced sexual violence and most of them are Intimate Partner Violence. [2]. The same condition also occurs in men, but the prevalence rate is more difficult to determine considering the number of unreported cases when sexual violence occurs in men tends to be higher than when it occurs in women [3]. The CDC reports that 1 in 4 men in the United States has experienced sexual violence in their lifetime [4], and the Australian Bureau of Statistics report that 1 in 16 men in Australia has experienced sexual violence [5]. Sexual violence has

negative impacts that are multidimensional, physically, mentally, sexually, and socio-economically [6].

The issue of sexual violence can be understood from a practical, empirical and theoretical point of view. Practically empirically, attention to sexual violence can be seen from the efforts of various groups to combat sexual violence and making the eradication of sexual violence an indicator of the success of the Sustainable Development Goals on goal 5 "Gender Equality" and goal 16 "Peace, Justice and Strong Institutions". Theoretically, the academic world continues to conduct various studies from time to time to understand the problem of sexual violence more comprehensively, and to provide the best model for handling it.

Publications about sexual violence in the Scopus database show an average increase of 35% per year as can be seen in Figure 1.
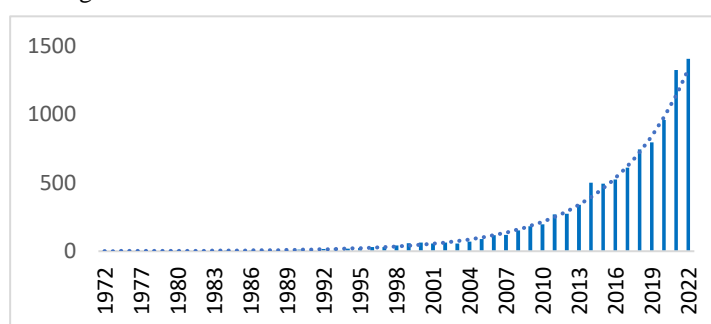

Fig. 1. Trends in Sexual Violence Research Publication from Year to Year

One of the discussion topics regarding sexual violence developing in recent years is how digital technology influences this issue, both negatively and positively. The rapid development of internet-enabled devices and digital communication service platforms such as social media makes digital technology facilitates the occurrence of sexual violence. Henry & Powell map how technology is used as a tool to commit sexual violence. Acts of sexual violence through the use of digital technology are classified into several terms such as online sexual harassment, gender-based harassment, cyberstalking, image-based sexual exploitation, and the use of a carriage service to perpetrate a sexual assault or coerce unwanted sexual experience [7]. The variety of new terminology shows the increasing complexity of forms of sexual violence as a result of the use of digital technology.

Even so, if used properly, technology can be a tool to eradicate sexual violence. Rodriguez & Gonzales [8] explain that technology can optimize the role of institutions and management in increasing awareness of the issue of sexual violence, as well as increasing the effectiveness of sexual violence management programs that have been prepared.

Given its nature as a double-edged sword that can have negative and positive impacts, it is necessary to develop a management system to optimize the use of technology by institutions and management in managing sexual violence by minimizing the risks that occur. This study aims to provide recommendations on management systems that can optimize the use of technology in the management of sexual violence without neglecting non-technological approaches. University was chosen as the locus of study because cases of digital-based sexual violence at universities show a fairly high prevalence, especially in forms of online sexual harassment and image-based sexual exploitation [8]. This is supported by the findings of Steele et al [9] that the prevalence rate of sexual violence in universities is quite large, namely 17.4% for women and 7.8% for men.

2. Methods

This research uses bibliometric analysis and systemic literature review. Bibliometric analysis is used to identify research clusters on sexual violence in universities in the digital era. While the systemic literature review is used to map the optimization of the use of technology in the management of sexual violence in universities. The use of bibliometrics as a part of the systemic literature review process can improve the quality of reviews by eliminating the subjective bias that usually appears in literature review studies. [10].

This research procedure begins with searching for publications related to sexual violence, universities, and technology using several keywords (see Table 1).

Table 1. Publishing Keyword Matrix

	Campus	College	Higher Education	University
Digital	"Sexual Violence" AND "Campus" AND "Digital "	"Sexual Violence" AND "College" AND "Digital "	"Sexual Violence" AND "Higher Education" AND "Digital "	"Sexual Violence" AND "University" AND "Digital "
ICT	"Sexual Violence" AND "Campus" AND "ICT "	"Sexual Violence" AND "College" AND "ICT "	"Sexual Violence" AND "Higher Education" AND "ICT "	"Sexual Violence" AND "University" AND "ICT "
Technology	"Sexual Violence" AND "Campus" AND "Technology"	"Sexual Violence" AND "College" AND "Technology"	"Sexual Violence" AND "Higher Education" AND "Technology"	"Sexual Violence" AND "University" AND "Technology"

The use of several different keywords in the same context is done to ensure that every related publication can be found during the search process. This research uses keywords such as campus, college, higher education, and university; as well as digital, ICT, and technology for the same purpose. Based on a search of published articles in Scopus-indexed journals, up to 2022, a total of 2952 publications were obtained. Then screening is carried out to ensure that there are no duplicate publications. At this stage, 1405 publications were obtained for further bibliometric analysis so that the position of this research is known within the framework of discussing sexual violence, universities, and technology. Furthermore, the 1405 publications were used as a baseline for conducting a systemic literature review using the PRISMA procedure [11]. The PRISMA procedure can be seen in Figure 2.

Fig 2. Flowchart of PRISMA Procedure in Systemic Literature Review

A total of 46 publications were then analyzed using Nvivo software to produce recommendations for managing sexual violence in universities in the digital era. Furthermore, the method of formulating recommendations uses the P-D-C-A (Plan, Do, Check, Action) model because PDCA allows an institution to make continuous improvements in the business processes it runs. In principle, this model is future-oriented, flexible, logical, and reasonable [12]. Although PDCA is commonly used in the industrial and manufacturing sectors, Hakim et al [13] explain that the PDCA model cycle can also be used in universities and even the use of this model can improve the overall performance of a university.

The PDCA stage consists of 4 phases [14]. Plan describes how the organization determines the goals and a series of processes to achieve the specific goals that have been determined. Do describes implementing the things that have been set in the planning phase. Check describes monitoring and evaluation of the implementation that has been carried out, and action describes the stage of improving results to achieve predetermined goals.

3. Results

3.1 Bibliometric Analysis – Research Focus when Discussing the Correlation of Technology and Sexual Violence in University Context

Fig 3. The Current Research Trend in Research on the Correlation of Technology and Sexual Violence in the University Context

The bibliometric analysis procedure succeeded in mapping several keywords commonly used in research related to the correlation of technology with sexual violence in universities. Using Vosviewer, there are 5 main clusters of research discussion related to sexual violence in universities in the digital era over the last few years. Details of each cluster can be seen in Table 2.

Table 2. *Cluster* Topic

No	Theme of Cluster	Dominant Keyword List
1	Research Methodology	Content Analysis, Human Experiment, Perception, Statistics and Numerical, Thematic Analysis
2	Sexual Violence Victim and Offender	Male, Offender, Sexual Misconduct, Stalking, Victim
3	Intimate Partner Violence	Aggression, Dating Violence, Interpersonal Communication, Intimate Partner Violence, Partner Violence, Sexual Partners
4	Risk Factors of Sexual Violence	Alcohol Consumption, Mental Health, Psychology, Questionnaire, Risk Factor
5	Prevention and Control of Sexual Violence	Prevention, prevention and control

The position of this research will strengthen the cluster of prevention and control of sexual violence by providing an appropriate management system framework for universities to manage sexual violence in the digital era.

3.2 Systemic Literature Review

3.2.1 Plan – Preparing Optimal Environment to Manage Sexual Violence in Universities during the Digital Age

Before the implementation of the management system for preventing and handling sexual violence, it is necessary to formulate a Plan to design an environment capable of supporting program implementation. Based on the literature review conducted, universities must prepare several steps at this stage, namely: a) Creating risk assessment to understand potential settings and perpetrators of sexual violence in the university climate; b) Providing effective and tailored sexual violence intervention program; c) Creating strong institution for handling sexual violence; and d) Providing other supporting mechanisms.

a. Creating risk assessment to understand potential settings and perpetrators of sexual violence in the university climate

In starting planning, it is necessary to first carry out a risk assessment of sexual violence so that the program created will be more specific (tailored) to target each existing risk category so that management effectiveness can be higher. This is further classified by Bonar et al [15] to become three levels of risk, namely the individual level, relationship level and community level. Details and examples of each risk can be seen in Table 3.

Table 3. Risks of Sexual Violence

No	Risk Type	Notes
1	Individual Level	• Accessing sexual explicit material content with high intensity [16] • Patterns of high alcohol consumption [17], [18] • Rape myth acceptance [19] • Experience of being a perpetrator of sexual violence [15]
2	Relationship Level	1. Experience of being a victim of sexual violence [20], [21] 2. Bad childhood experiences [22]. 3. Rape myth acceptance [19]
3	Community, Contextual, and Institutional Level	• Campus environments that facilitate high-risk drinking [15] • Inclusive campus climate [15]

Based on the table above, it can be seen that one type of risk that must also be specifically measured is the level of acceptance by the academic community of myths about rape because belief in rape myths has a significant effect on the potential for sexual violence to occur. One of the best practice tools that can be used in measuring this risk is SRMA-IT (Italian Subtle Rape Myth Acceptance). [23].

a. Providing effective and tailored sexual violence intervention program

The one-fits-all program model is not suitable for use in preventing and dealing with sexual violence in universities, so institutions need to develop a series of specific programs by taking into account several things, namely:

1.1. The availability of different programs for graduate students considering the context of sexual violence between levels of education tends to be different [24]

1.2. Participatory designed programs are available. Several approaches that can be used include Student-Generated Solutions Organized by Socioecological Model (SEM) [25], Citizen Science [26], etc

1.3. Incorporating Sexual Assertiveness Education and Consent Education so that individuals know the risks of sexual violence as well as can stop or minimize the negative consequences of sexual violence that may occur [21], [27], [28], [29];

1.4. Accessibility to disability groups [30], and targeting empathy building [19]

1.5. Debunking the myths of sexual violence [19], [31]

1.6. Integrating trauma-informed approaches with evidence-based approaches [20]

1.7. Culturally sensitive considering cultural factors influence differently the occurrence of sexual violence [32]

Furthermore, it is necessary to carry out a cost-effectiveness analysis of the program so that existing resources can be utilized properly and effectiveness can be achieved [15].

b. Establishing strong institutions for handling sexual violence

To increase the effectiveness of the prevention and handling of sexual violence, it is also necessary to establish institutions that are physically strong and have human resources.[33] Physically, universities must build infrastructure such as campus health and counselling centers because the function of these institutions is essential in preventing and dealing with sexual violence [22]. Several things need to be considered when setting up the institution so that its functions can run optimally, namely:

a. Accessible for all groups including groups with different gender identities and disabilities [34]
b. Fully available, especially at critical times because sexual violence often occurs outside working hours [35]
c. Using an active trauma-informed service approach rather than a reactive approach so that treatment of survivors can be carried out according to the mental health problems they are experiencing [20] [30]
d. Institutions dealing with the prevention and handling of sexual violence need to be disseminated so that they are known to many people [35]
e. Integrated with other related functions such as the Office of Disabilities [30], police, NGOs, or other institutions are concerned with sexual violence [28]

In addition, optimizing the prevention and handling of sexual violence can be done by improving the quality of human resources through the provision of resources, time, and training on sexual violence for both human resources at the campus health and counselling center and faculty members. [36] [37]. Thus the commitment of leaders and new norms such as intolerance of sexual violence is getting stronger.

c. Providing other supporting mechanisms

To optimally support the programs and institutions that have been built, other supporting mechanisms must also be provided by the university. The mechanism is divided into three, namely: the formulation of a communication strategy to increase the awareness of all academics on the issue of sexual violence [38], the development of regulations and policies that are up to date with current issues of sexual violence and are evidence-based [8], as well as developing cooperation between students and faculty members in eradicating sexual violence and minimizing the risks of sexual violence that arise [39].

3.2.2 Do – Improving the effectiveness of program and campus infrastructure in dealing with sexual violence

After the risks have been assessed and the various supporting mechanisms for implementing the system for preventing and handling sexual violence have been prepared, then the programs and institutions that have been built must be implemented immediately. This study identified two approaches that can be used to increase the effectiveness of the implementation process, namely technological and non-technological approaches.

1) Non-technological approach – using multiple types of methods to increase program effectiveness

To increase the effectiveness of implementing programs to prevent and deal with sexual violence, universities must create integrated programs with other relevant programs, especially programs that can develop individual knowledge and expertise to take action to prevent sexual violence for their interests. [15]. In addition, another way that can be done is to provide training to all academics by using multiple types of training methods because when the training is carried out with varied methods, the self-efficacy of the trainees will be higher so that they have a greater ability to stop the situation. which is harmful [40]. Through the application of these two matters, the principles of an effective program can be fulfilled, especially in the principles of comprehensive, varied teaching methods, and well-trained staff as explained by Nation et al. [41].

2) Technological approach – establishing a good technology system and support system

Technology at the right level can be used to eradicate sexual violence that occurs in physical space and digital spaces. Two main functions of technology can be optimized in this regard, namely as a means to disseminate issues and knowledge about sexual violence [42] and identify and respond to incidents of sexual violence [8].

As a means of disseminating issues and knowledge about sexual violence, technology can be used as an open *platform* to discuss sexuality and carry out *digital movement*s to increase *awareness* [40][40][39]of all academics on this issue [39]. Several ways can be used to optimize this function, namely: a) utilizing online content channel types to increase awareness and concern [8]; b) using bystander intervention to disseminate the platform created to increase awareness [43]; dan c) innovating by using creative ways to increase awareness, knowledge and concern about sexual violence, for example by creating a learning platform in the form of a video game which turns out to be quite effective in increasing awareness, knowledge and concern [44], [45].

Meanwhile, as a means of identifying and responding to sexual violence, the use of technology can be optimized in several ways, namely: a) Creating an omnichannel to respond to reports of sexual violence and multiple media to encourage program interventions carried out [46]; and b) Optimizing mobile technology [47], [48]. Apart from going through a number of these ways, to ensure the technological approach that is built is successful, universities must also do several things, namely:

    1.7.2.1.   Developing an iterative development process which engaged end users to ensure the technology meets the needs of survivors [48]

    1.7.2.2.   Establishing professional ICT support to make sure the innovations are free from spyware and other types of hacks [8].

    1.7.2.3.   Providing support and exposure to mass media specifically news reports [40]

    1.7.2.4.   Providing programs to avoid the gender digital divide and training to those who manage institutions' presence in social networks [8].

3.2.3 Check – Getting the program on the right path

In this phase, programs and institutions that have been built must be monitored and evaluated for their progress. In general, three main categories must be considered to see the effectiveness of the implemented implementation, namely: a) The level of change in attitudes and behavior related to sexual violence; b) Promoting positive bystanders; and c) Developing skills for respectful relationships [49]. One of the instruments that can be used as a reference in measuring these three things is the instrument LUSHI (Lund University

Sexual Harassment Inventory) [50]. In addition, when the program being built is related to the use of technology, a digital checklist must be specifically made as a measuring tool for implementation success consisting of online presence and digital engagement. [51].

3.2.4   Action – Encouraging *continuous improvement* within the process

The last step in the PDCA cycle is action, in which the stages are carried out to maintain the consistency of the system built and improve the evaluation results found at the check stage. In addition to paying attention to the results in the check process, the improvements made must also pay attention to the risk factors and aspects that have been identified at the planning stage. The entire PDCA process is carried out in a cyclical process so that deficiencies that occur in the management process can be corrected as contained in the next planning process. Thus, a continuous improvement process will be realized in the management of sexual violence in universities.

3.3 Management Framework for the Management of Sexual Violence in Universities in the Digital Age

The framework for the management system for managing sexual violence in universities in the digital era can be seen in Figure 4 below.
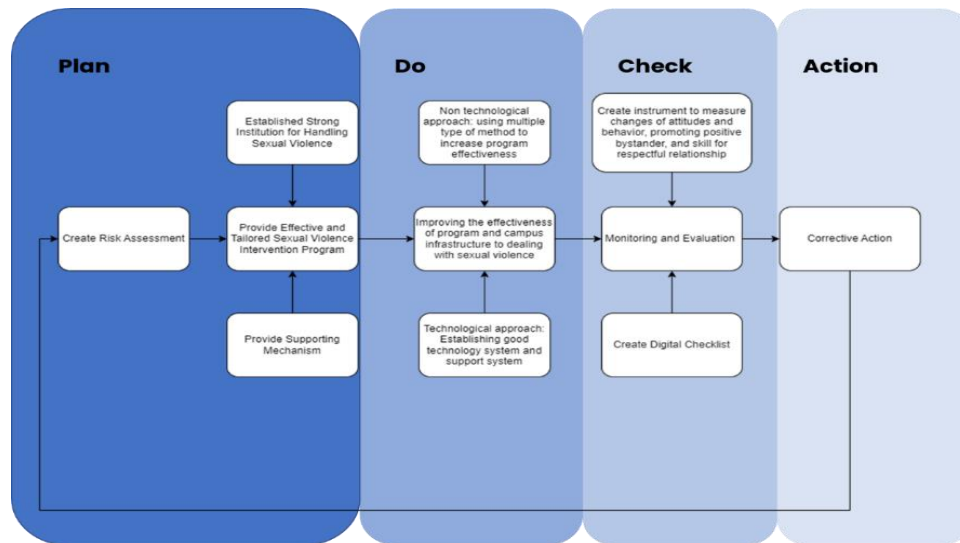

Fig 4. Management System Framework for the Management of Sexual Violence in Universities in the Digital Age

If this framework is implemented by first considering the risk analysis of sexual violence, the plan, do, check, and action process can be more effective in supporting efforts to create a university that is safe and free from acts of sexual violence.

4. Conclusion

This article yields a formulation of a management system for managing sexual violence in universities in the digital era with the PDCA principle. With this management system, universities need to make plans to prepare an optimal environment to manage sexual violence in universities during the digital age. Furthermore, the plan needs to be implemented to improve the effectiveness of the program and campus infrastructure to deal with sexual violence. To guarantee getting the program on the right path, universities need to check. Finally, to ensure that the planning and implementation are running effectively, it is necessary to take action in encouraging continuous improvement within the process. However, the formulation of this system has limitations for generalization because the publications that are used as a reference do not represent research at universities in developed and developing countries in a balanced way the majority of research is conducted at universities in developed countries. If it is to be used, the implementation of this system needs to consider the local context where the university is located. Furthermore, it is necessary to carry out field studies to enrich the system that has been formulated.

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