

DHVSU POLICY ON REDUCED INEQUALITY

I. Policy Statement

The Don Honorio Ventura State University (DHVSU) is firm on its stand against inequality in the academia, workplace, and industry. It champions a culture of equity, diversity, and inclusion where the administrators, faculty, non-teaching staff, students, and stakeholders treat each other with respect, fairness, and dignity. It is cognizant that inequality in any form, whether related to race, gender, age, disability, sexual orientation, religion, or other protected characteristics undermines the Honorian core values and hinders the vision and mission of the university.

It is an academic institution that promotes equal opportunity, identifies and addresses inequalities, supports diverse voices, and fosters a safe and supportive environment for all. It consistently evaluates existing policies, procedures, and practices to identify potential barriers to equality. This includes reviewing hiring processes, work designations, promotions, training, and even the curricula. It is also keen in collecting and analyzing data on diversity, inclusion, and equity (e.g., demographic breakdowns, promotion rates, salary and benefit disparities) to identify areas where inequalities may exist. By actively working to eliminate inequality, DHVSU aims to build a stronger, more inclusive work environment where everyone has the opportunity to contribute, succeed, and be respected. It recognizes that diversity and equality are integral to the success of the university and that embracing these values will help the institution move forward with success.

Don Honorio Ventura State University (DHVSU) is committed to fostering an inclusive, equitable, and quality education system in alignment with SDG 5 (Gender Equality) and SDG 10 (Reduced Inequalities). In compliance with Republic Act No. 7722 (Higher Education Act of 1994), Republic Act No. 10931 (Universal Access to Quality Tertiary Education Act), the Manual of Regulations for Private Higher Education (MORPHE), CMO No.30, s. 2009 guidelines provided by CHED for the applicability of the Manual of Regulations for Private Higher Education (MORPHE) of 2008 to State Universities and Colleges (SUCs) and Local Universities and Colleges (LUCs) and other pertinent laws, DHVSU establishes this policy to ensure a fair, transparent, and merit-based admission process. This policy seeks to provide equal access to educational opportunities and uphold the principles of non-discrimination, gender equity, and inclusivity.

II. Scope

This policy shall apply to all the members of the DHVSU community, including the enrolled and incoming students, job candidate or applicant, personnel, both teaching and non-teaching staff and all its stakeholders, regardless of gender, age, and economic status.

The DHVSU Policy on Reduced Inequality addresses various dimensions of inequality aiming to cultivate an inclusive, equitable, and respectful environment for all students, staff, and stakeholders of the University. The policy focuses on areas where disparities based on gender, race, socioeconomic status, disability, language, religion, and other factors may exist. It shall provide particular provisions that promote equal access to education and resources, inclusive practices in the curricula, anti-discrimination measures, promotion of diverse leadership, inclusive school culture, gender empowerment, among others. Consequently, it shall outline the consequences of actions deemed contrary to the established goals of the policy which is to build a harmonious environment where inequality does not thrive. It shall

provide various mechanisms which stakeholders can use should there be any complaints or grievances within the institution.

This policy applies to all applicants seeking admission to DHVSU, including laboratory high school, undergraduate, graduate, and Juris Doctor programs across all campuses. It encompasses regular, non-regular, local, and international students.

III. Definition of Terms

Admission Requirements – Documents and qualifications that applicants must submit or meet to be eligible for entry into Don Honorio Ventura State University (DHVSU).

Affirmative Action – Policies and measures taken to provide opportunities for disadvantaged sectors, including Indigenous Peoples (IPs), Persons with Disabilities (PWDs), solo parents, and their children, ensuring equitable access to higher education.

Alternative Learning System (ALS) – A program under DepEd offering non-formal education pathways for learners who have not completed traditional schooling, with certifications eligible for college admission.

Commission on Higher Education (CHED) – A governing body overseeing the regulation and standards of higher education institutions in the Philippines.

Cultural and Traditional Rights – The rights of Indigenous students to practice and preserve their unique heritage and culture, recognized in the university's policies and programs.

Indigenous Peoples (IPs) – Communities recognized as native to the Philippines, characterized by unique cultural and traditional practices, who are given priority in admission slots.

Intervention Measures – refers to strategies implemented to support students from disadvantaged sectors, such as guidance sessions, tutorials, remediation, and regular academic performance evaluations.

Lumads, Muslims, Aetas, and Indigenous Peoples (IPs) Refers to culturally distinct groups in the Philippines, who are prioritized for admission under DHVSU's inclusivity initiatives.

Magna Carta of Women (Republic Act No. 9710) – A Philippine law promoting gender equality and protecting women's rights, including provisions for accommodating pregnant students and PWDs.

Manual of Regulations for Private Higher Education (MORPHE) – A set of guidelines issued by CHED to regulate the operations of private higher education institutions, adapted for state and local universities like DHVSU through CMO No. 30, s. 2009.

Republic Act No. 10931 (Universal Access to Quality Tertiary Education Act) – A law providing free tuition and other school fees for students in state universities and colleges, promoting equal access to tertiary education.

Republic Act No. 7722 (Higher Education Act of 1994) – A law establishing the Commission on Higher Education (CHED), ensuring the quality and standards of higher education institutions in the Philippines.

Economic inequality – refers to differences between levels of incomes, assets, wealth and capital, and living standards, including inequalities in employment. Whereas poverty and extreme poverty are usually determined according to a threshold, inequality is a relative appreciation of the economic situation of individuals and groups within societies.

Social inequality – is defined as the differences between the social statuses of different population groups such as classes, castes, or age groups. It refers to systemic imbalances rooted in the functioning of social institutions, such as education, health, justice and social protection. These disparities in roles, functions, decisions, rights and their determinants affect the level and quality of access to services and protection for different groups, as well as life chances and the capacity to aspire to and attain certain outcomes.

Cultural inequality – refers to differences in status between identity-based groups (self-determined, socially constructed or both). Cultural inequalities encompass discriminations based on gender, ethnic and racialized categorizations, religion, disability and other group identities, rooted in cultural justifications and historic practices.

Knowledge inequality – comprises the numerous factors influencing access to different sources and types of knowledge, as well as the consequences of these disparities, as was addressed in the International Social Science Council (ISSC) World Social Science Report (WSSR) 2010: Knowledge Divides. It also includes the question of whose knowledge counts and what types of knowledge are considered most important. Knowledge inequalities between individuals and groups affect the capacity to make informed decisions, to access services and to participate in political life. There is often a correlation with spatial inequality, whereby peripheries with lesser access to knowledge are also less known (subjects of fewer studies, with poorer data, and so on).

Race - the social construction and categorization of people based on perceived shared physical traits that result in the maintenance of a sociopolitical hierarchy. The term is also loosely applied to geographic, cultural, religious, or national groups. The significance often accorded to racial categories might suggest that such groups are objectively defined and homogeneous; however, there is much heterogeneity within categories, and the categories themselves differ across groups and cultures. Moreover, self-reported race frequently varies owing to changing social contexts and an individual's possible identification with more than one race. (APA Dictionary of Psychology)

Socioeconomic status - refers to the social standing or class of an individual or group. It is often measured as a combination of education, income, and occupation. Socioeconomic status (SES) encompasses not only income but also educational attainment, occupational prestige, and subjective perceptions of social status and social class. SES reflects quality-of-life attributes and opportunities

afforded to people within society and is a consistent predictor of a vast array of psychological outcomes. (APA Dictionary of Psychology)

Persons with Disability - Individuals with long-term physical, mental, intellectual, or sensory impairments, as recognized in Republic Act No. 9442 and the Magna Carta for Persons with Disabilities.

Gender - refers to the roles and responsibilities of men and women that are created in the family, society and culture. The concept of gender also includes the expectations held about the characteristics, aptitudes and likely behaviours of both women and men (femininity and masculinity). Gender roles and expectations are learned. They can change over time and they vary within and between cultures. Systems of social differentiation such as political status, class, ethnicity, physical and mental disability, age and more, modify gender roles. The concept of gender is vital because, applied to social analysis; it reveals how women's subordination (or men's domination) is socially constructed. As such, the subordination can be changed or ended. Gender is not biologically predetermined nor is it fixed forever. (UNESCO)

IV. Roles and Responsibilities

It is the mandate of DHVSU to promote and support an environment which upholds equal opportunity, diversity, and inclusivity in accordance with universal principles of equity, fairness and social justice, while ensuring that the university complies with its legal responsibilities in accordance with relevant laws. With this, all heads of offices and all DHVSU officials are enjoined to regularly oversee the enforcement of such policies and deal accordingly with actions contrary to the established principles of equality in the university.

V. Policy Details and Procedures

Rights of Students under the 1987 Philippine Constitution

- The right to life, liberty, and property under the due process of law;
- The right to equal protection of law;
- The right against unreasonable search and seizures and illegal arrest;
- The right to privacy of communication and correspondence;
- The right to freedom of speech and expression;
- The right to peaceably assemble and petition the lawful authorities for redress of grievances;
- The right to free exercise and enjoyment of religious profession and worship;
- The liberty of the abode and the right to travel;
- The right to public information;
- The right to form organizations or associations;
- The right to free-access of the court and quasi-judicial bodies and adequate legal assistance;
- All rights of the accused as provided for under pertinent section of the Bill of Rights;
- The right against arbitrary detention;
- The right to effective and reasonable participation in matters affecting their welfare and student life;
- The right to academic freedom within the limitations as provided by law;
- The right to suffrage;

- The right to health;
- The right to quality education;
- The right to select a profession or course of study subject to fair reasonable and equitable admission and academic requirements;
- The right to balanced and healthful ecology in accord with rhythm and harmony of nature; and
- All other rights guaranteed under the Constitution not mentioned above.

Rights of Students under the 1982 Education Act

- The right to receive primarily through competent instruction relevant quality education in line with national goals and conducive to their full development as persons with human dignity;
- The right to freely choose their field of study and subject to continue their course up to graduation except in case of academic deficiency or violation of disciplinary regulations;
- The right to school guidance and counseling services for making decisions and selecting the alternatives of work suited to his potentialities;
- The right to access to his own school records, the confidentiality of which the school shall maintain and preserve;
- The right to the issuance of official certificates, diplomas, transcript of records, grades, transfer credentials, and other similar documents within thirty (30) days from request;
- The right to publish a student newspaper and similar publications, as well as the right to invite resource persons during assemblies, symposium, and other activities of similar nature;
- The right to free expression of opinions and suggestions, and effective channels of communication with appropriate academic and administrative bodies of the school institution;
- The right to form, establish, join, and participate in organizations and societies recognized by the school to foster their intellectual, cultural, spiritual, and physical growth and development, or to form, establish, join and maintain organizations and societies for purposes not contrary to law;
- The right to be free from involuntary contributions, except those approved by their own organizations or societies;
- The right to participate in the formulation and development of the policies affecting the school in relation to locality/region, and nation through representation in the appropriate body/bodies of the school to be determined by Governing Board;
- The right to receive reasonable protection within the University premises;
- The right to be informed of the rules and regulations affecting him;
- The right to participate in curricular and co-curricular activities;
- The right to due process of law;
- The right to be assisted by his College through current and adequate information on work opportunities; and
- The right to receive medical and dental services as well as first-aid services. Every student shall be provided limited medical supplies for simple medication and has to provide for himself medicine in case of major illness.

Admission Policy

- The University shall not deny a student seeking for admission in the University by reason of socio-economic status, gender preference, marital status, age, creed, political affiliation, disability, and color;

- DHVSU provides priority in the availability of slots to student-applicants who come from disadvantaged sectors such as indigenous peoples, differently-abled persons, senior citizens, solo parents and their children;
- DHVSU personnel shall extend administrative services and other related assistance to facilitate the admission and registration of the student-beneficiary;
- DHVSU shall ensure equal and barrier-free access to all University's facilities, laboratories and equipment;
- DHVSU shall respect the rights of indigenous students to practice and promote their culture, traditions, and to consider these rights in the formulation and implementation of policies and programs;
- Differently-abled Persons and Senior Citizens may voluntarily self-identify for the purpose of requesting reasonable accommodations during the entire application and admission process;
- DHVSU shall extend the necessary support to Solo Parents and their Children to cope with the requirements of higher learning; and
- DHVSU is committed to increase the number of graduates coming from the disadvantaged sectors so as to maximize their fullest potential and contribute in the betterment of the society.

Rights and Privileges of Faculty Members

- The right of the faculty members to form and establish a professional union/association in the University and submit to the University President a copy of its constitution and by-laws;
- The right of the faculty to participate in the decision-making of the University shall be recognized and ensured;
- The right to free expression of opinions and suggestions and promote effective channels of communication with appropriate bodies of the University;
- The right to be provided with free legal services by the University when charged for actions committed directly in the lawful discharge of professional duties and/or defense of school policies;
- The right to be free from involuntary contribution except those imposed by their own organizations and those sanctioned by the university administration;
- The right to be free from compulsory assignments not related to their appointments or employment status, unless compensated in conformity with existing laws;
- The right to intellectual property consistent with the application laws;
- The faculty shall be deemed persons in authority when in the discharge of official duties and responsibilities, and shall therefore be accorded due respect and protection; and
- The right to be accorded the opportunity to choose alternative career lines either in school administration, classroom teaching, and others for purposes of career advancement.

Hiring and Merit Selection Plan

- Selection of non-teaching personnel for appointment in the university shall be open to all qualified men and women according to the principle of merit and fitness. Therefore, personnel selection shall be based exclusively on the qualification standard for the position and the competence to perform the corresponding duties and responsibilities.
- There shall be equal employment opportunities for men and women at all levels of position at the Don Honorio Ventura State University. Likewise, equal opportunities will be accorded for the advancement and promotion of qualified employees. Specifically, there shall be no

discrimination in the selection and promotion of personnel on account of age, sex, gender orientation, civil status, disability, religion, ethnicity, or political affiliation.

- The university is committed to improving the proportionate share of women executives within the next five (5) years to achieve a fifty-fifty (50-50) gender balance and to ensure nomination of both women and men whenever a vacancy in third level positions occurs (CSC MC No. 8, s. 1999 Policy on Equal Representation of Women and Men in Third Level Positions in Government).
- The university is committed to ensuring that no Persons with Disabilities shall be denied access to opportunities for suitable employment. A qualified employee with disability shall be subject to the same terms and conditions of employment and same compensation, privileges, benefits, fringe benefits, incentives or allowances as a qualified able-bodied person. At least two percent (2%) of all positions in the university shall be reserved for Persons with Disabilities (Sec. 5 of Republic Act No. 7277).
- The university is committed in promoting the rights of Indigenous People by preventing any form of discrimination, with respect to recruitment and conditions of employment; averting any coercive recruitment system, including bonded labor and other forms of debt servitude; by promoting equal opportunities for admission to employment, both skilled and unskilled; and by upholding the right to affirmative action by setting up mechanisms for the recruitment and hiring of IPs in proportion to their population in their areas of operation (Republic Act No.8371 Indigenous Peoples' Rights Act of 1997).
- It is the university's policy to select candidates for appointment based on the principles of merit and fitness. There shall be no discrimination in the selection of employees on account of age, sex, sexual orientation and gender identity, civil status, disability, religion, ethnicity, or political affiliation or other factors irrelevant to the position. Moreover, the university is actively steadfast to the prevention of harassment, abuse, and maltreatment in the workplace and shall take proper actions based on its existing mechanisms to ensure that employees are treated impartially and with dignity.

VI. Monitoring and Review

All officials of the university, including its personnel, both teaching and non-teaching, are responsible for the strict implementation of the policy without any bias to self-interest. Heads of offices concerned are directed to regularly review the office processes and orient the staff regarding the policy implementation. This policy will be regularly reviewed to be consistent with internally-issued guidelines and memoranda as well as the latest and updated issuances from competent agencies of the government.

The Performance Management Team will monitor the successful implementation of this policy. Monitoring will not be an end in itself but will produce information to be used in planning and decision-making in order to identify and promote best practices, identify any issues or barriers in the promotion of equality and the acceptance of diversity; and identify actions to be taken to address issues and problems pertaining to equal employment opportunity.

This policy and related policies and procedures will be reviewed at least every three (3) years to ensure adherence and to confirm that it does not include requirements or conditions that constitute or

may lead to discrimination. The review also aims to incorporate any updates in laws and policies set by government agencies.

VII. Consequences of Non-Compliance

All officials of the university, including its personnel, both teaching and non-teaching, are expected to observe religiously the provisions of this policy. A grievance committee shall be created to receive complaints for actions contrary to the declared principles and provisions of this policy. Should there be any, the complainants are free to communicate with the designated offices their complaints and continue to coordinate until the resolution of the complaint is reached. Any individual proven to violate any of the provisions in this policy will face disciplinary action consistent with the implemented rules and regulations in the University and relevant issuances from competent agencies of the government.

VIII. References

Don Honorio Ventura State University Administrative Manual of Operations (2024). Part III: Administrative Policies and Procedures. (p) 27-36

Don Honorio Ventura State University Code (2021). Book II, Chapter 2 - Article 1: Rights and Privileges of Faculty Members, (p) 95

Don Honorio Ventura State University Student Manual (2019). Part I - Article I: General Provisions. Section 6, (p) 6-8

Don Honorio Ventura State University Student Manual (2019). Part II - Article I: Academic Regulations. Section 7.7.a, (p) 16

Republic Act No. 9710 (Magna Carta of Women)

Republic Act No. 10931 (Universal Access to Quality Tertiary Education Act)

Republic Act No. 7722 (Higher Education Act of 1994)