



Technology-facilitated Sexual Harassment of a University Student in the Era of Digital Communication: A Case Study

Detra Lynn Mills, JD, MBA,

Saint Mary-of-the Woods College, Indiana (USA)

Tammy Haenlein, MBA,

Saint Mary-of-the Woods College, Indiana (USA)

Lucero Vázquez, Junior Researcher

Institute of the Central Bank and student at Universidad Americana, Asunción (Paraguay)

Marcelo Echague Pastore, Research & Faculty member,

Department of Economics, Universidad Americana, Asunción (Paraguay)

Abstract

Background: This case study explores power dynamics through the story of Lucia, a first-year law student and victim of technology-facilitated sexual harassment by a professor at her university. Readers will analyze the issues and conditions facing Lucia, consider potential courses of action, and evaluate actionable solutions for this real-world scenario. **Objectives:** Readers will explore the complexities of Role Theory, inequities inherent in professor and student relationships, conflicts of interest in institutional settings, and potential pitfalls of digital interconnectedness while developing a broader understanding of appropriate ethical boundaries. **Learning Outcomes:** As a result of heightened awareness, readers will develop an awareness and ability to self-advocate for appropriate relationships within the academy, to recognize signs of sexual harassment, and to exercise greater autonomy over their digital existence. **Use:** This case study is intended for instructional settings in university gender studies, communications, and ethics courses as well as in academic and corporate human resources, board and governance, and business management settings. Some content may not be suitable for minors. **Teaching Notes:** Teaching notes and materials will be made available upon request of a verified instructor or educator. **Limitations:** Names and locations were anonymized to protect the privacy and integrity of those involved, and some narrative was editorialized for purposes of clarity. Any dialogue presented in this case study is representative of conversations and data that is either protected or no longer available through public channels.

Keywords: sexual harassment; digital violence; technology; power dynamics; non-fraternization; Social Role Theory

Paper type: Case Study

Case Description

A male law school professor exploits his role and status to solicit one of his female students through the WhatsApp text messaging platform. Eventually the student reports the professor, but she quickly learns that power dynamics are no match for ethical conduct or protection from technology-facilitated sexual harassment – neither of which seems to be a priority for the university’s administration or the judiciary to oversee.

This case involves topics that may be triggering for certain individuals. Difficult and contentious conversation may occur regarding gender status and social role theory, concepts of sexual harassment, institutional behavior, and ethical obligations. Participation may be most productive if readers are initially assigned in pairs or small groups for discussion prior to dialogue among larger groups. Due to the complexity of the topics, a dedicated time of 45 minutes to one hour is recommended for the exercise of reading, evaluation, and discourse.

Case Synopsis

Lucia is an attractive, 23-year-old female university student who is native to, and resides in, a Latin American country. As a result of dedication to her academic studies and commitment to bringing honor to her family, Lucia is now attending law school as a first-year student at a prestigious Catholic University in her home country.

One of Lucia’s male professors utilized his access to the university’s student contact information and began to send her friendly WhatsApp text messages. After a short period of time, the professor’s messages became constant and disruptive, escalating to an inappropriate and sexual nature. When Lucia rebuffed his advances, the professor’s messages turned hostile, and Lucia became concerned for her academic success and personal safety.

After repeated prodding from her mother and their family’s parish priest, Lucia reported the professor to the university. Lucia quickly learned that the professor was earnest in his threat to retaliate against her, and that she had very little standing with the university as a student.

Readers will access creative decision-making skills as they identify inappropriate interactions from an individual in a role of authority targeting a person of inferior status who was put in an untenable position. Intellectual curiosity from readers will support their critical assessment of technology-facilitated sexual harassment in the digital era, a university’s failure to protect their student from abuse, and the systemic corruption that privileges male authority in this Latin American country.

Background & Case Story

Lucia

Being accepted to law school was a tremendous opportunity for Lucia. Her family had a strong commitment to the Catholic faith, and Lucia's attendance at a Catholic university – especially one with such prestige – was a dream come true for them. Lucia was the first from their family to be educated beyond grade school and she would be the only person from their neighborhood to become a lawyer, if she could make it through the program!

Lucia was aware of her family's pride for her accomplishments. She felt immense pressure to maintain top grades and to bring honor to her family and community. Lucia was also required to keep her grades up to maintain the financial scholarship she received for her high class standing during her undergraduate studies, and she was determined to succeed.

Lucia was thankful that she could remain living at home while she continued her education in law school. It helped that she didn't need to worry about incurring temporary housing costs, and she was able to dedicate a part of her financial aid scholarship to help provide support at home. Lucia was especially happy to be able to assist her widowed mother, Maria, who sacrificed so much of herself to provide the best she could for her children as they grew up.

Maria, Lucia's Mother

Maria worked three jobs to take care of her six children after her husband was killed 11 years ago in a work-related accident. Her family lived a stable life in a modest home full of love. Even though she was often exhausted from long days at work and the pressure of raising her kids alone, Maria ensured that the children were respectful, earned reasonable grades, and went to weekly mass following Catholic traditions. She knew her husband was watching over them all from heaven, and Maria was humbled to carry on his legacy by ensuring the family was faithful to their religion, respected in the community, and hardworking at their studies and in their jobs.

Maria knew that her daughter had dreams of becoming a lawyer since childhood. She was entertained that Lucia watched crime shows on TV and played "courtroom" with her brothers and sisters by grilling them with questions about where they had been, what they had been doing, and who they were with. Lucia's natural curiosity may have annoyed her siblings, but Maria could not be prouder of her daughter.

She was happy that Lucia wanted to continue to live at home while she studied law at university. Maria didn't understand the cases that Lucia talked about while she studied for her classes, but she was overjoyed to watch her daughter's excitement over learning new subjects and working toward a career that could make a difference in the world.

Professor Jiminez

It takes a firm commitment to learning the law and a deep talent for interpretation and analysis to become a tenured law professor. A member of university faculty must be an exceptional scholar and profoundly dedicated to the success of the legal field as

well as the quality instruction of future lawyers. Prof. Jiminez excelled at these requirements – so much so that he was elected to a seat on the local judiciary's oversight committee as president of the Jury of Magistrates. He worked hard and was impassioned of the illustrious roles he served as a tenured professor and distinguished member of the judiciary. Additionally, Prof. Jiminez served as legal counsel for the university.

The professor's talent and reputation afforded his family a comfortable lifestyle, and he was regarded as one of the most powerful men in the surrounding region in this Latin American country. Prof. Jiminez was charming and handsome; everyone wanted to be around him and listen to what he had to say. Prof. Jiminez and his wife were parents to three children who attended private school with other kids from important families. The professor had a public life that many people aspire to, and he enjoyed the attention it brought him.

The Catholic University

Universities earn top ranking in three significant ways: through the academic excellence provided to their students, the endowed financial support of alumni and funders, and their elite faculty's participation in the publishing of high-quality research in top journals. Add to these qualities the value of a pristine global reputation, the support of the country's government, and the sponsorship of the archdiocese – and a Catholic University has all the makings of international visibility, access to resources, and political influence.

Such was the case for this institution, and its administrators were intent on maintaining their prestigious standing. The administration was careful to only admit students with excellent grades and outstanding potential, and to hire professors with stellar credentials. They were very fortunate to count among their tenured faculty a man who was also an active member of the judiciary! Prof. Jiminez was the crown jewel of the university's instructional staff, and they intended to award him with an endowed chair position at the end of the current school year.

There are some who may find it curious that Prof. Jiminez was also the university's lawyer, but such things were rather common in Latin American contexts and did not concern the administration. They felt confident that with the stellar reputation of their law program and the favor of the local diocese, no one would be asking too many questions. After all, Prof. Jiminez had oversight responsibility for the Jury of Magistrates, and he was a popular political figure – not to mention a significant fundraiser for the university.

Students did not always rate Prof. Jiminez perfectly on their end-of-semester surveys, but administrators chalked it up to him being a hard instructor. It was likely that some students resented having to work for their grades, particularly the girls. Law school was hard! No one got by as a free rider, and the university defended its faculty.

Law School: And So It Begins

Lucia is both excited and a little nervous to start law school. She is eager to succeed and committed to staying focused on her studies. Lucia doesn't have experience in this level of academic circles, nor does she have any friends or family that went to

college. She leans on her mother, Maria, as her emotional support system. Lucia is also under tremendous self-imposed pressure to do well – the scholarship she earned covers her class fees as well as a little extra that Lucia offers as financial assistance to Maria.

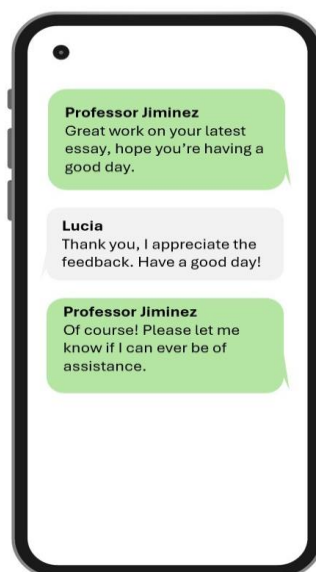
Even with the stress and pressure, Lucia is following her dream! She is one of the first students to arrive to her classes each day, and she takes exhaustive notes that she reviews at home every evening. Lucia has heard that her classmates hang out together in the evenings, but she worries that she will fall behind if she doesn't stay focused on her classwork and keep to herself.

Prof. Jiminez is Lucia's Contracts Law instructor. His class is extremely challenging for Lucia, who hasn't had any prior experience with business dealings. When Prof. Jiminez selects students to recite facts about cases and changes in the law over time, Lucia keeps her head down and hopes that he doesn't call on her. She's afraid of being embarrassed and has been lucky to avoid his attention so far in the first two weeks of class! Then, about three weeks into the first semester, Prof. Jiminez sends Lucia a WhatsApp text message praising her recent class essay and offering to help her if she ever needed it.

Lucia is surprised that her professor noticed her and cared enough about his students to send her personal encouragement. She is thankful for the personal attention and grateful that so far she has missed out on the potential humiliation that some other students have received when they didn't have good answers to the professor's questions about the contract cases. Lucia finds comfort that someone of Prof. Jiminez's rank and status in the university is taking the time to check on her.

Figure 1

Example: WhatsApp Text Exchange #1



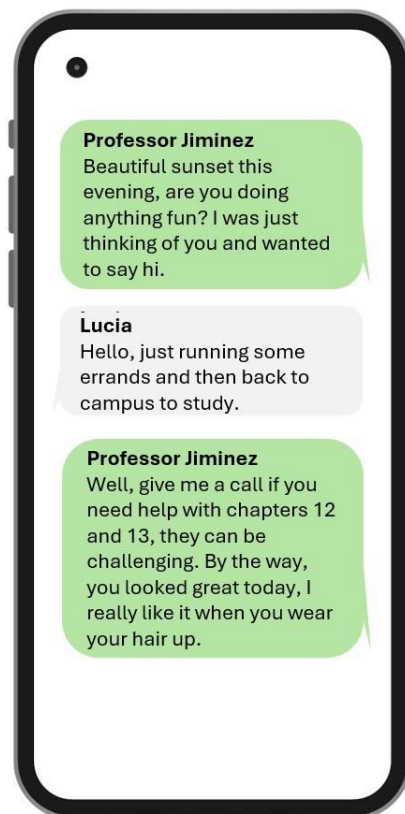
Text Messages Become More Frequent

Prof. Jiminez begins to send Lucia frequent messages on the WhatsApp platform. In fact, it has become a regular occurrence that she receives a “Good morning” message and two or three friendly, playful messages throughout the day. This feels rather normal to Lucia since informal communications between students and faculty are not an uncommon thing in the local culture, and so messages from her professor quickly became commonplace.

She responds to Prof. Jiminez’s texts with updates about how things are going in other classes and sends questions that she has about difficult points of law. When the professor’s messages slowly become more personal in nature, Lucia tells herself that Prof. Jiminez is just very friendly and complimentary. She believes that he must say nice things to all his students to encourage their good work in class.

Figure 2

Example: WhatsApp Text Exchange #2



Lucia is amazed that she has become friends with a professor! While she is at home studying, Maria noticed that Lucia’s phone would chime often with messages, distracting her from classwork. When Maria asked about messages, Lucia told her that she was texting with one of her course professors. Alarmed, Maria asks Lucia if it is

normal for professors nowadays to communicate so personally and regularly with students. Lucia just laughs.

Her mom is from a different time – everyone communicates on texting platforms these days. Besides, Prof. Jiminez is her Contracts instructor and he wants her to succeed in his very difficult class. Law school is hard! Her mom wouldn't understand. Lucia is thankful for her good fortune.

Another month of school goes by, and Lucia is doing so well! She is studying hard, earning high marks on assignments in all her classes, and getting special help from Prof. Jiminez – who now sends her messages between classes and during the evenings, too. It is sometimes a struggle for Lucia to receive and respond to so many texts, and she thinks that she must have become Prof. Jiminez's class favorite that he spends so much time chatting with her. Meanwhile, Maria is becoming more vocal about her concern with this texting relationship between Lucia and her professor.

First semester exams are right around the corner. Lucia cannot understand how other students find time for a social life – it seems like all she does is study and listen to her mother complain about how often she messages with Prof. Jiminez. Lucia attempts to comfort Maria, telling her that the class will end soon and she is sure that the professor will mentor a different student next semester.

Privately, Lucia feels relief that Contracts class is finishing up because the content of all her class work is hard to focus on. Plus, there are so many messages from Prof. Jiminez every day that it is taking extra energy for her to keep up. Getting good grades is crucial for Lucia to keep her scholarship every semester and she has heard that classes do not get any easier, so she cannot afford the time away from studying to get a part-time job if she loses her financial aid.

Time for a Break

Just like that, first semester is almost over! Where did all the time go? Lucia looks forward to a week of break from school, the chance to finish her final class projects, and study for exams. Lucia decides to take a small break, and she spends a day at the market with Maria. It is the first time in four months that Lucia made time to do something fun alone with her mother, and Maria was thrilled. But Lucia's phone chimed constantly while they were out, and Maria became frustrated with Lucia's excuses.

Maria believed that this male professor was obsessed with her daughter. She knew from stories in the news that he had a wife and children, and that he was politically connected. Maria did not approve of a married man sending text messages to female students – and especially not to her daughter. Despite being morally unacceptable by society, cases of abuse and sexual harassment of students by university professors or school teachers were not uncommon in the country's culture, and Maria was well aware of that. Any perception or rumors of a relationship between them would bring disgrace to her family, and Maria tried to explain her concerns to Lucia.

It bothered Maria especially that Lucia did not seem to appreciate the gravity of the personal contact between the professor and her, and Maria believed her daughter to be too young, inexperienced, and naive to fully understand the risks of her actions. This man sent Lucia WhatsApp messages at all times of the day and night when she was home. Where was his wife, Maria wondered? This then felt like illicit behavior to devoted Maria, and she began to urge Lucia to discuss this situation with their priest during her next confession. Lucia had always been a good girl, and surely she would not want to disappoint the church.

Over the Edge

Even though school is on break before final projects are due to be turned in and end-of-semester exams begin, Lucia is now receiving a seemingly endless number of messages each day, sometimes even multiple messages an hour, from Prof. Jiminez. He won't be an instructor for Lucia next term, and she wonders if professors mentor the same students even when they don't have a class together.

There's no way for Lucia to casually find out though. She has never mentioned their texting relationship to any of her classmates, and there's no one else for her to ask. None of her other professors have sent her text messages, which does seem a bit odd in her particular situation. On reflection and with the insistence of her mother, Lucia begins to consider that something may be "off" with this relationship she has with Prof. Jiminez.

She knows what her mother thinks about her professor, and it makes Lucia uncomfortable. Lucia is made even more anxious, though, because of the recent message content from Prof. Jiminez. He is inviting her out for drinks! It seemed initially that he wanted to help her with school projects, but when he compliments her hair and legs, Lucia feels very self-conscious. She wonders, is she doing something wrong?

Lucia can't ignore the volume or content of the professor's messages any longer. He mixes information about classes with comments that sound like admiration, and he also includes invitations to meet him out for dinner and drinks. This confuses and upsets Lucia, and she is unable to make sense of it any longer. Without looking for other options, Lucia takes her mother's advice and explains the situation to her priest during confession this week.

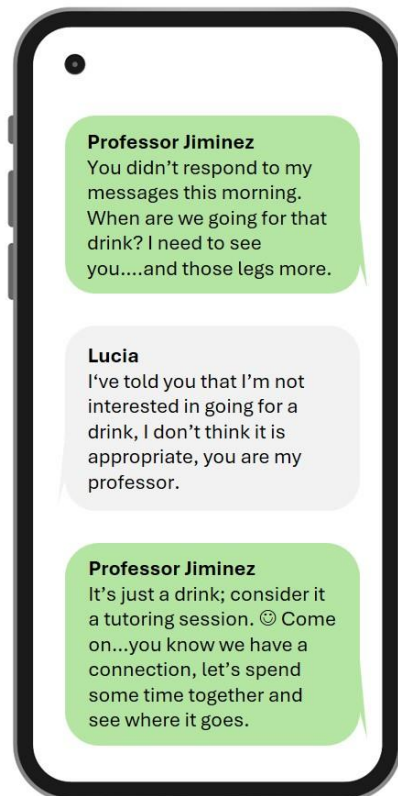
Grateful that her priest said she didn't do anything sinful, Lucia was shocked and dismayed at the advice she was given. The Father suggested that Lucia tell Prof. Jiminez firmly that she was not going to meet him outside of class, and that they should stop texting now that class was coming to an end. Lucia knew this was the right thing to do – Maria told her so several weeks ago.

Lucia had appreciated the professor's kindness and did not want to make him angry. It was the end of the semester, after all, and it was important that the high quality of Lucia's work and her commitment to learning the difficult class material spoke for itself. Still, her mother and their priest both gave her the same advice, and Lucia cared

greatly about their respect and opinion of her. Surely Prof. Jiminez would understand her uncomfortable position and her decision to stop replying to all his messages.

Figure 3

Example: WhatsApp Text Exchange #3



Regret and Disbelief

Before the break is over, the professor's text messages begin to take on a different tone. His questions have become increasingly personal. Although Lucia has always defended Prof. Jiminez's texting habits to her mother, she promised Maria that she would no longer replied to messages that were not specifically related to class work or the law. The circumstances become dire for Lucia when the professor sends her an erotic poem and sexually explicit images. Despite having heard in the past about a few similar cases back in her own public high school, she's never expected to ever face a situation like this during her academic studies. Even less when dealing with such a reputed, prestigious and powerful scholar like Prof. Jiminez!

Lucia is shocked and embarrassed by the content of the message, and she immediately feels regret for not taking her mother's concern seriously. Lucia doesn't know what to do or say! How can her professor send her such profanity? What must he think of Lucia to be vulgar with her? She finds it all so hard to believe – Prof. Jiminez has always been so kind and friendly. This situation has just gone too far.

She is sick to her stomach and has nowhere else to turn. Lucia cried as she finally shared the actual messages from the professor with her mother. Maria was furious, and they immediately went together to meet with their priest for guidance. Although he is kind and gentle in his counselling of Lucia, the Father is firm that she *must* now report Prof. Jiminez to university administration. She attends a Catholic university, after all, and there are ethical standards that must be maintained.

Although Lucia has now completely stopped responding to the professor's messages, Prof. Jiminez continues to text her with increasingly insistent requests to meet with him. His messages frequently contain insensitive language and offensive images. Prof. Jiminez threatens Lucia that she will regret it if she doesn't respond to him.

Figure 4

Example: WhatsApp Text Exchange #4



Fear and Humiliation

Lucia is both uncomfortable and fearful. Although she avoids Prof. Jiminez on the university's campus, she continues to receive unwelcome advances and lude images from him. She doesn't have anyone to confide in besides her mother and priest and has never formally received any sort of sexual education before, neither at school nor university. Lucia is concerned about her grades and Prof. Jiminez treating her unfairly since she stopped answering his messages and consistently refused to meet with him

outside of class. Even with Lucia's efforts to deescalate the situation, her professor's messages turned malicious and threatening.

Lucia considered following the advice of the Father at her parish. After doing some legal research, she discovered that despite not having established official protocols, policies, or programs dealing with abuse, sexual harassment or alike via online platforms, her university did have a Non-Fraternization Policy stating that no university employee shall have or pursue a relationship with any student under the supervision of the same employee. The policy also discussed the inherent conflict of interest that may arise in relationships, and the potential of a situation of harassment due to the imbalance of power between a professor and a student. Any person who suspected or participated in a violation of the policy had a duty to report the situation to university administration. At the same time, Lucia was conscious that doing the latter could mean a negative ruling against her given Prof. Jiminez's position within that institution, implying her suspension or even expulsion from law school, among other undesired outcomes.

Lucia also found some actionable recourse within her country's legal system that -at least in theory- could provide her with some support. These included a few constitutional articles, whistle blowing safeguards and other legal norms protecting her well-being and integrity, as well as a hot line made available by the government to offer assistance and contention in case of violence against women. Lucia knew about the country's high level of corruption as well as Prof. Jiminez's political influence, meaning that an unfavourable verdict in case of a legal complaint could have severe consequences for Lucia, that go even beyond pecuniary compensations for -supposed- defamation. But she also had great faith that the lord will somehow bring justice to the table and so was ready to take a decision in order to finally end this nightmare.

Instruction

After participating in this case study, readers can discuss their views of sexual harassment and the inappropriate use of technology to assert authority in relationships. Readers should develop and defend their position on the following inquiries:

- Was the protagonist a victim of any action in this case?
- If yes, did she follow appropriate steps to protect her interests?
- Was there any information available related to (mediatized) similar cases?
- If yes, what were the outcomes?
- What responsibility did the university have to protect its students?
- What actionable steps would then be available for the protagonist to gain justice?
- Were there other concrete options she could have thought about (even beyond the country's legal system)?
- Should the university make any policy or procedural changes?

Conclusion

This case offers readers the opportunity to evaluate the devastating impact of unchecked ethical boundaries. Readers were introduced to a scenario highlighting the slippery slope of harassment by digital communication that can occur in relationships. The example illuminated the general role inequities present, and the power dynamics involved, in university settings. There is also an unspoken question raised of gender equity, given the position of the female student versus the male professor.

Social Role Theory

As described by Eagly and Wood (2012), men and women lean into their gender identity as a foundation for their behavior. That is to say that behavior and expectations tend to be gender-normative, with individuals identifying as male behaving in more aggressive, dominant patterns as compared to individuals who identify as female. Researchers posit that role identity influences the expectations that people have of gendered behavior, which is to say that men who act in an aggressive manner are often accepted as having tendencies that fall in alignment with their male gender-normative status.

Additionally, Bourdieu (2013) expresses that several forms of gender-based violence are much more expanded and profound in male-dominating societies and cultures, to the point of attaining a normalization status that usually becomes uncontested within families and community members. According to Díez-Gutiérrez (2015), this also translates into the educational field with the build-up and adoption of “masculinity codes”, so as to implicitly impose a hegemonic view of masculinity, heterosexuality and homophobia across both faculty and students.

A study undertaken by Ramirez & Barajas (2017) in a Latin American country then revealed that, despite being typified as crimes by federal laws, sexual harassment and gender-based violence are still common practices in educational institutions. The authors argue that the latter mainly stems from a lack of political will to internally change such status quo within Latin American universities, as reflected by the complete inexistence of protocols, policies or training that deal with sexual harassment, digital violence and other inappropriate behaviours across campuses.

Technology-Assisted Education, Violence and Abuse

In the specific case of the WhatsApp text messaging platform, Suarez (2018) explains that its massive usage around the globe (i.e. roughly 98% of any smartphone holder worldwide had an active WhatsApp account in 2017) does give reasons to consider its formal implementation in the teaching-learning process, so as to reinforce communication and interaction between faculty and students. This is especially true in poor Latin American contexts, where low incomes, scarce physical infrastructure, long distances in rural areas and the lack of resources/materials at hand (e.g. libraries, computers, etc.) make it all suitable for this costless tool to potentially strengthen education levels, if correctly implemented within academic institutions (Colunche et al., 2025).

In practice, however, a study by Gosse et al. (2023) identified that although professors are now required to communicate with their students through online platforms as a mechanism to mobilize knowledge across modalities, universities are well behind in establishing appropriate protocols, policies, and procedures. This also extends to

WhatsApp and other text messaging platforms, since many higher education institutions worldwide still haven't installed any norms, systems or manuals related to the proper adoption of this tool (Enakrire & Kehinde, 2022). In the absence of mechanisms to support appropriate and meaningful conduct in higher education, instances of digital violence and technology-facilitated violence are then likely to increase in the near future.

Moreover, the massive use of WhatsApp in some collectivistic cultures is characterized by facing no pre-established boundaries, whether formal or informal, hence mixing and extending to every aspect of people's lives, from social to professional and educational (Matassi et al., 2019; Faisal & Al-Qaimari, 2020). In fact, a research study undertaken by Lucio et al. (2018) revealed that close to 40% of students in a Latin American university have received pornographic videos, obscene pictures and other disturbing images without requesting them nor being informed about, whether they come from fellow students, faculty or other university staff.

In terms of gender, the 2023 UN Report on Technology-Facilitated Violence Against Women reports alarming global statistics regarding the incidence of controlling behavior, stalking, and harassment experienced by women (UN Entity for Gender Equality and the Empowerment of Women, 2023). The increase in harm to women through digital communication is a topic of current importance worldwide. An imperative exists to do more work within the field of higher education, specifically, in support of issue avoidance and protection for both faculty and students.

Case Study Questions

The case objectives provide an accessible framework toward understanding and addressing ethical issues of power dynamics between professors and students in the university setting and within the context of Social Role Theory, an analysis of non-fraternization, and the insidious nature of technology-facilitated sexual violence.

Additional questions to stimulate discussion include:

- At what point did the professor's contact with the student cross the line, if it did?
- What is the relationship between text messaging and technology-facilitated sexual violence?
- What action should the university have taken regarding its published policy?
- What other explicit protocols and policies should the university establish to handle and mitigate cases of sexual harassment, digital violence and abuse?
- What's the role of transparency?
- How important are sexual education programs and training to deal with these kinds of matters, both for faculty and students?
- How did the imbalance of power between the student and professor impact the student's decision-making?
- Could the outcome have been different for a student who reported their professor to university administration earlier in the communication cycle?
- What does an appropriate relationship look like between a professor and a student?

- How can culture influence the relationship and interaction between faculty and students?
- Are there steps that a student can take to protect their autonomy and without becoming a victim of harassment or retaliation?
- How should professors be trained regarding communicating with students (and vice-versa)?
- Should the university have a zero-tolerance policy for cases of professor-student fraternization?
- Could a university-sponsored communication portal have mitigated the escalation in communication via personal technology between the professor and student?
- Should a professor recuse themselves from the court in a harassment (or any) case brought against them if they have a leadership role within the court?
- Is it good practice for an active professor to hold a position of oversight or authority that directly involves or impacts the university where they teach (i.e., General Counsel)?
- Should the court revisit how it manages the apparent conflict of interest of a lawyer with political influence over judges and the justice system itself, if the lawyer becomes involved in a legal complaint?

Teaching Materials

Teaching materials may be found in the accompanying Teaching Notes document. Please contact arete@smwc.edu to request access. The request should originate from an active educator or trainer. Provide confirmation by linking to your faculty directory or organizational chart, and by sending a copy of your work badge or identification along with the written request for access.

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About the authors:



Detra Lynn Mills, JD, MBA was a litigator and mediator in private practice following a 20-year career in the health and hospital industry before transitioning to corporate executive leadership. She is currently pursuing a doctorate in global leadership (PhD 2025 *anticipated*, Saint Mary-of-the-Woods College). As a committed interculturalist, Detra's research interest is found at the interdisciplinary nexus of behavioral science (i.e., psychological safety) and social justice studies (i.e., gender equity).



Tammy Haenlein is an MBA student at St. Mary-of-the-Woods College. She has a background in communications and an interest in travel and cultures. She works in member services at an electric cooperative. Tammy is active in her community and involved with an organization that supports women and children affected by domestic violence. This case study is an opportunity to learn and reflect on gender equity in different cultures.



Lucero Vázquez is a junior researcher at the Institute of the Central Bank of Paraguay, and a student of economics at the Universidad Americana in Paraguay. In this work, she has sought to build a comprehensive view that allows not only to describe realities, but also to interpret them from within, respecting the complexity of the contexts and the voices that inhabit them. For her, research is an act of commitment with the real, with the lived and with the possibility of transformation, is to give voice to those who rarely have it in academic discourses and contribute, from the lived, to a more human and situated understanding of knowledge.



Marcelo Echague Pastore is a researcher and faculty member at the Department of Economics, Universidad Americana in Paraguay. He also acts as an Adjunct Instructor for the Master's in Leadership Development Program at SMWC, while being a peer-reviewer of the Private Academic Library Network of Indiana (PALNI Press) and the Journal of Excellence in Global Leadership (Arete). Marcelo started collaborating with the Woods since 2023 during his US visit as a Fulbright Scholar-in-Residence from Paraguay, by giving lectures and helping tighten SMWC connections with South American institutions. He holds a Bachelor's degree in Economics and obtained a Master's in Public Policy from the National Graduate Institute for Policy Studies (Tokyo, Japan), while specializing in Financial Technologies (FinTech) and Sustainable Finance.

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