



## Guidelines for Gender-Fair Language in City College of Cagayan de Oro

### OVERVIEW

As part of its institutional mandate to advance gender equality and inclusivity, the City College of Cagayan de Oro (CCCdO), through its Gender and Development Office (GADO), adopts and implements the Gender-Fair Language (GFL) Policy as an essential strategy to promote gender sensitivity and eliminate all forms of gender-based discrimination within the College community. This policy is an integral component of the College's Gender and Development (GAD) program, in line with the national government's efforts to mainstream gender perspectives in higher education institutions (HEIs).

The institutionalization of gender-fair and non-sexist language at City College of Cagayan de Oro (CCCdO) is grounded in national legal frameworks that promote equality, respect, and inclusivity. These include the **1987 Philippine Constitution**, particularly *Article II, Section 14*, which recognizes the role of women in nation-building and ensures the fundamental equality of women and men, and *Article III, Section 1*, which guarantees that no person shall be denied equal protection of the laws. Additionally, **Republic Act No. 9710**, or the *Magna Carta of Women*, calls for the elimination of gender-based discrimination, while **Civil Service Commission** directives advocate for gender-sensitive language in government institutions. Together, these policies support CCCdO's commitment to fostering a learning and working environment where diversity is respected and inclusive, non-discriminatory communication is the standard for all, regardless of gender identity or expression.

In the higher education sector, this policy is further supported by **Commission on Higher Education (CHED) Memorandum Order No. 1, Series of 2015**, entitled "*Establishing the Policies and Guidelines on Gender and Development in Higher Education Institutions.*" This issuance mandates all HEIs to promote the use of gender-sensitive language and non-sexist communication across academic, administrative, and student-related operations. It also requires institutions to establish clear guidelines to ensure that learning materials, publications, digital content, and public communications are free from sexist language and gender bias. To strengthen this mandate, CHED also encourages higher education institutions to integrate **Gender and Development (GAD) courses** into their curriculum, helping to cultivate a deeper understanding of gender equality and inclusive practices among students, faculty, and staff.

As the primary office tasked with overseeing the College's gender mainstreaming initiatives, the GAD Office plays a central role in the formulation, implementation, and periodic review of the GFL Policy. It also leads capacity development efforts—including orientations, training programs, and policy dialogues—designed to deepen the College community's awareness and proficiency in gender-fair language practices.

Through the consistent use of gender-fair, inclusive, and respectful language, CCCdO seeks to foster an academic and work environment that upholds human dignity, ensures equal opportunities for all, and actively contributes to the realization of gender equality, social justice, and human rights within and beyond the institution.

### I. POLICY STATEMENT

AIM HIGHER





City College of Cagayan de Oro (CCDO) is committed to the use of gender-fair language in all official communications, documents, and publications. This policy ensures that the language used within the College does not discriminate on the basis of sex or gender, in compliance with national laws and institutional mandates on gender equality. All members of the College community are enjoined to observe these guidelines so that our written and spoken communications consistently uphold respect, inclusivity, and equality. The College further recognizes the role of inclusive language in reducing unconscious bias and ensuring equal representation of all individuals, regardless of gender identity or expression.

## II. LEGAL BASES

The institutionalization of **Gender-Fair Language (GFL)** at the **City College of Cagayan de Oro (CCDO)** is firmly grounded in national legislation, government policies, international commitments, and institutional mandates that collectively advance gender equality, non-discrimination, and inclusive education.

### A. National Laws

#### 1. 1987 Philippine Constitution

The Philippine Constitution guarantees the fundamental equality of women and men before the law (Article II, Section 14 and Article XIII, Section 14), serving as the primary legal foundation for gender equality in the country. It mandates the State to recognize the role of women in nation-building and to ensure the fundamental equality of women and men.

#### 2. Republic Act No. 9710 – Magna Carta of Women (2009)

This landmark legislation serves as the comprehensive women’s human rights law in the Philippines. It requires the elimination of all forms of discrimination against women and promotes the use of **gender-sensitive language** in all educational settings and learning materials (Section 16). The law also emphasizes gender mainstreaming in all government offices and institutions.

### B. CSC and CHED Directives

#### 1. Civil Service Commission (CSC) Memorandum Circular No. 12, Series of 2005

This policy directs all government agencies, including state colleges and universities, to refrain from using sexist language and instead adopt **gender-fair or non-sexist language** in all official documents, policies, and communications.

#### 2. Philippine Commission on Women (PCW) Memorandum Circular No. 2014-06

This memorandum provides detailed guidelines for promoting gender-fair language in the drafting of laws, policies, rules, regulations, and other official documents, emphasizing the role of language in reducing gender stereotypes and biases.

#### 3. Commission on Higher Education (CHED) Memorandum Order No. 1, Series of 2015

Titled *“Establishing the Policies and Guidelines on Gender and Development in Higher Education Institutions,”* this CHED policy explicitly mandates all higher education institutions to:

“Promote the use of gender-sensitive language and non-sexist communication in all forms of communication, including academic, administrative, and student services.”

It further instructs HEIs to integrate gender sensitivity into institutional operations, learning materials, and official communications, thus making the use of gender-fair language a legal and regulatory requirement in the higher education sector CHED Memorandum No. 01 ....

AIM HIGHER





### C. International Commitments

#### 1. United Nations Guidelines on Gender-Inclusive Language

These guidelines encourage the use of inclusive language as a means to advance gender equality and prevent perpetuation of gender stereotypes in both written and spoken communication.

#### 2. UNESCO Guidelines on Gender-Neutral Language (1987)

These guidelines advocate for the adoption of gender-neutral and non-sexist language across educational and professional settings worldwide to foster gender equality and empower all genders.

### D. Institutional Obligations

In line with these legal and policy mandates, the **City College of Cagayan de Oro**, through its **Gender and Development Office (GADO)**, adopts the GFL Policy as a core institutional commitment. As a public higher education institution, CCCdO is ethically and legally bound to:

- Promote and institutionalize gender-fair language across academic, administrative, and operational functions;
- Eliminate gender bias and discriminatory language in all learning materials, digital content, and official documents;
- Serve as a model for gender-inclusive practices within the local academic community.

This policy reinforces CCCdO's commitment to fostering a respectful, inclusive, and equitable academic environment, while also demonstrating compliance with national laws, CHED directives, and international gender equality standards.

### III. DEFINITION OF TERMS

To ensure clarity, consistency, and proper implementation of the Gender-Fair Language (GFL) Policy, the following terms are defined in accordance with the 1987 Philippine Constitution, Republic Act No. 9710 (Magna Carta of Women), CHED Memorandum Order No. 1, Series of 2015, Civil Service Commission Memorandum Circular No. 12, Series of 2005, and international references such as the United Nations Guidelines on Gender-Inclusive Language and the UNESCO Guidelines on Gender-Neutral Language.

No.	Term	Definition
1	<b>Gender-Fair Language (GFL)</b>	Language that promotes gender equality by avoiding sexist, discriminatory, or stereotypical expressions, ensuring respectful and inclusive representation of all genders in communication.
2	<b>Gender-Inclusive Language</b>	Language that avoids bias toward any sex or gender, ensuring equal respect and representation for all gender identities in communication.

AIM HIGHER





3	<b>Non-Sexist Language</b>	Language that consciously avoids marginalizing, stereotyping, or excluding individuals based on their sex or gender.
4	<b>Sexist Language</b>	Language that discriminates or demeans individuals based on sex or gender, including masculine generics or stereotypical terms.
5	<b>Gender</b>	A social construct referring to the roles, behaviors, identities, and attributes that societies assign to individuals based on perceived sex, including identities such as male, female, transgender, and non-binary.
6	<b>Sex</b>	The biological classification of individuals as male, female, or intersex, typically based on anatomy, chromosomes, and reproductive systems. Distinct from gender.
7	<b>Gender Identity</b>	An individual's internal sense of their own gender, which may or may not align with their assigned sex at birth.
8	<b>Gender Expression</b>	The external presentation of one's gender through appearance, behavior, clothing, speech, and mannerisms.
9	<b>Gender Equality</b>	Equal rights, responsibilities, and opportunities for individuals of all genders in all aspects of life, as protected by Philippine law.
10	<b>Gender Sensitivity</b>	Awareness of gender-based differences and inequalities, ensuring fairness in communication, policies, and practices.
11	<b>Gender Mainstreaming</b>	A strategy to integrate gender perspectives into all institutional policies, programs, and activities to promote equality and eliminate discrimination.
12	<b>Gender-Based Discrimination</b>	Any act or practice that limits or denies human rights based on sex, gender identity, or gender expression.
13	<b>Patriarchy</b>	A social system wherein men hold dominant positions of power in political, economic, and social structures.
14	<b>Intersectionality</b>	A framework for understanding how various aspects of identity (e.g., gender, race, class) interact to shape unique experiences of advantage or disadvantage.

#### IV. GOALS AND OBJECTIVES

The **Gender-Fair Language (GFL) Policy** of the **City College of Cagayan de Oro (CCCdO)** serves as a fundamental institutional mechanism to advance gender equality, promote inclusive communication, and eliminate discriminatory language within the academic community. This policy affirms the College's commitment to fostering a learning and working environment that upholds human dignity, respects diversity, and empowers all individuals regardless of sex, gender identity, or gender expression.

**AIM HIGHER**





Grounded in national legislation, government directives, CHED policies, and international standards, this policy is designed to systematize the use of gender-fair, non-sexist, and inclusive language in all official documents, academic outputs, administrative operations, and institutional engagements. It recognizes that language is a powerful tool that can either perpetuate gender inequalities or serve as an instrument for social transformation.

#### **A. Main Goal:**

To cultivate a gender-responsive institutional culture by institutionalizing the consistent use of gender-fair language in all facets of academic, administrative, and operational communications, thereby contributing to the realization of gender equality, social inclusion, and non-discrimination across the College.

#### **B. Specific Objectives:**

##### **1. To Increase Awareness on Gender Sensitivity through Language Use:**

Promote heightened awareness and critical understanding among faculty, academic staff, non-teaching personnel, and students regarding the role of language in shaping societal attitudes, perpetuating gender biases, and either reinforcing or challenging gender-based discrimination and marginalization.

##### **2. To Provide Clear and Actionable Guidelines for Gender-Fair Language:**

Develop, adopt, and disseminate clear, practical, and context-specific guidelines on the proper use of gender-fair, inclusive, and non-sexist language in all forms of communication—whether spoken, written, digital, or visual—covering internal and external communications, academic content, student publications, social media platforms, and official College engagements.

##### **3. To Institutionalize the Mandatory Practice of Gender-Fair Language:**

Embed the use of gender-fair language as an institutionalized and mandatory practice within CCCdO's academic, administrative, and operational systems. This objective ensures the consistent and sustained application of gender-fair language across all departments, offices, student organizations, and affiliated programs, in compliance with national laws and CHED Memorandum Order No. 1, series of 2015.

##### **4. To Integrate Gender-Fair Language in Educational and Institutional Practices:**

Integrate gender-fair language as a fundamental component of CCCdO's curricular, co-curricular, and extracurricular activities, as well as in campus publications, media productions, and public engagements. This promotes a deeper institutional appreciation of gender equality, fosters inclusive learning spaces, and advances gender-transformative education in line with national and institutional GAD frameworks.

## **V. SCOPE AND COVERAGE**

These guidelines on the use of gender-fair language apply to all official documents, communications, and issuances of the City College of Cagayan de Oro (CCDO). They cover both administrative and academic communications, ensuring that all forms of expression within the College uphold gender sensitivity and inclusivity.

Specifically, this policy applies to:

**AIM HIGHER**





**A. Administrative and Academic Communications**, including but not limited to:

- Memoranda
- Letters and Notices
- Reports
- Resolutions
- Official Forms
- Policies and Manuals
- Announcements (printed and digital)
- Electronic Correspondence (emails, online portals, chat groups used for official purposes)

**B. College Publications and Academic Materials**, including:

- Curricular Materials
- Syllabi
- Instructional Modules
- Research Papers and Theses
- Newsletters, Magazines, and Brochures
- Posters, Infographics, and Audio-Visual Presentations

**C. Public Communications**, such as:

- Website Content
- Social Media Posts
- Press Releases
- Event Scripts and Speeches
- Advertisements and Promotional Campaigns

**Who Must Comply:**

This policy applies to all members of the College community, including:

- College administrators and officials
- Faculty members
- Non-teaching personnel and staff
- Students, particularly when producing academic outputs, research, or materials intended for public or official dissemination

While the guidelines primarily focus on communication in English, they also extend to communication in Filipino and local languages such as Bisaya. In all cases, terms, expressions, or phrases that carry sexist, exclusionary, or stereotypical undertones must be consciously avoided. The use of inclusive and gender-sensitive language is required across all languages, particularly in public-facing materials, academic instruction, and official College events.

All units, offices, and departments are expected to ensure that these guidelines are applied consistently in the creation, approval, and dissemination of materials and communications within and beyond the College.

## V. POLICY GUIDELINES ON GENDER FAIR LANGUAGE

In pursuant to Republic Act No. 9710 or the *Magna Carta of Women*, and in compliance with the Commission on Higher Education (CHED) Memorandum Order No. 1, Series of 2015, titled *“Establishing the Policies and Guidelines on Gender and Development in Higher Education Institutions*

**AIM HIGHER**





(HEIs),” alongside the Civil Service Commission (CSC) Memorandum Circular No. 12, Series of 2005 on the use of gender-fair and non-sexist language, and other relevant national and institutional issuances, all members of the City College of Cagayan de Oro (CCCdO) community—comprising faculty, non-teaching staff, students, administrators, and affiliated personnel—are hereby mandated to adopt and consistently apply gender-fair language in all forms of communication.

The purpose of these guidelines is to institutionalize the use of inclusive, non-discriminatory, and gender-sensitive language that upholds the dignity of all individuals regardless of sex, gender identity, or expression. The following provisions shall serve as the standard in all official communications, instructional content, policies, and publications of the College:

### 5.1 Elimination of Generic Masculine Pronouns

All communications shall avoid the use of masculine pronouns (“he,” “him,” “his”) as default references for individuals of unspecified or unknown gender. Instead, sentences shall be reconstructed using gender-neutral alternatives such as plural forms, omission of pronouns, or the use of “one,” “they,” “we,” or “you.” Passive constructions may also be employed where appropriate.

#### Example:

- **Incorrect:** “Each student must submit his assignment on time.”
- **Correct:** “All students must submit their assignments on time.” / “Each student must submit the assignment on time.”

These practices prevent gender-based exclusion and reinforce equitable representation in institutional language.

### 5.2 Avoidance of the Generic Use of “Man” and Other Male-Centric Terms

The generic use of the word “man” and other male-centric terminologies to denote humankind or people in general shall be discontinued. These shall be replaced with inclusive terms that acknowledge the diversity of gender identities.

#### Examples:

Incorrect Example	Correct Example
Mankind	Humankind / Humanity
Common man	Ordinary people / Average person
Manpower	Workforce / Human resources
Founding fathers	Founders / Founding leaders

The use of gender-neutral collective nouns such as “individuals,” “persons,” “people,” or “human beings” shall be observed.

### 5.3 Use of Gender-Neutral Titles and Professional Terms

AIM HIGHER





All references to roles, designations, or professions shall employ gender-neutral language, unless gender specification is necessary due to context.

**Examples:**

Incorrect Example	Correct Example
Chairman	Chairperson / Chair
Policeman	Police officer
Fireman	Firefighter
Mailman	Mail carrier
Businessman	Businessperson / Entrepreneur
Stewardess	Flight attendant

Neutral designations such as “parent,” “spouse,” or “guardian” must be used where marital status or gender is irrelevant.

**5.4 Prohibition of Feminine Suffixes That Reinforce Gender Hierarchy**

The use of feminized suffixes such as “-ess,” “-ette,” or “-trix” that denote gender-based differentiation and reinforce professional hierarchy shall be discouraged.

**Examples:**

Incorrect Example	Correct Example
Actress	Actor
Authoress	Author
Hostess	Host

Such terms promote inclusivity and equal recognition of professional roles regardless of gender.

**5.5 Removal of Unnecessary Gender Descriptors**

Avoid descriptors such as “female,” “lady,” “girl,” or “male” when referring to professional roles or occupations, unless the context legally or medically requires gender identification.

**Examples:**

Incorrect Example	Correct Example
Female engineer	Engineer

**AIM HIGHER**





Lady doctor	Doctor
Career woman	Professional

The word “girl” should never be used to describe adult women in academic or official settings. The term “woman” is appropriate when required, and always with due respect.

### 5.6 Prohibition of Derogatory or Stereotypical Language

All official communications and materials shall refrain from using language that perpetuates stereotypes or diminishes individuals based on gender.

#### Examples:

Incorrect Example	Correct Example
Spinster	Single woman / Unmarried woman
Man up	(Avoid entirely; rephrase constructively)
Nagging wife	(Avoid entirely; use respectful terms)
Battle-axe	(Avoid entirely; use respectful terms)
Housewife / Househusband	Homemaker

Slang, colloquialisms, and pejorative expressions that stereotype or demean on the basis of gender are strictly prohibited.

### 5.7 Equal Treatment and Parallelism in Gender References

In all cases where individuals of different genders are mentioned, equal and parallel treatment must be observed in naming, titling, and sequencing.

#### Examples:

Incorrect Example	Correct Example
Man and wife	Husband and wife
Dr. Juan Reyes and Maria Cruz	Dr. Juan Reyes and Dr. Maria Cruz
Mr. and Mrs. Jose Cruz	Mr. Jose Cruz and Ms. Ana Cruz

Ensure that no gender is implied to be dominant or normative through naming conventions.

### 5.8 Use of Gender-Neutral Honorifics and Salutations

Official correspondence and communications shall adopt gender-neutral and inclusive salutations.

**AIM HIGHER**





**Examples:**

<b>Incorrect Example</b>	<b>Correct Example</b>
Dear Sir / Gentlemen	Dear Colleagues / To Whom It May Concern / Dear [Position Title]
Miss / Mrs. (default for women)	Ms. (default, unless otherwise requested)
Gendered honorifics inconsistent usage	Apply titles equally (Dr., Prof., Atty., Engr.)
Mr. and Mrs. [Surname]	Mr. and Ms. [Surname] or full names

Titles should reflect professional or institutional status and must not assume or reveal personal civil status unless necessary.

**5.9 Institutionalization of Gender-Fair Language in Visual and Digital Communication**

All official visual, print, and digital materials of the College—including but not limited to posters, publications, social media content, digital campaigns, and marketing materials—must consistently apply gender-fair language. The GAD Office, in collaboration with the Communications Office, shall develop and disseminate a "Quick Guide on Gender-Fair Language" and conduct orientation sessions for implementation.

**5.10 Integration of Gender-Fair Language in Academic and Instructional Content**

In line with its commitment to fostering an inclusive, respectful, and gender-responsive learning environment, the **City College of Cagayan de Oro (CCCdO)** mandates the integration of **Gender-Fair Language (GFL)** across all academic and instructional content. This directive is anchored on Republic Act No. 9710 (Magna Carta of Women), CHED Memorandum Order No. 1, Series of 2015, and applicable national policies on gender equality in education.

**5.10.1 Scope of Application:**

All faculty members, instructors, and academic personnel are required to apply gender-fair, non-sexist, and inclusive language in the following academic materials and processes:

- Course syllabi and instructional guides
- Learning modules and handouts
- Assessment tools, such as rubrics, quizzes, and examinations
- Classroom lectures and presentations
- Oral and written feedback provided to students
- Student activities, including reports, projects, and publications

**5.10.2 Implementation Mechanism:**

**1. Institutional Oversight and Compliance Monitoring**

The Gender and Development Office (GADO), in collaboration with the Office of the Vice President for Academic Affairs (OVPA) and relevant academic departments, shall lead the periodic review of instructional materials to ensure compliance with GFL standards. A

**AIM HIGHER**





dedicated Gender-Fair Language Review Committee (GFLRC) may be established under the GADO to oversee the technical review and endorsement of academic content.

2. **Capacity-Building for Academic Personnel**

Regular orientation programs, workshops, and seminars on the application of gender-fair language shall be conducted to equip faculty members with the knowledge and skills necessary for integrating GFL effectively in their teaching practices and academic outputs.

3. **Instructional Content Audit and Modification**

Faculty members are expected to review, revise, and modify their existing instructional materials to ensure full compliance with GFL guidelines. Academic departments shall incorporate GFL checks as part of their annual curriculum and instructional material review processes. Any identified non-compliant content shall be subject to mandatory revision before approval or continued use.

4. **Standardization and Templates**

The GADO, in partnership with academic units, shall develop standardized templates and sample phrases for syllabi, rubrics, and other academic documents that incorporate gender-fair language as a model for consistent adoption across all departments.

5. **Evaluation and Accountability**

Instructors and academic staff shall include gender sensitivity considerations as part of course evaluations and reflective teaching reports. Compliance with GFL shall form part of faculty performance appraisal mechanisms, and non-compliance may be addressed through corrective actions or additional mentoring as needed.

### 5.11 Integration of Gender-Fair Language in Academic Assessments

In line with the College's commitment to gender-sensitive pedagogy, all academic units shall be required to integrate gender-fair language criteria in the evaluation of student academic outputs, including but not limited to:

- Theses and dissertations;
- Research papers and reports;
- Written projects, presentations, and digital submissions.

Faculty members shall incorporate **gender-fair language compliance** in grading rubrics, with a minimum of **five percent (5%)** of the overall score allocated for "Language Use," which includes grammar, clarity, and adherence to gender-fair language principles.

## VI. ADMINISTRATION AND COMPLIANCE

The effective implementation, compliance, and institutionalization of the **Gender-Fair Language (GFL) Policy** at the **City College of Cagayan de Oro (CCCdO)** shall be a shared obligation of the entire academic community. Faculty members, academic administrators, non-teaching personnel, and students are collectively responsible for upholding the principles of gender sensitivity, inclusion, and equality through the consistent application of gender-fair language in all official, academic, and administrative communications.

AIM HIGHER





**6.1 The Gender and Development (GAD) Office**, under the supervision of the designated **GAD Focal Person**, shall serve as the principal implementing, coordinating, and monitoring entity for this policy. In pursuit of this role, the GAD Office shall:

**A. Policy Dissemination and Capacity Building**

- Disseminate the policy through formal channels, including institutional memoranda, faculty and student handbooks, campus publications, and digital platforms.
- Organize and implement mandatory capacity-building activities such as orientations, seminars, and workshops designed to enhance the College community's knowledge, understanding, and application of gender-fair language in academic and administrative contexts.

**B. Development of Institutional Resources**

- Develop, publish, and regularly update institutional reference materials, including gender-fair language style guides, templates, and sample documents, to support faculty, staff, and students in adopting gender-sensitive and inclusive language in their communication practices.

**C. Monitoring, Review, and Evaluation of Compliance**

- Conduct systematic and periodic reviews of instructional materials, administrative documents, and digital content every **academic semester** to assess adherence to GFL standards.
- Require academic units to submit self-assessment compliance reports on the application of gender-fair language at the end of each academic year.
- Integrate gender-fair language compliance into institutional internal quality assurance processes and performance evaluation systems for faculty and staff.

**6.2 Compliance Procedures and Corrective Measures**

To ensure consistent adherence to this policy, the following compliance mechanisms and procedures shall be implemented:

**6.2.1 Corrective Actions for Non-Compliance**

To ensure the consistent and effective application of the Gender-Fair Language Policy, the following progressive corrective measures shall be observed in cases of non-compliance:

**First Instance: Advisory and Guidance**

Upon identification of non-compliance, the concerned individual or office shall receive a **written advisory or notice of reminder** from the GAD Office or designated unit, clearly outlining the specific areas of non-conformity. This advisory shall include recommended corrective actions and a reasonable timeframe for revision and compliance.

**Second Instance: Formal Memorandum of Non-Compliance**

**AIM HIGHER**





If non-compliance persists after the initial advisory, a **formal memorandum of non-compliance** shall be issued by the academic unit head or administrative supervisor. This memorandum shall formally require the revision, correction, and re-submission of the identified documents or materials within a specified period. Failure to comply within the prescribed period may affect the processing or acceptance of the concerned documents.

### **Third Instance: Administrative Sanctions**

In cases of repeated or deliberate non-compliance, the matter shall be elevated to the appropriate disciplinary authority in accordance with the College's existing Code of Conduct and disciplinary procedures. Sanctions may include, but are not limited to:

- **Withholding of approval** for academic, administrative, or official documents;
- Temporary **disqualification from participation in institutional programs or committees**;
- Other disciplinary actions as deemed appropriate under institutional rules.

These corrective actions aim to promote compliance through education and accountability, while safeguarding institutional integrity and adherence to the principles of gender fairness, inclusion, and non-discrimination.

### **6.2.2 Positive Reinforcement and Incentive Programs**

In support of a proactive, educational approach to policy compliance, the City College of Cagayan de Oro (CCCdO) shall institutionalize an Annual Gender-Fair Language Compliance Awards Program. This program aims to recognize and celebrate exemplary practices in the application of gender-fair, inclusive, and non-sexist language within the academic and administrative operations of the College.

The awards shall be conferred to academic units, administrative offices, faculty members, and student organizations that consistently demonstrate outstanding adherence to gender-fair language guidelines in their official communications, academic outputs, publications, and institutional activities.

Forms of recognition may include:

- Certificates of recognition issued during institutional ceremonies or annual assemblies;
- Formal citations in College publications, annual reports, and digital platforms;
- Priority access to professional development programs, capacity-building workshops, and other learning opportunities facilitated or endorsed by the **Gender and Development Office**

This awards program is designed not only to promote compliance but also to encourage sustained institutional commitment to gender sensitivity, respectful communication, and inclusive academic and professional environments.

**AIM HIGHER**





### 6.3 Feedback and Confidential Reporting Mechanism

The GAD Office shall maintain a confidential reporting mechanism that enables faculty, staff, and students to:

- Report instances of non-compliance or improper use of gendered language;
- Request clarification or technical assistance on gender-fair language usage;
- Provide suggestions for the continuous improvement of GFL policies and practices.

All reports shall be handled with strict confidentiality and shall be used solely for educational, corrective, and institutional policy enhancement purposes.

### VII. POLICY IMPLEMENTATION AND MILESTONES

Phase	Activity / Milestone	Responsible Office	Target Date
<b>Phase 1: Policy Dissemination and Initial Orientation</b>	Formal issuance and dissemination of the GFL Policy through institutional memoranda, digital platforms, and department meetings.	GAD Office, Office of the President, Academic Affairs	Within 1 month from policy approval
	Conduct of initial campus-wide orientations and briefings for faculty, staff, and students.	GAD Office	Every 3rd week of August
<b>Phase 2: Capacity Building and Tool Development</b>	Development and distribution of Gender-Fair Language Style Guide, reference materials, and sample templates.	GAD Office, Academic Affairs, Department GAD Coordinators	
	Initial training workshops for academic units and administrative offices on policy application and compliance.	GAD Office, Human Resource Development Office	
<b>Phase 3: Integration into Academic Processes</b>	Revision of course syllabi, instructional materials, assessment tools, and rubrics to incorporate GFL standards.	Academic Units, Curriculum Committee	By end of the First Semester (e.g., December/January)
	Inclusion of GFL compliance criteria in student assessment rubrics for theses, research, and projects.	Academic Units, Department Chairs	Effective Second Semester (e.g., January)

**AIM HIGHER**





<b>Phase 4: Compliance Monitoring and Reporting</b>	Submission of initial self-assessment reports by academic units and offices.	Departments/Offices, consolidated by GAD Office	End of First Academic Year Post-Approval (e.g., May)
	First comprehensive campus-wide compliance review and report.	GAD Office	End of First Academic Year (e.g., May)
<b>Phase 5: Recognition and Policy Refinement</b>	Launch of the Annual Gender-Fair Language Compliance Awards Program.	GAD Office	End of Academic Year (e.g., June)
	Evaluation and policy enhancement based on implementation feedback and best practices.	GAD Office, Policy Review Committee	Start of New Academic Year (e.g., August)

## VII. PERIODIC REVIEW

To ensure that the Gender-Fair Language (GFL) Policy remains responsive, effective, and aligned with evolving institutional needs and external mandates, the City College of Cagayan de Oro (CCCdO) shall institutionalize a structured mechanism for its periodic review and continuous enhancement.

### A. Periodic Review

1. The Gender and Development (GAD) Office, in collaboration with the Vice Presidents, shall lead a formal review of this policy every three (3) years from its effectivity date, or earlier if warranted by:
  - Changes in national legislation or CHED directives;
  - Institutional developments or strategic shifts;
  - Emerging gender-related issues and best practices in higher education.
2. The review process shall include:
  - A comprehensive assessment of the policy’s implementation, effectiveness, and institutional compliance;
  - Collection and analysis of feedback from faculty, non-teaching staff, students, and other stakeholders;
  - Evaluation of challenges, gaps, and lessons learned from implementation;
  - Consideration of updates from national and international guidelines on gender-fair and inclusive language.
3. Consultations with key stakeholders—including academic units, administrative offices, student organizations, and GAD Coordinators—shall be an integral part of the review process to ensure broad-based participation and institutional ownership.

### B. Continuous Improvement Mechanisms

1. The GAD Office shall systematically gather data from:

**AIM HIGHER**





- Annual GFL compliance reports from departments and offices;
- Feedback obtained through the College's confidential reporting mechanism;
- Results of monitoring and evaluation activities.

2. These data shall inform annual action plans for capacity-building, resource development, and other necessary interventions.
3. The GAD Office shall maintain an up-to-date repository of gender-fair language resources, including:
  - Revised guidelines, glossaries, and templates;
  - Sample syllabi, rubrics, and student outputs demonstrating best practices;
  - Recorded trainings and educational materials for wider dissemination.
4. New versions or updates of the GFL Policy arising from reviews shall undergo formal endorsement and approval by the appropriate institutional governing bodies, ensuring transparency and accountability.

## VIII. EFFECTIVITY

This Gender-Fair Language Policy shall take effect immediately upon its approval by the College Council and subsequent endorsement by the Office of the President of the City College of Cagayan de Oro.

### A. Transitional Provisions

1. All academic units, administrative offices, and student organizations shall be granted a maximum of one (1) academic year from the effectivity date of this policy to:
  - Align their syllabi, instructional materials, communications, and documentation with the standards set forth in this policy;
  - Undergo required orientation and capacity-building sessions facilitated by the GAD Office;
  - Submit initial compliance reports to the GAD Office.
2. During the transition period, the GAD Office shall provide technical assistance, including personalized consultations and document reviews, to facilitate the timely and effective integration of gender-fair language across all levels of the institution.
3. Full and mandatory compliance—including the incorporation of gender-fair language in student grading rubrics, official publications, and administrative templates—shall be enforced starting in the academic year immediately following the transition period.

### B. Supersession Clause

This policy shall supersede and render ineffective all prior institutional guidelines, memoranda, or directives that are inconsistent with its provisions regarding gender-fair language, gender sensitivity in communication, and inclusive academic and administrative practices.

**AIM HIGHER**





## REFERENCES

- Commission on Higher Education. (2015). *CHED Memorandum Order No. 1, Series of 2015: Establishing the policies and guidelines on gender and development in higher education institutions*. Quezon City, Philippines: Commission on Higher Education.
- Civil Service Commission. (2005). *Memorandum Circular No. 12, Series of 2005: Use of gender-fair language in all official documents, communications, and issuances of government agencies*. Quezon City, Philippines: Civil Service Commission.
- Congress of the Philippines. (1987). *The 1987 Constitution of the Republic of the Philippines*. Retrieved from <https://www.officialgazette.gov.ph/constitutions/1987-constitution/>
- Congress of the Philippines. (2009). *Republic Act No. 9710: Magna Carta of Women*. Retrieved from <https://pcw.gov.ph/republic-act-9710-magna-carta-of-women/>
- Philippine Commission on Women. (2014). *Memorandum Circular No. 2014-06: Guidelines on the use of gender-fair language in all laws, policies, rules and regulations, administrative issuances, and other official documents and communications*. Quezon City, Philippines: Philippine Commission on Women.
- United Nations. (n.d.). *Guidelines for gender-inclusive language in English*. New York, NY: United Nations. Retrieved from <https://www.un.org/en/gender-inclusive-language/>
- United Nations Educational, Scientific and Cultural Organization (UNESCO). (1987). *Guidelines on gender-neutral language*. Paris, France: UNESCO. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000073895>

AIM HIGHER





Prepared by:

**Mr. Jason Basiculan**

Extension and Outreach Officer  
Alternate GAD Focal Person

**Ms. Herna Francis Mae B. Tano, MM**

Director for Extension and Outreach Office  
GAD Focal Person

Reviewed by:

**Dr. Helmae E. Tapanan, LPT**

Vice-President of Academic Affairs

**Dr. Ray Butch D. Mahinay, LPT**

Vice-President for Extension and Social Development Services

**Dr. Mark Raymond S. Tan, LPT**

Vice President for Student Affairs and Services

**Dr. Joel D. Potane, LPT**

Vice President for Research, Innovation, and Creative Enterprise

**Dr. Kurt S. Candilas, LPT**

Vice President for Administration

**Mr. Karl Hein M. Pios, LPT**

Vice President for Finance  
Assistant Department Head

Approved by:

**Dr. Jestoni P. Babia, LPT**

College President III

**AIM HIGHER**

