SAINT LOUIS UNIVERSITY

Baguio City, Philippines

Metric 5.6 Women's progress measures



5 GENDER EQUALITY

Times Higher Education
Sustainability
Impact Ratings

AY 2025-2026

SAINT LOUIS UNIVERSITY

Baguio City, Philippines

Indicator 5.6.2 Non-discrimination policies for transgender



5 GENDER EQUALITY

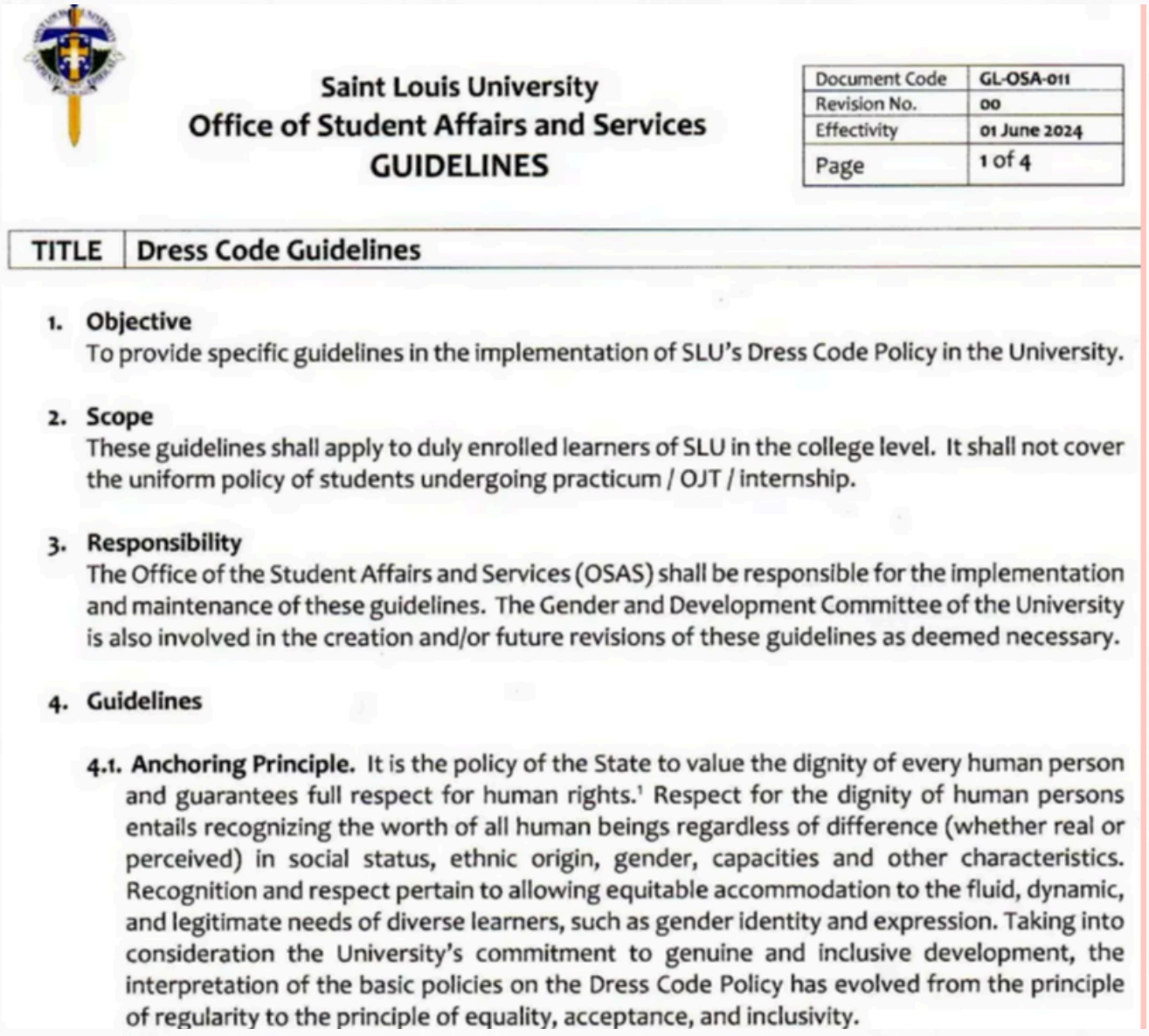
Times Higher Education Sustainability Impact Ratings

AY 2025-2026

SLU Promotes Equality, Inclusion, and Human Dignity

PROMOTING EQUALITY, INCLUSION, AND HUMAN DIGNITY AT SLU

Consistent with the University's policies, SLU recognizes the worth of every person regardless of gender identity or expression and promotes an environment free from discrimination. Through its commitment to equality, acceptance, and inclusivity, the University supports the equitable participation of women and gender-diverse individuals in academic, social, and leadership spaces. In this context, Justice Leonen's call to critically examine laws and social structures reinforced the importance of creating communities where all individuals, including transgender persons, are treated with dignity, respect, and equal opportunity.



Saint Louis University
Office of Student Affairs and Services
GUIDELINES

Document Code	GL-OSA-011
Revision No.	00
Effectivity	01 June 2024
Page	1 of 4

TITLE | **Dress Code Guidelines**

1. **Objective**
   To provide specific guidelines in the implementation of SLU's Dress Code Policy in the University.

2. **Scope**
   These guidelines shall apply to duly enrolled learners of SLU in the college level. It shall not cover the uniform policy of students undergoing practicum / OJT / internship.

3. **Responsibility**
   The Office of the Student Affairs and Services (OSAS) shall be responsible for the implementation and maintenance of these guidelines. The Gender and Development Committee of the University is also involved in the creation and/or future revisions of these guidelines as deemed necessary.

4. **Guidelines**

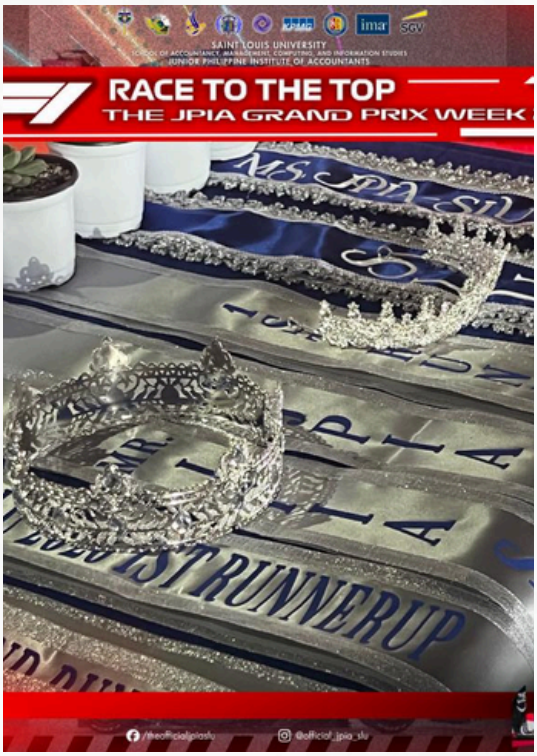
   4.1. **Anchoring Principle.** It is the policy of the State to value the dignity of every human person and guarantees full respect for human rights.[1] Respect for the dignity of human persons entails recognizing the worth of all human beings regardless of difference (whether real or perceived) in social status, ethnic origin, gender, capacities and other characteristics. Recognition and respect pertain to allowing equitable accommodation to the fluid, dynamic, and legitimate needs of diverse learners, such as gender identity and expression. Taking into consideration the University's commitment to genuine and inclusive development, the interpretation of the basic policies on the Dress Code Policy has evolved from the principle of regularity to the principle of equality, acceptance, and inclusivity.

JPIA–SLU'S FINAL LAP PROMOTES TALENT, LEADERSHIP, AND NON-DISCRIMINATION



The Junior Philippine Institute of Accountants – Saint Louis University (JPIA–SLU) successfully held “Final Lap: The Ultimate Showdown” on 31 January 2026 at the Audio Visual Room, Fr. Serafin Devesse Building, SLU Maryheights Campus. The event brought together students, advisers, judges, and supporters for an afternoon of excitement, creativity, and leadership development through the Mr. & Ms. JPIA–SLU Pageant and JPIA Got Talent.

As a platform for talent, leadership, and advocacy, the event highlighted the importance of non-discrimination policies for individuals, promoting equal opportunities for participation, recognition, and representation.





SLU Promotes Inclusive Education Through Faculty Research on Non-Discrimination Policies

Saint Louis University continues to demonstrate its commitment to academic excellence by supporting faculty participation in conferences that address pressing social issues, including gender equality, diversity, and social inclusion. Through these opportunities, faculty members are able to contribute to meaningful scholarly discussions and promote research that advances inclusive and equitable communities.

Participation in the Research Conference on Gender Equality, Diversity, and Social Inclusion in Education provided a valuable platform to share insights on non-discrimination policies, emphasizing the importance of equal opportunities, recognition, and representation for all.

By encouraging faculty involvement in research conferences, Saint Louis University reinforces its commitment to academic excellence, social responsibility, and the promotion of inclusive education and human dignity. Through research and scholarly engagement, the University continues to cultivate a culture of inclusivity, respect for diversity, and service to society.

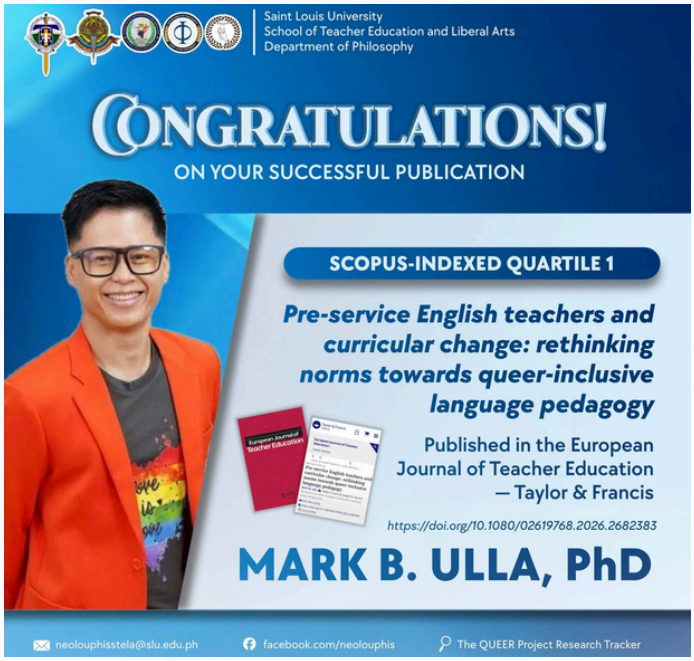


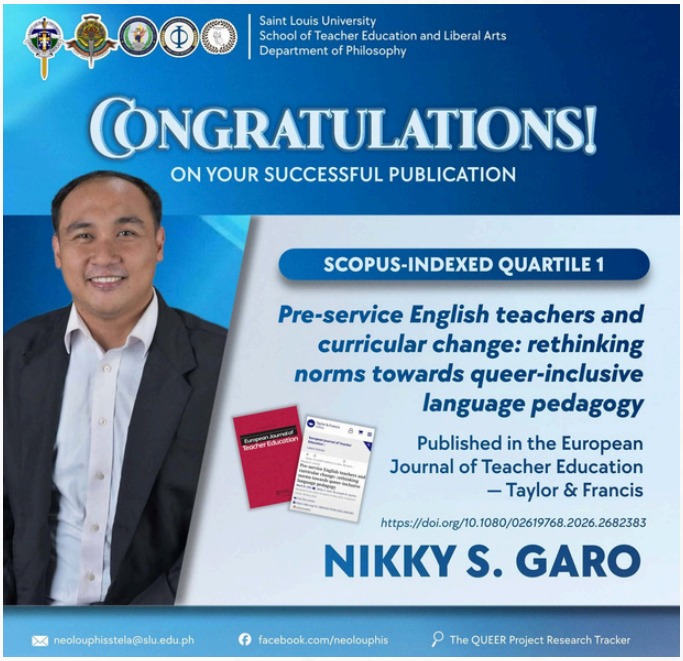
Research Collaboration Reflects SLU's Commitment to Non-Discrimination and Inclusive Education

Saint Louis University (SLU) continues to affirm its commitment to inclusion, equity, and human dignity by supporting faculty research collaborations that address pressing issues in education and society. This commitment is exemplified through the publication of the Scopus-indexed Quartile 1 research article, “Pre-service English Teachers and Curricular Change: Rethinking Norms Towards Queer-Inclusive Language Pedagogy,” published in the European Journal of Teacher Education.

Through this collaborative research endeavor, SLU faculty contribute to the growing body of scholarship that promotes inclusive educational practices and challenges discriminatory norms affecting transgender and LGBTQ+ individuals.

The study underscores the importance of creating learning environments that recognize diversity, foster respect, and support the development of non-discrimination policies that ensure equal opportunities, participation, representation, and recognition for all.







SLU Research Collaboration Promotes Inclusive Education and Equitable Learning Environments

The Department of Philosophy and the School of Advanced Studies of *Saint Louis University (SLU)* continue to strengthen a culture of research collaboration that addresses emerging educational concerns and contributes to the development of more inclusive learning environments. This commitment is reflected in the publication of "Queering the Gap: Embracing a Queer-Inclusive Learning Process in Teaching Philosophy," published in Lukad: An Online Journal of Pedagogy Special Issue on Gender and Inclusive Education.

The study explores innovative approaches to philosophy instruction that foster respect for diversity, inclusivity, and meaningful student engagement. By reexamining traditional teaching practices, the research provides valuable insights into *creating learning spaces where all students feel represented, respected, and empowered to participate fully in the educational process.*

More than a scholarly accomplishment, this collaborative research contributes to ongoing efforts to *promote fairness, equal opportunities, and inclusive educational policies.* Its findings offer practical implications for educators, curriculum developers, and institutions seeking to cultivate learning environments grounded in human dignity, mutual respect, and social responsibility.

Through initiatives such as this, SLU demonstrates its commitment to advancing research that not only *enriches academic discourse but also creates a meaningful impact on educational practice.* The publication stands as a testament to how faculty and graduate student collaborations can inspire positive change and help shape a more compassionate and equitable future for education.



The SLU SDG Report 2026