

# SOGIESC SITUATION

IN UNIVERSITY OF THE PHILIPPINES DILIMAN




UNIVERSITY OF THE PHILIPPINES  
DILIMAN GENDER OFFICE

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# ACKNOWLEDGEMENT

This report details both documented and undocumented cases of SOGIESC-based discrimination in the University of the Philippines Diliman. It is part of a Systemwide project led by the UP SOGIESC Study Group, a subcommittee under the UP System Gender and Development Committee, to surface discrimination based on SOGIESC at the University of the Philippines.

The UP Diliman Gender Office remains grateful to all the research participants and representatives from the following offices and organizations for participating in the interviews (conducted from May to August 2021) and the two report validation sessions (conducted on September 13 and 15, 2021) all via Zoom: Office of Counseling and Guidance (OCG), Office of Anti-Sexual Harassment (OASH), Office of Student Housing (OSH), Office of Student Projects and Activities (OSPA), Office of the Vice-Chancellor for Academic Affairs (OVCAA), Office of the Vice-Chancellor for Student Affairs (OVCSA), Public Safety and Security Office (PSSO), Psychological Services (PsyncServ), Special Services Brigade (SSB), University Health Service (UHS), UP Diliman Police (UPDP), University Student Council (USC) and the Extension Program in Pampanga and Olongapo (UPDEPPO) GAD Committee and Student Council. We would like to extend our gratitude to research assistants Edz and Mai, through the Field Instruction Program of the UP Department of Women and Development Studies, College of Social Work and Community Development.

The list of participating offices, organizations, and individuals is included in the Annexes section of this report.





# FOREWORD

The UP Diliman Gender Office (UPDGO) has been championing gender diversity for nearly two decades now - through training and advocacy activities as well as discussions on sexual orientation, gender identity and expression (SOGIE), which have been part of UPDGO's gender sensitivity training (GST) modules dating as far back as 2008.

The Office partners with different student organizations to create greater awareness among students and encourage them to join the continuing conversation on SOGIE. Through close coordination and collaboration with the gender and development (GAD) committees from the different colleges and units across UP Diliman, the UPDGO also leads the campus in celebration of UP Diliman Pride. Other efforts to contribute to the discourse include the production of instructional materials in the form of primers, infomercials, and, eventually, the SOGIE Training Module.

Despite our active engagement of the academic community and our regular endeavors for educating the public, however, discrimination based on SOGIESC continues to persist within the premises of UP Diliman.

It is thus that the UPDGO welcomes its inclusion in the UP SOGIESC Study Group (SG), a subcommittee formed through the initiative of the UP System Gender and Development (GAD) Committee, which comprises representatives from the Gender Offices (GOs) of all Constituent Universities (CUs). The SG has been tasked with documenting cases of discrimination against people with diverse SOGIESC towards gaining a more comprehensive contextual understanding so that better progress can be made in the fields of policy, programs, and services delivery within the University.

Conducting this research during the COVID-19 pandemic proved to be a challenge. Interviews were conducted online, with technological limitations sometimes affecting the interview process and the recordings. The online survey proved to be ineffective in gathering information, and it was only during one of the validation sessions with the research participants that one of them shared how an online survey might not be the best method to collect data on discrimination, especially among students, since the subject matter is too personal.

Such were the difficulties that had to be overcome during the conduct of the study within this pandemic context; yet throughout these challenges, while operating on sparse resources and limited time, the research team prevailed and was able to finish the research.

I am grateful to all the people who have contributed to the completion of this project: research assistants, Ma. Sophia Vestine Peña, Ma. Rosario Consuelo Lagman and Anne Ednalyn dela Cruz; the UP Diliman SOGIESC Study Group members, namely Cindy Cruz-Cabrera, Ma. Stephanie Joy A. Andaya, Donn E. Gaba, and Giano Ray C. Potes; transcribers Mai Lagman, Edz dela Cruz, Concepcion T. Marquina and Wilfran L. Dela Paz; and layout artist Framil Hortaleza. Much gratitude is likewise extended to all participants and representatives of the offices interviewed.

On behalf of the research team and the UPDGO, the Office with the mandate to ensure that the gender rights of all the constituents of UP Diliman are realized, I am honored to present the SOGIESC Situation Research Report in the University of the Philippines Diliman. It is my hope that this research contributes to the understanding of the situations of people with diverse SOGIESC within the academic setting, and that the recommendations put forward are implemented.



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29 October 2021





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Image by UP Babaylan -  
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## LIST OF ACRONYMS

UPDGO



- ASH Code** - Anti-Sexual Harassment Code
- CBL** - Constitution and By-Laws
- COCC** - Cadet Officer Candidate Course
- CWGS** - Center for Women's and Gender Studies
- DMST** - Department of Military Science and Tactics
- GOs** - Gender Offices
- GBV** - Gender-based violence
- HO** - Housing Office
- HRDO** - Human Resource Development Office
- LGBTQIA+** - Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual
- LGU** - Local Government Unit
- OASH** - Office of Anti-Sexual Harassment
- OCG** - Office of Counseling and Guidance
- OSE** - Office of Student Ethics
- OSH** - Office of Student Housing
- OSPA** - Office of Student Projects and Activities
- OVCAA** - Office of the Vice Chancellor for Academic Affairs
- OVCSA** - Office of the Vice Chancellor for Student Affairs
- PSSO** - Public Safety and Security Office
- PsycServ** - Psychological Services
- SOGIESC** - Sexual Orientation, Gender Identity, Gender Expression, and Sex Characteristics
- SSA** - Safe Spaces Act
- SSB** - Special Services Brigade
- TGNC** - Transgender and Gender Non-conforming
- UHS** - University Health Service
- UPDEPPO** - Extension Program in Pampanga and Olongapo
- UPDEPPOSC** - Extension Program in Pampanga and Olongapo Student Council
- UPDP** - UP Diliman Police
- UPDGO** - UP Diliman Gender Office
- UPIS** - UP Integrated School
- USC** - University Student Council
- VAWC** - Violence Against Women and Children

SHOW LESS



# EXECUTIVE SUMMARY

The SOGIESC Situation Research Report in the University of the Philippines Diliman has the following aims: to document cases of discrimination on the basis of SOGIESC reported to the UP Diliman Gender Office (UPDGO) and other offices that provide programs and services for students, faculty, and employees; to surface incidents of discrimination on the basis of SOGIESC that were not reported to the UPDGO; and to recommend vital SOGIESC-related provisions for integration into the *Guidelines on Promoting Women's Empowerment and Gender Equality in the University of the Philippines* (also known as the *UP Gender Guidelines*) and the *University of the Philippines Anti-Sexual Harassment Code (UP ASH Code)*.

The research used mixed methods to meet the objectives set by the UPDGO Study Group: the semi-structured interview, the focus group discussion (FGD), and the survey. Given the COVID-19 pandemic context of this research, all semi-structured interviews and the FGD were conducted and recorded using the online conferencing platform Zoom while the online surveys in Filipino and English were disseminated using Google Forms.

Twelve (12) semi-structured interviews were conducted with offices that provide programs and services for the UP Diliman academic community; one (1) focus group discussion (FGD) was conducted among the UPDGO staff; and a total of three (3) cases were gathered through the online surveys. The gathering of quantitative data using an online survey proved challenging for something so sensitive and personal as SOGIESC discrimination. This experience has shown that an online survey may not be the best method for the subject matter, and all the more so in this pandemic situation.

The offices received reports from a total of 70 victim-survivors, with over three-fourths or 75.7% of them being students (others were faculty and student organizations). However, the offices that documented these cases were not able to collect data on SOGIESC. This accounts for the bulk of data collected that is labelled "unspecified" in terms of SOGIESC information, such as the sexual orientation of

the victim-survivors, reflected as unspecified (71.4%), followed by gay (17.1%), bisexual (5.7%), lesbian (4.3%), and heterosexual (1.4%).

Most incidents were physical and sexual threats and abuse (22.9%), followed closely by voyeurism through photo or video and online bullying (20%). Discriminatory or stigmatizing remarks has the third-highest number of cases (17.1%) while deadnaming or misgendering comes in fourth (8.6%).

SOGIESC-related reports to authorities were relatively few. Students, which comprised the largest number of victim-survivors, often opted not to report and file cases of discrimination, citing the following reasons: the possible negative consequences on their academic standing; painful memories whenever reliving experiences; and feelings of helplessness (that no concrete courses of action will be taken anyway). The lack or limitations of policies to protect people with diverse SOGIESC and the limited to nonexistent GAD and SOGIESC awareness of attending office or unit staff were considered barriers to both conceptualizing programs and services as well as handling cases effectively. Some offices and units expressed the need to be more adequately equipped, capable, and gender-sensitive in handling SOGIESC cases.

On the other hand, peers continue to be viewed as an important source of support for victim-survivors. Some of the cases also confirm the general perception that people with diverse SOGIESC are not fully accepted within families, circles of friends, and society.

The recommendations based on these findings focus on seven (7) points of action: (1) integrate SOGIESC Policy Guidelines and Protocols into existing UP Gender Policies (UP Gender Guidelines and the UP ASH Code); (2) strengthen capability-building activities and training within the campus and its extension programs; (3) institutionalize monitoring, documentation, and coordination mechanisms; (4) establish gender-responsive and inclusive facilities; (5) sustain the SOGIESC advocacy and campaigns; (6) promote UPDGO services and programs through partnerships; and (7) organize regular consultations and case conferences.



# INTRODUCTION

## Background

"The University of the Philippines Diliman is a modern research university with a public mission, nurturing an inclusive and globally-engaged educational community that thrives on diversity and interdisciplinarity, and advances sustainable, innovation-driven, and people-centred national development in the best of traditions of honor and excellence" ([upd.edu.ph](http://upd.edu.ph)). UP Diliman has 26 degree-granting units and 376 non-degree-granting units, and was populated in 2020 by 1,578 faculty members, 462 research, extension and professional staff (REPS), and 47,531 students. Meanwhile, the UP Diliman Extension Program in Pampanga and Olongapo (UPDEPPO) was established in 1979 and is currently located in a four-hectare area in Clarkfield, Mabalacat, Pampanga. Plans to transform the present one-academic building into a bustling complex have begun to take place through campus renovations and fresh construction during the pandemic. It has taken a "new character as the center of excellence of higher education in Central Luzon" ([upepp.upd.edu.ph](http://upepp.upd.edu.ph)).

The UP Diliman Gender Office (UPDGO) "facilitates gender mainstreaming and the promotion of gender knowledge and discourses through training, research and publication, counseling, advocacy, organizing gender and development committees, and extension work" in UP Diliman ([dgo.upd.edu.ph](http://dgo.upd.edu.ph)). The UPDGO is part of the Study Group on SOGIESC Provisions in the University of the Philippines Gender Policies (UP SG), a research committee comprised of constituent unit representatives from the UP System Gender and Development Committee led by the UP Center for Women's and Gender Studies. Established in 2020, the UP SG was formed to document reported and unreported cases of discrimination on the basis of sexual orientation, gender identity, gender expression, and sex characteristics (SOGIESC) as evidence of the need to integrate SOGIESC-related provisions into the gender-related policies of the University, as embodied in the *Guidelines on Promoting Empowerment and Gender Equality in the University of the Philippines* (also known as the *UP Gender Guidelines*) and the *University of the Philippines Anti-Sexual Harassment Code* (UP ASH Code).



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## Objectives

In order to align the research objectives to the context of UP Diliman, the objectives set by the Study Group were modified into the following:

- To document cases of discrimination on the basis of SOGIESC reported to the UPDGO and other offices that provide programs and services for students, faculty and employees,
- To surface incidents of discrimination on the basis of SOGIESC that were not reported to the UPDGO; and
- To recommend vital SOGIESC-related provisions for integration into the UP Gender Guidelines and UP ASH Code.

## Methodology Design

The research used mixed methods to meet the objectives set by the UPDGO Study Group: the semi-structured interview, focus group discussion (FGD), and survey. Both the semi-structured interview and the FGD, which follow guide questions but

allow for the researchers to ask unplanned questions based on the interview answers, facilitate the collection of qualitative data and provide opportunities for directing focus on answers that bear exploration. The survey gathers both qualitative and quantitative data and can easily provide data visualization to complement the

results of the interviews and the FGD.

Given the COVID-19 pandemic context of this research, all semi-structured interviews and the FGD were conducted and recorded using the online conferencing platform Zoom while the online surveys in Filipino and English were disseminated through Google Forms.



## ***Inclusion Criteria***

Of the identified and selected 13 UP Diliman Offices providing programs and services for students, faculty, and staff, the following 12 consented to participate in the online interviews: Extension Program in Pampanga and Olongapo (UPDEPPPO), Office of Anti-Sexual Harassment (OASH), Office of Counseling and Guidance (OCG), Office of Student Housing (OSH), Office of Student Projects and Activities (OSPA), Office of the Vice Chancellor for Academic Affairs (OVCAA), Office of the Vice Chancellor for

Student Affairs (OVCSA), Public Safety and Security Office (PSSO), Psychological Services (PsycServ), Special Services Brigade (SSB), University Health Service (UHS), and the UP Diliman Police (UPDP). The University Student Council (USC) and the Extension Program in Pampanga and Olongapo Student Council (UPDEPPOSC) were also interviewed since they both represent and provide services for the students of UP Diliman. Annex C details the names of the representatives interviewed per office. Interview questions can be found in Annex B.

## ***Procedure***

Semi-structured interviews were conducted and recorded using the online conferencing platform Zoom. Participants were interviewed from May 5 to August 23, 2021, with the interviews ranging from 60 to 90 minutes in length. On some occasions, both researchers and participants experienced connectivity challenges; this problem was addressed by ensuring that at least three members of the research team were present during each of the online interviews. All of the interviews were transcribed.

The FGD was facilitated with the staff of the UPDGO on June 9, 2021, and the discussion was 90 minutes in length. The FGD results were also transcribed.

The online surveys in Filipino and English were disseminated in three phases to

maximize the reach: the first phase was in coordination with the Office of the Vice Chancellor for Student Affairs from May 1 to 31, 2021; the second phase was to registered student organizations in UP Diliman from August 16 to 31, 2021; and the third phase was to registered student organizations in the UPDEPPO from October 1 to 8, 2021. Unfortunately, the online survey yielded very low response rates, gathering only three (3) cases. The collection of quantitative data using an online survey proved challenging for something so sensitive and personal as SOGIESC discrimination. This experience has shown that an online survey may not be the best method for the subject matter, and all the more so in this pandemic situation.

## ***Data Analysis***

A thematic analysis was conducted on the transcribed interviews. The research tools crafted by the UP Study Group for conducting gender-sensitive and confidential interviews and gathering pertinent information on such cases of discrimination were used in this investigation (See Annexes B and F).

## ***Ethical Concerns***

The UPDGO SG obtained the informed consent of all participants to safeguard confidentiality, privacy, and safety in data collection. Informed consent forms were made available for each interviewee (See Annex D). Participants were treated equally and without prejudice. Their participation in the interview sessions, as stated, was wholly voluntary, with no pressure or constraints. They could refuse to take part in, withdraw their participation, or retract information at any point during the interview. They were also free to choose whichever items they felt comfortable answering.

Sufficient information on what this report involved was presented beforehand, including the general research description and procedures. The participants were provided with the results in all transparency during the validation process, and were privy to the initial findings of

the research as well as the draft. The contact information of the researchers was made available to them should they wish to clarify points of concern relevant to the report.

The data collection for this report was conducted in adherence to universal ethical principles and data privacy laws. The data gathering tools were administered with utmost consideration and respect for the rights and dignity of the participants. All sensitive personal information was stored in a secure, private Google Drive folder under a University account, whose access is limited only to the researchers belonging to the UP Diliman Gender Office. Online security of the researchers and participants was also of utmost consideration in the choice of a safe and secure communication platform that is both convenient to use and fully compliant with safety protocols.



# RESULTS

The following data are presented in three sections: (1) demographic profile of the victim-survivors; (2) general statistics of incidents; and (3) descriptive statistics of SOGIESC-based discriminatory acts.

## Demographic profile of the victim-survivors

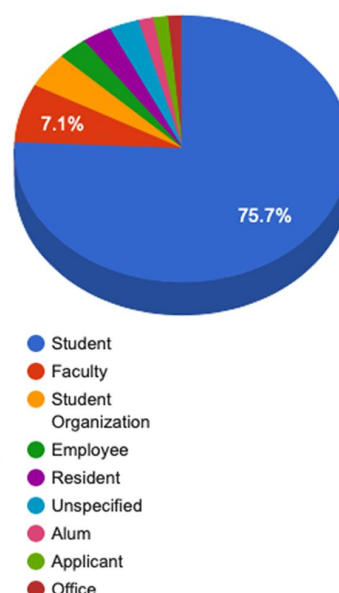
A total of 70 victim-survivors reported their experiences to the offices interviewed for this study. This section presents the data on people who reported a discriminatory act in terms of the sector they belong to, their sexual orientation, gender identity, and sex characteristics, with numbers arranged in decreasing frequency. The sexual orientation, gender identity, and sex characteristics of the victim-survivors, like any other person, are distinct from each other. They are not one and the same but they can intertwine as connected aspects of an individual.

### Sector

Table 1

The sector that the victim-survivor belongs to	Number of victim-survivors
Student	53
Faculty	5
Student Organization	3
Employee	2
Resident	2
Unspecified	2
Alum	1
Applicant	1
Office	1
Total number of victim-survivors	70

Figure 1: Sector of victim-survivors



The sectors of the victim-survivors are divided into several categories: university student, university faculty, student organization, university employee, community resident, university alum, job applicant, university office, and unspecified individuals (as shown in Table 1). Results of the interviews revealed the majority of the victim-survivors to be students. In fact, two (2) of the 53 cases have two (2) victim-survivors each (See Tables 11 and 10) while one (1) other unit documented an unknown number of student victim-survivors, including LGBTQIA+ members who experienced a discriminatory act (See Table 11).

On the other hand, victim-survivors also include employees, residents, and unspecified individuals. Two (2) of the five (5) faculty victim-survivors are gay males and two (2) of the three (3) student organizations experienced online bullying from prominent fraternities. Furthermore, an alum, an applicant, and a university office were documented to have also been subjected to a SOGIESC-based incident (See Figure 1).

Regarding their perpetrators, 22 are students, 10 members of the university faculty, while both sectors of employees and student organizations have seven (7) each. There were also outsiders, family members, and an alum who perpetuated a discriminatory act. Additionally, three (3) perpetrators were unspecified by the victim-survivors and six (6) remained unknown to the authorities. Notably, there are also cases that involved multiple unknown male perpetrators. These include three (3) men (See Table 14), four (4) men, and an unidentified number of men (See Table 15).

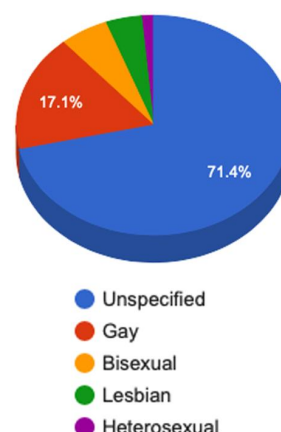
Eight (8) cases did not apply to the victim-survivor's situation (e.g. self-based).

## Sexual Orientation

**Table 2**

Sexual Orientation	Number of victim-survivors
Unspecified	50
Gay	12
Bisexual	4
Lesbian	3
Heterosexual	1
Total number of victim-survivors	70

Figure 2: Sexual orientation of victim-survivors



*Sexual orientation* is defined in the *Yogyakarta Principles* as “each person’s capacity for profound emotional, affectional and sexual attraction to, and intimate and sexual relations with, individuals of a different gender or the same gender or more than one gender” (*Yogyakarta Principles*, 2016, as cited in O’Halloran, 2020, p.21). In this report, the categories for sexual orientation are: *gay*, *bisexual*, *lesbian*, and *heterosexual* (as presented in Table 2 above). As stated in United Nations (2019), *gay men* and *lesbian women* are described as being attracted to people of the same sex as themselves, while *bisexual* individuals or “bi” may be attracted to people of the same or different sex (p.6). *Heterosexuals* are attracted only to people of a sex other than their own. Other sexual orientations like *asexual* (“a person who is not sexually attracted to any gender or sex”) and *pansexual* (“a person who is fluid in sexual orientation and is attracted to others regardless of gender”) were not documented among the respondents, thus their absence in the table (Pennsylvania State University, n.d., p.1-2). Majority of the victim-survivors did not identify their sexual orientation.

Among the 12 people who identified themselves as gay, three (3) are victim-survivors of voyeurism and online bullying, two (2) were subjected to discriminatory remarks and behavior, and two (2) experienced family violence at home. On the other hand, two (2) of the four (4) bisexual victim-survivors are female. Other victim-survivors included lesbian women and a heterosexual man (see Figure 2).

Among their perpetrators, 55 individuals remained unspecified, 44 people were described as gay men, two (2) as heterosexuals, and one (1) as lesbian.

In eight (8) instances, as aforementioned, the cases had no perpetrators (not applicable).

## Gender Identity

**Table 3**

Gender Identity	Number of victim-survivors
Unspecified	56
Transgender	8
Cisgender	4
Gender nonconforming	2
Total number of victim-survivors	70

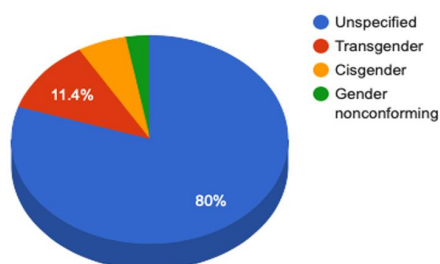


Figure 3: The Gender identity of victim-survivors



*Sexual orientation* and *gender identity* are often mistakenly interchanged, but they are not one and the same. *Gender identity* is a social construct and, as exhibited in Table 3, is characterized as “a person’s felt, inherent sense of gender” (American Psychological Association, 2015, p.835), which may or may not correspond with their sex recorded at birth and can change over their lifetime and with the context (International Commission of Jurists, 2007, p.6 as cited in United Nations, 2017, p.1). This can be an internal awareness of being wholly a girl or woman, wholly a boy or man, a fusion of both, or someone of the alternative gender (Bethea & McCollum, 2013, pp.89-112 as cited in American Psychological Association, 2015, p.834), and can include, “if freely chosen, modification of bodily appearance or function by medical, surgical or other means and other expressions of gender, including dress, speech and mannerisms” (Yogyakarta Principles, 2016 as cited in O’Halloran, 2020, p.22).

For the purpose of this research, gender identity is divided into three categories: *cisgender*, *transgender*, and *gender nonconforming*. The gender identity of cisgenders align with their sex at birth, while *transgender* (“trans” as referring to the system of “transitioning”) and *gender nonconforming* (TGNC) people have a gender identity that does not wholly match their sex at birth (American Psychological Association, 2015, p.832).

Among the transgender victim-survivors of SOGIESC-based discriminatory acts, three (3) are transmen and two (2) identified themselves as transwomen. Three (3) cisgender men and a cisgender woman also experienced discrimination. Moreover, one (1) of the two (2) gender nonconforming individuals identified himself as a gay man (see Figure 3).

Most of their perpetrators had unspecified gender identities (56) while eight (8) were stated to be cisgender. Eight (8) other cases involved only the victim-survivors.

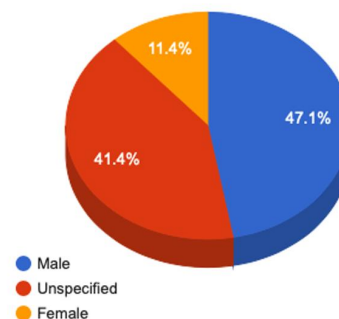
## Sex characteristics



Figure 4: The Sex characteristics of victim-survivors

Table 4

Sex characteristics	Number of victim-survivors
Male	33
Unspecified	29
Female	8
Total number of victim-survivors	70



The United Nations (2019) defines *sex characteristics* as the “person’s physical characteristics relating to sex, including genitalia and other reproductive anatomy, chromosomes, and hormones, and secondary physical characteristics emerging from puberty” (p.5). Sex characteristics are organized here as male, female, and unspecified (see Table 4). It is important to note that none of the victim-survivors identified themselves as *intersex* (or “indeterminate” sex), meaning someone who cannot be classified as either male or female in physical appearance or through genetic testing and “can have a combination of male and female features, or features which are not characteristic of either sex” (United Nations, 2017, p.3).

Majority of the people (33) who reported an incident are male, followed by eight (8) females. Also, a significant number of victim-survivors did not specify their sex characteristics (See Figure 4).

The perpetrators were also mostly identified as male (32) and only four (4) were said to be female. Twenty-six (26) of them had unspecified sex characteristics.

## General statistics of incidents

The section encapsulates the categories of the cases, the offices that reported them, their location, and the year that they were documented.

### Frequency count of discriminatory acts

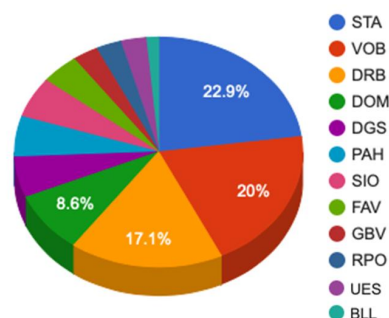


**Table 5**

Incidents	Number of cases
Sexual threats and abuse	16
Photo or video voyeurism and online bullying	14
Discriminatory or stigmatizing remarks and behavior	12
Deadnaming or misgendering	6
Denial of goods, services, and opportunities	4
Physical abuse and hate crimes	4
Struggling with identity or orientation and disclosure	4
Family violence	3
GBV among LGBTQIA+ partners	2
Red-tagging and political othering	2
Unwanted exposure to sexual activity	2
Bullying of LGBTQIA+ by fellow LGBTQIA+	1
Total number of cases	70

Table 5 present the number of cases per discriminatory act as reported by the participants. Most incidents fall under physical and sexual threats and abuse, closely followed by voyeurism through photo or video and online bullying. The third-highest number of cases goes to discriminatory or stigmatizing remarks while deadnaming or misgendering comes in fourth. Denial of goods, services, and opportunities, physical abuse and hate crimes, and struggling with identity or orientation and disclosure are all tied with four (4) incidents each. Three (3) cases of family violence were also logged. Notable incidents such as gender-based violence among LGBTQIA+ partners, red-tagging and political othering, and unwanted exposure to sexual activity are also included in the statistics. No instances regarding refusal to respond to SOGIESC-based concerns and conversion intervention or therapy were surfaced. A total of 70 cases were mentioned in the data gathering sessions (see Figure 5).

**Figure 5:**  
Number of reports per  
discriminatory act





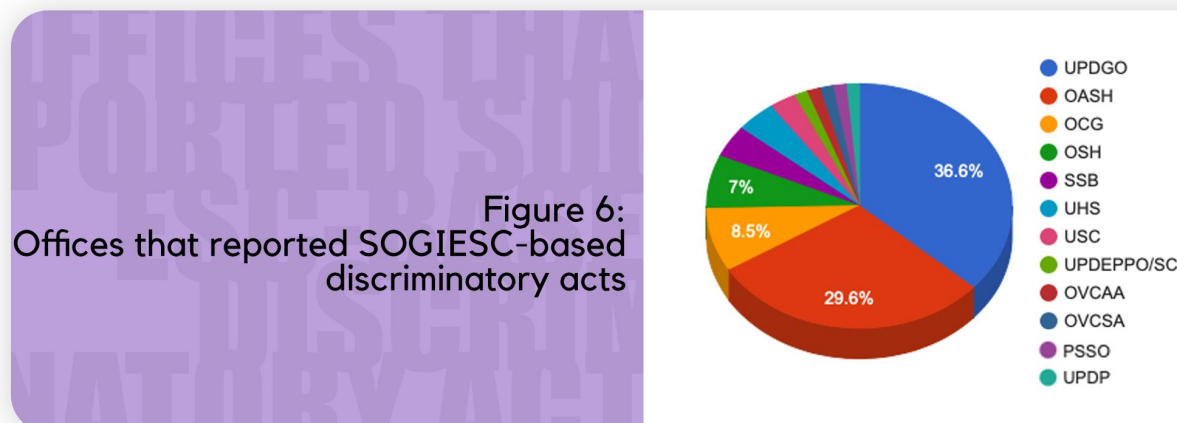
## Offices that reported SOGIESC-based discriminatory acts



**Table 6**

Unit/office	Number of cases
UP Diliman Gender Office (UPDGO)	16
Office of Anti-Sexual Harassment (OASH)	14
Office of Counseling and Guidance (OCG)	12
Office of Student Housing (OSH)	6
Special Services Brigade (SSB)	4
University Health Service (UHS)	4
University Student Council (USC)	4
Extension Program in Pampanga and Olongapo / UPDEPPO Student Council	3
Office of the Vice Chancellor for Academic Affairs (OVCAA)	2
Office of the Vice Chancellor for Student Affairs (OVCSA)	2
Public Safety and Security Office (PSSO)	2
UP Diliman Police (UPDP)	1
Total number of cases	70

A total of 13 offices and two (2) student councils in the University of the Philippines Diliman were present during the interview series for the formulation of the report, as seen in Table 6. The UPDGO yielded the highest number of cases, with OASH coming in a close second. The OCG reported a total of six (6) reported cases - two (2) documented cases for each of the following: physical abuse and hate crimes, family violence, and struggling with identity or orientation and disclosure. OSH reported five (5) cases that happened within the dormitories, two (2) on voyeurism and two (2) on unwanted exposure to sexual activity or parts. The SSB and the UHS reported three (3) cases each. Moreover, the USC gave two (2) reports of deadnaming or misgendering and discriminatory remarks respectively. Lastly, the OVCSA, UPDP, and the UPDEPPO along with their Student Council reported one (1) case each (see Figure 6). No cases were recorded by the OSE, OSPA, and Psyserv.





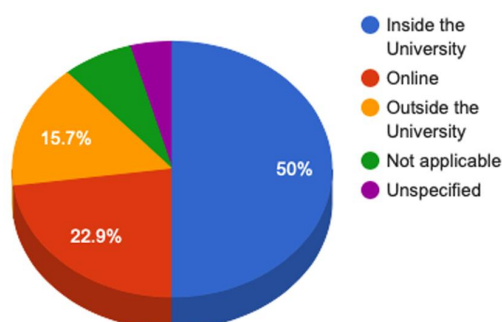
## Location of the incident



Figure 7: Location of the incident

Table 7

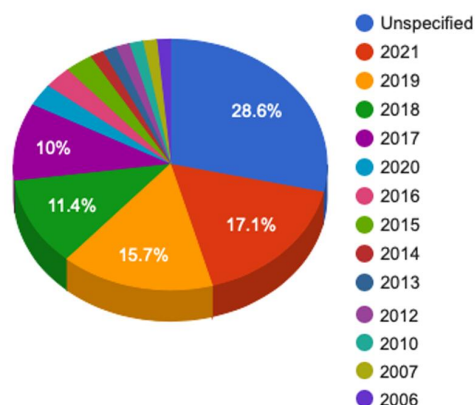
Location	Number of cases
Inside the University	35
Online	16
Outside the University	11
Not applicable	5
Unspecified	3
Total number of cases	70



Locations of the SOGIESC-based discriminatory acts are categorized as: inside the campus, outside of campus, and online. Most cases were reported to have occurred within the University premises, while online incidents had the second-highest number of cases, followed by 11 cases on events that happened outside of campus.

The lowest frequency count of three (3) reports were unspecified, while five (5) of the cases are self-based (see Table 16).

Figure 8: Year of documentation



The cases were documented by the offices during various years from 2006 to 2021, with most cases unspecified.

The year 2021 has the highest number of cases documented, followed closely by 2019 with 11 cases. Eight (8) cases were recorded in 2018 and seven (7) cases in 2017. The years 2020, 2016, 2015, documented a total of two (2) SOGIESC-based cases each. In the years 2014, 2013, 2012, 2010, 2007, and 2006, only one (1) case each was recorded.

## Year of documentation



Table 8

Year	Number of cases
Unspecified	20
2021	12
2019	11
2018	8
2017	7
2020	2
2016	2
2015	2
2014	1
2013	1
2012	1
2010	1
2007	1
2006	1
Total number of cases	70

## Descriptive statistics of SOGIESC-based discriminatory acts

This section comprises the offices that documented the cases, victim-survivors or complainants, perpetrators, details of the events, the interventions provided made and the year that the acts occurred and were documented.

### Deadnaming or misgendering



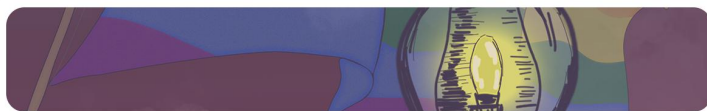
Six (6) cases of *deadnaming* or using "the name that a transgender person was given at birth and no longer uses upon transitioning," (Merriam-Webster, n.d., para.1) and *misgendering* or

incorrectly labelling an individual's pronoun (Merriam-Webster, n.d., para.1) were documented. Victim-survivors were mostly students, including two (2) transgender people and a bisexual individual.

Among their perpetrators are two (2) employees, a faculty, and an alum. Moreover, the locations of the incidents are mostly within the university. A notable case involves the UP Computerized Registration System (CRS) for not acknowledging the preferred name of the constituents.

**Table 9**  
Reported cases of deadnaming and/or misgendering

Office	Victim-Survivor	Perpetrator	Details	Intervention	Year
OVCAA 01	A faculty member with unspecified SOGIESC	An online system	The faculty member wanted to change their legal name to their preferred name in their CRS.	The office made sure to ask for preferred pronouns in following legal certificates.	Unspecified
UHS 02	A transgender woman student with unspecified SOSOC	A female employee with unspecified SOGIE	The transwoman student, who was also a nursing attendant, complained that the nurse employee refused to recognize her gender identity as "Ma'am".	Unspecified	2018
UHS 03	A transgender woman student with unspecified SO	A female employee with unspecified SOGIE	The employee refused to acknowledge her gender identity when she was scheduled to proceed with her appointment.	The case was not formally reported but was documented by the unit.	2019
UPDGO 12	A bisexual student with unspecified GIESC	An alum of an organization	During a meeting, an alum of an LGBTQIA+ organization pointed to a group of people and said, "Kayong mga heterosexual na kayo, na hindi niyo alam ang karanasan ng mga LGBT," without knowing that there were LGBTQIA+ people in the group, including the victim-survivor.	Documentation	2018
UPDGO 18	A student with unspecified SOGIESC	Not applicable	The victim-survivor asked for a legal consultation regarding name change based on SOGIESC.	The victim-survivor was provided with legal consultation.	2021
USC 01	A student with unspecified SOGIESC	A faculty with unspecified SOGIESC	The faculty member did not recognize the student's identified name and pronouns.	Unspecified	2020
Total Number of Cases				6	



## Denial of goods, services, and opportunities

Four (4) cases were reported by three (3) transwomen students, a gay faculty, and a lesbian employee regarding the denial of goods or resources, refusal to grant services inside the university, and the disallowance of opportunities.

Respectively, two (2) employee perpetrators were involved in this category, while the remaining two (2) counted as non-applicable. A similar case was initially documented by both UPDGO and OASH (See UPDGO 22), for which interventions were carried out through the coordination of the two (2) offices with the Office of the Vice Chancellor for Administration and heads of the two (2) security agencies.

**Table 10**  
Reported cases of denial of goods, services, and opportunities

Office	Victim - Survivor	Perpetrator	Details	Intervention	Year
OASH 05	A transwoman student with unspecified SO	A security guard with unspecified SOGIESC	The transgender woman was refused entry to a female restroom at the Shopping Center. She posted the incident on a social media platform (Twitter).	The counselor coordinated with the head of the security agency and the guard was transferred to another unit and required to attend a Gender Sensitivity Training (GST).	2017
UHS 01	Two transwomen students with unspecified SO	A female employee with unspecified SOGIE	A university official who approved scholarship data refused to give grants access to two students because of their gender identity. The university official allegedly prayed over them repeatedly to "change her barrier to access to the scholarship grant".	The office documented the case.	2018
UPDGO 19	A gay male faculty member with unspecified GIE	Not applicable	An issue on the policy of the housing office where combined points for same-sex couples were not considered.	The office documented the case.	2021
UPDGO 22	A lesbian employee with unspecified GIE	Not applicable	The lesbian employee was part of an LGBTQIA+ couple that was not considered dependents of a person to be enrolled.	The office documented the case.	2021
Total Number of Cases				4	

## Discriminatory or stigmatizing remarks



In this category, 12 of the cases reported by the offices fall under *discriminatory* or *stigmatizing remarks* characterized by the "unfair verbal treatment and shaming of a person or group of people towards another person or group of people"

(Merriam-Webster, n.d., para.1). The incidents involved mostly student victim-survivors, two (2) of whom identified as gay men. They also involved students who are transgender, bisexual, and gender nonconforming. In addition, one (1) is affiliated with an LGBTQIA+ organization while another case had multiple students as the victim-survivors, but the exact number is unknown (See UPDEPPO 01).

On the other hand, two (2) of the perpetrators are employees.

It was found that some cases were documented by the offices. However, two (2) cases were formally reported to OASH.

Psychosocial counseling was the commonly assigned intervention for these cases.



**Table 11**

Reported cases of discriminatory or stigmatizing remarks and behavior

Office	Victim - Survivor	Perpetrator	Details	Intervention	Year
OASH 02	A gay male student with unspecified GIE	A male student with unspecified SOGIE	The perpetrator (a male dormer) shouted "Bakla!" at the victim-survivor in a derogatory way.	A counselor talked to the dorm manager and provided services to the victim-survivor.	2016
OASH 21	A member of an LGBTQIA+ student organization	An all-male student organization	The fraternity members name-called the victim-survivor "Bakla!"	The victim-survivor filed a case.	2018
OSH 01	Two male students with unspecified SOGIE	A non-resident with unspecified SOGIESC	The perpetrator (a dormer's parent) complained against the light public display of affection by the two male students in the dormitory lobby.	A security guard in the dormitory defended the students.	2019
PSSO 01	A student with unspecified SOGIESC	A security guard with unspecified SOGIESC	The security guard observed the alleged cruising of the gay student in a restroom. The security guard talked to the victim-survivor in a discriminating way. The security guard articulated the observation that the victim-survivor is "gay" based on the person's actions alone.	A mediation was carried out on the day itself.	Unspecified
UPDEPPO 01	A group of students including LGBTQIA+ members with unspecified SOGIESC	A heterosexual cis-male faculty	The faculty member was homophobic, and acted hostile when approached about his actions. He used his students as sexual examples in class and asked questions that made them very uncomfortable. He also sexualized a female professor.	The professor is tenured and no specific course of action was taken to deal with his actions. The victim-survivors shared their experiences with student council officers and peers.	2021
UPDGO 04	A job applicant with unspecified SOGIESC	An employee with unspecified SOGIESC	The applicant was subjected to remarks suggesting that the victim-survivor will like the job because of the presence of a certain employee during the job interview. It was directly stated by the interviewer that the victim-survivor's sexuality might be an issue at work.	The victim-survivor reported to the unit's GAD committee.	2021
UPDGO 07	A student with unspecified SOGIESC	A faculty with unspecified SOGIESC	The victim-survivor received discriminatory remarks inside the classroom.	Psychosocial counseling	Unspecified
UPDGO 10	A student with unspecified SOGIESC	Members of a student organization	The victim-survivor experienced discrimination among the members of the religious student organization.	Psychosocial counseling	Unspecified
UPDGO 17	A transwoman student with unspecified SOGIE	A faculty member with unspecified SOGIESC	The faculty member did not recognize the preferred name of students and got mad when they used it.	The victim-survivor was provided with psychosocial counseling.	2021
UPDGO 24	A gender non-conforming male student with unspecified SOGIE	An unknown student with unspecified SOGIESC	The incident took place outside the campus (Open University) during work.	No data	Unspecified
UPDGO 26	A bisexual cis-female student	A heterosexual cis-male faculty	The victim-survivor received sexual remarks regarding men during the faculty member's class.	The victim-survivor reported the case.	2016
USC 02	A gay male student with unspecified GIE	An unknown person with unspecified SOGIESC	The victim-survivor received hate speech outside of the campus and in the person's neighborhood. This included derogatory name-calling of "Bakla!", which caused the victim-survivor to feel anxiety and shock.	The case was not formally reported but was documented by the unit.	2021
Total Number of Cases				12	

Three (3) cases were reported by the UPDGO and OCG on the category of *family violence* (the physical, verbal, or psychological abusive behavior of any among the family members to another member of their family). This form of harm may include “a single act of violence, or a number of acts that form a pattern of abuse” (Government of Canada, 2021, para.2).

## Family Violence

The victim-survivors from the OCG cases identified themselves as gay men students while the SOGIESC of the UP Baguio student who reported to UPDGO remains unidentified. Psychosocial counseling was provided by OCG as an intervention and peer support was provided to the other student.

Reported perpetrators of gender-based violence within the student’s family are often male figures, such as the father or older brother. Some students prefer to stay on campus instead of living at home, verbalizing fears related to histories of abuse within families with members who identify as LGBTQIA+.

**Table 12**  
Reported cases of family violence

Office	Victim - Survivor	Perpetrator	Details	Intervention	Year
OCG 03	A gay male student with unspecified GIE	Two male family members with unspecified SOGIE	The gay man was assaulted by his father and brother after the sibling saw man-to-man pornographic images on the student's laptop.	He was provided with psychosocial counseling.	2020
OCG 04	A gay male student with unspecified GIE	A family with unspecified SOGIESC	The gay man chose to stay on campus rather than go home to Batangas to live with his family when the pandemic started. His sister, a lesbian, was forced by the family to break up with her partner. Recently, the gay man had to come home, and was compelled to avoid his gay friends because he felt that his whole family was monitoring him.	The victim-survivor was provided with psychosocial counseling. The counselor checks in on the victim-survivor regularly after the incident.	2019
UPDGO 02	A female student with unspecified SOGIE	Family members with unspecified SOGIESC	The student (from UP Baguio) needed immediate shelter because the victim-survivor was forced to leave the house when the family members learned of the victim-survivor's sexuality.	The victim-survivor was referred to the UP Baguio Kasarian Office upon learning that friends were willing to help her.	Unspecified
Total Number of Cases				3	

## Photo or video voyeurism and online bullying

*Voyeurism*, the act of observing others sneakily without the consent of victim-survivors “in a place where the person has a reasonable expectation of privacy such as a home or public bathroom or of using a device such as a camera,” (Merriam-Webster, n.d., para.2) took place within the university in both photo and video form. Thirteen (13) cases were reported by victim-survivors ranging from dorm residents,

students, faculty, to two (2) groups - an organization and a university office. Some cases involved covert acts within campus dormitory premises, two (2) perpetrators’ use of complainants’ nude photos in online dating accounts, and leaked group chats with sensitive content.

All victim-survivors were referred to OASH and UPDGO for their cases.



# Table 13

## Reported cases of photo or video voyeurism and online bullying

Office	Victim - Survivor	Perpetrator	Details	Intervention	Year
OASH 01	A male person with unspecified SOGIE	A male person with unspecified SOGIE	The perpetrator took photos during sexual intercourse without the victim-survivor's consent. The victim-survivor was afraid that the photos might expose him.	The victim-survivor was provided with psychosocial counseling.	2014
OASH 06	A gay male student with unspecified GIE	A male person with unspecified SOGIE	His picture was stolen and used in an online dating account (Grindr) by another male whom he suspected to be a former classmate.	The victim-survivor was provided with psychosocial counseling and was referred to the NBI through the Foundation for Media Alternatives.	2017
OASH 07	A gay male student with unspecified GIE	A male person with unspecified SOGIE	His picture was used in an online dating account (Grindr), and he received threats from a stranger.	The victim-survivor was provided with psychosocial counseling and was referred to the NBI through the Foundation for Media Alternatives	2017
OASH 08	A male student with unspecified SOGIE	A male student with unspecified SOGIE	The perpetrator (a dormitory resident) made sexually offensive comments and took malicious photos of the victim-survivor (fellow dormitory resident).	The perpetrator was suspended for a month.	2006
OASH 13	A student with unspecified SOGIESC	A student with unspecified SOGIESC	The perpetrator (a cross-registrant student) took photos of the victim-survivor (student) while the latter was dressing up inside the room.	The case was dismissed. The person was provided with psychosocial counseling on campus.	2013
OASH 16	A student organization	An all-male student organization	Homophobic remarks were leaked in the group chat of the perpetrators (fraternity) concerning the other student organization.	The case was filed.	2019
OASH 17	A male student with unspecified SOGIE	A male student with unspecified SOGIE	The case was that of voyeurism. No further details were provided.	The case was filed but was dismissed by the council due to a lack of evidence.	2019
OASH 18	A male faculty member with unspecified SOGIE	A gay male faculty member with unspecified GIESC	There was a secret conversation of a sexual nature on a social media platform (Facebook).	The case was filed and the perpetrator was reprimanded because the offense was considered light	2019
OSH 02	A male student with unspecified SOGIE	A male student with unspecified SOGIE	A case of voyeurism between same-sex persons (who were male residents at the same dormitory) happened inside a dormitory bathroom. Two more similar cases were documented but involved persons of different sexes.	The dormitory management denied the perpetrator a continued stay at the dormitory. The victim-survivor agreed with the decision but refused to formally file the case to the university.	2015
OSH 03	A heterosexual cis-male student	A gay student with unspecified GIE	The perpetrator (a dormitory resident) took a video of the victim-survivor (a fellow dormitory resident) while inside the restroom in the dormitory.	The dormitory manager spoke with them separately to avoid a face-to-face confrontation with the complainant.	2017
UPDGO 01	A transman student with unspecified SO	A faculty member with unspecified SOGIESC	The faculty member refused to acknowledge the transman's preferred pronoun and lived name in an email exchange. He cited that the given lived name was not in the master list of students.	Referred to OASH	2021
UPDGO 11	An LGBTQIA+ organization	An all-male student organization	Homophobic remarks were leaked in the group chat of the perpetrators (fraternity) concerning the LGBTQIA+ organization.	No further details were provided.	Not specified
UPDGO 13	A university office	An LGBTQIA+ organization	The university office came under online attack and bad-mouthing by members of an LGBTQIA+ organization. The case was related to UPDGO 12.	No further details were provided.	2018
UPDGO 23	An unspecified person with unspecified SOGIESC	A faculty member with unspecified SOGIESC	There were anonymous reports of a faculty member who runs a social media page (Facebook) that promoted homophobic content.	No further details were provided.	2021
Total Number of Cases				14	

Four (4) cases reported fall under physical abuse and hate crimes among LGBTQIA+ members. *Physical abuse* is described as the perpetrator's violent act of physical force against a victim-survivor that can hurt or threaten them (ReachOut Australia, n.d.). Hate crimes pertain to illegal acts "that the victim or any other person perceives to be motivated by hostility or prejudice towards an aspect of a person's identity" (Stonewall, 2017, para.3), including name-calling, physical attacks, and threats of violence due to homophobia, biphobia, and transphobia.

Victim-survivors include two (2) transgender students and two (2) gay men. The hate crimes took place outside the university and in the transgender people's neighborhoods, both with unknown assailants.

One (1) case happened online while another occurred at a notorious university location. In an instance, the debilitating impact of the attack discouraged the student from enrolling at UP after the incident.

## Physical abuse and hate crimes

**Table 14**

Reported cases of physical abuse and hate crimes

Office	Victim - Survivor	Perpetrator	Details	Intervention	Year
OCG 01	A transman student with unspecified SO	A group of three unknown heterosexual cis-males	The student was walking with two trans friends (minors) in their neighborhood when unknown assailants forced them to kneel then pointed a gun and knife at them. The trans man stood up and ran so that the assailants would chase after him. They caught up with the student and stabbed him.	The student was hospitalized, and has completely healed. He was provided with psychosocial counseling and someone checked in on him regularly after the incident. The case remained unsolved.	Unspecified
OCG 02	A transwoman student with unspecified SO	An unknown heterosexual cis-male	The transwoman student was shot by an unknown assailant in the neighborhood.	She was provided with psychosocial counseling and someone checked in on her regularly after the incident. The case remains unsolved and the student refused to enroll in UP due to the trauma.	Unspecified
SSB 01	A gay cis-male resident	A gay cis-male non-resident	The victim-survivor (a UP community resident) was supposed to engage in sexual activity with the gay man (an outsider) but when the victim-survivor refused, the perpetrator physically assaulted him.	UPDP found out about the case but the victim-survivor did not detail the experience due to shame.	Unspecified
UPDP 01	A gay male faculty member with unspecified GIE	An unknown person with unspecified SOGIESC	The victim-survivor was bullied through a series of texts from an unknown person, forcing the victim-survivor to come out.	The office head assigned the case to the investigation unit, which tried to contact the victim-survivor and also dropped by the victim-survivor's office but the person was not cooperative.	2021
Total Number of Cases				4	

## Sexual threats and abuse

Sixteen (16) cases of *sexual threats and abuse* among the LGBTQIA+ were reported. These are defined as "unwanted sexual activity, with perpetrators using force, making threats or taking advantage of victims not able to give consent" (American Psychological Association, n.d., para.1). Most of the victim-survivors are students.

While most of the SOGIESC of the victim-survivors and perpetrators were unspecified, most of the victim-survivors and perpetrators are male. It is important to note that 10 of 16 cases were either reported to or filed with the OASH, and during those times, the SOGIESC of both victim-survivors and perpetrators were not part of the intake.



# Table 15

## Reported cases of physical and sexual threats and abuse

Office	Victim - Survivor	Perpetrator	Details	Intervention	Year
OASH 03	A male student with unspecified SOGIE	A male student with unspecified SOGIE	The perpetrator (a dormitory resident) touched or purposely brushed against the victim-survivor's (a dormer) private parts while he was sleeping.	The counselor informed the dorm manager about the incident. The dorm manager put each of them in separate rooms.	2017
OASH 04	A male student with unspecified SOGIE	A male student with unspecified SOGIE	The perpetrator (a dormitory resident) touched or purposely brushed against the victim-survivor's (a dormer) private parts while he was sleeping.	The counselor informed the dormitory manager about the incident. The manager transferred one of them to another dormitory.	2017
OASH 09	A student with unspecified SOGIESC	A student with unspecified SOGIESC	The perpetrator touched the private parts of the victim-survivor inside a resort.	The case was dismissed because the victim-survivor withdrew the complaint.	2007
OASH 10	A male student with unspecified SOGIE	A male student with unspecified SOGIE	The perpetrator touched the private parts of the victim-survivor inside a dormitory.	The case was dismissed because the victim-survivor withdrew the complaint.	2010
OASH 11	A male student with unspecified SOGIE	A male student with unspecified SOGIE	The perpetrator sexually assaulted the victim-survivor through oral sex. The complainant was able to take a video of the act without the knowledge of the perpetrator.	The perpetrator was suspended for a year. The complainant tried to withdraw the case and appealed to the BOR but it was rejected.	2012
OASH 12	A student with unspecified SOGIESC	A faculty member with unspecified SOGIESC	The faculty member allegedly groped the graduate student inside a jeepney.	A preliminary investigation was conducted but the legal office decided that the case was outside its jurisdiction.	2013
OASH 14	A male student with unspecified SOGIE	A male student with unspecified SOGIE	During an organization's event, the victim-survivor, a male student from another university, was forcibly kissed by the male student who was part of a student organization on campus.	The case was filed.	2019
OASH 15	A male student with unspecified SOGIE	A male student with unspecified SOGIE	Unwanted touching (groping) took place at a boarding house outside the campus.	The case was filed and an alternative dispute resolution (ADR) took place because the complainant did not want to pursue a formal case.	2019
OASH 19	A male student with unspecified SOGIE	A male student with unspecified SOGIE	Sexual assault, with no further details were provided.	The case was filed and the perpetrator was eventually found guilty with a one-year suspension.	2018
OASH 20	A male student with unspecified SOGIE	A male student with unspecified SOGIE	Unwanted touching occurred between the victim-survivor and the perpetrator.	The case was filed and an alternative dispute resolution (ADR) took place.	2018
SSB 02	A cis-male resident with unspecified SO	A group of male students with unspecified SOGIE	The community resident was jogging home when he experienced catcalling and invitations from several men hanging around even during curfew.	He reported the incident to make the authorities aware but he did not file a case.	2021
SSB 03	A bisexual alum with unspecified GIESC	A group of four men with unspecified SOGIE	A former UP student reported witnessing sexual activity when he was jogging late at night. The people engaged in this sexual activity invited him to join them.	The victim-survivor reported this to a UP constituent that he knew personally via text message, but he did not file a case. The unit the UP constituent belonged to posted guards at the notorious site, especially on late nights and early mornings.	2021
UPDGO 14	A male student with unspecified SOGIE	A male student with unspecified SOGIE	The victim-survivor (a dormitory resident) experienced being peeped at by the perpetrator (fellow dormitory resident) while he was showering inside their dormitory.	The victim-survivor was provided with psychosocial counseling.	2019
UPDGO 15	A faculty member with unspecified SOGIESC	A male student with unspecified SOGIE	Assuming that the faculty member was gay, the student made an indecent proposal in exchange for a passing grade.	The victim-survivor was provided with psychosocial counseling.	2019
UPDGO 16	A lesbian student with unspecified GIE	An employee with unspecified SOGIESC	On two (2) occasions, the unit personnel asked for her mobile number even though she refused.	The victim-survivor filed a case with OASH.	2021
UPDGO 25	A gay male non-binary male student	An outsider with unspecified SOGIESC	The perpetrator (a country/region manager) forcibly hugged the victim-survivor (a psychotherapist), which he refused. The perpetrator then bad-mouthed him in front of his colleagues and clients, and this incident affected him financially.	No data	2019
Total Number of Cases				16	

## Struggling with identity or orientation and disclosure

Four (4) cases of individuals struggling with gender identity or sexual orientation and disclosure were reported to have been given intervention through psychosocial counseling. Victim-survivors include a gay male student, a lesbian Muslim student, and two (2) students with unidentified SOGIESC. The year of documentation was not specified. Factors that contribute to this hardship among the students have been surfaced to be their family, religion, and media.

**Table 16**

Reported cases of struggling with identity or orientation and or disclosure

Office	Victim - Survivor	Perpetrator	Details	Intervention	Year
UPDGO 08	A student with unspecified SOGIESC	Not applicable	The victim-survivor was struggling with identity as well as disclosure to family and friends.	The victim-survivor was provided with psychosocial counseling.	Unspecified
UPDGO 09	A student with unspecified SOGIESC	Not applicable	The victim-survivor was struggling with sexual orientation.	The victim-survivor was provided with psychosocial counseling.	Unspecified
OCG 05	A gay male student with unspecified GIE	Not applicable	The gay man has been asking himself if he is autogynephilic. He is a gay man whose gender expression is feminine. He has been questioning himself about being transgender since his video characters and film heroines were all females, but he identifies as a man and does not want female sexual characteristics (e.g. breasts) for himself.	The victim-survivor was provided with psychosocial counseling.	Unspecified
OCG 06	A lesbian student with unspecified GIE	Not applicable	The lesbian Muslim student struggled with her identity. She could not reconcile how she could be a good Muslim while knowing she was a lesbian.	The victim-survivor was provided with psychosocial counseling.	Unspecified
Total Number of Cases				4	

## Notable Cases

This section exhibits other discriminatory acts reported by interviewees that are important to highlight, such as reported cases of GBV among LGBTQIA+ partners, bullying of LGBTQIA+ by fellow LGBTQIA+, red-tagging and political othering, and unwanted exposure to sexual parts and activity.

**Bullying of LGBTQIA+ by fellow LGBTQIA+.** One (1) case of bullying of LGBTQIA+ by a fellow LGBTQIA+ was given intervention by method of psychosocial counseling.

**Table 17**

Reported cases of bullying of LGBTQIA+ by fellow LGBTQIA+

Office	Victim - Survivor	Perpetrator	Details	Intervention	Year
UPDGO 06	A student with unspecified SOGIESC	A student with unspecified SOGIESC	The case involved bullying and bad-mouthing.	The victim-survivor was provided with psychosocial counseling.	Unspecified
Total Number of Cases				1	



**GBV among LGBTQIA+ couples or partners.** Two (2) cases were reported under this category of gender-based violence among LGBTQIA+ couples. They were reported by a bisexual employee and a gay male student. Both involved a series of actions by the perpetrators that led to the act.

**Table 18** Reported cases of GBV among LGBTQIA+ couples/partners

Office	Victim - Survivor	Perpetrator	Details	Intervention	Year
UPDGO 03	A bisexual female employee with unspecified GIE	A lesbian female faculty member with unspecified GIE	There was a series of incidents of psychological and physical abuse by the perpetrator of the victim-survivor that led to the break-up of the partners.	No further details were provided.	2017
UPDGO 05	A gay male student with unspecified GIE	A gay male student with unspecified GIE	The first few sexual encounters were consensual, with a "friends with benefits" setup, until such time that the other partner became aggressive.	The victim-survivor was provided with psychosocial counseling.	Unspecified
<b>Total Number of Cases</b>				<b>2</b>	

**Red-tagging and political othering.** Two (2) cases of red-tagging and political othering, characterized as accusations and attacks of being leftist activists, both involved students and their organizations. The year of documentation was not specified.

Reported cases of red-tagging and political othering | **Table 19**

Office	Victim - Survivor	Perpetrator	Details	Intervention	Year
UPDGO 20	A student with unspecified SOGIESC	An LGBTQIA+ student organization	The student was ousted from the position of Chair because of differences in political beliefs among members in the LGBTQIA+ student organization	The office documented the case.	Unspecified
UPDGO 21	A student with unspecified SOGIESC	An LGBTQIA+ student organization	During the application process, the applicant, who had a brother affiliated with a fraternity, was asked by some members of the LGBTQIA+ organization the following questions, "So nakahawak na kayo ng baril? Ilan na ang napatay niyo? Mamumundok rin ba kayo?" They eventually deferred their application.	The office documented the case.	Unspecified
<b>Total Number of Cases</b>				<b>2</b>	

**Unwanted exposure to sexual parts and activity.** Two (2) cases of unwanted exposure to sexual parts and activity were reported by OASH. Both incidents occurred within university dormitories. The year of documentation was not specified.

**Table 20** Reported cases of unwanted exposure to sexual parts and activity

Office	Victim - Survivor	Perpetrator	Details	Intervention	Year
OSH 04	A male student with unspecified SOGIE	A male student with unspecified SOGIE	The victim-survivor (male student-dormer) had roommates who engaged in sexual activities while he studied in their room. Only a cabinet was used to partition their own spaces but he could still hear the actions of the couple.	The dorm managers talked to the victim-survivor and he described his experience. He consented to the managers' interviewing the couple and they were reprimanded. The victim-survivor moved to a different room	Unspecified
OSH 05	A student with unspecified SOGIESC	A student with unspecified SOGIESC	The perpetrator was naked in their dorm room and the victim-survivor did not know what to do. The perpetrator did not touch him but the victim-survivor felt that he was naked as a form of invitation.	The victim-survivor reported this to a dorm manager and only requested that he be transferred to another room and not make a big deal of the case. They did not reprimand the perpetrator.	Unspecified
<b>Total Number of Cases</b>				<b>2</b>	

## Additional Findings

### Sexual harassment in student organizations

In addition to SOGIESC-based discriminations, a number of cases of sexual harassment were documented by the units alongside those specifically regarding the LGBTQIA+ community. This was an emerging concern within student organizations. An interview participant shared an insight on this subject:

*"Aware ang office namin na may mga cases ng sexual harassment between organizations. Yun nga lang hindi kami yung direktang sumasalo ng mga concerns na iyon. ... noong pumasok kasi ako sa [unit]... sinabi nila na walang direkta na nagrereport ng sexual harassment cases sa opisina namin. May mga nakakarating na balita, for example na informal lang, na dumarami daw yung cases ng sexual harassment between student organizations, pero yung direktang nag-approach sa amin ay wala naman kaming natanggap [...] walang direktang nagreport sa amin."*



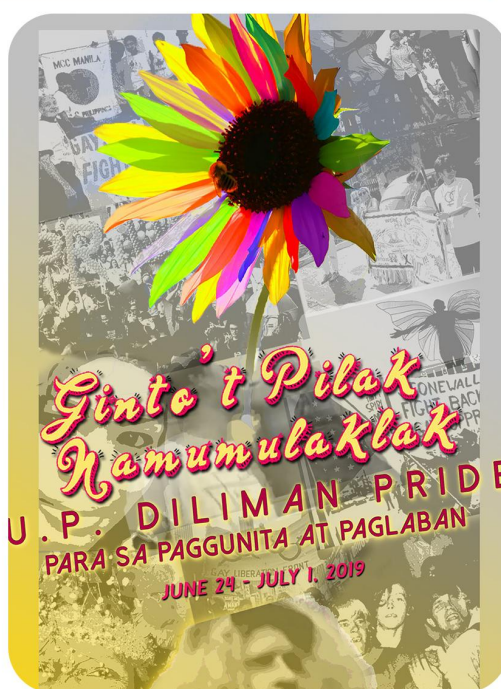
Art by Coleen Gianah Sevillano - © 2018



# DISCUSSION

This UP Diliman Gender Office report—as the foremost SOGIESC-based case record in the University—encapsulates accounts of discriminatory acts on the basis of sexual orientation, gender identity and expression, and sex characteristics of its constituents. Alongside the documentation of reports by the UPDGO and other units that directly provide programs and services to students, faculty, and employees, this document also puts forward vital recommendations for the integration of SOGIESC-related provisions into the system.

This chapter presents the discussion of the main findings based on the themes gathered from the data in the initial interview series, the FGD, and the validation sessions.



## ● Demographics of victim-survivors and perpetrators

### Sector

Among the victim-survivors who reported their experiences of SOGIESC-based discrimination, the majority are students of the UP Diliman. Some of the cases involved two (2) or more students as part of the same incident. There are also faculty members, student organizations, employees, community residents, unspecified individuals, an alum, an applicant, and an office that had their experiences documented.

On the other hand, most of the perpetrators are also students, followed by faculty members, employees, student organizations, outsiders, family members, and an alum. Some incidents involved unknown perpetrators while others involved multiple perpetrators who were all male.

A limited number of cases are self-based and did not involve a perpetrator.

## ● Sexual orientation, gender identity, and sex characteristics

The sexual orientation of victim-survivors is predominantly unspecified. Most of the individuals whose sexual orientation is identified are gay men, followed by bisexuals, lesbians, and a heterosexual. Similarly, the gender identity of victim-survivors is also mainly unspecified, followed by transgender people, cisgender people, and a couple of gender nonconforming people.

Sex characteristics of victim-survivors are mostly identified as male and unspecified, followed by only a few females. Perpetrators also had generally unspecified sexual orientations and gender identities, with sex characteristics showing a high number of male and unspecified individuals, followed by only a handful of females.

## Discriminatory acts

The incidents have been categorized into 12 types of discriminatory acts, with the highest number of cases classified as sexual threats and abuse. This is closely succeeded by photo or video voyeurism and online bullying, followed by cases of discriminatory or stigmatizing remarks and behavior. A minority of the cases were on deadnaming or misgendering, denial of goods, services, and opportunities, physical abuse and hate crimes, and others.

The results indicate that half of all the incidents occurred within the University premises, while some happened online and outside the campus. A significant number of cases had unspecified dates of documentation, but 2021 held the highest record followed by 2019, lagging by only one case. The records of discriminatory acts go as far back as 2006, but with very low numbers.

## Low reports

As evident in the statistics, the number of SOGIESC-related cases reported to authorities is relatively low. Even as they comprised the largest number of victim-survivors, students often opted not to report and file cases of discrimination for the following reasons: (1) these may affect their scholastic standing in school (especially within smaller university units); (2) these may have negative effects on their mental health (due to the pain of reliving these experiences); (3) they are convinced that no concrete courses of action will be taken on their cases anyway. Even when documented by the offices, cases filed by some students are eventually withdrawn. One director stated that LGBTQIA+ members of the UP community, especially students, usually decide not to report cases to them:



*"Parang ang impression ko ay hindi sila lumalapit sa security. Na kung, for assistance kung sila ay LGBT, wala akong naaalala na ganon, na yun yung main reason, wala."*

This concern was echoed by a female desk officer and radio operator:

*"Siguro baka takot silang lumapit kasi feeling nila hindi sila pakikilingan. Siguro kung magkaroon po sila ng sapat na boses para may assurance po sila na papakinggan din po sila."*



Others simply did not file for fear of being treated differently by their community nor risk being invalidated through gaslighting of their experiences, as described by this victim-survivor:



*"Some colleagues just brushed it off and told me that I should try to be more understanding and mindful of my actions at work."*

Existing university policies were found to have limitations in helping victim-survivors, as detailed by this complainant:

*"I think that it takes too much from a victim-survivor to speak up because the environment is not supportive enough about these topics and issues. More so, I think that my sexual orientation greatly affects how they perceive what happened and why it happened."*



A Vice Chancellor reported hearing about incidents of deadnaming, sexual harassment, and bullying, with the victim-survivors still choosing not to file a case out of fear of being ostracized.



On the other hand, some offices were not conscious about reporting SOGIESC issues and concerns. A unit representative shared that two (2) of the cases their office has documented were not reported to official channels:



*"Siguro yung kay [victim-survivor], kasi hindi naman talaga na-report. Although I convinced them to, they told me, 'huwag nalang, Doc, kasi baka maging problem pa,' kase graduating student na sila, ayaw na nila magka-kaso pa."*

Likewise, an interviewee mentioned that there were offices that were actually aware of bullying and sexual harassment cases between student organizations, but claimed not to have the proper expertise to act against them:

*"Wala masyado [nagrereport ng bullying] dahil ang interaction talaga namin sa mga students ay tuwing registration lang. Wala pa kami masyadong programa para sa general students [...] may mga mechanism sila kung paano i-resolve ang mga issues nila kung may bullying doon na hindi na nila kailangan pang dumirekta pa sa amin o magsumbong sa amin. Siguro, hindi lang kami yung tamang opisina siguro para lapitan regarding doon."*



Corresponding with these was an explanation offered by a participant that there had been only one reported SOGIESC/LGBTQIA+-related case in their unit in recent years, and that there had been no formal cases filed with another office. They only received complaints because the victim-survivors usually formally filed their cases directly at OASH. A similar narrative also emerged from another unit, whose representative stated that there were no files or records of SOGIESC-related cases in their unit. Additionally, this statement was made by a unit head via email:



*"We have difficulty looking for the formal reports of their incidents. This is something that we need to address in our office."*

Some victim-survivors may not have formally filed their cases but several did share their experiences with close friends and some student council officers. Furthermore, it was clearly expressed that one factor is the lack of orientation on this issue. The dangers to their mental health of reliving their experiences, peer pressure, gaslighting, and the invalidation of their experiences may lead to anxiety and depression. This mental health issue is connected to an account cited by another Vice Chancellor regarding the rise in cases of anxiety and depression:

*"We had a crisis management survey because we were trying to set up the student help desk. So we were trying to guess, of course we are trying to sense kung gender-based violence. But dahil gender-aggregated yung mga forms, we were able to see na may higher levels of depression and anxiety sa LGBT and women sa university."*



### Limited services

LGBTQIA+ clients, both students and employees, were often referred to selected university personnel and/or relevant units for services (e.g. OASH and UPDGO) since the attending personnel felt that they were not properly equipped to handle LGBTQIA+ clients, consequently refusing to provide their services. Furthermore, a participant noted that some of his colleagues refused to handle LGBTQIA+ clients, which made services for these clients less accessible.

Interviewees also pointed out that knowing someone personally who worked at the university was a factor that encouraged the complainant to report incidents of bullying and discrimination. A representative stated:



*"Sa akin, may nag-message po, kakilala ko kasi. Dati siyang estudyante dito po sa UP pero nag-aaral na po siya sa OLFU. Nag-out din po siya, tapos nag-message sa akin noong January po. Nag-try po siya mag-jogging.... Marami po siyang nakita doon na may ginagawang sexual activity tapos parang inaaya siya. Nireport niya sa akin iyon, kasi alam niya dito po ako nagtatrabaho pero sinabi niya lang po sa akin. Hindi na po niya ni-report kasi feeling niya po kasi hindi siya paniniwalaan na inaaya siya. Feeling niya hindi siya paniniwalaan kasi, parang ija-judge po agad siya."*

Another participant expressed that the absence of official guidelines on SOGIESC-related cases would result in the staff committing mistakes in handling cases.

*"Wala kaming guidelines sa tamang pag-handle ng mga ganyang cases kase kung sakaling may lumapit ngayon na victim-survivors ng sexual harassment or ng kahit anong klaseng SOGIE-related cases, wala kaming proper mechanism o guidelines na pwedeng sundan kung 'di yung intuition nalang namin at pwedeng subject ito sa mistakes, kasi walang proper guidelines para doon."*



### ● Lack of policy, limited guidelines, and restricted protocol

Certain units lack formal SOGIESC policies, protocols, and/or forms for handling complaints, and these make it difficult for offices and personnel involved to properly report, endorse, or take appropriate action on SOGIESC-related cases. In fact, according to a Vice Chancellor:



*"...there are few reported cases [...] also affected by how much it's talked about in the higher echelons of policymaking. [...] noong lumabas yung guidelines ng OVCAA about the transgender and non-binary guidelines, parang almost immediately may nag-report. If hindi lumabas yung guidelines, would the student have hesitated to speak up? Likely actually, na baka mas nag-hesitate siya. I think hindi siya dapat baliktad, na dapat hintayin mo pa na maraming mag-report tsaka ka gagawa ng guidelines, it has to be you have guidelines and therefore people feel safe enough to say when they are not feeling comfortable about a certain scenario and if they trust. [...] So kung wala namang guidelines or policies that they can put their faith in, that would defend them or protect them, what's the point of reporting?"*

Further proof can be found in an account of a representative:

*"Actually, may guidelines kami in general. Pero wala doon yung tamang pag-handle sa mga cases ng student orgs. Hindi lang tungkol sa SOGIE, may mga cases kasi na hindi related sa SOGIE, tulad ng tinanggal sila org. So hindi namin alam kung paano ba iha-handle iyon kasi wala kaming guidelines para doon. So yung mga ganung klase, dapat mabuo siya as part ng office guidelines namin, tapos i-incorporate yung mga cases ng SOGIESC. Yun yung naisip kong pwede naming maging ambag in the future. [...] Pero mostly, based sa mga nakita namin mga constitution and by-laws ng mga student orgs, karamihan sa kanila ay walang provisions doon. So ina-assume ko, siguro na kakaunti lang kung meron man yung may provision on SOGIESC."*





In consideration of the foregoing, another representative admitted that, in place of a formal policy, they were following verbal orders that were treated as a protocol.

*"Tanong ko lang po sana kung merong existing na...yung sa amin po wala na po akong nabasa na protocol... ano na lang po yung sinusundan parang verbal order nalang po sa amin pero regarding yung sa sulat parang wala pa po akong nabasa na protocol."*

A Vice Chancellor stated that there were no laws yet on changing names, bullying, and deadnaming. This is consistent with another unit that expressed the same concern below:

*"Regarding po sa discrimination, sa pagkakaalam ko po, wala pa tayong batas regarding sa discrimination at LGBT. Siguro, tulad ng mga pag-aaral na ganito, maipasok po yung batas. Sa mga susunod po siguro, meron na pong magkakaroon ng lakas ng loob para magreklamo regarding sa mga ganung insidente."*

The UPDGO has documented cases of LGBTQIA+ couples and their dependents who cannot enjoy the same rights and privileges as married people with dependents because there is no legal basis that enables them to claim these rights and benefits. This was particularly true in the case of an office's policy on awarding housing to faculty and employees and to the UP Integrated School's policy on who is considered a UP dependent. OSH is also another unit that reported having no policy on SOGIESC in the management of dormitories and residence halls:

*"So far talaga, walang specific talaga kaming policy na in paper, kunwari ang residente, tumira na sa dorm, mayroon siyang set of policies na kailangan sundin. Walang specific talaga na gender-related siya [...] ang policy lang naman sa mga mag ru-roommate kapag nasa room sila is yun nga syempre, yung in terms of magkakasama sila sa room syempre yung respect at kung paano sila mag-bonding in terms of relationship. Ang nakikita ko kasi sa SOGIE is 'di ba about gender na kunwari ganito man siya or what dapat you will respect them with equal treatment. So far wala ako, kami, walang formal na guidelines na nakasulat na ito dapat ang gagawin."*

#### Understaffing and inability to handle cases SOGIESC-based discrimination

Some offices and units expressed the need to be well equipped, capable, and sensitive in handling SOGIESC cases, while GAD committee members also expressed their need to be able to act as first responders when approached about gender and SOGIESC matters.

Offices were aware that they could refer SOGIESC cases either to UPDGO or to Brgy. UP Campus VAW Desk. This is best captured in one of the participant's anecdotes about their situation:

*"Sa amin po kasi, majority po sa amin ay lalaki. Meron po kaming existing na apat na babae, pero... kailangan pa i-broaden yung kaalaman nila regarding sa paghawak ng ganyang kaso. Sa amin po kasi, yung mga ganyang kaso dapat sa women's desk na po [...] Kunwari may mga kaso po na community member po natin yung complainant, nire-refer po namin sa [unit]. Doon po kasi, meron po silang for protection of children o women's desk. Doon po namin nire-refer, pag mga member naman po ng staff o estudyante binibigay po namin sa UPDGO."*

This was mirrored by another unit that discussed their context during the interview:

“

*"Most of the encounters po nangyayari sa students, kasi sila yung madalas na nagiging client. Usually 'pag LGBT yung client, idi-direct na nila sakín kasi aware sila na ako yung taga-GAD committee. So a little disappointed din ako, kasi bakít ako lang, pwede din namang silang matignan o makausap ng any doctor. May hesitation din from other staff to handle patients na LGBT. How can they learn how to communicate with LGBT patients or individuals kung most of them madalas sa akin lang naka-direct?"*

Offices were actually willing to coordinate with the UPDGO regarding training on the proper handling SOGIESC-related cases, as revealed in this representative's statement:

*"We are actually seeking your help and expertise on how can we organize something not only for our [community] kasi wala pa naman sila, pero ngayon na kami pa lang mga staff ang nandito, gusto na naming paghandaan yung susunod. [...] We want to take this opportunity, this chance to re-tool ourselves in terms of dito sa SOGIE nga and other things that require more. How can we become more nurturing and understanding in handling these cases."*

”

Understaffing is a factor in the lack of well-trained staff available to accommodate SOGIESC-specific cases. Furthermore, barriers to access to technology remained true for some UP personnel. This was clearly depicted in this personnel's situation wherein they only use mobile phones for work and coordination:

“

*"Sa amin po kasi medyo, hirap po kami sa online. Kasi karamihan dito ginagamit po talaga namin cellphone lang po. May kakulangan lang din po kasi sa equipment."*

Another challenge concerning the low number of female staff in their unit was shared by a representative:

“

*"Right now po hindi tayo ganoon ka-active but we do female responders already. Sad to say, yung ating UP Diliman Police, isa nalang 'yung ating babaeng uniform personnel, senior na rin siya. Tapos sa SSB, 'yun yung ginawa ko naman actually nung time ni Chancellor [...] nagkaroon tayo ng members na SSB na babae, para naman dito sa ating women's desk but hindi siya ganoong ka-active, meron tayo, meron din. Pero yun nga, hindi ganoon ka-active kase yung UPDP, primart natin, wala pa tayong bagong members, isa lang talaga siya so yon, medyo may mabigat."*

Other units echo this urgent need for new personnel. Cases involving female victim-survivors are usually assigned to female officers, but the lack in the number of female staff affects the response to this need. And, although the head of the investigation section was a woman, she had no experience handling LGBTQIA+ cases. Another unit recognized the need to assign female desk officers in shifts, but since they lacked the training necessary for handling SOGIESC-related cases, their Women's and Children's (and LGBTQIA+) Help Desk remained inactive. Their only active help desk handled cases in general, and was not specifically prepared for gender concerns.

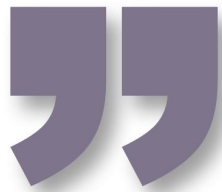


## ● Lack in monitoring mechanism

While some offices took steps towards addressing gender-related concerns, the reporting mechanism remains unclear and inconsistent. For instance, a member of the OSH GAD Committee shared that while their unit had established a GAD committee to address gender issues in dormitories and were working on releasing guidelines for reporting, they still needed to do a lot of work to make that functional.

*"The reporting mechanism isn't very robust yet. To be honest, there's a lot of work in general for our committee still to do. We're still a bit new pa rin kasi as a committee. For example, yung reporting mechanism pa lang so far, is our mere existence. Wala pang nai-spread out na instructions for any cases in relation to these things. You may report to us ganyan tapos we will course through sa UPDGO, connect ko kayo sa UPDGO or OASH."*

Beyond that, many offices do not have gender-inclusive forms that can provide both gender-disaggregated data and ease in documenting cases of discrimination. For instance, dormitories use only student profile forms that do not reflect the SOGIESC of students and employees. The interviewee elaborates:



*"Parang usually, yung mga forms na ganun chine-check ko. It's something that can be included but it's not a precursor for the forms to be accepted but there's just that, that can guide our case."*

According to two (2) units, there is a lack of forms specifically for SOGIESC cases in their units. When assisting people involved in SOGIESC-LGBTQIA+ incidents of harassment, they had no specific checklist to follow in handling such cases:

*"Wala po kaming specific na checklist I think, meron lang po kaming general guidelines na basic naman, na all we need when we are in these kinds of situations is get the basic facts. 5 Ws and one H lang sila lagi. So yun lang naman, so the manner that they ask, how they ask, syempre kaniya kaniya na yan. Hindi, wala pa kaming to the point na question number one, two, three, kahit ano 'yan. Wala pa kaming ganon. So general guidelines lang, get all of the facts that you can, given the situation, when you respond and talk to the persons that you see are involved in the incident."*

When reporting these, the raw data was usually handwritten by the first responder (e.g. security personnel) as a narrative in a generic subject letter report. Their supervisor would then process the data. Assessment and recommendations were also given in letter format afterward.

## ● Importance of peer support

A student council representative highlighted the significance of having a strong support system for uplifting the victim-survivors on campus. The representative shared how many student victim-survivors shared their experiences with fellow students who were their friends, and that they received more support from them than from their own families. This was also corroborated by another student council, as described by this participant:

*"Maliban sa counseling, malaking factor ay 'yung friends nila. Malaking factor na nakakasama sila either sa org, o kaya sa mga peers nila na hindi man member ng org pero nakakaintindi sa kanila. Yung mga tinatawag nilang allies nila. Those are very important for them, na may masasandalan sila. Lalo na sa labas ng pamilya. Kasi I think iyon yung pinakamahirap at this point, na sa buhay ng mga LGBTQI, na nasa loob sila ng pamilya ngayon and for the longest time sila 'yung nagiging source ng distress nila.... Lalo na ngayon, GCQ, I urge them to go out to keep up with their friends, kung kaya."*

### ● Safe spaces with weak points

Students of diverse SOGIESC reportedly felt safe within the University, but not outside the campus. Some of them reported being beaten, assaulted, stabbed, or shot at home or in their neighborhood. As narrated by a Vice Chancellor:

*"*

*"I think one of the more specific concerns if there was a case relating to discrimination within UP, so far at the most that we've encountered would be clients feeling that they are unable to come out because of fellow UP students that are friends of their family or relatives themselves or perhaps from the same circles, mga youth groups, mga religious affiliations. [...] It's not blatant discrimination per se pero it definitely affects the client kasi they are unable to express themselves in the university. Overall naman, what we sense from our clients ay they feel that the university is quite open and accommodating of them. It differs from case to case pero our priority as always would be our clients' safety."*

Moreover, a participant also expressed their sentiments on the matter:

*"Sa lahat ng nakakausap ko na part ng LGBT community, they really feel safe inside the campus. 'Pag nasa UP na daw sila, I'm safe. Parang nasa sanctuary na ako at hindi ako magagalaw ng kahit sino. Tuwang-tuwa ako doon. Doon sa mga [victim-survivors] I'm dealing with their trauma, yung pinanggalingan [...] Kasi they feel naman, kapag nasa loob sila ng UP, okay sila. The moment they step out of the campus, doon sila nakakaranas ng ganitong mga klaseng diskriminasyon. The sense of safety has to be upheld."*

The number of incidents outside the UP Diliman campus are less likely to be reported, especially by students who are unaware of the UPDGO's services. This is another issue that needs to be addressed, along with the notorious sites of sexual activity inside the premises of UP Diliman that form part of the weakness in the system.

### ● Opportunities for SOGIESC Integration

There were identified opportunities for integration of SOGIESC-sensitive responses such as ongoing review of office guidelines that presents an opportunity to inject provisions for SOGIESC-sensitive processes and responses. For student organizations, however, the initiative for mandatory inclusion of anti-sexual harassment articles may be open to study or consultation with students prior to implementation. In relation to this, an OSPA representative mentioned that an ongoing review of the office guidelines presents an opportunity to inject provisions for SOGIESC-sensitive processes and responses.



*"Nasa process kami ngayon ng pagre-revise ng buong guidelines ng opisina. Medyo matagal na itong proseso na ito. Pero dahil sa dami ng activities, hindi siya natututukan. Pero dahil nga may ganitong concern, iniisip ko na maganda maisama ito."*

OSPA further stated that they were considering requiring all student organizations filing for formal recognition to include anti-sexual harassment provisions and by-laws in their constitution.

*"Ang original plan dapat noon ay i-incorporate ang ASH Code sa kanilang constitution. Kung may mga provisions sila to avoid sexual harassments. [...] aware ang office namin, na may mga cases ng sexual harassment between organizations. Yun nga lang hindi kami yung direktang sumasalo ng mga concerns na iyon... Pero mostly, based sa mga nakita namin mga constitution and by-laws ng mga student orgs, karamihan sa kanila ay walang provisions doon. [...] naging suggestion ay magkaroon ng workshop on how to draft yung SOGIE provisions sa kanilang mga constitution and by-laws. Unfortunately, hindi namin ito nagawa noong nakaraan."*

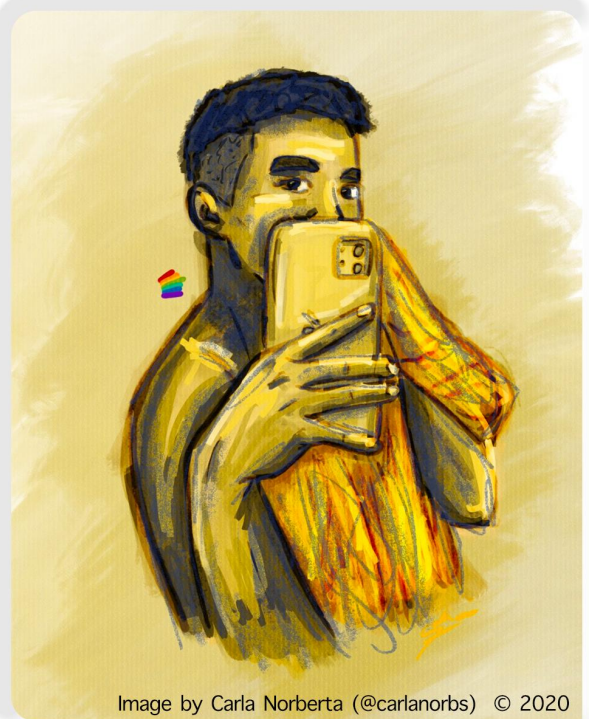


Image by Carla Norberta (@carlanorbs) © 2020

## CONCLUSION AND RECOMMENDATIONS

This study, which aims to document SOGIESC-related cases of discrimination and violence, contains vital information on 70 documented cases, with the earliest recorded case from 2006. The top three cases are: sexual harassment (from sexual threats and abuse to photo and video voyeurism); discriminatory or stigmatizing remarks and behavior; and deadnaming or misgendering. Most identified cases involved students as both victim-survivors and perpetrators and took place within the campus.

The main findings indicate that reporting remained low for two reasons. First of all, students were afraid of reporting their experiences for the following reasons: (1) fear of being perceived differently by their peers, especially if their unit is a small community; (2) the negative effects on their mental health through their reliving of experiences; and (3) the lack of enough support from the authorities. Secondly, offices noted that they were

not conscious about the proper documentation requirements for SOGIESC-related cases. The participants—as representatives of their respective units—expressed the need to equip themselves with the knowledge and skills necessary to address and respond to these cases.

While UP Diliman and its extension programs in Pampanga and Olongapo are generally considered safe spaces for people with diverse SOGIESC, most of the cases still took place within the premises of the campus. It must be noted, however, that not all of the perpetrators were members of the academic community.

The findings of this study are also consistent with the data on gender-based violence, particularly that most of the perpetrators are male. It is also worth noting that members of UP Diliman experienced threats to life and security when they experienced being attacked outside of UP Diliman.

Some of the cases also illustrate the general perception that people with diverse SOGIESC are not fully accepted within their family, by their friends, and in society.

Based on the findings, we recommend the following interventions:

- 1 Integrate SOGIESC Policy to UP Gender Policies
- 2 Strengthen capability-building activities and training within the campus and its extension programs;
- 3 Institute monitoring, documentation, and coordination mechanisms;
- 4 Establish gender-responsive and inclusive facilities;
- 5 Sustain the SOGIESC advocacy and campaign;
- 6 Promote UPDGO services and programs through partnerships; and
- 7 Organize regular consultations and case conferences.

### *Formulate and Integrate SOGIESC Policy to UP Gender Policies*

Include UP SOGIESC Policy Guidelines and Protocols in the University's existing gender policies (the UP Gender Guidelines and the UP ASH Code) and mechanisms for the protection of people of diverse SOGIESC. The SOGIESC committee and specific protocols aligned with the mandates of the offices should be formulated. The Safe Spaces Act (Republic Act 11313) also has provisions that protect people with diverse SOGIESC from hate speech.



## *Safe Spaces Act (SSA) in the UP ASH Code*

The Safe Spaces Act (SSA) recognizes gender-based sexual harassment and penalizes sexist, misogynistic, homophobic, and transphobic remarks. Discriminatory and stigmatizing remarks, deadnaming, and misgendering should be considered gender-based sexual harassment. Along this line, the inclusion of the SSA in the latest version of the UP ASH Code should strongly be considered.

## *SOGIESC Committees for discriminatory acts outside of the UP ASH Code*

Establish a SOGIESC committee for the conduct of investigations for cases of discrimination and violence against people of diverse SOGIESC not currently provided for in the UP ASH Code, such as bullying, physical abuse, domestic violence, and hate crimes. The committee should be chaired by the coordinator/director/chair of GAD offices (for UP Diliman, the UPDGO Coordinator). Include a GAD committee representative in the investigation phase of SOGIESC-related cases. Furthermore, the UP CWGS and UPDGO may consider working with the Commission on Human Rights, specifically the Gender Ombud, for the conduct of the investigation. The partnership will strengthen (a) the former's mandate for investigation of SOGIESC-related cases outside of campus and evidence for policy advocacy and (b) the latter's mandate in investigating cases of discrimination.

## *SOGIESC-specific protocols*

Formulate protocols to follow certain procedures for SOGIESC cases wherein guidelines to be followed by security personnel, health personnel, counselors, and other first responders are explained in simple language.

## *SOGIESC inclusion tailor-fit to the mandate of offices*

- Dormitory/Residence hall policy (OSH)
- Case handling protocol of security personnel (PSSO, UPDP, SSB)
- Housing policy for faculty and employees (HO)
- Recognition of dependents of LGBTQIA+ couples as UP dependents (UPIS, HRDO, UHS)
- SOGIESC and anti-sexual harassment guidelines in student organizations CBLs (OSPA)
- Peer to peer counseling services (UPDEPPO)
- Prevention of misgendering and deadnaming in events and publicity materials (USC)

## *Policy for dependents of LGBTQIA couple*

Likewise, a policy within UP must be crafted for LGBTQIA+ couples and their dependents so they could enjoy the same benefits as those of married heterosexual couples and their dependents. With the presence of a more comprehensive guideline system, adoption among same-sex parents should be included in the criteria among written forms as well as their right to services and privileges afforded to heterosexual parents.

Transgender and Gender-Nonconforming Students' names, pronouns, and titles should be better reinforced in classroom management. The TGNC Guidelines could also be adopted by other CUs of the UP System (See Annex F).



### Strengthen capability-building activities

In anticipation of further violations and to ensure protection among the University constituents, capability-building activities and training can be conducted by UP Diliman and its extension programs. The close coordination of the UPDGO and other Gender Offices (GOs) with the UP CWGS is likewise necessary to sustain capability-building of GOs. GOs may also initiate their own capability-building activities. These may include the following:

- Provide training on psychosocial counseling and debriefing to first responders such as university personnel that provide services to students. Include training on how to properly handle cases specific to the LGBTQIA+ community. It has also been proven necessary to train student council representatives and student organization leaders on peer counseling since victim-survivors often look to peers for help or to be the primary individuals that they are comfortable sharing their experiences with. Particularly in the context of small and separate units, where counseling capabilities may be limited, assistance in training, counseling, and case hearings should also be made by the concerned higher offices.
- Educate first responders on gender-based laws and gender-sensitive investigation procedures and reporting.
- Institutionalize access to training on gender-based violence and handling sexual harassment cases involving LGBTQIA+.
- Continue regular conduct of Gender Sensitivity Trainings (GSTs) and SOGIESC to students, staff, and residents. Have follow-up activities on GSTs.

### Ensure monitoring, documentation, and coordination mechanisms

The UPDGO should actively monitor cases related to SOGIESC. It should establish and strengthen an organized structure for standardized reports, coordination, and referral pathways with relevant offices in the provision of services within the University. There should be a uniform reporting form that lets the victim-survivors identify their sexual orientation, gender identity, and sex characteristics. The entire process should be as concise and efficient as possible.

Moreover, spaces that provide data of all SOGIESC-related services, practices, challenges, and other considerations that are for the benefit of the UP community should be made available to better support the people. On another note, it has also been suggested that UP Diliman conduct an extensive documentation/investigation of heinous attacks and hate crimes against students that occurred outside the campus, especially when such attacks occurred in the students' neighborhood (e.g. permanent residence, student dormitory, apartment). The findings can be used in both a system-wide and national policy advocacy that could spur the much-needed and groundbreaking policy to protect people of diverse SOGIESC.



## *Ensure gender-responsive and inclusive facilities and technology*

Sustain the call for all gender-neutral comfort rooms and provide necessary funding to establish and renovate facilities. It is also recommended that technology be developed in the following areas: a new methodology for reporting LGBTQIA+ cases through online applications, an online tracking system of unknown perpetrators posing as dummy accounts, and the overall usage of technological advancement to mobilize a faster reporting mechanism.

## *Sustain SOGIESC advocacy and campaign*

Strengthen advocacy and campaign to educate the students, employees, and the public to help people increasingly recognize (and not contribute to) the daily challenges (e.g. microaggressions) of LGBTQIA+ people and advocate for a comprehensive national policy (SOGIE Equality Bill). Specifically:

- Continue advocacy work through social media and in person while adhering to standard health protocols. Specifically, the campaign can be aided by posters and primers posted along campus hallways so that unit employees and staff who are office-based during the pandemic can view them regularly. Students will also benefit from these when classes resume.
- Engage all students who reportedly felt discriminated against for being the gender minority in their class or course through the conduct of equity and equality talks to educate them.

## *Promote UPDGO services and programs through partnerships*

Continuous promotion of UPDGO services and programs by internal and external partnerships is needed. This can be implemented through the strengthening of partnerships among units/offices, student organizations/councils, active GAD committees, and external partners with organizations that promote gender inclusivity, gender equality, and social justice. Additionally, this can include collaborations to establish VAWC desks among colleges and offices in UP Diliman. The existence of project partnerships like childminding spaces, lactating areas, and gender-neutral restrooms should extend to all concerned units and extension programs.

## *Organize regular consultations and case conferences*

Conduct FGDs among students, staff, relevant offices, and residents of diverse SOGIESC on possible incidents of discrimination, coping mechanisms, building and sustaining a support system, and other useful interventions. In addition, conduct a semi-annual or annual case conference on SOGIESC-related cases facilitated by the UPDGO. If possible, include this in recurring activities for a few years (e.g. as part of the GAD Summit) before establishing a separate annual case conference, preferably after the university has included SOGIESC-responsive provisions in its existing gender policies. These events can be instrumental in collating each office/unit's SOGIESC-related framework, existing practices, unique challenges, and current status to gauge if everyone has the same general understanding of what needs to be done in the name of safeguarding the rights of all people in the University.



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**ANNEX A:**  
**OVPAAM Memorandum No. 2020-141**

**UNIVERSITY OF THE PHILIPPINES**

3F, Quezon Hall, Diliman,  
Quezon City Tele/Fax: (632) 8962-  
6345; 89818722;  
89818500 local 2528  
Email: [ovpaa@up.edu.ph](mailto:ovpaa@up.edu.ph)

**19 November 2020****OVPAAM Memorandum No. 2020-141****For: The Chancellors**

**cc: Vice-Chancellors for Academic Affairs**  
**Vice-Chancellors for Student Affairs, Directors for Student Affairs**

*CILT*

**From:** Maria Cynthia Rose Banzon Bautista  
Vice President for Academic Affairs

**Re: Request to Facilitate Data Gathering Towards the Integration of Provisions of SOGIESC-based Discrimination in the UP Gender Guidelines and Anti-Sexual Harassment (ASH) Code.**

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The University of the Philippines System Gender and Development Committee comprised of the gender offices of all the constituent units, the Offices of Anti-Sexual Harassment, and the UP Center for Women's and Gender Studies have formed a Study Group for incorporating provisions on SOGIESC in UP Gender Policies (SOGIESC Study Group).

The SOGIESC Study Group aims to identify the current limitations of the gender-related policies of the University of the Philippines and to recommend provisions that adequately protect members of the UP community against discrimination on the basis of sexual orientation, gender identity, gender expression, and sex characteristics (SOGIESC). This is in response to reports of the UP community's LGBTQI members experiencing discriminatory acts on the basis of their SOGIESC in spite of existing policies of the University such as the *UP Anti-Sexual Harassment Code* and the *UP Gender Guidelines*.

To achieve this objective, the SOGIESC Study Group will be conducting key informant interviews with select UP officials and gathering documentation on cases of discrimination based on a person's real or perceived SOGIESC from relevant UP offices. The group has a pending application for this research with the UP Manila Research Ethics Board (UPM REB) and will commence data-gathering as soon as it is given the go signal to proceed. The research protocols, data gathering instruments and informed consent form are available through the following link:

<https://drive.google.com/drive/folders/1tv9ts30h5WPLwSKiwB32vSxQhMmJUMlx?usp=sharing>

Once the Study Group obtains clearance to proceed with this research from the UPM REB, may we request you to please help this project by ensuring that the members of the Study Group are able to gather data expeditiously?

Thank you in advance for your invaluable assistance. The successful completion of this project will bring our University closer to being fully inclusive with safe campuses for all.

**ANNEX A-1:**  
**Memorandum No. FRN-21-140 Study Group on SOGIESC Provisions  
in the University of the Philippines Gender Policies**

**UNIVERSITY OF THE PHILIPPINES  
DILIMAN QUEZON CITY**

VOIP TRUNKLINE: 981-8500 LOCAL: 2558, 2556  
DIRECT LINE: (632) 929-5401, (632) 927-1835  
FAX: (632) 928-2863  
E-MAIL: chancellor.updiliman@up.edu.ph

**OFFICE OF THE CHANCELLOR**

21 April 2021

MEMORANDUM NO. FRN-21-140

TO : Directors and Heads of Units of the following:  
Office of the Vice Chancellor for Student Affairs (OVCSA)  
Office of Anti-Sexual Harassment (OASH)  
Office of Student Projects and Activities (OSPA)  
Office of Counseling and Guidance (OCG)  
UPD PsycServ  
Office of Student Ethics (OSE)  
Office of Student Housing (OSH)  
Residence Halls  
Diliman Legal Office (DLO)  
UP Diliman Police (UPDP)  
Security Services Brigade (SSB)  
University Health Service (UHS)  
University Student Council (USC)

SUBJECT : Study Group on SOGIESC Provisions in the  
University of the Philippines Gender Policies

The UP Diliman Gender Office is part of the Study Group on SOGIESC Provisions in the University of the Philippines Gender Policies, a research committee comprised of constituent unit representatives from the UP System Gender and Development Committee led by the UP Center for Women's and Gender Studies. The Study Group was formed to document reported and unreported cases of discrimination on the basis of sexual orientation, gender identity, gender expression, and sex characteristics (SOGIESC), which will be used as evidence towards integrating SOGIESC-related provisions into the gender-related policies in the University, as embodied in the Guidelines on Promoting Empowerment and Gender Equality in the University of the Philippines (also known as the UP Gender Guidelines) and the University of the Philippines Anti-Sexual Harassment Code (UP ASH Code).

Following are the Research Objectives as formulated by the Study Group:

1. To document cases of discrimination on the basis of SOGIESC reported to the gender offices and offices of anti-sexual harassment of the University of the Philippines constituent units and the offices' responses to these cases;
2. To surface incidents of discrimination on the basis of SOGIESC that were not reported to any UP Gender Offices or offices of anti-sexual harassment; and
3. To recommend vital SOGIESC-related provisions for integration into the UP Gender Guidelines and ASH Code

The Study Group has crafted research tools for conducting gender-sensitive and confidential interviews and gathering of pertinent information on such cases of discrimination, complete with informed consent and all sensitive personal information subject to data privacy, thus limiting knowledge of such to UPDGO researchers only.

Toward the integration of SOGIESC-related provisions into the gender-related policies in the University, you are enjoined to cooperate with the UPDGO and participate in this research and data gathering, the specific details of which will be provided by the UPDGO. For further details, you may contact them at [updgo@up.edu.ph](mailto:updgo@up.edu.ph).

Thank you very much.

  
FIDEL R. NEMANZO, D.Sc.  
Chancellor



## ANNEX B: List of Questions for the SOGIESC Interview Series

### **Interview Questions**

#### **Letter to Heads of UP Offices**

The UP System Study Group for Provisions on SOGIESC in UP Gender Policies (hereinafter referred to as “SG”) is currently documenting reported and unreported cases of discrimination on the basis of sexual orientation, gender identity, gender expression, and sex characteristics (SOGIESC). Through this project, the SG hopes to surface incidents of SOGIESC-based discrimination that were not reported to any UP gender office or office of anti-sexual harassment. This documentation will be used to identify the current limitations of the gender-related policies of the University of the Philippines and to recommend provisions that adequately protect both LGBTQI and non-LGBTQI members of the UP community against discrimination on the basis of SOGIESC.

For the purpose of this documentation, *discrimination* refers to any distinction, exclusion, restriction, or preference based on the grounds of one’s SOGIESC, and has the purpose or effect of nullifying or impairing the recognition, access to, enjoyment, or exercise by all persons on an equal footing of all rights and freedoms. The actual SOGIESC of the person subjected to discrimination shall not be relevant for the purpose of determining whether an act of discrimination has been committed.

Because you are the head of a key UP office pre-identified by the SG, the SG invites you to participate in this collective documentation effort, which entails a recorded voice-only interview to be conducted by a member of the SG (40-60 minutes). If you would like to participate, [please reply to this e-mail]. All information collected through this form as well as the follow-up interview will remain anonymous and confidential, and will only be used by the SG.

Thank you very much for your time and participation!

UP System Study Group for Provisions on SOGIESC in UP Gender Policies

Contact Person and Information:

Nathalie Africa-Verceles

Director, UP Center for Women’s and Gender Studies

Email: [naverceles@up.edu.ph](mailto:naverceles@up.edu.ph)

#### **For UP Gender Offices and Offices of Anti-Sexual Harassment**

1. Have you had reports from UP students, LGBTQI or otherwise, who have had experiences of SOGIESC-based discrimination in UP - or experiences of being treated differently and/or negatively in UP, possible being bullied, harassed, threatened, or denied goods, services, and opportunities, because of their sexual orientation, gender identity and expression, and sex characteristics?
2. What are some frequently reported experiences of SOGIESC-based discrimination in UP?
  - a. For lesbian, gay, or bisexual students
  - b. For transgender students
3. What are some seldomly reported experiences of SOGIESC-based discrimination in UP?
4. How do these students usually deal with these experiences of SOGIESC-based discrimination in UP?

- a. Do they report these experiences to other UP offices (e.g. Diliman police, gender offices)? Why or why not?
5. How does the Office of Anti-Sexual Harassment typically respond to these reports of SOGIESC-based discrimination?
6. What can your office, and by extension, the University, do to reduce these experiences of SOGIESC-based discrimination in UP?

**For UP Offices of Student Projects and Activities/Offices of Student Ethics /Legal Offices**

1. Have you had reports from UP students, LGBTQI or otherwise, who have had experiences of SOGIESC-based discrimination in UP—or experiences of being treated differently and/or negatively in UP, possibly being bullied, harassed, threatened, or denied goods, services, and opportunities, because of their sexual orientation, gender identity and expression, and sex characteristics?
2. What are some frequently reported experiences of SOGIESC-based discrimination in UP?
  - a. For lesbian, gay, or bisexual students
  - b. For transgender students
3. What are some seldomly reported experiences of SOGIESC-based discrimination in UP?
4. How do these students usually deal with these experiences of SOGIESC-based discrimination in UP?
  - a. Do they report these experiences to UP offices (e.g., Diliman Police, gender offices, Student Disciplinary Tribunal)? Why or why not?
5. How does your office typically respond to these reports of SOGIESC-based discrimination?
  - a. OSPA-specific questions:
    - i. What are the specific steps taken by your office receives a complaint of SOGIESC-based discrimination?
    - ii. To your knowledge, do the student organizations' constitutions and/or bylaws have provisions on anti-discrimination on the basis of SOGIESC?
    - iii. Have you received complaints of SOGIESC-based discrimination in UP dormitories and private dormitories and boarding houses? What are the specific steps taken by your office to address these complaints?
6. What can your office, and by extension, the University, do to reduce these experiences of SOGIESC-based discrimination in UP?
7. Have complainants presented suggestions regarding handling of cases?

**For UP Chancellors (can include previous chancellors)**

1. Do you see the importance of protecting the UP LGBTQI community against discrimination?
2. Have you considered/will you consider crafting policies for anti-discrimination on the basis of SOGIESC?
3. What can your office, and by extension, the University, do to reduce these experiences of SOGIESC-based discrimination in UP?

**For UP Mental Healthcare Service Providers**

1. Have you had UP clients, LGBTQI or otherwise, who have had experiences of SOGIESC-based discrimination in UP—or experiences of being treated differently and/or negatively in UP,



- possibly being bullied, harassed, threatened, or denied goods, services, and opportunities, because of their sexual orientation, gender identity and expression, and sex characteristics?
2. What are some frequently reported experiences of SOGIESC-based discrimination in UP?
    - a. For lesbian, gay, or bisexual people
    - b. For transgender people
    - c. For students
    - d. For non-students (administrative staff, faculty, research and extension personnel)
  3. What are some seldomly reported experiences of SOGIESC-based discrimination in UP?
  4. How do these clients usually deal with these experiences of SOGIESC-based discrimination in UP? Do they report these experiences to UP offices (e.g., Diliman Police, gender offices, Student Disciplinary Tribunal)? Why or why not?
  5. How does [UP mental healthcare institution] typically respond to these reports of SOGIESC-based discrimination?
  6. Do you feel that your office is adequately equipped and/or trained to address SOGIESC-related cases?
  7. Is there a different approach needed in dealing with SOGIESC-related cases?
  8. How have you negotiated processing cases that may be in contradiction to your values and beliefs regarding LGBTQI people and SOGIESC?
  9. How do you ensure that the mental healthcare process is gender-sensitive and -affirmative?
  10. What can your institution, and by extension, the University, do to reduce these experiences of SOGIESC-based discrimination in UP?

#### **For Dorm Managers**

1. Are there existing dorm policies and practices with respect to LGBTQI individuals?
2. How do you resolve cases that involve LGBTQI individuals in room assignments, dorm-wide activities, etc.?
3. Have you had UP dormers, LGBTQI or otherwise, who have had experiences of SOGIESC-based discrimination in UP—or experiences of being treated differently and/or negatively in UP, possibly being bullied, harassed, threatened, or denied goods, services, and opportunities, because of their sexual orientation, gender identity and expression, and sex characteristics?

#### **For UP Police and UP SSB**

1. Have you had reports from UP students, LGBTQI or otherwise, who have had experiences of SOGIESC-based discrimination in UP - or experiences of being treated differently and/or negatively in UP, possible being bullied, harassed, threatened, or denied goods, services, and opportunities, because of their sexual orientation, gender identity and expression, and sex characteristics?
2. What are some frequently reported experiences of SOGIESC-based discrimination in UP?
  - a. For lesbian, gay, or bisexual students
  - b. For transgender students
3. What are some seldomly reported experiences of SOGIESC-based discrimination in UP?
4. How do these students usually deal with these experiences of SOGIESC-based discrimination in UP?
  - a. Do they report these experiences to other UP offices (e.g. gender offices)? Why or why not?
5. How does the Office of Anti-Sexual Harassment typically respond to these reports of SOGIESC-based discrimination?
6. What can your office, and by extension, the University, do to reduce these experiences of SOGIESC-based discrimination in UP?

## ANNEX C: List of Participants in the SOGIESC Interview Series

### Persons in Attendance

#### Interview Series

Prof. Ma. Theresa T. Payongayong, Vice Chancellor  
*Office of the Vice-Chancellor for Academic Affairs*  
*Date interviewed: June 11, 2021*

Prof. Louise Jashil R. Sonido, Vice Chancellor for Student Affairs  
Jonathan Ceazar dela Cruz, Executive Assistant II  
*Office of the Vice-Chancellor for Student Affairs*  
*Date interviewed: June 01, 2021*

Prof. Rowena Festin Valerio, GAD Focal Person  
Ronnie Sangalang, UPDEPPO Student Council Chairperson  
*Extension Program in Pampanga and Olongapo/Student Council*  
*Date interviewed: August 20, 2021*

Ms. Latrell Felix, Gender Committee Head  
Mr. John Ray Dionisio, Former Gender Committee Head  
*University Student Council*  
*Date interviewed: August 23, 2021*

Dr. Teresa Paula De Luna, Coordinator  
Prescilla D. Tulipat, RGC, University Extension Specialist III  
Rizza Narvaez, University Research Associate I  
*Office of Anti-Sexual Harassment*  
*Date interviewed: May 14, 2021*

Dr. Hector Dionisio, GAD Committee member  
*University Health Service*  
*Date interviewed: May 05, 2021*

Rolando Delos Reyes II, Guidance Service Specialist  
*Office of Counseling and Guidance*  
*Date interviewed: May 18, 2021*

Atty. John S. Baroña, Acting Director  
*Public Safety and Security Office*  
*Date interviewed: June 09, 2021*

Claudinne Tecson  
*Psychological Services*  
*Date interviewed: May 27, 2021*

Eric Reyes, Investigation and Follow up Section  
Jennylyn Macaraig, Desk Officer and Radio Operator  
*Special Services Brigade*  
*Date interviewed: June 02, 2021*

Glenn Joseph Cabradilla, University Extension Associate II  
Arcy Salvacion  
*Office of Student Projects and Activities*  
*Date interviewed: May 21, 2021*

Romulo Ancheta, Officer-in-Charge  
Gregorio Aquino, Assistant Team Leader, Investigation Section  
Elma Gabriel, Administration Section  
*UP Diliman Police*  
*Dates interviewed: June 14, 2021*

Maricel Rodriguez, Dorm Manager, Acacia Residence Hall  
Josephine Paren, Dorm Manager, Sanggumay and Yakal Residence Hall  
Rio Gatdula, Dorm Manager, Sanggumay Residence Hall  
Nelia Talaue, Dorm Manager, Sampaguita Residence Hall  
Alyn Silarde, Dorm Manager, Sampaguita Residence Hall  
Zayra Domingo, Dorm Manager, Centennial Residence Hall  
Dominic Liao, Dorm Manager, Acacia Residence Hall  
Marilen Tagal, Dorm Manager, Ipil Residence Hall  
Edz Dela Cruz  
EA Mendoza



Limae Perez

*Office of Student Housing*

*Date interviewed: May 27-28 and May 31, 2021*

**Focus Group Discussion (FGD)**

Kristel May Gomez-Magdaraog, Coordinator (Facilitator)

Giano Ray C. Potes, SOGIE and Training Officer

Ma. Stephanie Joy A. Andaya, Research and Publication Officer

Cindy Cruz-Cabrera, Gender and Development Officer

Atty. Alnie G. Foja, Legal Consultant

Ma. Tish Vito Cruz, Crisis Counselor

Donn E. Gaba, Counselor

Concepcion T. Marquina, Administrative Assistant

Wilfran Dela Paz, Administrative

*Date facilitated: June 09, 2021*

*UP Diliman Gender Office*

**Written Response**

*Office of Student Ethics*

**ANNEX D:**  
**Informed Consent Form**  
Form access: [<https://bit.ly/SOGIESCConsentForm>]

Good day!

Kindly read the information below before the validation session on September 15, 2021 (Wednesday).

**BACKGROUND**

The UP Diliman Gender Office is a member of the Study Group on SOGIESC Provisions in the University of the Philippines Gender Policies (hereinafter referred to as "Study Group"), led by the UP Center for Women's and Gender Studies, invites you to be part of this research.

**PURPOSE OF THE REPORT**

Lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA+) people commonly experience discrimination on the basis of their sexual orientation, gender identity, gender expression, and sex characteristics (SOGIESC). The Philippines has yet to pass a national law that prohibits SOGIESC-based discrimination. Although some local government units (LGUs), such as the Quezon City LGU, have passed anti-discrimination ordinances (ADOs), many of these ADOs do not have implementing rules and regulations (IRRs), thus the majority of LGBTQI Filipinos are not protected from SOGIESC-based discrimination. In connection, our Study Group is working towards recommending vital SOGIESC-related provisions that will prohibit SOGIESC-based discrimination in the University of the Philippines (UP). This research will help us surface and document the different types of incidents of discrimination on the basis of SOGIESC that were not reported to any UP gender offices or offices of anti-sexual harassment.

**PROCEDURES**

We are asking you to help us surface incidents of discrimination on the basis of SOGIESC that were or were not reported to any UP gender offices or offices of anti-sexual harassment. Both the interview and validation session/s will be conducted and recorded via Zoom. If you do not wish to appear on video, you may do so. If you do not wish to record the video, you may say so before the session. The interviewers may then only record the audio. If you do not wish to answer any of the questions during the interview, you may say so and the interviewer will move on to the next question. The recording of the interview is confidential, and no one else except the UPDGO will have access to the recording.

After the interview, the UPDGO will conduct a validation session. During this stage, we will share with you the working draft of the research report. The draft is open for your review and comments. The final draft will be published as a report and a journal article will also be written.

**DURATION**

The research takes place over six months in total. During that time, we will interview you once and the interview will last for about one hour. We will also send you a draft of the documentation form for comments and possible revisions. You are expected to read and comment on this draft and to approve of its final version should it be satisfactory during the validation session/s.

**PARTICIPATION**

This research involves your participation in an interview that takes about one hour. Your participation in this research is entirely voluntary. It is your choice whether to participate or not. The choice that you will make will have no bearing on you. You may change your mind later and stop participating even if you agreed earlier. You will not be provided any incentive to take part in the research.

**RISKS AND BENEFITS**

We are asking you to share with us some very personal and confidential information, and you may feel uncomfortable talking about some of the topics. You do not have to answer any question or take part in the interview if you don't wish to do so, and that is also fine. You do not have to give us any reason for not responding to any question, or for refusing to take part in the interview.

If you are no longer affiliated with the University of the Philippines by the time that our recommendations are enacted, there will be no direct benefit to you, but your participation is likely to help us surface the different types of incidents of SOGIESC-based discrimination that were not reported to any UP gender offices or offices of anti-sexual harassment.

**CONFIDENTIALITY**

We are asking you to share with us some very personal and confidential information, and you may feel uncomfortable talking about some of the topics. You do not have to answer any question or take part in the interview if you don't wish to do so, and that is also fine. You do not have to give us any reason for not responding to any question, or for refusing to take part in the interview.

If you are no longer affiliated with the University of the Philippines by the time that our recommendations are enacted, there will be no direct benefit to you, but your participation is likely to help us surface the different types of incidents of SOGIESC-based discrimination that were not reported to any UP gender offices or offices of anti-sexual harassment.

**RIGHT TO REFUSE OR WITHDRAW**

You do not have to take part in this research if you do not wish to do so, and choosing to participate will not affect your affiliation with the University in any way. You may stop participating in the interview at any time that you wish without your affiliation being affected. Through the documentation form that I will send after the interview, I will give you an opportunity to review your remarks, and you can ask to modify or remove portions of those, if you do not agree with my notes or if I did not understand you correctly.



ANNEX E:  
Guidelines on Affirming Transgender and Gender Non-Conforming (TGNC) Students'  
Names, Pronouns, and Titles



Center for Women's and Gender Studies  
UNIVERSITY OF THE PHILIPPINES

**Guidelines on Affirming Transgender and Gender Non-Conforming (TGNC)  
Students' Names, Pronouns, and Titles**

The term “transgender and gender non-conforming” (TGNC) refers to people whose *gender identity* does not match their *sex assigned at birth* (e.g., men who were assigned female at birth) and those whose *gender expression* does not match their gender identity (e.g., masculine women), respectively (see these infographics [\(1, 2\)](#) by the Commission on Human Rights).

Transgender and gender non-conforming people often live by a name (or “lived name”) that affirms their gender identity and/or expression (GIE), and this is usually different from their legal name (or “dead name”). They may also use pronouns and titles that reflect their GIE. However, these aren’t limited to feminine (e.g., [she/her](#), Miss, Ms., Mrs.) and masculine (e.g., [he/him](#), Mr.) pronouns and titles, because many TGNC people use [singular they/them pronouns](#) (an English counterpart to the Filipino gender-neutral *siya*), [neo-pronouns](#), and [gender-neutral titles](#).

It is not unusual, however, for TGNC people to experience *deadnaming* (i.e., being called by their legal name) and *misgendering* (i.e., being called by pronouns or titles that do not affirm their gender). Both deadnaming and misgendering are acts of discrimination and violence against TGNC people, specifically, and LGBTQI people, more generally. Such acts, when committed in an educational setting, have long-term and detrimental effects on the mental health and academic performance of TGNC students (Oswald & Wyatt, 2011, as cited in Hafford-Letchfield et al., 2017).

Transgender and gender non-confirming students of the University of the Philippines Diliman have the right to express their gender identity and/or expression, without fear of discrimination. Below are three basic guidelines to help you create a classroom environment that includes and affirms TGNC students.

***Ask for your students' lived name, pronouns, and titles, regardless of their transgender status.*** Currently, the University's information system does not allow for TGNC students to include their lived name, pronouns, and titles. Some students let their professors know ahead of time that they are transgender or gender non-conforming and of their lived names, pronouns, and titles, so that their professors do not deadname or misgender them in front of their classmates (during roll calls, for example; Pryor, 2015, as cited in Hafford-Letchfield et al., 2017). Others feel anxious or weighed down by having to do so; therefore, they take the risk of being deadnamed or misgendered throughout the

semester, or at least until they decide to inform their professor of their lived names, pronouns, and titles. You may use this sample prompt from one of our faculty members:

*"What is your lived or chosen name, or your nickname? What are your pronouns? What title/s do you use? Note: If you are transgender, I understand that answering these questions truthfully may out you. Coming out should ideally be done at your own pace, in your own time, so please only indicate the pronouns and titles that you would like me to use to refer to you. For the record, I use he/they pronouns and the title Mx." (Montilla Doble, L. J., personal communication, March 8, 2021)*

**Use a TGNC student's lived name, pronouns, and titles--and encourage your non-TGNC students to do the same.** When a TGNC student lets you and their classmates know of their lived name, pronouns, and titles, it is a moment of vulnerability and trust. Recognize this, and show your commitment to upholding inclusivity and gender equality in the classroom (<https://mypronouns.org>). Pro-tip: Think of lived names as similar to nicknames, in that, for some cisgender (i.e., non-transgender) people, their nicknames are not at all based on or related to their legal names!

**Model other best practices for affirming TGNC students.** Some faculty members include their pronouns alongside their names in their e-mail signatures. Others even have a lived name and pronoun clause in their syllabi. Here's an example based on the University of Southern Indiana College of Liberal Arts Equity, Diversity, and Inclusion syllabus statement:

*"Please let me know of your lived name (especially if it's different from your legal name or your name on CRS) and your pronouns (e.g., he, she, they, ze) so I can create a learning environment in which you are safe and respected." (C. Steltenpohl, personal communication, March 5, 2021)*

Other best practices include using [gender-sensitive and/or gender-neutral language](#) whenever applicable (e.g., using "everyone" or "folks" instead of "guys" or "ladies and gentlemen", using the singular ["they"](#) instead of "he/she").

#### Resources

American Civil Liberties Union, Gender Spectrum, Human Rights Campaign Foundation, National Center for Lesbian Rights, & National Education Association. (n.d.). *Schools in transition: A guide*

*for supporting transgender students in K-12 schools.* <https://www.hrc.org/resources/schools-in-transition-a-guide-for-supporting-transgender-students-in-k-12-s>

Beemyn, G. (2012, June 3). *Check the box: Trans checklist for colleges & universities.* Campus Pride. <https://www.campuspride.org/resources/transgender-checklist-for-colleges-universities/>  
Commission on Human Rights. (2016). *CHR Gender Ombud guidelines: Promoting gender equality and women's empowerment under the MCW (RA 9710) and related laws.*

<https://chr.gov.ph/publication/>  
Campus Pride. (n.d.). *Campus Pride trans policy clearinghouse.*

<https://www.campuspride.org/tpc/>  
Consortium of Higher Education LGBT Resource Professionals Trans\* Policy Working Group. (2014, June 10). *Suggested best practices for supporting trans\* students.* [https://www.lgbtcampus.org/index.php?option=com\\_content&view=article&id=81:suggested-best-practices-for-supporting-trans--students&catid=21:press-releases&Itemid=124](https://www.lgbtcampus.org/index.php?option=com_content&view=article&id=81:suggested-best-practices-for-supporting-trans--students&catid=21:press-releases&Itemid=124)  
Goldberg, A. E. (2018, August). *Transgender students in higher education.* The Williams Institute UCLA School of Law. <https://williamsinstitute.law.ucla.edu/publications/trans-students-higher-education/>

GLSEN & National Center for Transgender Equality. (2020, October). *Model local education agency policy on transgender and nonbinary students.* <https://www.glsen.org/activity/model-local-education-agency-policy-on-transgender-nonbinary-students>  
Hafford-Letchfield, T., Pezzella, A., Cole, L., & Manning, R. (2017). Transgender students in post-compulsory education: A systematic review. *International Journal of Educational Research*, 86, 1–12. <https://doi.org/10.1016/j.ijer.2017.08.004>



## ANNEX F:

Documentation of Unreported Cases of SOGIESC-Based Discrimination (English)  
Google Form access: [<https://forms.gle/LEfzbi8bzes7vNms9>]  
Preview:

### Documentation of Unreported Cases of SOGIESC-Based Discrimination

The UP System Study Group for Provisions on SOGIESC in UP Gender Policies (hereinafter referred to as "SG") is currently documenting reported and unreported cases of discrimination on the basis of sexual orientation, gender identity, gender expression, and sex characteristics (SOGIESC). Through this project, the SG hopes to surface incidents of SOGIESC-based discrimination that were not reported to any UP gender office or office of anti-sexual harassment. This documentation will be used to identify the current limitations of the gender-related policies of the University of the Philippines and to recommend provisions that adequately protect both LGBTQI and non-LGBTQI members of the UP community against discrimination on the basis of SOGIESC.

For the purpose of this documentation, unreported cases have no record at any UP gender office or office of anti-sexual harassment, and discrimination refers to any distinction, exclusion, restriction, or preference based on the grounds of one's SOGIESC, and has the purpose or effect of nullifying or impairing the recognition, access to, enjoyment, or exercise by all persons on an equal footing of all rights and freedoms. The actual SOGIESC of the person subjected to discrimination shall not be relevant for the purpose of determining whether an act of discrimination has been committed.

If you have either 1) experienced, witnessed, or heard of an incident of SOGIESC-based discrimination that involved a person affiliated with the University of the Philippines at the time of the incident (whether it be the victim-survivor, the perpetrator/s, or both); OR 2) experienced, witnessed, or heard of an incident of SOGIESC-based discrimination that occurred at any UP constituent unit or campus, regardless of the affiliation (or lack thereof) of the person/s involved, the SG invites you to participate in this collective documentation effort, which entails 1) a case report form (20-30 minutes), and 2) a recorded voice-only interview to be conducted by a member of the SG (40-60 minutes). All information collected through this form as well as the follow-up interview will remain anonymous and confidential, and will only be used by the SG.

Thank you very much for your time and participation!

UP Diliman Study Group for Provisions on SOGIESC in UP Gender Policies

Contact Person: Kristel May Gomez-Magdaraog  
Officer-in-Charge, UP Diliman Gender Office

E-mail address: [updgo@up.edu.ph](mailto:updgo@up.edu.ph)/[kgmagdaraog@up.edu.ph](mailto:kgmagdaraog@up.edu.ph)

\* Required

## Documentation of Unreported Cases of SOGIESC-Based Discrimination

\* Required

### Part I. Information about the Victim-Survivor

1. Initials of the Victim-Survivor

Your answer

2. Year of Birth of the Victim-Survivor

Format: YYYY

Your answer

3. E-mail Address of the Victim-Survivor

Your answer

4. Contact Number of the Victim-Survivor \*

Format: 09XX1234567

Your answer

5. Sex Assigned at Birth \*

Sex on birth certificate

☐ Female

☐ Male



## Documentation of Unreported Cases of SOGIESC-Based Discrimination

\* Required

### Part II. Information about the Perpetrator/s

1. Is/Are the perpetrator/s known? \*

- ☐ No
- ☐ Yes

2. Name of the Perpetrator/s (Person or Organization) \*

Your answer \_\_\_\_\_

3. What is the relationship between the perpetrator/s and the victim-survivor at the time of the incident? \*

Your answer \_\_\_\_\_

4. Is/Are the perpetrator/s affiliated with UP at the time of the incident? \*

- ☐ No
- ☐ Yes

## Documentation of Unreported Cases of SOGIESC-Based Discrimination

\* Required

### Part III. Incident Information

#### 1. Date of the Incident \*

Format: Month Day, Year, e.g., January 1, 2020. If you cannot recall the exact date, an estimated date (month and year or year only) is acceptable.

Your answer

#### 2. Time of the Incident \*

Format: 00:00 AM/PM. If you cannot recall the exact time, an estimated time or a description (e.g., around 1 PM, morning/afternoon/evening) is acceptable.

Your answer

#### 3. Where did the incident take place? \*

- ☐ Inside the UP campus
- ☐ Outside the UP campus
- ☐ Online
- ☐ Other: \_\_\_\_\_

#### 3.a. If applicable, in which UP campus did the incident take place? \*

Choose



## Documentation of Unreported Cases of SOGIESC-Based Discrimination

\* Required

### Part IV. Investigation of the Incident

1. Why was the incident not reported to any UP gender office or office of anti-sexual harassment? \*

Your answer \_\_\_\_\_

2. Was the incident reported somewhere else (e.g., local government office, police)? \*

☐ No

☐ Yes

2.a. If yes, provide details. \*

Write "Not applicable" if the question is not applicable.

Your answer \_\_\_\_\_

3. Has the incident been covered in media reports or posted in social media? \*

☐ No

☐ Yes

3.a. If yes, provide links/keywords for online articles. \*

Write "Not applicable" if the question is not applicable.

Your answer \_\_\_\_\_

**ANNEX G:**  
**SOGIESC Report Main Matrix**  
 PDF access: [UPD SOGIESC Report 2021 Matrix Draft]

UP Diliman SOGIESC Research Report 2021: Main Matrix						
UNIVERSITY AFFILIATION	CASE NUMBER	CATEGORY	YEAR	LOCATION	Victim-Survivors	
					Sector	Sexual Orientation
UP Diliman Gender Office	UPDGO 01	VOB	2021	Online	Student	Unspecified
UP Diliman Gender Office	UPDGO 02	FAV	Unspecified	Outside campus	Student	Unspecified
UP Diliman Gender Office	UPDGO 03	GBV	2017	Outside campus	Employee	Bisexual
UP Diliman Gender Office	UPDGO 04	DRB	2021	Inside campus	Applicant	Unspecified
UP Diliman Gender Office	UPDGO 05	GBV	Unspecified	Outside campus	Student	Gay
UP Diliman Gender Office	UPDGO 06	BLL	Unspecified	Inside campus	Student	Unspecified
UP Diliman Gender Office	UPDGO 07	DRB	Unspecified	Inside campus	Student	Unspecified
UP Diliman Gender Office	UPDGO 08	SIO	Unspecified	N/A	Student	Unspecified
UP Diliman Gender Office	UPDGO 09	SIO	Unspecified	N/A	Student	Unspecified
UP Diliman Gender Office	UPDGO 10	DRB	Unspecified	Inside campus	Student	Unspecified
UP Diliman Gender Office	UPDGO 11	VOB	Unspecified	Online	Student Org	Unspecified
UP Diliman Gender Office	UPDGO 12	DOM	2018	Inside campus	Student	Bisexual
UP Diliman Gender Office	UPDGO 13	VOB	2018	Online	UP Office	Unspecified
UP Diliman Gender Office	UPDGO 14	STA	2019	Inside campus	Student	Unspecified
UP Diliman Gender Office	UPDGO 15	STA	2019	Inside campus	Faculty	Unspecified
UP Diliman Gender Office	UPDGO 16	STA	2021	Inside campus	Student	Lesbian
UP Diliman Gender Office	UPDGO 17	DRB	2018	Inside campus	Student	Unspecified
UP Diliman Gender Office	UPDGO 18	DOM	2021	N/A	Student	Unspecified
UP Diliman Gender Office	UPDGO 19	DGS	2021	Inside campus	Faculty	Gay
UP Diliman Gender Office	UPDGO 20	RPO	Unspecified	Inside campus	Student	Unspecified
UP Diliman Gender Office	UPDGO 21	RPO	Unspecified	Inside campus	Student	Unspecified
UP Diliman Gender Office	UPDGO 22	DGS	2021	Inside campus	Employee	Lesbian
UP Diliman Gender Office	UPDGO 23	VOB	2021	Online	Unspecified	Unspecified
UP Diliman Gender Office	UPDGO 24	DRB	Unspecified	Outside campus	Student	Unspecified
UP Diliman Gender Office	UPDGO 25	STA	2019	Outside campus	Student	Gay
UP Diliman Gender Office	UPDGO 26	DRB	2016	Inside campus	Student	Bisexual
Office of Anti-Sexual Harassment	OASH 01	VOB	2014	Online	Unspecified	Unspecified
Office of Anti-Sexual Harassment	OASH 02	DRB	2016	Inside campus	Student	Gay
Office of Anti-Sexual Harassment	OASH 03	STA	2017	Inside campus	Student	Unspecified
Office of Anti-Sexual Harassment	OASH 04	STA	2017	Inside campus	Student	Unspecified
Office of Anti-Sexual Harassment	OASH 05	DGS	2017	Inside campus	Student	Unspecified
Office of Anti-Sexual Harassment	OASH 06	VOB	2017	Online	Student	Gay
Office of Anti-Sexual Harassment	OASH 07	VOB	2017	Online	Student	Gay
Office of Anti-Sexual Harassment	OASH 08	VOB	2006	Online	Student	Unspecified
Office of Anti-Sexual Harassment	OASH 09	STA	2007	Inside campus	Student	Unspecified
Office of Anti-Sexual Harassment	OASH 10	STA	2010	Inside campus	Student	Unspecified
Office of Anti-Sexual Harassment	OASH 11	STA	2012	Online	Student	Unspecified
Office of Anti-Sexual Harassment	OASH 12	STA	2013	Inside campus	Student	Unspecified
Office of Anti-Sexual Harassment	OASH 13	VOB	2013	Online	Student	Unspecified
Office of Anti-Sexual Harassment	OASH 14	STA	2019	Inside campus	Student	Unspecified
Office of Anti-Sexual Harassment	OASH 15	STA	2019	Outside campus	Student	Unspecified
Office of Anti-Sexual Harassment	OASH 16	VOB	2019	Online	Student Org	Unspecified
Office of Anti-Sexual Harassment	OASH 17	VOB	2019	Unspecified	Student	Unspecified
Office of Anti-Sexual Harassment	OASH 18	VOB	2019	Online	Faculty	Unspecified
Office of Anti-Sexual Harassment	OASH 19	STA	2018	Unspecified	Student	Unspecified
Office of Anti-Sexual Harassment	OASH 20	STA	2018	Unspecified	Student	Unspecified
Office of Anti-Sexual Harassment	OASH 21	DRB	2018	Inside campus	Student Org	Unspecified
Office of Counseling and Guidance	OCG 01	PAH	Unspecified	Outside campus	Student	Unspecified
Office of Counseling and Guidance	OCG 02	PAH	Unspecified	Outside campus	Student	Unspecified
Office of Counseling and Guidance	OCG 03	FAV	2020	Outside campus	Student	Gay
Office of Counseling and Guidance	OCG 04	FAV	2019	Outside campus	Student	Gay
Office of Counseling and Guidance	OCG 05	SIO	Unspecified	N/A	Student	Gay
Office of Counseling and Guidance	OCG 06	SIO	Unspecified	N/A	Student	Lesbian
Office of Student Housing	OSH 01	DRB	2019	Inside campus	Student	Unspecified
Office of Student Housing	OSH 02	VOB	2015	Online	Student	Unspecified
Office of Student Housing	OSH 03	VOB	2017	Online	Student	Heterosexual
Office of Student Housing	OSH 04	UES	Unspecified	Inside campus	Student	Unspecified
Office of Student Housing	OSH 05	UES	Unspecified	Inside campus	Student	Unspecified
University Health Service	UHS 01	DGS	2018	Inside campus	Student	Unspecified
University Health Service	UHS 02	DOM	2018	Inside campus	Student	Unspecified
University Health Service	UHS 03	DOM	2019	Inside campus	Student	Unspecified
Special Service Brigade	SSB 01	PAH	Unspecified	Inside campus	Resident	Gay
Special Service Brigade	SSB 02	STA	2021	Inside campus	Resident	Unspecified
Special Service Brigade	SSB 03	STA	2021	Inside campus	Alum	Bisexual
Office of the Vice-Chancellor for Academic Affairs	OVCAA 01	DOM	Unspecified	Online	Faculty	Unspecified
Public Safety and Security Office	PSSO 01	DRB	Unspecified	Inside campus	Student	Unspecified
University Student Council	USC 01	DOM	2020	Inside campus	Student	Unspecified
University Student Council	USC 02	DRB	2021	Outside campus	Student	Gay
UP Diliman Police	UPDP 01	PAH	2021	Online	Faculty	Gay
Extension Program in Pampanga and Olongapo	UPDEPPO 01	DRB	2021	Inside campus	Student	Unspecified



Victim-Survivors		Perpetrators				Remarks
Gender Identity	Sex	Sector	Sexual Orientation	Gender Identity	Sex	
Trans	Female	Faculty	Unspecified	Unspecified	Unspecified	Perpetrators: Family members (exact number unknown)
Unspecified	Female	Family	Unspecified	Unspecified	Unspecified	
Unspecified	Female	Faculty	Lesbian	Unspecified	Female	
Unspecified	Unspecified	Employee	Unspecified	Unspecified	Unspecified	
Unspecified	Male	Student	Gay	Unspecified	Male	
Unspecified	Unspecified	Student	Unspecified	Unspecified	Unspecified	
Unspecified	Unspecified	Faculty	Unspecified	Unspecified	Unspecified	
Unspecified	Unspecified	N/A	N/A	N/A	N/A	
Unspecified	Unspecified	N/A	N/A	N/A	N/A	
Unspecified	Unspecified	Student Org	Unspecified	Unspecified	Unspecified	
Unspecified	Unspecified	Student Org	Unspecified	Unspecified	Male	
Unspecified	Unspecified	Alum	Unspecified	Unspecified	Unspecified	
Unspecified	Unspecified	Student Org	Unspecified	Unspecified	Unspecified	
Unspecified	Male	Student	Unspecified	Unspecified	Male	
Unspecified	Unspecified	Student	Unspecified	Unspecified	Male	
Unspecified	Female	Employee	Unspecified	Unspecified	Unspecified	
Trans	Unspecified	Faculty	Unspecified	Unspecified	Unspecified	
Unspecified	Unspecified	N/A	N/A	N/A	N/A	
Unspecified	Male	N/A	N/A	N/A	N/A	
Unspecified	Unspecified	Student Org	Unspecified	Unspecified	Unspecified	
Unspecified	Unspecified	Student Org	Unspecified	Unspecified	Unspecified	
Unspecified	Female	N/A	N/A	N/A	N/A	
Unspecified	Unspecified	Faculty	Unspecified	Unspecified	Unspecified	
Non-conforming	Unspecified	Student	Unspecified	Unspecified	Unspecified	
Non-conforming	Male	Outsider	Unspecified	Unspecified	Unspecified	
Cis	Female	Faculty	Heterosexual	Cis	Male	
Unspecified	Male	Unspecified	Unspecified	Unspecified	Male	
Unspecified	Male	Student	Unspecified	Unspecified	Male	
Unspecified	Male	Student	Unspecified	Unspecified	Male	
Unspecified	Male	Student	Unspecified	Unspecified	Male	
Trans	Male	Employee	Unspecified	Unspecified	Unspecified	
Unspecified	Male	Unspecified	Unspecified	Cis	Male	
Unspecified	Male	Unspecified	Unspecified	Cis	Male	
Unspecified	Male	Student	Unspecified	Cis	Male	
Unspecified	Unspecified	Student	Unspecified	Unspecified	Unspecified	
Unspecified	Male	Student	Unspecified	Unspecified	Male	
Unspecified	Male	Student	Unspecified	Unspecified	Male	
Unspecified	Unspecified	Faculty	Unspecified	Unspecified	Unspecified	
Unspecified	Unspecified	Student	Unspecified	Unspecified	Unspecified	
Unspecified	Male	Student	Unspecified	Unspecified	Male	
Unspecified	Male	Student	Unspecified	Unspecified	Male	
Unspecified	Unspecified	Student Org	Unspecified	Unspecified	Male	
Unspecified	Male	Student	Unspecified	Unspecified	Male	
Unspecified	Male	Faculty	Gay	Unspecified	Male	
Unspecified	Male	Student	Unspecified	Unspecified	Male	
Unspecified	Male	Student	Unspecified	Unspecified	Male	
Unspecified	Unspecified	Student Org	Unspecified	Unspecified	Male	
Trans	Female	Unknown	Unspecified	Cis	Male	Perpetrators: Three men
Trans	Male	Unknown	Unspecified	Cis	Male	
Unspecified	Male	Family	Unspecified	Unspecified	Male	Perpetrators: 2 Family members (father and brother)
Unspecified	Male	Family	Unspecified	Unspecified	Unspecified	Perpetrators: Family members (exact number unknown)
Unspecified	Male	N/A	N/A	N/A	N/A	
Unspecified	Female	N/A	N/A	N/A	N/A	
Unspecified	Male	Outsider	Unspecified	Unspecified	Unspecified	Victim-survivors: 2 Students
Unspecified	Male	Student	Unspecified	Unspecified	Male	
Cis	Male	Student	Gay	Unspecified	Male	
Unspecified	Male	Student	Unspecified	Unspecified	Male	
Unspecified	Unspecified	Student	Unspecified	Unspecified	Unspecified	
Trans	Male	Employee	Unspecified	Unspecified	Female	Victim-survivors: 2 Students
Trans	Unspecified	Employee	Unspecified	Unspecified	Female	
Trans	Unspecified	Employee	Unspecified	Unspecified	Female	
Cis	Male	Outsider	Gay	Cis	Male	
Cis	Male	Unknown	Unspecified	Unspecified	Male	Perpetrators: Group of men (exact number unknown)
Unspecified	Male	Unknown	Unspecified	Unspecified	Male	Perpetrators: Four men
Unspecified	Unspecified	N/A	N/A	N/A	N/A	
Unspecified	Unspecified	Employee	Unspecified	Unspecified	Unspecified	
Unspecified	Unspecified	Faculty	Unspecified	Unspecified	Unspecified	
Unspecified	Unspecified	Unknown	Unspecified	Unspecified	Unspecified	
Unspecified	Male	Unknown	Unspecified	Unspecified	Unspecified	
Unspecified	Unspecified	Faculty	Heterosexual	Cis	Male	Victim-survivors: Students (exact number unknown)

The cover's design is inspired by the overall theme, which is the LGBTQ+ community in UP. In order to convey that this is indeed a serious and sensitive topic, I made sure not to use any bright colors as they can overshadow the harassment cases committed to the LGBTQ+ community and can lead to ignoring these problems altogether. However, colorful posters with lighter tones such as a blue sky peeking through dark clouds on a sunny day symbolizes hope against all odds, to which, is a quality we should never lose sight of out here at home. My lamp-like light stands out for the mere reason that it does not push aside the crimes committed to the community, but also raises awareness of how acknowledging these discriminatory actions can also bring ideas to counter it. In conclusion, though celebrating achievements is an important matter, we should also discuss the ugly truth members of the community are facing.

*John*

