Student Knowledge and Awareness of the University Policy, Procedures, and Resources on Sexual Harassment in a College in the University of the Philippines: A Survey

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Abstract

The prevalence of sexual harassment of students in universities in different parts of the world, and its far-reaching effects, are well-established. As a response and in compliance with national laws, the University of the Philippines (UP) has put in place an anti-sexual harassment policy, as well as resources and mechanisms relevant to sexual harassment. However, student awareness of such policy and procedures has not yet been investigated. An online survey was done in one College of one of the eight constituent universities (CUs) of the UP to assess undergraduate students' familiarity with University resources, support services, and reporting mechanisms pertaining to sexual harassment, particularly those offered by the Center for Women and Gender Studies (CWGS) of the UP System; the Gender offices of the college and of the CU; Office for Student

Services of the college and of the CU; the Office of the Vice Chancellor for Academic Affairs, and the local police force. The CU and the college where the study was done are purposely not identified for ethical reasons. Cronbach's alpha values indicated that the survey questionnaire was reliable. There were 218 verifiable responses out of 1,276 who were invited to take the survey. Students who were not at all aware of the services of the seven offices considered ranged from 2.6% to 23.6%. The major trend for student knowledge on sexual harassment and related conduct was that of insufficient knowledge (fair to poor) of each of the aspects considered. Knowledge about complaint-related issues was also fair to poor. Thus, there is a need to increase student knowledge of the University SH policy and awareness of procedures and resources that pertain to sexual harassment.

Background

Sexual harassment (SH) is prevalent in many universities in different parts of the world. National surveys on campus SH in Australia and in the United Kingdom determined prevalence rates of 21% (Philips, 2017) and 41% (Gaind, 2018), respectively. Cornell University reported a 50% prevalence rate in 2019, down from 55% two years prior (Cornell University, 2019; Cornell University, 2017). In Norway, a 2018 national survey among university students showed that 16.7% of more than 50,000 respondents experienced SH in the previous year, with prevalence rates of 21.6% for women and 5.7% for men (Sivertsen et al., 2019). There have also been reports of incidents of SH in New Hampshire University in the United States (Finn, 2004) and the University of Zambia in Sub-Saharan Africa (Menon, 2014). In the Philippines, incidents of such unacceptable behavior in some universities have been revealed, for example, at the Ateneo de Manila University, the University of Santo Tomas, and the University of the Philippines (Monsod, 2012; Marquez, 2017; Tomacruz, 2018; Cruz,

2020). No prevalence rate has been reported in recent years, although in 2011, 42 complaints from state universities and colleges and 49 complaints from private higher education institutions were reported to the Commission on Higher Education (CSC as cited in Gabriel & Panahon, 2017). Additionally, the harassers in the University of the Philippines (UP) Diliman campus have been previously identified to not just be teachers, but supervisors, co-workers, health personnel, and others (Samonte, 1993, & Ofreneo, 1994, as cited in Kintanar, 1995).

Republic Act 7877 (RA 7877), also called the Anti-Sexual Harassment Act of 1995, places the responsibility of preventing acts of sexual harassment in Philippine educational institutions on the heads of such organizations. It states that "work, education or training-related sexual harassment is committed by an employer, employee, manager, supervisor, agent of the employer, teacher, instructor, professor, coach, trainor, or any other person who, having authority, influence or moral ascendancy over another in a work or training or education environment, demands, requests or otherwise requires any sexual favor from the other, regardless of whether the demand, request or requirement for submission is accepted by the object of said act." Specifically, "in an education or training environment, sexual harassment is committed: (1) against one who is under the care, custody or supervision of the offender; (2) against one whose education, training, apprenticeship or tutorship is entrusted to the offender; (3) when the sexual favor is made a condition to the giving of a passing grade, or the granting of honors and scholarships, or the payment of a stipend, allowance or other benefits, privileges, or considerations; or (4) when the sexual advances result in an intimidating, hostile or offensive environment for the student, trainee or apprentice." The law also provides that universities should lay out the "procedures for the resolution, settlement or prosecution of acts of sexual harassment."

The UP Policy on Sexual Harassment was promulgated in 1998 (OSU, 2003). In 2017, its Anti-Sexual Harassment (ASH) Code was approved by the Board of Regents, the highest policy-making body of the University (UP BOR, 2017). Consistent with R.A. 7877, the Code defines sexual harassment as "unwanted, unwelcome, uninvited behavior of a sexual nature or inappropriate sexual advances or offensive remark

about a person's sex, sexual orientation, or gender identity. It is an act, which may be committed physically, verbally, or visually with or without the use of information communication technology." The ASH Code describes circumstances in which sexual harassment is committed and states that SH can occur both within and outside of the University premises. Furthermore, the Code provides for the creation of an Office of Anti-Sexual Harassment (OASH) at each of the eight autonomous campuses of the University: UP Diliman, UP Manila, UP Los Baños, UP Visayas, UP Mindanao, UP Open University, UP Baguio and UP Cebu. UP Diliman is the largest CU, with almost half of the UP System's more than 50,000 students enrolled. Chairmanship of the OASH at each CU rotates among the Vice Chancellors for Academic Affairs, for Administration, for Student Affairs, and other Vice Chancellors at the respective CUs (OSU, 2003).

Both formal and informal procedures for resolving cases of sexual harassment are described in the ASH Code, with the former in much detail. Depending on the gravity of the offense, a University employee who is found guilty of having committed acts of sexual harassment may be reprimanded or suspended for one month and one day, or for a longer period of time; or may be dismissed from the University. If the guilty party is a student, the punishment can range from a reprimand or community service of not more than 30 hours, to expulsion from the University.

The OASH at each of the CUs is tasked to organize activities relevant to sexual harassment, such as seminars and information campaigns to disseminate information on the ASH Code and on the rules and procedures on SH. They also formulate informal procedures for the resolution of SH cases or incidents; provide security or other support to victims; and facilitate the resolution of SH cases following a formal procedure (OSU, 2003). At the OASH in the CU where this study was done, victims may avail of counseling services. This CU OASH is composed of a Director and one staff member. At the time of the study, the Vice Chancellor for Academic Affairs (VCAA) was the Chair. The VCAA heads the office that is mandated to update, formulate, and implement academic programs and policies.

The Gender Office at the college where this study was done is under the auspices of the CU OASH. It is in charge of coordinating gender mainstreaming events. It is composed of a Coordinator, one staff member shared with three other offices, and a student assistant.

In the CU of this study, matters on student welfare are mainly under the purview of the Office of Student Affairs (OSA). OSA, comprised of its Director and eleven personnel, offers various services relevant to scholarships and financial assistance; basic services such as food and facilities for student activities; and leadership trainings, among others. Guidance services may be availed of at this office.

There is also an Office of Student Services at the College (OSS) where this study was done. Like the CU OSA, OSS offers many services that cater to students' needs, including psychosocial services. The Office is composed of a Coordinator, a staff member shared with three other offices (one of which is the Gender office), and a student assistant (pers. comm).

The office that oversees concerns on women and gender in the entire UP System is the Center for Women's and Gender Studies (CWGS). It is located in the UP Diliman campus. Its mandate is broad. Aside from training, research and others, the office oversees the implementation of the University Guidelines on Gender and of the ASH Code (De Luna & Narvaez, 2019). Thus, it coordinates efforts towards these concerns among the OASH and Gender Offices in the different CUs. This office is composed of three officials and eight support staff. Counseling services may be availed of at the CWGS.

The College Gender Office in this study works closely with the CU OASH, and identified the above-mentioned offices and the Women and Children's Desk of the CU Police Force as possible sources of support for victims of SH in the college where this study was carried out. A victim of SH therefore has several options, depending on what she or he needs or wants to do, such as report an incident, file a complaint, or seek counseling. However, there is no data on the awareness of students on the services relevant to SH that are available to them, nor on their level of knowledge of various aspects of SH. This study utilized an online survey to investigate whether undergraduate students are aware of campus resources, support services, and reporting mechanisms

pertaining to SH, and are knowledgeable on selected aspects of the University policy on SH. It was conducted at one college in a small CU of the University of the Philippines and provides baseline information on these matters. Since this is the first time such a survey was conducted in the College and CU concerned, the reliability of the survey questionnaire was evaluated as well.

Scope and Limitations

This study includes undergraduate students in one college of a small CU of the University of the Philippines as participants. The CU and college are not specified for ethical reasons. The offices considered were included because they offer at least one service that can be availed of by victims of SH. The VCAA was Chair of the CU OASH at the time this study was carried out. This study does not seek to assess student satisfaction with the services offered by the different offices considered, but to determine the level of knowledge and awareness of students about the university policy, procedures, and resources on SH.

Methodology

This descriptive study invited via email a total of 1,276 students (81.5% of the student population in the college where the study was conducted) to participate in the online survey. They were undergraduates who majored in the arts and natural and social sciences. The invited students were those with updated email addresses on record. The invitations were sent out by the Office of the College Secretary on behalf of the researchers, in consideration of data privacy. The invitation email contained the link to the online survey. Participation was purely voluntary.

There were 93 questions in the survey. The survey instrument was modified slightly from that of Cornell University (2017). The questions pertained to the knowledge, behaviors, and experiences on sexual harassment of the students. Specifically, the survey asked about student awareness of the services offered by seven offices identified by the College Gender Office to be potential sources of support for SH victims: the Office

of Student Services and the Gender Office of their college; the Office of Student Affairs, the Office of Anti-Sexual Harassment, the Office of the Vice Chancellor for Academic Affairs, and the Police Force of the university; and the Center for Women and Gender Studies of the UP System. The students' self-assessed level of knowledge of the following was also looked into: behaviors that constitute sexual assault and related misconduct; where to get help if they or someone they know is victimized; how to file a formal sexual assault or related misconduct complaint; the process that occurs after a formal complaint is filed; and how to make an anonymous report of sexual assault or related misconduct. There were other aspects of SH that were covered in the survey which will be the subject of a separate manuscript that is in preparation.

The survey was open for four weeks during the second semester of the academic year 2019-2020. Informed consent from each participant was obtained. The survey was administered using Survey Monkey, an online survey and questionnaire tool (https://www.surveymonkey.com/).

The survey was closed on March 12, 2020. Questionnaire reliability was assessed using Cronbach's alpha. Descriptive statistics were derived using SPSS ver. 26. This study was approved by the relevant ethics review board.

Results

Study Statistics

The gender, year level, and field of study of the survey respondents are summarized in Table 1. There were six participants who did not respond to at least one question on year level, gender, or field of study. A total of 212 answered all three fields. There were, however, 218 verifiable survey respondents in total (response rate = 17.1%). This meets the minimum of 25-30 respondents to reach saturation in grounded theory studies that utilize in-depth interviews (Dworkin, 2012) which the authors will use for inferential statistical analysis in an upcoming manuscript. This report focuses on the descriptive statistics part of a wider study.

Table 1

Year Level, Field of Study, and Gender of Survey Respondents (Counts)

Year level/ Field of study	Arts/ Communication		Behavioral Sciences		Life Sciences		Physical Sciences/ Mathematics		Social Sciences		Total	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
1	14	1	2	1	9	3	8	4	19	7	52	16
2	7	0	6	1	17	1	5	2	12	6	47	10
3	3	1	5	1	11	1	2	4	1	0	22	7
4	3	0	2	2	9	1	3	1	6	3	23	7
Other	1	0	4	0	1	2	7	3	7	3	20	8
Total	28	2	19	5	47	8	25	14	45	19	164	48

Note. 6 students did not answer at least one question on year level, gender, or field of study, and are not included in the counts indicated.

The respondents included students from different fields of study—Arts/Communication, Behavioral Sciences, Life Sciences, Physical Sciences/Mathematics, and Social Sciences. Students from all year levels participated, including some who had been at the College for more than four years. More than 75% of the survey respondents were female.

Questionnaire Reliability

An analysis of the degree of internal consistency of the survey questions on awareness of services and degree of knowledge of sexual harassment-related matters was done by performing separate Cronbach's alpha calculations for the two aspects. Tables 2.1 and 2.2 show the Cronbach's alpha values of the questions on awareness of services, and Tables 2.3 and 2.4 show the Cronbach's alpha values of the questions on the degree of knowledge of sexual harassment-related matters.

Table 2.1

*Degree of Reliability of the Questions on Student Awareness of Services
– Cronbach's Alpha*

Cronbach's alpha	Cronbach's alpha based on standardized items	N of items
0.840	0.842	7

Table 2.2

*Degree of Reliability of the Questions on Student Awareness of Services
– Cronbach's Alpha if the Question Item is Deleted*

Office that renders service	Scale mean if item is deleted	Scale variance if item is deleted	Corrected item-total correlation	Squared multiples correlation	Cronbach's alpha if item is deleted
College OSS	17.15	28.199	0.654	0.602	0.809
College Gender Office	18.23	28.094	0.623	0.510	0.813
University OSA	17.18	28.705	0.602	0.484	0.816
OASH	18.14	27.525	0.617	0.471	0.814
OVCAA	17.70	27.741	0.568	0.497	0.822
Campus police	18.35	28.899	0.474	0.239	0.837
CWGS	18.16	27.089	0.627	0.514	0.812

Table 2.3

*Degree of Reliability of the Questions on Student Degree
of Knowledge of Sexual Harassment-Related Matters*

Cronbach's alpha	Cronbach's alpha based on standardized items	N of items
0.863	0.870	5

Table 2.4

Degree of Reliability of the Questions on Student Degree of Knowledge of Sexual Harassment-Related Matters – Cronbach's Alpha if the Question Item is Deleted

Question	Scale mean if item is deleted	Scale variance if item is deleted	Corrected item-total correlation	Squared multiples correlation	Cronbach's alpha if item is deleted
Behaviors that constitute sexual assault	7.73	12.680	0.532	0.309	0.874
Where to get help	7.93	11.880	0.606	0.401	0.858
How to file formal complaint	8.67	11.491	0.813	0.781	0.802
Process after filing complaint	8.84	12.057	0.771	0.688	0.815
How to file anonymous report	8.85	12.148	0.741	0.666	0.822

The Cronbach's alpha values of 0.842 (Table 2.1) and 0.870 (Table 2.3) for student awareness of services and knowledge of sexual harassment-related matters, respectively, indicate a good and acceptable reliability (Ursachi et al., 2015). For the degree of reliability of the questions on student awareness of services offered (Table 2.2), the values of Cronbach's alpha if the question item is deleted are all lower than 0.842, indicating the importance of each question to the questionnaire. These figures indicate that none of questions should be omitted in investigating student awareness of services offered by the offices under consideration.

As for the degree of reliability of the questions on student degree of knowledge of sexual harassment-related matters (Table 2.4), the values of Cronbach's alpha if each question item is deleted are all lower than 0.870, with the exception of the question on knowledge of what constitutes sexual assault, which has a value of 0.874. These numbers indicate the importance

of each question to the questionnaire, and though knowledge of what constitutes sexual assault had a slightly higher value, it is a question central to the rest of the study. It should thus be retained. The analysis showed that none of the questions should be omitted in investigating student knowledge of sexual harassment-related matters.

Having determined the reliability of the survey questionnaire, we proceeded with further data analysis.

Degree of Awareness of University Services

The students' degree of awareness of the services of the different offices considered in this study are summarized in Table 3.

Table 3

Students' Degree of Awareness of University Services Relevant to SH

Office/degree of awareness (%)	Not at all aware	Slightly aware	Somewhat aware	Moderately aware	Extremely aware
College OSS	4.12	14.43	19.07	37.11	25.26
College gender office	21.54	26.15	28.72	18.46	5.13
University OSA	2.56	17.44	20.00	34.87	25.13
CU OASH	22.68	24.23	23.71	22.16	7.22
OVCAA	14.87	15.90	31.79	18.97	18.46
University police	29.90	24.74	22.68	13.92	8.76
CWGS	23.59	24.62	22.05	21.03	8.72

Degree of Awareness of the Services of the College OSS
(Office of Student Services)

The students were asked if they were aware of the services offered by the college OSS. Out of the 218 total respondents, 194 answered this question. Students' degree of awareness of the services of the college OSS was 4.12% not at all aware, 14.43% slightly aware, 19.07% somewhat aware, 37.11% moderately aware, and 25.26% extremely aware. These rates indicate that only 4.12% were not at all aware and a large majority, 95.87%, were slightly to extremely aware of the services offered by the

college OSS. To make the students extremely aware of the services of this office, an increase in awareness among 74.73% of the respondents is needed.

Degree of Awareness of the Services of the College Gender Office

The students were asked if they were aware of the services offered by the college Gender Office. Out of 218 total respondents, 195 answered this question and 23 did not. The degree of awareness of the services of the college Gender Office among students was 21.54% not at all aware, 26.15% slightly aware, 28.72% somewhat aware, 18.46% moderately aware, and 5.13% extremely aware. Only 21.54% were not at all aware and 78.46% were slightly to extremely aware of the services offered by the Gender Office. To make students extremely aware of the services of this particular office, an increase in awareness among 94.87% of the respondents is needed.

Degree of Awareness of the Services of the University OSA (Office of Student Affairs)

The students were asked if they were aware of the services offered by the university OSA. One hundred ninety-five (195) out of 218 total respondents answered this question. The students' degree of awareness of the services of the university OSA was 2.56% not at all aware, 17.44% slightly aware, 20.00% somewhat aware, 34.87% moderately aware, and 25.13% extremely aware. A small minority (2.56%) were not at all aware and 97.44% were slightly to extremely aware of the services offered by the university OSA. To make students extremely aware of the services of this office, improvement of awareness in 74.87% of the respondents is needed.

Degree of Awareness of the Services of the CU OASH (Office of Anti-Sexual Harassment)

The students were asked if they were aware of the services offered by the CU OASH. Out of 218 total respondents, 194 answered this question. Students' degree of awareness of the services of the CU OASH was 22.68% not at all aware, 24.23% slightly aware, 23.71% somewhat aware, 22.16% moderately aware, and 7.22% extremely aware. Minority (22.68%) were

not at all aware and 77.32% were slightly to extremely aware of the services offered by the CU OASH. To get students to be extremely aware of the services offered by this office, improvement of awareness among 92.78% of the respondents is needed.

Degree of Awareness of the Services of the OVCAA
(Office of the Vice Chancellor for Academic Affairs)

The students were asked if they were aware of the services offered by the OVCAA. Out of 218 total respondents, 195 answered this question. Students' degree of awareness of the services of the OVCAA was 14.87% not at all aware, 15.90% slightly aware, 31.79% somewhat aware, 18.97% moderately aware, and 18.46% extremely aware. Only 14.87% were not at all aware and 85.12% were slightly to extremely aware of the services offered by the OVCAA. To get students to be extremely aware, improvement of awareness among 81.53% of the respondents is needed.

Degree of Awareness of the Services of the University Police

The students were asked if they were aware of the services offered by the university police. Out of 218 total respondents, 194 answered this question and 24 did not. Students' degree of awareness of the services of the University Police was 29.90% not at all aware, 24.74% slightly aware, 22.68% somewhat aware, 13.92% moderately aware, and 8.76% extremely aware. These rates indicate that only 29.90% were not at all aware and 70.10% were slightly to extremely aware of the services offered. Improvement of awareness among 91.24% of the respondents is needed to get students to be extremely aware of the services of the University Police.

Degree of Awareness of the Services of the CWGS
(Center for Women and Gender Studies)

The students were asked if they were aware of the services offered by the CWGS of the UP System. Out of 218 total respondents, 195 answered this question and 23 did not. Students' degree of awareness of the services of the CWGS was 23.59% not at all aware, 24.62% slightly aware, 22.05% somewhat aware, 21.03% moderately aware, and 8.72%

extremely aware. These rates indicate that only 23.59% were not at all aware and 76.42% were slightly to extremely aware of the services offered by the CWGS. Also, improvement of awareness among 91.29% of the respondents is needed to get students to be extremely aware of the services of this office.

Knowledge of Different Aspects of SH

The results are summarized in Table 4.

Behaviors That Constitute Sexual Assault and Related Misconduct

The students were asked about their knowledge of behaviors that constitute sexual assault and related misconduct as defined in the University ASH Code. Out of 218 total respondents, 184 answered this question. Of the valid responses, 13.04% had poor knowledge, 29.89% had fair knowledge, 30.98% had good knowledge, 18.48% had very good knowledge, and 7.61% had excellent knowledge of behaviors that constitute sexual assault and related misconduct. This result shows that 57.07% said they had good to excellent knowledge and 42.93% said they had fair to poor knowledge of behaviors that constitute sexual assault and related misconduct. A slight majority of respondents thus had sufficient knowledge of behaviors that constitute sexual assault and related misconduct.

Where to Go for Help in the University

The students were asked about their knowledge on where to go to get help in the University if they or someone they know has experienced sexual assault or related misconduct. Out of 218 total respondents, 185 answered this question. Of the valid responses, 21.62% had poor knowledge, 27.57% had fair knowledge, 28.65% had good knowledge, 15.68% had very good knowledge, and 6.49% had excellent knowledge of where to go for help in the University. Thus, 50.82% said they had good to excellent knowledge and 49.19% said they had fair to poor knowledge, or roughly equal numbers of respondents who had sufficient or insufficient knowledge of where to get help.

How to File a Formal Complaint of Sexual Assault
or Related Misconduct

The students were asked about their knowledge of how to file a formal complaint of sexual assault or related misconduct to initiate a disciplinary procedure in the University. Out of 218 total respondents, 185 answered this question. Of the valid responses, 48.11% had poor knowledge, 32.43% had fair knowledge, 9.73% had good knowledge, 7.57% had very good knowledge, and 2.16% had excellent knowledge of how to file a formal complaint of sexual assault or related misconduct. This result shows that 19.46% said they had good to excellent knowledge and 80.54% said they had fair to poor knowledge. Thus, majority of the respondents had insufficient knowledge of how to file a formal complaint.

Process That Occurs After Filing a Formal Complaint

The students were asked about their knowledge of the process that occurs after a student has filed a formal complaint of sexual assault or related misconduct in the University. Out of 218 total respondents, 185 answered this question and 33 did not. Of the valid responses, 58.38% had poor knowledge, 26.49% had fair knowledge, 8.11% had good knowledge, 4.86% had very good knowledge, and 2.16% had excellent knowledge of the process that ensues after a formal complaint filing. This result shows that 15.13% said they had good to excellent knowledge and 84.87% said they had fair to poor knowledge. Thus, majority of the respondents had insufficient knowledge of the process that occurs after filing a formal complaint.

How to Make an Anonymous Report of Sexual Assault
or Related Misconduct

The students were asked about their knowledge of how to make an anonymous report of sexual assault or related misconduct in the University. Out of 218 total respondents, 185 answered this question and 33 did not. Of the valid responses, 60.54% had poor knowledge, 23.24% had fair knowledge, 9.19% had good knowledge, 4.86% had very good knowledge, and 2.16% had excellent knowledge of how to make an

anonymous report of sexual assault or related misconduct. This result shows that 16.21% said they had good to excellent knowledge and 83.78% said they had fair to poor knowledge. Thus, majority of the respondents had insufficient knowledge of how to make an anonymous report of sexual assault or related misconduct in the University.

Table 4

Students' Degree of Knowledge of Different Aspects of SH

Aspect/Degree of knowledge (%)	Poor	Fair	Good	Very good	Excellent
Behaviors that constitute sexual assault and related misconduct	13.04	29.89	30.98	18.48	7.61
Where to go to get help in the University if one has experienced sexual assault or related misconduct	21.62	27.57	28.65	15.68	6.49
How to file a formal complaint about sexual assault or related misconduct	48.11	32.43	9.73	7.57	2.16
Process that occurs after filing a formal complaint of sexual assault or related misconduct	58.38	26.49	8.11	4.86	2.16
How to make an anonymous report of sexual assault or related misconduct	60.54	23.24	9.19	4.86	2.16

Discussion

Survey Administration

Our analysis showed that the survey questionnaire used was reliable (alpha = 0.842 and 0.870 for the two aspects examined), and that the number of respondents is adequate to reach saturation. The reported response rate of 17.1% is likely an underestimation. In the course of the study, some students reported not having received the invitation to participate. This scenario could have been due to the email invitation ending up in their spam folders, or to incorrect email addresses used. The researchers were unable to check the extent of these occurrences as

they had no access to the students' email addresses. Further, an accurate figure of student enrollees in the semester that the survey was conducted was not available at the time of writing. The analysis was thus based on a figure provided initially by the Office of the College Secretary, which had yet to be updated. The percentage of the student population that were invited to participate in the survey may thus actually be slightly lower than the reported 81.5%.

Survey Outcomes

The support that a victim of SH needs at a particular time vary. For example, one who is ready to file a complaint would have a different immediate need from one who has already done so. Both, however, might benefit from a counseling session. It is important, therefore, that victims are armed with information on where they can go for their specific needs.

The offices considered in this survey were identified by the College Gender Office as those which a victim of SH can go to for support. Depending on their mandates, the assistance these offices are able to give vary. In some cases, the same assistance can be availed of at more than one place. For example, counseling services can be availed of at the OSA, OSS, and CWGS. A victim also has options on where to initially report an incident (OSA, OSS, CWGS, Campus Police). The question is whether students are aware that these options exist. This detail is important in order to properly address SH and prevent further unnecessary suffering of the victim. For example, the lack of knowledge about reporting mechanisms has been reported as a factor that discourages students from filing SH-related complaints (Adams et al., 1983). When this happens, the issue remains unaddressed, and the student suffers the consequences of the unwanted sexual experience. Possible consequences may include poor academic performance (Jordan et al. 2014), increased risk of mental (Kaura & Lohman 2007) and other health problems (Campbell et al. 2003), among others. Though figures on the number of cases filed are not available to the researchers, according to the campus OASH, the number of resolved SH cases per year (for the whole campus) from 2001 to 2015 ranged from 1 to 7, with a modal value of 1. No figures are available for the specific college study site.

Our study showed that students who were not at all aware of the services of the different offices considered were, in ascending order, 2.56% for University OSA, 4.12% for College OSS, 14.87% for the OVCAA, 21.54% for the College Gender Office, 22.68% for OASH, and 23.59% for CWGS. Quite notably, the College OSS and the University OSA had only a small percentage of students who were not aware at all of the services they offer compared to the other offices. This percentage may be because these two offices cater to students specifically, and not to the whole academic community, as in the case of the other offices. In fact, there are services that the other offices may offer that a student may not need to seek at all during their stay in the University. CWGS, on the other hand, is located in an altogether different campus which might explain the low awareness level.

The University Police is an avenue for reporting incidents of SH. The survey showed that improvement of awareness of 91.24% of the respondents is needed to get students to be extremely aware of the services of this institution. Though a student has other options for reporting an incident, doing so may prove difficult outside office hours, especially when they are in need of a warm body to talk to. Thus, the awareness that the University Police, specifically the Women and Children's Desk, is available to provide assistance and support is crucial.

The questions on student knowledge on sexual harassment and related misconduct serve to assess if students possess a deeper understanding of these matters. The major trend was that of insufficient knowledge (fair to poor) of each of the particular aspects considered. Specifically, the percentage of students who had fair to poor knowledge were, respectively, 42.93% for behaviors that constitute sexual assault and related misconduct and 49.19% for where to go for help in the University. These figures show that less than half of all respondents know what sexual assault is and where to get help should they need it. Thus, many are unable to assess if an incident should be reported and where it should be reported, if so.

There also appears to be a lack of knowledge about complaint-related issues. Specifically, questions with responses of fair to poor knowledge were, respectively, 80.54% for knowledge of how to file a formal

complaint of sexual assault or related misconduct, 84.87% for the process that occurs after a formal complaint filing, and 83.78% for how to make an anonymous report of sexual assault or related misconduct. Roughly only 15% to 19% had good to excellent knowledge of each of these aspects. These rates indicate that most students do not have a deeper understanding of the process involved in filing a formal complaint, whether anonymously or not. Hence, in the event that they knew where to go, they likely would not know what to do. Because an affidavit with proper form and substance is key in the successful prosecution of a case, knowledge on these aspects are important. Moreover, knowing what occurs after one files a formal complaint can guide a complainant in obtaining the support she or he needs, such as legal and psychological forms of support.

Recommendations

There is a need to improve student awareness of the services of the following offices from not at all aware to full awareness of students: University Police; Center for Women and Gender Studies; Office of Anti-Sexual Harassment; Gender Office of the college; Office of the Vice Chancellor for Academic Affairs; Office of Student Services of the college; and Office of Student Affairs of the university. There is also a need to convey information on behaviors that constitute sexual assault and related misconduct, where to go for help in the University, how to file a formal complaint of sexual assault or related misconduct, the process that occurs after a formal complaint filing, and how to make an anonymous report of sexual assault or related misconduct. Online platforms and social media that students frequently use can be employed as an avenue to raise awareness. A survey such as the one in this study can also be administered periodically to observe trends and to evaluate the effectiveness of information dissemination efforts by the concerned offices. Increasing manpower in these offices is also suggested, as they cater to a large number of students. Increasing student knowledge and awareness about the SH policy and other aspects can lead to increased reporting rates.

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