

Cebu Technological University
Gender and Development (GAD) Policies and Guidelines

Part I. Rationale and Mandates

The Philippines recognizes the role of women in nation-building, and ensures the fundamental equality before the law of women and men. (1987 Philippine Constitution, Article II, Section 14). This constitutional provision resonated with United Nations (UN) Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) in 1979 where the Philippines is a State Party and which it formally adopted in 1981. As a result, to the Fourth UN World Conference on Women held in Beijing in 1995, the Philippines adopted its gender action plan for women's empowerment through institutionalization of gender policies, standards and guidelines.

A concrete expression of this commitment is the ratification of RA 9710 or the Magna Carta of Women, a local translation of the provisions of the CEDAW. The MCW embodies the spirit of the CEDAW and Being Platform for Action (BFPA) and makes gender mainstreaming a policy and framework to attain gender equality and promote women's empowerment.

Pursuant to MCW IRR, Rule VI, Section 37, the law mandates the SUCs to deliver the minimum requirements: (a) GAD planning and budgeting; (b) creation of a GAD Focal Point System; (c) setting up of sex-disaggregated database; and (d) conduct of gender audit. Moreover, MCW IRR Rule IV, Section 16 directs the Commission on Higher Education to implement the following policies: (1) develop and promote gender-sensitive curriculum; (2) develop gender-fair instructional materials; (3) ensure that educational institutions implement a capacity building program on gender, peace and human rights education for their officials, faculty and non-teaching staff and personnel; (4) promote partnerships between and among players of the education sector, including the private sector, churches, and faith groups in the pursuit of the objectives of this section; (5) encourage advertising industry and other similar institutions to provide free use of space and installation of displays for schools, colleges and universities for campaigns to end discrimination and violence against women; and (6) guarantee that educational institutions provide scholarship programs for marginalized women and girls. Conditions such as age, pregnancy, motherhood, disabilities, or lack of consent of husband shall not be grounds for disqualification in the grant of scholarships. With this directive CHED issued CMO No. 1, s. 2015 to cascade the above mandates to the SUCs while specifying the concrete gender mainstreaming strategies which the latter can apply in line with their respective mandates.

As a state university, the Cebu Technological University resonates this national and international commitment on gender equality and women's empowerment. Cebu Technological University recognizes the vital role of women and men employees in the attainment of the University vision, mission, goals, and objectives. The University seeks to promote gender equality, social justice and holistic human development through gender mainstreaming in all its decision-making processes, policies, programs and activities. Hence, this Gender and Development Policies and

Guidelines describe the principles, policies and processes of gender mainstreaming in all of the University's functions and operations.

Part II. General Policy and GAD Agenda

Gender and Development refers to a development perspective and process that is participatory and empowering, equitable, sustainable, free from violence, respectful of human rights and supportive of self-determination and actualization of human potentials. (PCW GMEF Handbook 2016). As a development approach, it seeks to imbue gender equality and women's empowerment in all levels of economic, social and political processes. Integral to the GAD approach is gender mainstreaming (GM), a strategy to integrate gender perspectives in institutional policy, programs and activities.

The GAD perspective assumes that at present gender discrimination and stereotypes still exist and that women are still disadvantaged than men. In order to successfully eliminate discrimination against women, it takes a whole-of-government approach to ensure that policies and guidelines on gender equality and women empowerment be continuously pursued and infused in institutional planning and budgeting. The special protection for women, as the MCW provides, does not rule out the protection of other disadvantaged groups such as the LGBTQIA.

On April 27, 2020, Cebu Technological University President, Dr. Rosein A. Ancheta, Jr. approved the policy statement on gender mainstreaming which is strengthened by BOR Resolution No. 237, series of 2020 creating the CTU GAD Focal Point System. The following is the declared policy of Cebu Technological University:

Pursuant to Magna Carta of Women (RA 9710) and CMO No. 1, series of 2015, the Cebu Technological University upholds to infuse gender equality and principles of women empowerment into its academic programs, research and extension activities and support services, in accordance with the University vision, mission, goals, and objectives. Specifically, it avows elimination of all kinds of violence against women, ensures equal participation of women and men in institutional decision-making, promotes equal gender representation in trainings and seminars, and maintains an accessible, quality and equity in education for all gender.

Gender and Development Agenda

In view of the aforementioned GAD policy, the Cebu Technological University as a government institution commits itself to become a gender-responsive premier university in the region by adopting the following plan of action for gender and development.

1. Ensure inclusive equitable access to quality education.
2. Promote gender equality and equity in administrative positions and decision-making.

3. Provide equal opportunity for women and men employees to learn new skills for personal development and/or career advancement.
4. Adopt gender-responsive policies that ensure equality and equity, women's empowerment, self-determination and actualization of human potentials.
5. Infuse gender perspective in all curricular programs, research, extension projects, and production.
6. Ensure gender-responsive institutional budgeting and implementation of all institutional PAPs.
7. Instill gender-responsive values among administrators, faculty, nonteaching-staff, students, and stakeholders.

Cebu Technological University with all its 10 integrated campuses shall seek to promote the GAD mandates through the seven (7) agenda which encompass both the organization-focused and client-focused activities. Likewise, the gender mainstreaming policies and guidelines are designed in view of these agenda.

Part III. Definition of Terms

The following terms are used in these Guidelines to mean:

- a. "CTU CODI" is an acronym for Cebu Technological University Committee on Decorum and Investigation refers to both the university-wide CODI and campus-level CODI.
- b. "Curriculum" refers to the academic program as a whole and when used with gender mainstreaming, it may also refer to the individual syllabus.
- c. "Gender" refers to the roles and responsibilities of men and women created through socialization; it may also include the members of the LGBTQIA++ (lesbians, gays, transgender, queer, intersex, and asexual and the like)
- d. "Gender Analysis" refers to a framework to compare the relative advantages and disadvantages faced by women and men in various spheres of life, including the family, workplace, school, community and political system. It also takes into account how class, age, race, ethnicity, culture, social and other factors interact with gender to produce discriminatory results. (PCW MC 2011 – 01)
- e. "Gender and Development," herein referred as GAD, is a development perspective and process that are participatory and empowering, equitable, sustainable, free from violence, respectful of human rights, supportive of self-determination and actualization of human potential. It seeks to achieve gender equality as a fundamental value that should be reflected in development choices; seeks to transform society's social, economic, and political structures and questions the validity of the gender roles ascribed to women and

men; contends that women are active agents of development and not just passive recipients of development assistance; and stresses the need of women to organize themselves and participate in political processes to strengthen their legal rights. (MCW)

f. “GAD Plan and Budget,” herein referred as GPB, is a systematic approach to gender mainstreaming carried out by all government instrumentalities through the annual development and implementation of programs, activities and projects, and addressing gender issues and concerns in their respective organizations by utilizing or attributing at least 5% of their total budget allocation sourced from the general funds.

g. “Gender Equality” refers to the principle asserting the equality of women and men in their right to enjoy equal conditions realizing their full human potential to contribute to and benefit from the results of development.

h. “Gender Equity” refers to a sex equality, is the state of having equal access to resources and opportunities, including economic participation and decision-making, regardless of gender; and the state of equally valuing different behaviors, aspirations, and needs, regardless of gender.

i. “Gender Mainstreaming” refers to the institutional strategy to make CTU women’s and men’s concerns and experiences an integral dimension of the design, implementation, monitoring, and evaluation of policies and programs ensuring that women and men benefit equally and inequality is not perpetuated. It is also the process of making the GAD mandates imbued in the four-fold functions such as the instruction, research, extension, and production in the University, thus making the gender perspective visible in all the major final outputs of the University.

j. “Gender-Responsive Curricular Program,” herein referred as GRCP, is a kind of curriculum that prevents all forms of gender-based discrimination in instruction, research, extension, as well as in marketing methods and the use of promotional materials. It ensures the promotion of women’s empowerment to be undertaken through the provision, availability, and accessibility of opportunities, services, and observance of human rights which enable women to actively participate and contribute to the **economic**, political, social, and cultural development of the nation. (CHED)

k. “Gender-Responsive Extension Program,” herein referred as GREP, is collaborative set of activities designed by the University to contribute to the empowerment of both the institution and identified communities to promote and achieve the core value of gender equality. GREP involves the packaging, promotion, demonstration and application of appropriate technologies, tools, processes and products generated from research and other activities to create a gender-responsive organization, community and environment, as the case may be.

l. “Gender-Responsive Research Program,” herein referred as GRRP, is a collaborative, purposive research activity or activities conducted by CTU faculty and non-teaching staff, and **students** to contribute to the empowerment of identified communities that they may eventually, by themselves, achieve gender-responsive development and inclusive growth. It envisions a community of people possessing the core value of gender equality.

m. “Gender-Responsive Student Affairs Program,” herein referred as GRSAP, is a support program for students that is empowering, gender-responsive, inclusive, and supportive of the full development of the human potential as high-level professionals.

n. “Guidelines” is a short term for this document, *CTU GAD Policies and Guidelines*

o. “Multiple-burdened women or men” refers to the multiple roles that women (and some men, being a single parent) played in society that hinder women’s (and some men’s) economic empowerment.

p. “Sex-Disaggregated Data” refers to data that are collected and presented separately on men and women. (UNESCO); when used as enhanced sex-disaggregated data, it means other than genderized data and age, the information also includes variables affecting gender such as single-parenthood, PWD, multiple-burdened women, pregnant women, post-natal care women, women/men in crisis situation, women in extremely difficult situation (WEDAW), and LGBTQIA members.

q. “University” is a short term for Cebu Technological University.

r. “Women’s Empowerment” refers to the provision, availability, and accessibility of opportunities, services, and observance of human rights which enable women to actively participate and contribute to the political, economic, social, and cultural development of the nation.

Part IV. The CTU GAD Focal Point System

Section 1. Composition and Function. The CTU GAD Focal Point System is responsible for the development of the GAD programs, submission of accomplishment report to **PCW through** CHED Regional Office record-keeping of all GAD activities and establishment of GAD database that regularly reports on gender statistics and status of implementation of GAD PAPs.

The CTU GAD Focal Point System is composed of the following:

a. The University President – as the head of institution, he/she presides the meeting of the GFPS during the Management Council meeting, approves/disapproves the GAD Plan and

Budget and approves/disapproves GAD PAPs and ensures that gender mainstreaming is infused in all the major final outputs of the institution.

b. The Management Council – exercise the duties of Executive Committee whose members and their functions are as follows:

1. Vice President for Academic Affairs – pursuant to CTU Code, he/she may preside the GFPS meeting upon the directive of the University President; sees to it that the curricular programs and offerings are gender-responsive;
2. Vice President for Research and Development– sees to it that all R&D projects are gender-responsive; ensures that at least 5% of the R&D budget are either GAD-focused and/or GAD-attributed;
3. Vice President for Administration and Finance – sees to it that administrative policies, processes, and protocols are gender-fair and gender-responsive; ensures that the GAD budget is properly allocated and utilized;
4. Vice President for PEBA – ensures that the production, extension and business affairs projects are gender-responsive; leads in promoting gender advocacy and women empowerment through its TBIs, linkages, and production initiatives;
5. Campus Directors – ensures that at least 5% of their budget is dedicated to supporting the approved GAD PAPs; and
6. University Director for GAD Focal Committee – reports, thru the Office of the University President, the GAD AR to CHED and COA and proposes GAD Plan and Budget to the Philippine Commission on Women (PCW); and supervises the operation of the GAD Office/Resource Center.

c. The GAD Focal Committee – acts as the technical working group (TWG) of the GFPS and is tasked to recommend appropriate measures to align the HEIs policies to the GAD mandates, to recommend the proposed GAD Plan and Budget to the Management Council (for endorsement to the Philippine Commission on Women), and to ensure that the approved GAD Plan and Budget is implemented by all concerned.

1. The University Director for GAD Focal Committee – acts as the chair of the Committee and shall lead the GAD planning and budgeting and approves the proposed GAD programs, activities, and projects with the concurrence of the concerned Campus Director in the GAD Focal Committee level and communicates the same to the GFPS during the quarterly meeting. He/she also oversees the implementation, monitoring, and evaluation of all GAD PAPs.
2. The Campus/College GAD Focals/Directors – are tasked primarily for GAD planning and budgeting and to ensure that the GAD programs, activities, and projects (PAPs) as approved are implemented, monitored, and evaluated in the campus level. They shall also see to it that all GAD PAPs are properly and

systematically documented. They must also observe regular reporting of the campus/college GAD PAPs to the University Director for GAD.

d. The GAD Secretariat – is composed of the administrative staff who shall help the Office of the University Director for GAD carry out its duties and responsibilities. Its primary function is record keeping for all GAD PAPs. It also transmits communication of the GAD FPS and GAD Focal Committee to the concerned individuals and units.

Section 2. Duration of Designation to the GFPS. The members of the Management Council, except the University Director for Gender and Development Focal Committee, shall have no fixed term and they will serve the GFPS coterminous to their designation. The members of the GAD Focal Committee, the Chair, co-Chair and the Campus/College GAD Directors, shall serve for a period of at least two (2) years and renewable every year thereafter.

Suggestion - ONE GAD DIRECTOR --Section 3. Campus-level GAD Coordination Guidelines. To facilitate proper coordination within the campus-level implementation of the approved GAD PAPs, the Campus GAD Director for faculty, together with the Campus GAD Director for non-teaching staff, shall identify the GAD coordinators per department or program or as coordinator of the extension campus wherever necessary. The main function of the GAD coordinator is to help the Campus GAD Director carry out his/her responsibilities in the implementation, monitoring, and evaluation of all GAD PAPs within each respective area of responsibility. Moreover, upon the discretion of the Campus Director, the external campus may create its own Campus GAD Focal Committee which shall be chaired by the Campus Director or by his or her representative, and co-chaired by the Campus GAD Director for faculty or by the Campus GAD Director for non-teaching staff. The Campus GAD Focal Committee shall be responsible to carry out all GAD activities in the campus level.

Section 4. Review of Policies, Standards and Guidelines. Within ninety (90) days of the effectivity of these GAD Policies and Guidelines, the CTU GAD Focal Committee shall initiate the review of institutional policies and guidelines to determine the University's compliance with the CEDAW, BPFA, and MCW. Upon completion of such review, the CTU GAD Focal Committee shall recommend appropriate measures to align and update CTU's policies to the standards of the GAD mandates.

Section 5. Institutional Mandates. Pursuant to the recommendations of the CTU Board of Regents as per BOR Resolution No. 237, series of 2020, the CTU Focal Point System shall, over and above the GAD mandates, undertake initiatives towards the inclusion of health protocols, COVID-free measures (or for any health emergency or crisis situations), provision of services to other groups like the senior citizens, health workers, etc. also activities that would address mental health problems, and other relevant projects, subject to the policies, standards, and guidelines (PSGs) of the CHED-CSC and all other applicable government accounting and auditing rules and regulations.

Section 6. GAD Capacity Building. The CTU GAD Focal Committee shall direct the conduct of the necessary capacity building program for all its members. It shall also recommend to the

GFPS gender sensitivity training and other gender mainstreaming measures to ensure that all CTU women and men, including its beneficiaries (i.e., students and community beneficiaries), shall understand the vision, goals, and principles of gender and development.

Section 7. Funding Requirements of the GFPS. The operational expenses of the CTU GFPS shall be sourced from the University's GAD Budget, i.e., at least 5% of the approved General Appropriations Act (GAA) for the fiscal year, in accordance with Section 36 of the MCW and joint circulars on GAD Planning and Budgeting issued by the Department of Budget and Management (DBM), National Economic Development Authority (NEDA) and Philippine Commission of Women (PCW).

The CTU GAD Focal Committee members are not entitled to honoraria within their respective units. However, they may be entitled to reimbursements and allowances to cover expenses incurred in the execution of their tasks and subject to existing COA rules and regulations.

The GAD-related accomplishments of the CTU GAD Focal Committee members may be considered as additional points in considering the Performance-Based Bonus (PBB).

Part V. Gender-Responsive Curricular Programs (GRCPs)

Section 1. Statement of Policy. Pursuant to CMO No.1, s. 2015, Part V, Rule 1, Section 1, the University shall ensure that all academic programs and curricular offerings are reflective of the following obligations:

- a. Respect the rights of women as human rights and respect the fundamental rights of women;
- b. Refrain from discriminating against women and violating their rights;
- c. Protect women against discrimination and from violation of their rights by private corporations, entities, and individuals; and
- d. Promote and fulfill the rights of women in all spheres, including their rights to substantive equality and non-discrimination. (MCW, Section 5)

Section 2. Scope, Applications and Limitations. These guidelines for Gender-Responsive Curricular Programs (GRCPs) shall cover and apply to all academic programs and curricular offerings across all CTU campuses. It shall be explicit in the syllabi of all General Education courses (i.e., stated in the program outcomes and course outcomes and integrated in the teaching and learning processes). On the other hand, non-General Education courses shall observe an implicit approach (i.e., commitment to gender equality and women's empowerment is expressed through active student engagement).

Section 3. Competency Standards. To ensure the gender-responsiveness of curricular programs, the University shall include gender mainstreaming strategies in its institutional

development plans. All CTU faculty shall undergo regular and continuing gender-sensitivity seminars to include, among others:

- a. training in gender analysis of sexism and other forms of gender biases in curricular design, learning materials, pedagogical practices and disciplinary policies;
- b. training in mainstreaming relevant and adequate gender-related topics into existing courses across various disciplines; and
- c. training in the development of gender-responsive student performance monitoring guidelines and tools.

The University shall actively participate in GAD-related conferences, conventions, meetings and fora organized by scientific and professional organizations, particularly those endorsed by CHED and PCW. These activities shall ensure the University's access to new information and analytical tools related to the enhancement of its gender-responsive curricular programs (GRCPs). Such activities shall be included in the University's development plans (i.e. GAD Plan and Budget) for which sufficient budgetary allotment will be provided.

Section 4. Library and Learning Materials. The development of gender-responsive curricular programs shall be complemented by the provision of adequate and accessible library and related learning materials across various disciplines. The University shall make available to its students non-sexist reference books and other academic materials in history, sociology, psychology, engineering, agriculture, environment and all other academic programs. Faculty members shall develop gender-fair learning materials that use gender-sensitive language.

Section 5. Creation of a Technical Panel on Gender Mainstreaming in the Curriculum. To facilitate the development of GRCPs, the University through the Vice President for Academic Affairs shall create a Technical Panel on Gender Mainstreaming in the Curriculum (TPGMC) whose specific functions include the:

- a. review of proposed course offerings;
- b. review of gender-responsive curriculum and instructional plans and materials; and
- c. provision of technical assistance in mainstreaming gender-sensitive principles and topics into curricular programs and amending existing courses.

The University Director for GAD Focal Committee or the concerned Campus/College GAD Director shall seat as a member of the TPGMC and shall inform the other members of the policies and standards for gender mainstreaming in the curriculum in coordination with the University Dean of Instruction, for the system level, or the Campus Dean of Instruction for the campus level.

Section 6. Discipline-Specific Manuals and Guidelines. A standard manual shall be developed as guide in the development of a gender-responsive curricular offering. The campus or college shall develop gender responsive materials using gender-sensitive language in all its curricula, in accordance with its respective mandates and thrusts.

Section 7. Budgetary and Planning Requirements. The activities designed to ensure the University's curricular programs are gender-responsive (i.e., policy development, capacity building, curriculum planning and development, and monitoring and evaluation) shall be included in the fiscal year's GAD Plan and Budget.

Part VI. Gender-Responsive Research Programs (GRRPs)

Section 1. Statement of Policy. Pursuant to CMO No.1, s. 2015, Part VI, Rule I, Section 4 and in complementation with the NHERA, the University shall observe gender-responsive research programs (GRRPs) by considering the following:

- a. Priority research areas as defined in the NHERA and respective CMOs of the disciplinary program;
- b. Institutionalization of GAD database with sex-disaggregated data and gender statistics in all research activities, as necessary;
- c. GAD Policy and Program assessment and evaluation;
- d. Invitation of the University Director for GAD Focal Committee to the University Research Ethics Committee (UREC) to review gender sensitivity in research activities when needed;
- e. GAD guidelines on ethical standards in research in accordance with the CEDAW and MCW; and
- f. Incentives and other support structures for the conduct of researches related to GAD.

Section 2. Priority Areas. Pursuant to CMO No.1, s. 2015, Part VI, Rule I, Section 5, the University shall extend and strengthen its research programs to include the following:

- a. GAD research program for GAD Planning and Budgeting;
- b. Gender research and women's studies as areas of studies in all disciplines;
- c. Specific topics for gender research, in light of social issues raised by MCW;
- d. Gender in power and decision making: Citizenship classes and community extension work;
- e. Mapping and strengthening economic empowerment: livelihood skills required in the entire process of running a business, not only production;
- f. Counting the unaccounted: Indigenous women and girls and other marginalized sectors in education;
- g. Matching mismatches: career tracking of women;
- h. Deepening the disciplines with gender; and
- i. Emerging gender issues such as but not limited to sexual orientation and gender identities, **expressions, and characteristics (SOGIEC).**

Section 3. Research Manuals and Guidelines. The University through the Office of the Vice President for Research and Development shall develop a policy to mainstream gender equality and the principles of women's empowerment into their research programs, in accordance with its

research mandates and thrusts. This gender mainstreaming policy shall clearly and unequivocally identify the standards for development, implementation, monitoring and evaluation in all institutional funded research projects and activities. The University may convene the Research and Development Council for the formulation of such GRRP policy.

Section 4. GRRP Ethics Board. The CTU University Research Ethics Committee shall act as the GRRP Ethics Board. Other than setting the minimum standards for conducting research involving human participants, the UREC shall likewise ensure that the research proposal under review does not perpetuate gender disparity and that women shall not be disenfranchised of their right to equal participation to economic development and the enjoyment of such benefits.

Section 5. Documentation, Monitoring and Evaluation. The Office of the Vice President for Research and Development shall ensure that documentation, monitoring and evaluation of all institutionally funded research projects shall be consistent with the guidelines of this Manual. The GAD tools for project implementation and evaluation shall be used to facilitate the efficient documentation and reporting of these research projects.

Section 6. Budgetary and Planning Requirements. All activities taken herein shall constitute of the allocated budget of 5% or higher from the combined operational funds of the Office of the Vice President for Research and Development sourced from the general funds and the GAA research allocations.

Part VII. Gender-Responsive Extension Programs (GREPs)

Section 1. Statement of Policy. Extension refers to the third of the trilogic functions of higher education, i.e., to communicate, persuade and help specific sectors or target clientele (as distinguished from those in formal degree programs and course offerings) to enable them to improve production, the community and/or institution, and quality of life in general.

Extension in higher education cuts across all disciplines and contributes to the continued growth and development of the entire higher education sector. In compliance with the general provisions of the MCW, the University shall include gender responsiveness in its extension function.

Section 2. Scope, Application, and Limitations. These guidelines for gender-responsive extension programs shall cover and apply to all academic programs and course offerings of the University in accordance with their academic thrusts.

Section 3. Gender-Responsive Extension Program (GREP). GREP refers to a collaborative set of activities designed by the University to contribute to the empowerment of both the institution and identified communities to promote and achieve the core value of gender equality. GREP involves the packaging, promotion, demonstration and application of appropriate technologies, tools, processes and products generated from research and other activities to create a gender-responsive organization, community and environment, as the case may be.

GREP in the University shall apply to two broad goals of Gender and Development set forth in the MCW:

- a. **Social Protection:** policies and programs that seek to reduce poverty and vulnerability to risks; enhance the social status and rights of all women and men, but especially the marginalized; promote and protect livelihood and employment; protect people against hazards and sudden loss of income; and improve people's capacity to manage risks. Its components are labor-market programs, social insurance, social welfare and social safety nets; and
- b. **Appropriate Technology:** suitable technologies that usually comprise skills and materials easily available in the locality and that address gender issues and concerns.

Section 4. General Principles. Pursuant to CMO No.1, s. 2015, Part VII, Rule II, Section 4, the University shall observe the following principles of gender-responsive extension:

- a. Reliance in science and technology, the power of education, the possibility of change, and the equality of people as the basic premises of cooperative extension programs
- b. Support to interdisciplinary programs, participation and networking as well as dovetailing and complementation
- c. Promotion of the culture of excellence, desire for life-long learning, natural impetus to do service for the common good which are anchored and guided by the core values of GAD
- d. Nurturance and support to Filipino communities through informative, persuasive, formative, emancipatory and participatory decision-making activities that eliminate gender disparities

Section 5. Forms of GREP. The following are the forms of GREP.

- a. **Technology Transfer** – bringing into the identified community tested and mature innovations, knowledge, structures, **process and composition**, systems and methods that are gender responsive.
- b. **Livelihood Program with Financial Literacy** – capability-building projects that shall enable the beneficiaries, both women and men, to earn through livelihood skills training including the transfer of financial knowledge, information and applications.
- c. **Technical Assistance** – the provision of professional expertise such as consultancy services, mentoring, counseling, advisorship, etc. by trainers/professionals and GAD experts.
- d. **Advocacy** – the dissemination of information through media, seminars, meetings, conferences, symposia, workshops, lectures and speakerships, and the distribution of IEC materials to promote gender and development concerns.

e. Linkages – the establishment of partnerships or networking with line agencies, government and non-government organizations and civil society organizations at the local and international levels for projects related to gender and development.

Section 6. Priority Areas. The GREP shall serve as a vehicle of the University to help promote gender equality **and equity**, poverty reduction and sustainable development. The GREPs shall focus on, but not limited to, the following areas:

- a. equal access to privileges and opportunities;
- b. human rights, equality and role modification;
- c. social empowerment (women, men, and LGBTQIA++);
- d. governance and administration; critical legal issues and procedures (e.g. sexual harassment); and
- e. similar GAD thrusts and policy enhancement articulated in the MCW such as disaster risk preparedness and mitigation, and peacekeeping.

Section 7. Policy Formulation. The University shall develop policies and guidelines specific to the extension function in accordance to the respective thrusts and mandates of the campus or college. This gender-mainstreaming policy shall clearly and unequivocally identify the standards for the development, implementation, monitoring and evaluation of the extension project in line with the specific processes of the delivering unit to achieve the gender and development goals. The University shall convene the Research, Development and Extension Council for the formulation of such extension policy.

Section 8. Implementing Unit. The execution of the University’s extension function shall be carried out by the Office of the Vice President for Production, Extension and Business Affairs, through the University Director for Extension. On the other hand, the GAD-related extension services shall be integrated into the core functions of the GAD Directors, through the University Director for the GAD Focal Committee, under the direct supervision of the University President. The GAD directors and the extension directors shall be responsible for monitoring and evaluation of the activity, as well as other policy recommendations relative to GREP operations.

Section 9. Documentation, Monitoring and Evaluation. Monitoring and evaluation of the GREPs and GAD-related extension activities of the University shall be among the functions of the extension directors and GAD directors. These officials shall employ tools and instruments prescribed by the PCW. It shall include in its performance evaluation of the University’s GREP targets and outputs.

A GREP report shall include the following to ensure effectiveness of the program:

- a. Program proposal addressing identified gender issues and concern;
- b. Data analysis on the results of the GREP services;
- c. Data results/recommendations which shall form part of a database for GAD programs and projects in the future;
- d. Intervention support and activity report including photos with **caption/videos**;
- e. Budgetary support; and

f. Results and recommendations.

Section 10. Budgetary and Planning Requirements. The activities designed to introduce and institutionalize gender-responsive extension function shall be included in the fiscal year's GAD Plan and Budget. The University's budget for extension shall take into account the necessary service cost, and may include as well incentives, privileges and incidental expense allowances. **All activities taken herein shall constitute of the allocated budget of 5% or higher from the combined operational funds of the Office of the Vice President for Production, Extension and Business Affairs sourced from the general funds and the GAA extension allocations and other source of fund.**

Part VIII. Gender-Responsive Internationalization Programs (GRIPs)

Section 1. Statement of Policy. Pursuant to MCW, CMO No. 1, s. 2015 and CMO No. 55, s. 2016, the University recognizes gender equality and women's empowerment as imperatives for national development and stronger human resources. As such, the University's internationalization program shall reflect the following gender dimensions:

- a. Inclusive, programmatic and holistic approach in program design that considers both the home-based internationalization and cross-border internationalization;
- b. Promotion of distance learning for multiple burdened women and men faculty, nonteaching staff, and students to provide equal opportunity for career advancement of this sector;
- c. Inculcation of gender sensitivity, intercultural literacy, and cultural identity in internationalization orientation, training and seminar;
- d. Protection of the welfare of students and researchers and advancement of national interest; and
- e. Incorporation of gender-responsiveness indicators in all its programs, activities, and projects.

Section 2. International Linkages. International linkages and international funding support for programs are meant to promote the objectives of these Guidelines and shall enhance the synergy between national development, gender equality, **equity**, and women's empowerment.

In determining partnership and linkages with recognized international and local entities spearheading work on GAD, the University shall be guided by the following principles:

- a. That such partnerships and expected outcomes are aimed at strengthening national development strategies and promoting gender equality and women's empowerment;

- b. That such partnership shall develop and support the capacities and systems of the University; and
- c. That such partnerships shall lead to the systemic mainstreaming and institutionalization of GAD into the University's structures and systems.

Section 3. Scope, Application and Limitations. International partnerships shall be entered into by the University and accredited foreign HEIs and/or international entities with exemplary track records in implementing and mainstreaming gender. Prior to the finalization of any such partnership and collaboration, the University shall consult CHEDRO, through the Regional GAD Focal Person to ensure compliance with the principles and objectives of these Guidelines. And for monitoring purposes, the University shall submit to CHEDRO a list of existing international partnerships or linkages relative to gender and development within the fiscal year.

Part IX. Gender-Responsive Student Affairs Program (GRSAP)

Section 1. Statement of Policy. Pursuant to Higher Education Act of 1994, Youth in Nation Building Act of 1995, MCW and CTU Code, the University shall observe the following obligations:

- a. Uphold the rights of students to form associations and organizations not contrary to law and in the pursuit for truth and knowledge;
- b. Promote gender equality, **equity**, women's empowerment and tolerate diversity in all aspects of academic life;
- c. Integrate intersectionality perspective to consider gender-based differences, physical ability/disability, civil status, class, religion and similar factors in the policy formulation to enable the youth to fulfill their vital role in nation-building;
- d. Protect students from any forms of discrimination by gender, age, social status, socioeconomic background and physical ability. It shall not, by any means, impose policies discriminatory to one's gender orientation and identity;
- e. Implement measures to stop violence against women and sexual harassment against students; and
- f. Provide continuous training and development programs for students' varied needs in the fulfillment of their full potential.

Section 2. Scope, Application and Limitations. These guidelines shall apply to all registered CTU students as well as the graduates under the follow-up program of the University.

Section 3. Priority Areas. The GRSAP shall serve as the University's frontline of promoting gender equality, **equity**, and women's empowerments in particular and in the nurturance of

students' academic welfare in general. The GRSAP shall focus, but shall not be limited, to the following areas:

- a. Orientation and seminar on anti-sexual harassment, anti-violence against women, safe spaces act and other related laws;
- b. Leadership training with gender sensitivity and women's empowerment perspective to all student leaders among registered students' organizations;
- c. Administrative leadership training for the on-the-job trainees and students in placement programs;
- d. Trainings, seminars, and symposia on communication ethics with gender-fair language, mental health awareness, and capacity building for all registered students;
- e. Functional and effective placement and follow-up program for graduates; and
- f. Continuous training and development programs for students' varied needs.

Section 4. Policy Formulation. The University shall develop gender-responsive policies and guidelines specific to the student affairs program. This gender-mainstreaming policy shall clearly and unequivocally identify the standards for the development, implementation, monitoring and evaluation of student affairs program in line with the specific processes of the delivering unit to achieve the GAD mandates. The University shall convene the Administrative Council for the formulation of such policy.

Section 5. Implementing Unit. The Student Affairs Office, in coordination with the Guidance Office, shall be the responsible unit for the implementation of these guidelines. The **GAD Director for Students Services** shall be the focal person to ensure that such measures are implemented by the concerned units.

Section 6. Documentation, Monitoring and Evaluation. Documentation, monitoring and evaluation of the gender-responsive student affairs program (GRSAP) shall be the function of the Guidance Center and Student Affairs Office with the guidance of the **GAD Director for Students Services** in using the tools and instruments prescribed by PCW. Accomplishment reports with sex-disaggregated data shall be submitted to the Office of the University President thru the University Director for GAD Focal Committee in a regular basis.

Section 7. Budgetary and Planning Requirements. The activities designed to introduce and institutionalize gender-responsive extension student affairs program (GRSAP) shall be included in the fiscal year's GAD Plan and Budget. The University's budget for Support to Students shall consider the necessary training needs, honoraria of speakers (only when necessary) and incidental expense allowances.

Part X. Gender-Responsive Human Resource Management

Section 1. Statement of Policy and General Principles. As a government institution, the University shall treat every woman and man employee with respect, justice and fairness, and without discrimination to one's rights to access development benefits and economic

opportunities. It shall also commit itself to the principles of merit, fitness, equal employment opportunity on its recruitment and selection processes and equal opportunity for learning and development.

Pursuant to CTU Code and MCW, the University shall observe the following obligations to promote a gender-responsive human resource management.

- a. All appointments of the faculty, the administrative and support staff in the University shall be based on merit and fitness to perform the duties of the position without discrimination on account of age, gender, civil status, socio-economic background, disability, religion, ethnicity, and other similar factors. The University shall also consider the recruitment of persons with disabilities (PWDs) and members of the indigenous groups (Indigenous Cultural Communities and Indigenous Peoples) whenever possible;
- b. Every woman and man employee of the University shall be treated with respect, justice, and fairness, and be provided with equal access to benefits and opportunities in career development programs and equal opportunity for rewards and recognition. The specialized groups such as the PWDs and IPs shall not be denied of such opportunities by reason of their disability and ethnicity;
- c. The University shall maintain, whenever possible, a balance between task orientation and person orientation which includes affirmative action for multiple-burdened women and men employees such as integration of health information and education program as part of maintenance of a healthy human resource;
- d. The University shall take measures and establish mechanisms to promote gender equality, **equity**, women's empowerment in all its policies, processes, programs, and activities;
- e. The University shall ensure that all women employees be protected from all forms of violence and shall give priority to the defense and protection of women against gender-based offenses and help women attain justice and healing; and
- f. The University shall uphold the rule of transparency in all its processes and ensure that employees are properly informed of their rights and privileges.

g. Part 11. CMO No.1 s. 2015 - GAD Students Financial Assistance Programs.

Section 2. Scope, Application and Limitations. These guidelines for gender-responsive human resource management shall cover and apply to the four core functions of the Human Resource Management Office of the University.

Section 3. Policy Formulation. The University shall develop gender policies and guidelines specific to the human resource management in accordance to its respective thrusts and mandates. This gender-mainstreaming policy shall clearly and unequivocally identify the standards for the development, implementation, monitoring and evaluation of the human resource management

programs and activities that address specific gender mandate and/or issue. The University shall convene the Administrative Council for the formulation of such policy.

Section 4. Implementing Unit. The HRMO of the University shall carry out these guidelines for gender-responsive human resource management. To effectively disseminate its program for gender responsiveness, it may enjoin the other units to integrate these guidelines in their learning development plan (LDP) and in the performance management system (PMS). The HRMO Officer and GAD Director of the campus shall work closely to achieve this purpose.

Section 5. Documentation, Monitoring and Evaluation. Monitoring and evaluation of the gender-responsive human resource management shall be shared by the HRMO and the concerned GAD Director. These officials shall employ PCW-prescribed tools and instruments for the project design, monitoring and evaluation.

Part XI. GAD Planning and Budgeting

Section 1. GAD Budget. The University shall prepare an annual GAD Plan and Budget (GPB) which shall contain:

- a. the GAD mandates and gender issues that the institution intends to address within the given fiscal year;
- b. the corresponding programs, projects and activities to address these issues, and
- c. the necessary budget to implement these.

The gender issues and corresponding projects, programs and activities may be either client-focused or organizational-focused. In ensuring that the University programs, activities and projects are engendered, it is encouraged that the Harmonized Gender and Development (HGDG) tool shall be used to assess the level of gender-responsiveness.

Depending on the result of the assessment or the HGDG score, the University may attribute a portion or the entire annual budget of the program in the GAD Plan and Budget. The University shall be guided by the issuances of PCW, NEDA and DBM on the guidelines on GAD planning and budgeting for details on budget attribution.

In preparation of the GAD Plan and Budget, the University shall ensure that the GAD Budget or the amount to be allocated for the implementation of GAD programs, plans and activities is at least five percent (5%) of the institution's total annual budget appropriation (MCW IRR Rule VI, Section 37A – 1C). The University shall adhere to the guidelines and prescribed forms issued by the PCW to achieve efficiency and proper program content, thereby ensuring that GAD issues are incorporated into the programs, projects and activities identified therein (PCW).

The GAD budget shall be drawn from the University's maintenance and other operating expenses (MOOE), capital outlay (CO), and personal services (PS). The GAD Budget for the University is a combination of (a) a separate GAD fund to support GAD-focused programs,

projects, and activities; and (b) as fund to support integrating gender-perspectives in regular/flagship programs and projects.

All procurement utilizing the GAD Budget shall be in accordance with the Procurement Law (RA 9184) and related issuances.

Section 2. Submission of Plans, Budget and Accomplishment Reports. The University Director for GAD Focal Committee shall coordinate with the CHED Regional Office GAD Focal Person for guidance and information on GAD-related requirements, issues and concerns for the completion of the University's GAD Plan and Budget. The said required document shall be prepared, completed and submitted using the PCW's online Gender Mainstreaming Monitoring System (GMMS) within the prescribed period. Both the GAD Plan and Budget and Accomplishment Report shall be forwarded to CHEDRO for the latter's recommendation to PCW for final review and endorsement to DBM.

Part XII. GAD DATABASE

Section 1. Policy and Coverage. The University recognizes the value of sex-disaggregated data in the identification and understanding of different roles women and men played in society. The collection and management of these genderized data allows the GAD planners and policy makers to consider gender-specific issues, needs and potential in many areas, e.g., the time use and the division of labor, the distribution of property and assets between women and men, as well as the sensitive issue of gender-based violence. Hence, the University hereby adopts the directive of MCW:

“All departments, including their attached agencies, offices, bureaus, state universities and colleges, government-owned and –controlled corporations, local government units, and other government instrumentalities shall develop and maintain a GAD database containing gender statistics and sex-disaggregated data that have been systematically gathered, regularly updated, and subjected to gender analysis for planning, programming, and policy formulation.” (Section 36)

Section 2. Sex-Disaggregated Data and GAD Database. The following minimum requirements shall be complied with by the University in relation to the collection of sex-disaggregated data and management of a GAD database.

- a. The University, together with its management information systems and planning units, shall formulate the guidelines to include in their initiatives the collection of sex-disaggregated data whenever applicable.
- b. The GAD database containing sex-disaggregated data and information from the University's research and extension outputs, and other offices, shall be shared with CHED, the GAD Resource Centers and other stakeholders.

c. The University, after the collection of disaggregated data from its various offices, shall conduct data interpretation and analysis. Such processed data shall be submitted to the Office of the University President through the University Director for GAD Focal Committee as support to the design and development of GAD projects, plans and activities.

d. Result of the GAD-related information shall be periodically presented to all employees and published in the official publication.

e. The University shall provide CHEDRO copies of published sex-disaggregated data and information and corresponding analyses, together with the institution's GAD Plan and Budget, and GAD Accomplishment Reports within the prescribed schedule.

Part XIII. CTU Committee on Decorum and Investigation (CODI)

Section 1. Policy and Coverage. The CTU CODI is reconstituted by these Guidelines to ensure that the procedures in the prosecution and investigation of sexual harassment and other related sexual offenses comply with the Anti-Sexual Harassment Act of 1995 (RA 7877), the Civil Service Commission (CSC) Memorandum Circular No. 17 (23 July 2001), Department of Labor and Employment (DOLE) Administrative Order No. 250 (21 June 1995), the Anti-Rape Law of 1997 (RA 8353), the Rape Victim Assistance Law of 1998 (RA 8505) and the Safe Spaces Act of 2019. The said procedures shall not be bound by technical rules of evidence but by those governing administrative cases.

There shall be one University CODI and Campus CODI for every satellite campus. For CTU – Main Campus, the University CODI shall assume as Campus CODI. The designation of Campus CODI is to expedite the due process of sexual-harassment cases. The composition of the Campus CODI shall correspond to the University-wide CODI.

It is also the policy of the University to ensure that the necessary provisions on sexual harassment and other related sexual offenses are observed by the partner institutions of the On-the-Job Training Program.

Section 2. The CTU CODI and Its Functions. The CTU CODI is an autonomous, sexual harassment investigation committee which performs the following functions:

- a. Receive complaints of sexual harassment or other related sexual offenses;
- b. Investigate complaints of sexual harassment or other related sexual offenses in accordance with the prescribed procedure;
- c. Submit a report of its findings with the corresponding recommendation to the disciplining authority for decision;
- d. Lead in the conduct of discussions about sexual harassment and other related sexual offenses within the institution to increase the community's understanding of, and prevent incidents of, sexual harassment and other related forms of sexual offenses; and
- e. Conduct such other activities that would engender a safe environment for women in school campuses and training-related programs in HEIs.

Section 3. Composition. a. The University CODI shall be composed of the following:

1. Chief Administrative Officer, who shall act as chair
2. University GAD Director, who shall act as co-chair
3. Any of the following:
 - a. Faculty Association President or Representative – if respondent or complainant is a faculty; or
 - b. Non-teaching Association President or Representative – if respondent or complainant is non-teaching staff; or
 - c. Supreme Student Government President or his/her representative – if student is the complainant; and
4. Dean of Student Affairs when a student is involved, who shall act as member

b. The Campus-level CODI shall be composed of the following:

1. Campus Director or his/her designated representative, who shall act as chair
2. Campus GAD Director, who shall act as co-chair
3. Any of the following:
 - a. Faculty Association President or Representative – if respondent or complainant is a faculty; or
 - b. Non-teaching Association President or Representative – if respondent or complainant is non-teaching staff; or
 - c. Supreme Student Government President or his/her representative – if student is the complainant; and
4. Dean of Student Affairs when a student is involved, who shall act as member

Section 4. Delineation of Tasks. The University CODI and Campus CODI are independent investigative bodies of the University established to ensure speedy investigation of sexual harassment cases. The Campus CODI investigates the sexual harassment cases within the campus involving faculty, nonteaching-staff and students of the concerned campus. When the complainant is not satisfied with the recommendation of the Campus CODI, he or she may file an appeal to the University CODI. The University CODI, by virtue of its geographic location, assumes the role of the Campus CODI for CTU – Main Campus. It shall also act on appeal of the complainant against the recommendation of the Campus CODI.

Section 5. Definition. For the purpose of these Guidelines, the administrative offense of sexual harassment is an act, or a series of acts, involving any unwelcome sexual advance, request or demand for a sexual favor, or other verbal or physical behavior of a sexual nature, committed by an employee or official in the work-, training- or education-related environment of this person complained of.

Education- or training-related sexual harassment is committed against one who is under the actual or constructive care, custody or supervision of the offender, or against one whose

education, training, apprenticeship or tutorship is directly or constructively entrusted to, or is provided by, the offender, when:

- a. submission to, or rejection of, the act or series of acts can be used as basis for any decision affecting the complainant, including, but not limited to, the giving of a grade, the granting of honors or a scholarship, the payment of a stipend or allowance, or the giving of any benefit, privilege or consideration;
- b. the act or series of acts have the purpose or effect of interfering with the performance, or creating an intimidating, hostile or offensive academic environment of the complainant; or
- c. the act or series of acts might reasonably be expected to cause discrimination, insecurity, discomfort, offense or humiliation to a complainant who may be a trainee, apprentice, intern, tutee or ward of the person complained of.

Other forms of sexual offenses shall include verbal, physical and cyber harassment of sexual nature, the use of lewd language, voyeurism, and texting and bullying with sexual content or those “acts” defined by RA 11313 or “The Safe Spaces Act of 2019.”

The persons liable to commit sexual harassment and other related sexual offenses are those of the same or opposite sex who are:

- a. having authority, influence or moral ascendancy over another in any aspect of academic or administrative work, such as an officer, faculty member, employee, coach or trainer;
- b. in peer relationships; and
- c. students harassing faculty members or employees.

Section 6. Site. Sexual harassment may take place:

- a. within the premises of the school or training institution;
- b. in any place where the parties were found as a result of education or training responsibilities or relations;
- c. at any education or training-related social function;
- d. while on official business outside the school or training institution or during school or training-related travel;
- e. at official conferences, fora, symposia or training sessions; or
- f. by telephone, mobile phone, fax machine, electronic mail or social media

Section 7. Assistance to Complainants. The University shall ensure that proper assistance be provided to the alleged victim of sexual harassment or other related sexual offense, which include, but not limited, to the following:

- a. Guidance and counseling;
- b. Referral to an agency offering professional help;

- c. Support from the GAD Focal Committee;
- d. Coordination with women's organization and advocacy groups; and
- e. Available legal support.

Section 8. Duty to Report and Document. The University enjoins any or all persons who have knowledge of any acts of education- or training-related sexual harassment or other related sexual offenses shall report the same to the Head of Institution.

Section 9. Duty of the Head of Institution on Complaints Filed or Reported Incidents. The University President shall ensure that members of the CODI and guidance counselors have the capacity to handle investigations on sexual harassment cases or other related sexual offenses. It is the prime duty of the University President to act on complaint within ten (10) days from receipt of a complaint of sexual harassment properly filed against any CTU employee or students. Failure to do so, the Head of Institution may be charged with neglect of duty in an appropriate forum with jurisdiction to hear administrative, civil or criminal cases.

Section 10. Standard Procedural Requirements and Compliance with Due Process. The University adopts the following minimum requirements set by law.

- a. Complaint: The complaint may be filed with the Office of the University President or with CTU CODI. Upon receipt of the Office of the University President, the same shall be transmitted to CTU CODI through the University GAD Director. The complaint must be in writing, signed and sworn to by the complainant and shall contain the following elements:
 - 1. The full name and address of the complainant;
 - 2. The full name, address and position of the respondent;
 - 3. A brief statement of the relevant facts;
 - 4. Evidence in support of the complaint, if any; and
 - 5. A certification of non-forum shopping.

In the absence of any one of the abovementioned requirements, the complaint shall be dismissed without prejudice to its re-filing upon full compliance with the requirements.

Complaints sent by SMS, electronic mail or similar means of communication shall be considered non-filed unless the complainant shall comply with the requirements within ten (10) days from receipt of the notice for compliance.

The withdrawal of the complaint at any stage of the proceedings shall not preclude the CTU CODI from proceeding with the investigation where there is obvious truth or merit to the allegations in the complaint or where there is documentary or direct evidence that can prove the guilt of the person complained of.

- b. Action on the Complaint: Upon receipt of the complaint that is sufficient in form and substance, the CTU CODI shall require the person complained of to submit a Counter-Affidavit/Comment under oath within three (3) days from receipt of notice, furnishing a

copy thereof to the complainant. Otherwise, the Counter-Affidavit/Comment shall be considered as not filed.

- c. Preliminary Investigation: A preliminary investigation shall be conducted by the CTU CODI. The CTU CODI shall examine all documents submitted by the complainant and the person complained of, as well as the documents readily available from other sources. The parties may submit affidavits and counter-affidavits. All proceedings before the CTU CODI shall be held under strict confidentiality.

Upon receipt of the counter-affidavit or comment under oath, the CTU CODI may recommend whether a *prima facie* case exists to warrant the issuance of a formal charge.

- d. Duration of Investigation: A preliminary investigation shall commence not later than five (5) working days from receipt of the complaint by the CTU CODI and shall be terminated within fifteen (15) working days thereafter.
- e. Investigation Report: Within five (5) working days from the termination of the preliminary investigation, the CTU CODI shall submit the Investigation Report and the complete records of the case to the Office of the University President which shall be forwarded to the Board of Regents for its final decision.
- f. Decision or Resolution after Preliminary Investigation: If a *prima facie* case is established during the investigation, a formal charge shall be issued by the University President within three (3) working days from receipt of the investigation report.

In the absence of a *prima facie* case, the complaint shall be dismissed within the same period.

- g. Formal Charge: After a *prima facie* case, the University President shall formally charge the person complained of. The formal charge shall contain a specification of the charge(s); a brief statement of materials or relevant facts, accompanied by certified true copies of the documentary evidence, if any; sworn statements covering the testimony of witnesses; a directive to answer the charge(s) in writing under oath in not less than seventy-two (72) hours from receipt thereof, an advice for the respondent to indicate in his/her answer whether or not he/she elects a formal investigation of the charge(s); and a notice that he/she is entitled to be assisted by a counsel of his/her choice.

The CTU CODI shall not entertain requests for clarification, bills of particulars or motions to dismiss that are obviously designed to delay the administrative proceedings. If any of these pleading is filed by the respondent, the same shall be considered as part of his/her answer which he/she may file within the remaining period of filing the answer.

- h. Failure to File an Answer: If the respondent fails or refuses to file his/her answer to the formal charge within seventy-two (72) hours from receipt thereof without justifiable cause, he/she shall be considered to have waived his/her right thereto and formal investigation may commence.

- i. Preventive Suspension: Upon petition of the complainant or *motu proprio* upon the recommendation of the CTU CODI, at any time after the service of the formal charge to the respondent, the Board of Regents may confirm order of the preventive suspension of the respondent during the formal investigation, if there are reasons to believe that he/she is probably guilty of the charges that would warrant his/her removal from service.

An order of preventive suspension may be issued to temporarily remove the respondent from the scene of his/her misfeasance and to preclude the possibility of his/her exerting undue influence or pressure on the witnesses against him/her or tampering of documentary evidence on file.

When the administrative case against the respondent under preventive suspension is not finally decided by the disciplining authority within the period of ninety (90) days from the date of his/her preventive suspension, unless otherwise provided by special law, he/she shall be automatically reinstated into the service.

When the delay in the disposition of case is due to the fault, negligence or petition of the respondent, the period of delay should not be included in the counting of the 90-calendar-day period of preventive suspension. Provided that should the respondent be on paternity/maternity leave, said preventive suspension shall be deferred or interrupted until such time that said leave has been fully enjoyed.

- j. Remedies from the Order of Preventive Suspension: The respondent may file a motion for reconsideration with the disciplining authority or may elevate the same to the CSC, by way of an appeal within fifteen (15) days from receipt thereof.
- k. Conduct of Formal Investigation: A formal investigation shall be conducted by the CTU CODI if it deems such investigation is necessary to decide the case judiciously, although the respondent does not request a formal investigation. It shall be held not earlier than five (5) days nor later than ten (10) days from receipt of the respondent's answer. Said investigation shall be finished within thirty (30) days from issuance of the formal charge of the receipt of the answer.
- l. Pre-hearing Conference: at the commencement of the formal investigation, the CTU CODI may conduct a pre-hearing conference for the parties to appear, consider and agree on any of the following:
 1. Stipulation of facts;
 2. Simplification of issues;
 3. Identification and marking of evidence of the parties;
 4. Waiver of objections to admissibility of evidence;
 5. Limiting the number of witnesses, and their names;
 6. Dates of subsequent hearing; and
 7. Such other matters as may aid in the prompt and just resolution of the case.

- m. Preliminary Hearing. At the start of the hearing, the CTU CODI shall note the appearances of the parties and shall proceed with the reception of the evidence for the complainant.
- n. Request for Subpoena: If a party desires the attendance of a witness or the production of documents or things, he/she shall make a request for the issuance of the necessary subpoena at least three (3) days before the scheduled hearing.
- o. Issuance of Subpoena: The CTU CODI may issue subpoena *ad testificandum* to compel the attendance of witnesses and subpoena *duces tecum* for the production of documents or objects.
- p. Formal Investigation Report: Within fifteen (15) days from the conclusion of the formal investigation, a report containing a narration of the material facts established during the investigation, the findings and the evidence supporting said findings, as well as the recommendations, shall be submitted by the CTU CODI to the disciplining authority. The complete records of the case arranged systematically and chronologically shall be attached to the report of investigation.
- q. Finality of Decisions: The Board of Regents shall render the decision on the case during the BOR meeting. A decision rendered by the Board of Regents where a penalty of suspension for not more than thirty (30) days or a fine in an amount not exceeding thirty (30) days' salary is imposed, shall be final and executory. However, if the penalty imposed is suspension exceeding thirty (30) days or a fine exceeding 30 days' salary, the same shall be final and executory after the lapse of the prescribed period for filing a motion for reconsideration or an appeal and no such pleading has been filed.
- r. Motion for Reconsideration: The party adversely affected by the decision may file a motion for reconsideration with the disciplining authority within a non-extendible period of fifteen (15) days from receipt thereof. Only one motion for reconsideration shall be entertained.
- s. Appeal: The party adversely affected may file the appeal before the CSC.

Section 11. Legal Responsibilities of the CTU CODI. The CTU CODI shall afford both parties due process required in administrative cases in all the proceedings. Upon receipt of the CODI Report with findings and recommendations of the CTU CODI, the GFPS thru the University President shall ensure that the Board of Regents immediately review said CODI Report and prepare its decision in accordance to relevant laws, furnishing certified copies to the respondent/s and the complainant-victim in the case.

Section 12. Reportorial Requirements to CHED, CSC and DOLE. The CTU CODI shall furnish a copy of its report and the Board of Regents' decision, if any, to the CHED RO7. The

CHED RO7 shall endorse a copy to the CHED GAD Focal Committee in the Central Office immediately upon receipt for appropriate action (i.e., documentation purposes).

For cases involving a regular employee, a copy of the CODI Report and decision of the disciplining authority, if any, shall also be forwarded to the CSC and to the DOLE, for non-regular employees of CTU.

Part XIV. Amendments or Revisions

Except to those specifically provided for by law, any amendment to or revision of these Guidelines shall be proposed by the Joint Administrative and Academic Councils' Meeting upon a majority vote of all its members present and/or by the Board of Regents.

Part XV. Transitory Provisions and Effectivity

All resolutions passed/approved by the Board of Regents relating to the operation of the CTU GAD Focal Point System shall be an integral part of these Guidelines. All existing policies, manuals, handbook, and regulations in conflict herewith are deemed superseded and/or repealed accordingly. These Guidelines shall take effect after it has been approved by the concerned officials of the university.