

# **Non-Discrimination Policy for Women and Transfer Individuals**

## **I. Policy Statement**

The Don Honorio Ventura State University (DHVSU) is dedicated to promoting human dignity, gender equality, and inclusivity. By the Philippine Magna Carta of Women (RA 9710, section 3) and relevant local laws, this policy ensures that women and transferring are treated fairly and without discrimination. DHVSU strives to create a supportive and inclusive environment that empowers all students regardless of gender and race, including women and transfer students, to fully engage in both academic and extracurricular activities.

### **1.1 Legal and Policy Framework**

The following national laws and local regulations guide this policy:

- Republic Act No. 9710 (Magna Carta of Women): Ensures gender equality and prohibits all forms of discrimination against women.
- Republic Act No. 10911 (Anti-Age Discrimination in Employment Act): Promotes equal opportunities regardless of age, which can be extended to cover transfer students.
- Republic Act No. 6725: Strengthens the prohibition on gender discrimination in employment.
- Republic Act No. 11313 (Safe Spaces Act): Also known as the Bawal Bastos Law, this law ensures that schools are free from sexual harassment and all gender-based violence.

## **II. Scope**

This policy applies to all members of the DHVSU community, including students, faculty, administrative staff, and any third-party individuals, regardless of gender or race, who are part of the University environment. It regulates activities on campus, at university-sanctioned events, and during online interactions associated with the University. This specifically covers:

- Recruitment and hiring processes
- Workplace conduct and interactions
- Access to services and resources
- Participation in organizational activities
- Any form of engagement with DHVSU

## **III. Definition of Terms**

**Discrimination:** Any action or behavior that results in unfair treatment or disadvantage based on gender, gender identity, or gender expression.

**Women:** Individuals who identify as female, regardless of their assigned sex at birth.

**LGBTQ+ Individuals:** Persons whose gender identity differs from the sex they were assigned at birth.

**Gender Identity:** A person's internal sense of being male, female, or another gender.

**Gender Expression:** The external display of one's gender, through behavior, clothing, and physical characteristics.

## **IV. Roles and Responsibilities**

- Ensure implementation and compliance with this policy.
- Promote a culture of inclusion and respect.
- Report any incidents of discrimination or harassment.

- Investigate and decide on complaints within 10 days or less upon receipt thereof;
- Observe due process
- Protect the complainant from retaliation;
- Guarantee confidentiality to the greatest extent possible; and
- Develop training programs on gender inclusion and sensitivity; and
- Adhere to this policy in all interactions.

## **V. Policy Details and Procedure**

5. 1 Equal Access and Opportunities - DHVSU ensures that individuals of all genders will have equal access to academic programs, scholarships, internships, extracurricular activities, and campus facilities. Admissions and recruitment policies will actively promote inclusivity, and all students will be evaluated based on their merit, without any discrimination (Velasco & Angeles, 2019).

5.2 Prevention of Harassment and Gender-Based Violence - Following RA 11313 (Safe Spaces Act), DHVSU prohibits all forms of sexual harassment, gender-based harassment, and any behavior that demeans or threatens individuals. The University will implement preventive measures, including gender sensitivity training for students, faculty, and staff (Gomez et al., 2021).

5.3 Gender-Sensitive and Inclusive Pedagogy- Faculty members are encouraged to adopt teaching practices that emphasize gender sensitivity and inclusivity, considering the diverse experiences of all students, including women and transfer students. Course materials should feature gender-inclusive content, and classroom discussions should be conducted respectfully, acknowledging all identities (De Guzman & David, 2020). This approach includes using a variety of case studies, examples, and literature to ensure equitable learning experiences for everyone (Morley & Lussier, 2020).

5.4 Transfer Student Integration and Support - The University recognizes the unique challenges faced by all transfer students, including adjusting to new academic environments, social circles, and systems. As such, specific orientation programs, academic advising, and peer support networks will be made available to ensure that all transfer students are well-integrated into the University community (Salazar & Cruz, 2018).

5.5 Non-Discriminatory Assessment and Evaluation - All academic assessments, grading systems, and performance evaluations will be conducted in a non-discriminatory manner. Faculty members will undergo regular training on bias-free evaluation, ensuring that women and all transfer students are assessed based on academic performance rather than gender or previous educational background (Cruz & Santos, 2021).

5.6 Representation in Decision-Making and Leadership Roles- The University will actively encourage women and all transfer individuals to participate in leadership roles across student organizations, student councils, and university governance bodies. Efforts will be made to ensure gender balance and diversity in decision-making structures (Almario, 2017).

5.7 Mental Health and Counseling - Support in line with the Mental Health Act (RA 11036), the University will offer mental health services that cater to the specific needs of women and all transfer students. Counseling services will include support for those experiencing discrimination, stress related to adjustment, or gender-based violence (Bautista & Manalang, 2021).

## **6. Monitoring and Review**

The DHVSU Gender and Development Office, in collaboration with the Office of the Student Affairs and Services, and relevant offices will oversee compliance with this policy. Annual gender audits will be conducted, or more frequently if necessary, to reflect changes in national legislation, university policies, or best practices related to gender equity and inclusion. These audits will evaluate the policy's effectiveness and identify areas for improvement. Feedback from employees and stakeholders will be

collected to pinpoint specific areas needing enhancement, and records of incidents and their resolutions will be reviewed to monitor trends and inform future actions. Any violations of this policy will result in disciplinary measures in accordance with the University's Code of Conduct and applicable legal standards (Manila, 2020).

#### 6. 1 Reporting Mechanism and Resolution Process

The University will provide a safe and confidential process for reporting incidents of gender-based discrimination and harassment. Complaints can be filed with the Office of Gender and Development or the University's Office for Student Affairs and Services. An impartial investigation through the composition of the Committee on Decorum and Investigation (CODI) will be conducted, and appropriate disciplinary action will be taken following University policies and national laws

#### 7. Consequences of Non-Compliance

University officials are responsible for ensuring compliance with this policy. Regular training on gender sensitivity, diversity, and inclusion will be provided to students, staff, and faculty to support this policy. Individuals who violate this policy will face disciplinary measures as outlined in the Student Handbook, the DHVSU Employees Manual, and relevant national laws (Hernandez & Davies, 2021).

### **VIII. References:**

1. Almario, L. P. (2017). Promoting Gender Balance in Higher Education Leadership: The Case of Philippine Universities. *Philippine Journal of Gender Studies*, 5(1), 98-112.
2. Bautista, G., & Manalang, R. (2021). Mental Health in Philippine Universities: Addressing the Needs of Transfer and Marginalized Students. *Philippine Journal of Health and Social Sciences*, 3(2), 45-63.
3. Cruz, J., & Santos, M. (2021). Bias-Free Academic Evaluation: Addressing Discrimination in Philippine Universities. *Philippine Educational Review*, 58(2), 110-125.
4. De Guzman, M., & David, C. (2020). Gender-Sensitive Pedagogy: Best Practices in Philippine Higher Education. *Philippine Journal of Education and Society*, 45(3), 78-89.
5. Gomez, A., Ramos, L., & Villanueva, P. (2021). Implementing the Safe Spaces Act in Philippine Universities: A Policy Review. *Philippine Law Journal*, 92(3), 67-89.
6. Hernandez, P. & Davies, L. (2021). Campus Diversity Policies: An Analysis of Effective Practices. *Higher Education Quarterly*, 76(3), 56-70.
7. Manila, F. (2020). Annual Gender Audits in Universities: Strengthening Gender and Development Compliance. *Journal of Gender and Policy*, 7(4), 33-51.
8. Morley, L., & Lussier, C. (2020). *Gender in Academia: Policy and Practice in Higher Education*. London: Routledge.
9. Salazar, E., & Cruz, L. (2018). Supporting Transfer Students in Philippine Higher Education: Challenges and Strategies. *Philippine Journal of Educational Research*, 12(2), 34-56.
10. Velasco, M., & Angeles, R. (2019). Gender Equality in Philippine Higher Education: Policy and Practice. *Journal of Gender Studies in Asia*, 6(1), 88-104.
11. DHVSU Student Handbook (2019)
12. DHVSU Employees Manual (2019)