



TAYLOR'S  
UNIVERSITY

Wisdom • Integrity • Excellence

# Sustainability Disclosure 2024



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## INTRODUCTION

Taylor's University is a modern and progressive university, well respected and regarded as one of Malaysia's most reputable private universities. It offers a comprehensive range of programme from Foundation Studies to Postgraduate Degrees. Taylor's provides diverse study options, partnerships with leading universities worldwide and strong industry linkages to students from around the world.

Taylor's University has had considerable success in a remarkably short period of time since being awarded University status in 2010. The continuous pursuit of excellence, while increasing the breadth of academic provision, has resulted in both outstanding progress in world rankings and a resilient financial performance.

Universities are agents of change and are critical to the social, cultural and economic development of nations. Taylor's University is an asset for Malaysia and as an international university is well-positioned to forge partnerships across sectors and across borders. All nations need new progressive, outward facing institutions who can rise to the challenges of the digital age at a time when governments have significant constraints on public funding. New models of higher education are required to build a strong and high-quality sector in emerging and developing economies around the world. Taylor's University is an exemplar of private sector investment bringing in dynamic management practices to deliver a world class university for the benefit of Malaysia and the region.

We support a national drive to raise standards and develop well educated citizens who can make a meaningful contribution to society. This will continue to be the focus for our work as we develop purpose-driven education and impactful research. The national desire to become an international hub for higher education provides opportunities in the region with Taylor's University being a leader in the sector having international students comprising 50% of the overall student population. This brings diversity to the campus and helps raise the status of higher education in Malaysia.

Higher education is influenced significantly by national developments and is driven by a commitment to strategic areas of focus. Malaysia has recently attracted substantial direct foreign investments in key sectors including semiconductors, AI and data centres, positioning the country as a burgeoning destination for digital technologies. The Government's 2025 budget provides incentives for MSME and local businesses to push forward on automation, digitalization, support for the local semiconductor industry and green technologies. Malaysia is an important international business hub within the ASEAN region that offers opportunities for the University to grow in size and stature. We can position ourselves to address the skills deficit from TVET to Post-Doctoral level by working in partnership with business and agencies.

Taylor's University, with its strong track record will align its strategic direction with these developments. We acknowledge that our research impact needs to be strengthened further but we are committed to building capacity and capability to meet these exciting opportunities. Taylor's University will build multidisciplinary research capacity in high impact areas of health, sustainability and technology, foster industry partnerships and create forward-leaning learning environments.

The University is planning for the next stage of its development, and we have identified planning horizons to guide our growth and development. We are ambitious and confident that we can build on past success and make the most of opportunities as we seek to enhance our status by delivering world-class higher education and research for the benefit of our communities.

# VISION, MISSION, PURPOSE STATEMENT & CORE VALUES

## VISION

To be a leading international university offering distinctive, purpose-driven teaching and research, developing global citizens ready to contribute to an interconnected, complex and disruptive world.

## MISSION

As a modern progressive university, we are committed to fostering academic excellence, interdisciplinary collaboration, and global citizenship by providing world-class, inclusive, and transformative education.

## PURPOSE STATEMENT

To educate the youth of the world to take their productive place as leaders in the global community.

## CORE VALUES – R.E.C.I.P.E.

Our values are the foundation on which we will deliver on our mission of providing world-class, inclusive, and transformative education. We believe in:

### **Respect and care for each other**

We will promote an environment where every member is valued and appreciated; where personal and cultural differences are respected and members have a safe place for expression. We will encourage our people to exercise initiative and responsibility and the effort of individuals and teams will always be recognized.

### **Being dedicated to a culture of Excellence**

We desire to be the best that we can be in the realisation of our personal and organisational aspirations. We will continually look for ways to be better than we were before, adopting continual learning as the path towards excellence in every aspect of what we do.

### **Openness in Communication**

Openness in communication means we need to be frank and sincere in our exchanges. Conducted in an amenable and amiable manner, it promotes trust and understanding.

### **Acting with Integrity**

We will be well intentioned and consistent in everything we do. Through adherence to a code of conduct that reflects honesty, accountability and ethical practice, we build and sustain a healthy culture of openness and trust within the organization and society at large.

### **Being Passionate in what we do**

We have a belief that what we do is meaningful and fulfilling. Passion commits us to our work. Through our commitment and enthusiasm we inspire others.

### **Creating Enjoyable Environments**

We will create environments that are supportive, nurturing and conducive to their purpose. We are also committed to creating an employee friendly work environment that allows for a healthy balance between our professional and personal lives. These commitments will enable us to attract and retain the best qualified people and create a workplace of which we can be proud and where we can always enjoy our work while carrying out our mission.

## CORE VALUES TRAINING AND DEVELOPMENT

Taylor's Education Group is committed to fostering a strong workplace culture through its core values: **R.E.C.I.P.E. – Respect, Excellence, Communication, Integrity, Passionate, and Enjoyable**. In 2024, various training sessions and engagement programs have been designed to instill these values, promote ethical behavior, enhance professional growth, and support employee well-being.

### Respect and care for each other

- Refresher training sessions and engagement activities which emphasizes on 'Respect' value in the workplace was carried out towards the second half of the year. These sessions focuses on demonstrating respect, care and compassion, fostering a psychologically safe environment, valuing diverse perspectives and differences as well as building a supportive community.

### Being dedicated to a culture of Excellence

- Endless learning opportunities were provided to all employees, including LinkedIn Learning platform and MSLearn. Training sessions were also conducted to train users on how to navigate these platforms for maximum learning benefit.
- In the quest of ensuring employees maintaining the highest standards of integrity and ethical behavior at workplace, all employees must complete the mandatory Anti-Bribery & Corruption E-Learning Course.

### Openness in Communication

- A [Speak Up Safely](#) platform has been invested in to educate employees on workplace ethics, misconduct reporting, and creating a safe platform to express concerns and raise issues.
- To further provide clarity and transparency on rewards and compensation, a 'Pay Day Party' has been organized to disclose the intricacies of compensation structure such as bonus, increment.

### Acting with Integrity

- Apart from promoting Openness in Communication, the [Speak Up Safely](#) platform also reinforces integrity within the community, ensuring reporters confidentiality and safety while given the empowerment to report unethical behavior.

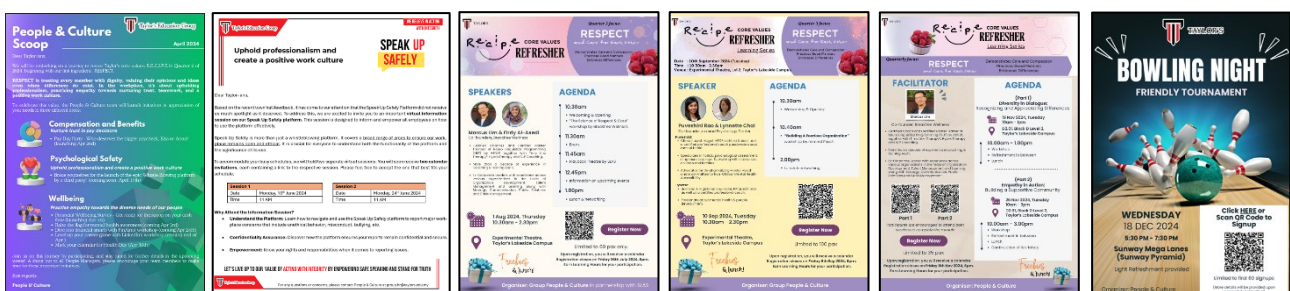
### Being Passionate in what we do

- Committed to learning and development, focused groups has been identified to embark on the Taylor's Learning Academy. Via this academy, learners were coached and mentored on skills which would then be useful for their career growth. This academy also features leadership sharing sessions as well as experiment and practice the knowledge gained via gamification.

### Creating Enjoyable Environments

- Well-being programs, including mental health awareness, financial planning workshops , bowling tournament, and health day initiatives were organized all year round, focusing on maintaining a balanced and enjoyable work environment.
- Festive celebrations such as Chinese New Year, Hari Raya, Deepavali and Christmas were also being observed and celebrated; employees who are celebrating were also entitled for half-day leave prior to the actual day.

Through these initiatives, Taylor's Education Group continues to embed **R.E.C.I.P.E. core values** into its workplace culture. Employees are encouraged to actively participate in these programs to enhance their skills, contribute to a positive work environment, and uphold the organization's core principles.





# COMMITTEE MEMBERS

## ENVIRONMENTAL, SOCIAL AND GOVERNANCE (ESG) COMMITTEE

An Environmental, Social, and Governance (ESG) Committee has been established to drive sustainability initiatives, ensure compliance with regulations, and enhance transparency and accountability in corporate practices.



Taylor's Education Group

# MEET OUR ESG COMMITTEE MEMBERS 2024 !

**Thank you, ESG Committee! Your dedication builds a sustainable tomorrow.**

**Key Roles of Members**

- Set one achievable sustainability target aligned with upcoming policies.
- Support the Board-approved TEG's long-term sustainability goals.
- Meet quarterly.
- Provide relevant unit data for the TEG sustainability report.
- Support and collaborate on Taylor's Education Group's ESG events.

 Karl Engkvist Co-chair of ESG, Taylor's Education Pte LTD	 May Wong Co - chair of ESG, Taylor's Education Sdn Bhd	 Hannah Kamal ESG Lead, Taylor's Education Sdn Bhd	 Nufus Sulaiman ESG Prog. Manager Taylor's Education Sdn Bhd	 Justin Nathan Chief Executive Officer, Taylor's University Sdn Bhd	
 Daphne Leong Taylor's Education Sdn Bhd	 Wan Nur Alia Taylor's Education Sdn Bhd	 Asha Menon Taylor's Education Sdn Bhd	 Ong Kian Ming Pro Vice-Chancellor, External Engagement Taylor's University	 Leong Suk Ye Taylor's University Sdn Bhd	
 Eugene Pek Taylor's University Sdn Bhd	 Serene Yong Taylor's University Sdn Bhd	 Lin Woon Leong Taylor's University Sdn Bhd	 Camelia May Taylor's University Sdn Bhd	 Kelvin Lee Taylor's University Sdn Bhd	
 Bernard Tee Taylor's University Sdn Bhd	 Rashmi Gangasa Taylor's University Sdn Bhd	 Nagentrau Muniandy Taylor's University Sdn Bhd	 Goh Mei Hui Taylor's University Sdn Bhd	 Nelvin Leow Taylor's University Sdn Bhd	 Jo-ann Lim Taylor's University Sdn Bhd
 Praveena Nair Taylor's University Sdn Bhd	 Pa Theebaa Taylor's College Sdn Bhd	 Tay Soon Ee Taylor's School	 Jeff Wong Taylor's Education Group's Asset	 Saravanan S. Taylor's Education Group's Asset	 Lan Ta Taylor's Education Group's Asset
 Thuy Nguyen	 Jason Macvaugh	 Huong Tran	 Vuong Nguyen	 Hoa Tran	 Hung Do

## **EQUALITY, DIVERSITY AND INCLUSION (EDI) COMMITTEE**

Taylor's is committed towards Equality, Diversity and Inclusion (EDI) for all students and staff. We are dedicated to upholding respect and equitable treatment for all individuals. We strive to eliminate discrimination and promote equal opportunities, while ensuring fairness within the laws of the country.

Supported by the Employee Welfare Committee and the Student Welfare Committee, the EDI Officer from the People and Culture Team will oversee the policy implementation, promote equality, and eliminate discrimination within the community. All staff and students are responsible for adhering to the EDI policy and applying it in their daily work and activities.

We are committed to fostering an inclusive, respectful, and neutral environment. We want to reaffirm that Taylor's maintains an apolitical stance. We do not endorse or align ourselves with any political party, ideology, or agenda. We appreciate the diversity of opinions within our community and are committed to upholding an environment that promotes respect for all.

## **EMPLOYEE WELFARE COMMITTEE**

To obtain and consider the views of the staff on the following matters:-

- a. Encouraging staff to fully participate in realizing University's strategic direction.
- b. Encouraging new ideas, suggestions and recommendations for the advancement of the University/Programmes e.g. ideas on new courses in keeping with industry needs and trends or new sources for recruitment of students, suggestions for the continuous growth of the University and new enhancement for professional development of staff, suggestions for improvement of existing staff's benefit or terms and conditions of employment.
- c. Formulate, review and recommend policies and procedures pertaining Equality, Diversity and Inclusion (EDI).
- d. Promote, communicate and discuss all EDI initiatives and issues.
- e. Obtain the views of the staff on issues of concern which impact on the staff or efficiency.
- f. Exchange information on any current and/or future internal and/or external developments.
- g. Communication of proposals affecting the staff.
- h. Workplace change issues.

## **STUDENT WELFARE COMMITTEE**

This committee is responsible for the following:

- a. To review regularly and comprehensively student welfare and the arrangements for meeting existing and future needs.
- b. To provide a means of co-ordination and to foster cooperation among the welfare services at the university.
- c. To discuss issues and recommend proposal related to Equality, Diversity and Inclusion (EDI).
- d. To promote and communicate all EDI initiatives.
- e. To be a channel of communication between the university and its student bodies.
- f. To assist both local and international students integrate as members of the university.

# SUSTAINABILITY POLICIES

## SUSTAINABILITY POLICY

### Purpose

This policy describes Taylor's University's commitment to sustainable development and the approach to achieving these goals.

### Scope

This policy is valid for Taylor's University (hereinafter "Taylor's") and applies to all employees, contractors, agency, students and visitors.

### Policy Statement

Taylor's strives to conduct our daily operations in a sustainable manner that reduces our impact on the climate and environment. Taylor's aims to continuously adopt and practice strategies to meet the expectations of our various stakeholders. Consistent with this Sustainability Policy, Taylor's is committed to the following:

#### 1. Efficient Energy Management

Taylor's is committed to reducing our carbon footprint and greenhouse gas (GHG) emissions in our operations and supply chain, as part of our proactive response to the challenges posed by climate change.

#### 2. Water Conservation

Taylor's will incorporate the protection and conservation of water into our planning and adopt practices for efficient water use through reusing, recycling and reduction of potable water consumption.

#### 3. Green Building and Facilities

Taylor's will adhere to sustainable building and energy efficiency guidelines in our efforts to sustain the natural environment while building, maintaining and operating our various academic, administrative, research, labs, hostel and recreational space in our Campus.

#### 4. Green Transport

Sustainable transport planning at Taylor's University aims to reduce the number of cars on the road. Taylor's encourages and empowers its community to commute sustainably by providing mobility options such as shuttle buses connecting the campus with public transport stations and electric buggy services between open carparks and campus buildings.

#### 5. Food System Sustainability

Taylor's is committed to reducing our carbon footprint and waste in our food services and supply chain. Taylor's will play the crucial role of an educator in informing food choices and its impact on health, environment & society.

#### 6. Solid Waste Recycling

Taylor's will uphold our commitment in solid wastes recycling through various awareness programmes and implementation of recycling centres across the campus.

#### 7. Community Outreach

Taylor's is committed to educating and encouraging communities at large to live sustainably. Through community outreach, Taylor's will work with business partners, beneficiaries and donors to meet sustainability goals.

#### 8. Academic and Curriculum

Taylor's is committed to our long-term goal to integrate formal teaching and informal teaching opportunities to develop understanding, attitudes and habits that promote sustainability. The Taylor's Learning 2030 Plan outlines a purpose-led impact driven education system that unites the passion, purpose and professional pursuits of our staff and students towards making progress on societal problems guided by the United Nations Sustainable Development Goals (SDGs).

#### 9. Economic, Environmental & Social Sustainability

Taylor's is firmly committed to embracing and exemplifying economic, environmental and social sustainability across all aspects. Taylor's recognizes the importance of meeting present needs while safeguarding the interests of future generations. The University actively supports initiatives that ensure long-term resilience, while incorporating sustainability education seamlessly into all disciplines and fostering a culture of sustainable practices among students, staff and academic schools.

#### 10. Green Purchasing

Taylor's is dedicated in minimizing the adverse environmental and health impacts resulting from our acquisition of goods and services. As a responsible institution committed to sustainable practices, Taylor's recognizes the importance of adopting environmentally conscious purchasing policies. Taylor's green purchasing policy guides the procurement of goods and services to ensure that they are environmentally sustainable, energy-efficient, and promote the conservation of natural resources.



## GREEN PURCHASING POLICY

### Purpose

Taylor's acquires goods and services on the best possible terms, and has historically based these on two criteria, price, and quality, with the view to maximizing benefits for the purchasing organization. Green purchasing broadens this framework to ensure that quality criteria include minimal adverse environmental and health impacts. Taylor's aims to promote sustainability and reduce its environmental impact.

### Scope

This policy is applicable to Taylor's University, collectively referred to in this document as Taylor's.

### Green Purchasing

The Importance of Green Purchasing Green purchasing is an important element to achieve sustainable development which involves using the Earth's natural resources to fulfil the current needs without affecting the needs of the next generation. The higher cost of green products often deters people from purchasing them, leading them to opt for cheaper products that do not offer significant environmental benefits. It is important to understand that proper and effective green purchasing doesn't only lead to environmental benefits, but also helps Taylor's reduce cycle costs and thus save money in the long run.

### Our Focus

Cycle costs (financial, environmental and social) of the product will be taken into consideration. The Life Cycle takes into account extraction, production, manufacturing, distribution, operation, maintenance and disposal. Many green products are competitively priced with their conventional counterparts, are of comparable quality, and have one or more of the following attributes:

- High Content from Post-Consumer Recycled Materials
- Low Embodied Energy (consumed to extract, manufacture, distribute and dispose)
- Recyclable or safely disposable
- Non-toxic or minimally toxic
- Highly energy-efficient
- Durable and/or Repairable
- Produced in an Environmentally and Socially Sustainable Manner
- The cause of minimal or no environmental damage during

As a responsible Taylor's committed to sustainable practices, Taylor's recognizes the importance of adopting environmentally conscious purchasing policies. This policy will guide the procurement of goods and services to ensure that they are environmentally sustainable, energy-efficient, and promote the conservation of natural resources.

### Policy Statements

- **Environmental Considerations**  
Taylor's will prioritize the purchase of products with a reduced environmental impact, such as those made from recycled materials or that are easily recyclable.
- **Preference for Products Meeting Environmental Standards**  
Preference will be given to products that meet recognized environmental standards such as Energy Star, Green Seal and MyHijau.
- **Reduction of waste**  
Taylor's will prioritize the purchase of products with minimal packaging or that use eco-friendly packaging materials. Taylor's will prioritize the purchase of products that are durable and have a longer lifespan.
- **Priority for Energy-Efficient Product**  
Taylor's will prioritize the purchase of energy-efficient products, such as appliances, electronics, and lighting.

- **Local and Social Responsibility**

Taylor's will prioritize the purchase of goods and services from the following categories of vendors, where possible:

- a. local credible businesses;
- b. vendors who follow environmentally sustainable practices; and/or
- c. vendors who provide fair labour practices and promote social responsibility.

- **Training and Awareness**

Taylor's will provide training and education to related procurement staff to increase awareness of environmentally sustainable purchasing practices. Taylor's will promote environmental considerations to staff and students and encourage them to purchase environmentally sustainable products for personal use.

### **Vendor Selection Criteria**

Vendor selection criteria is a set of standards used to evaluate and compare potential suppliers. Apart from standard selection criteria focusing on product and/or service quality and pricing to determine suitability of the vendors, where relevant, the following may be further incorporated into the Vendor Selection Criteria to ensure that Taylor's is procuring goods and services in an environmentally responsible manner.

- **Environmental compliance**

The vendor should comply with all relevant environmental laws and regulations. This includes laws governing waste management, air and water pollution, and hazardous materials handling.

- **Product Environmental Performance**

The vendor should offer environmentally preferable products that meet Taylor's sustainability requirements. These products should ideally meet environmental standards.

- **Supply Chain Management**

The vendor should have a responsible supply chain management system in place that ensures that the environmental impact of its suppliers is considered.

- **Transparency and Reporting**

The vendor should be transparent in its reporting on environmental performance and be willing to share this information with Taylor's.

- **Community Involvement**

The vendor should have a positive impact on the local community and preferably be involved in local environmental initiatives.

- **Price**

The price of the goods or services should be competitive, but not necessarily the lowest, as the university may prioritize environmental performance over price.

### **Roles and Responsibilities**

- Taylor's Finance Purchasing department shall periodically bring together stakeholders to review and update this policy.
- All employees of Taylor's should be guided by the policy statements when planning and designing projects, developing project and operations budgets, developing asset management plans, writing product and service specifications or standards, selecting materials, making purchasing or supplier decisions, and developing and managing contracts and price agreements as applicable to their roles and responsibilities and/or to a specific project.
- The departmental heads are responsible to take into account this policy requirements when developing departmental and project budgets in order to ensure availability of resources (budget and staff) to effectively comply with the relevant policy statements.

## **EQUALITY, DIVERSITY AND INCLUSION POLICY**

### **Purpose**

The policy sets out Taylor's commitment towards equality, diversity and inclusion for all students and staff where they have the opportunity to fulfil their potential, which is aligned with the Taylor's Core Purpose and Core Values

### **Scope**

This policy applies to all Taylor's students and staff including applicants for study and employment.

### **Policy Statement**

Taylor's is dedicated to upholding respect and equitable treatment for all individuals. Taylor's is committed to eliminating discrimination and actively promoting equal opportunities, while ensuring fairness within the laws of the country.

### **Objectives**

Taylor's strives to ensure that every member of its community is free from unlawful discrimination based on the following nine (9) characteristics:

- a. Age
- b. Gender
- c. Disability and mental health
- d. Race
- e. Religion and belief
- f. Sexual orientation
- g. Marriage and civil partnership
- h. Refugee and asylum seekers
- i. Pregnancy and maternity

Taylor's is committed to integrating equality, diversity, and inclusion (EDI) into all its functions, operations, and activities to the best of its abilities. Taylor's shall promote awareness and provide reasonable support to staff and students in fulfilling their responsibilities related to equality, diversity, and inclusion. Taylor's strictly prohibits any conduct or behaviour that may constitute harassment motivated by the nine (9) characteristics stated above. Those found guilty of such conduct towards staff or students will face disciplinary action.

### **Roles and Responsibility**

The EDI Officer appointed by the Chief Operating Officer is responsible for overseeing the policy implementation and improvement supported by the Employee Welfare Committee and the Student Welfare Committee. Refer to the University Governance Policy – Committees Supporting Operations and the College Governance Policy for more information on the committees' terms of reference and memberships.

All staff and students are responsible to adhere to this policy and apply it in their daily work and activities. They shall promote equality and eliminate discrimination based on the nine (9) characteristics stated. Any instance of discrimination or harassment by a staff member or student will be treated with utmost seriousness and may lead to disciplinary action being taken.

### **Concerns and Grievances**

If a member of staff feels that they have been bullied, harassed or discriminated against, they may contact Human Resources (HR) and it shall be managed in accordance with relevant HR policy and procedure/process. If a student feels that they have been bullied, harassed or discriminated against, they may raise a complaint via Student Welfare and it shall be managed in accordance with relevant policy and procedure/process.

## CODE OF CONDUCT AND ETHICS POLICY (ANTI-DISCRIMINATION & ANTI-HARASSMENT)

### Purpose

The purpose of this policy is to provide a clear guidance on the Code of Conduct and Ethics within Taylor's Education Group (TEG) of companies and TEG's expectations of staff and affiliates in respect of their professional conduct. This Code aims to provide guidance to all employees and affiliates about what TEG believe is acceptable and best practice for our company(s).

### Scope

This policy is applicable to all employees employed within Taylor's Education Group in Malaysia.

### Code of Conduct & Ethics

The Company believes that in the pursuit of excellence, it is imperative that all staff must practice the highest standards of care, honesty, and integrity.

The aim of this Code of Conduct is to protect and enhance the Company's reputation for honesty and integrity and to ensure that all staff conduct themselves properly and appropriately in discharging their duties when conducting company business on and off campus, providing a service to the public, participating in collaborative projects both commercial and academic to our customers (students, parents, partners) as well as to the Company and the community. All staff should refrain from any dealings that might compromise their integrity and good name or that of the company.

All staff shall observe this Code of Conduct, and any violations could result in disciplinary action, and may have to be reported to the appropriate legal authorities.

This Code of Conduct and the contents therein are not exhaustive.

If any staff member is in any doubt as to its application in any particular case, he/she should consult his/her Head of Programme/Department/School or the Human Resource Department.

### Harassment

Harassment means any verbal, written or physical conduct that is known or ought reasonably to have been known to be unwelcome, inappropriate or otherwise offensive to a person, and that such conduct demeans, humiliates, threatens him/her or otherwise violates his/her dignity. Harassment has the purpose or effect of:

- creating an intimidating, hostile or offensive workplace;
- interfering with the performance of an employee's functions, duties and responsibilities; or
- affecting employment opportunities or compensation.

Harassment may be motivated by one of these grounds: race or ethnicity; skin colour; religion; sex or gender; place of origin; ancestry; culture; age; mental or physical disability; sexual orientation; family, marital or social status; economic or financial background; and political affiliation.

This Policy identifies and seeks to eliminate the following types of harassment:

#### Racial Harassment

Harassment in the work conditions or working environment on the basis of race is intended to cause, or has the effect of causing, physical, mental or emotional distress at the workplace. It is also a form of discrimination.

#### Sexual Harassment

Such harassment refers to conduct or behaviour that is of a sexual nature, and includes such things as a request for sexual favours by a manager, superior, colleague or even a non-employee.

It usually takes the following two forms:

- Quid pro quo – This is when a manager, Head of Division or a person of authority gives or withholds a work-related benefit in exchange for sexual favours. Typically, the harasser requires such favours from the victim, either rewarding or punishing the victim in some manner.
- Hostile environment – This is when a victim is subjected to unwelcome and severe or pervasive repeated sexual comments, innuendoes, touching or other conduct of a sexual nature which creates an intimidating or offensive place for employees to work.



Sexual harassment is frequently more about power than about sex. It occurs in situations where there is unequal power between the people involved and is an attempt by the harasser to assert power over the victim.

### **Abuse of Authority**

Abuse of authority happens when a person uses his/her authority to interfere with an employee or the employee's job. It includes humiliation, intimidation, threats and coercion.

Although not exhaustive, the following conduct or behaviour would constitute harassment:

- insulting behaviour or comments (verbal or written);
- verbal, written or physical abuse, threats and assaults;
- derogatory remarks, slurs, epithets or language;
- unacceptable, annoying or unwanted nicknames or negative stereotyping;
- racist, pornographic or otherwise offensive signs, images, pictures or materials displayed;
- coercion, unwelcome demands, invitations or requests of a sexual nature;
- lewd, leering, obscene or suggestive gestures;
- unwanted or inappropriate physical contact that is non-consensual, such as kissing, pinching, stroking, fondling, patting, touching and brushing up against a person;
- derogatory or offensive pranks and practical jokes;
- isolation or exclusion of a person from others;
- bullying and victimization, for example, unreasonable and persistent criticism or humiliation, unreasonable distribution of work and responsibilities; and
- inappropriate inquiries or comments about a person's sex life, religious or cultural norms, sexual orientation, family background, source of income or lifestyle.

### **What To Do If You Are Experiencing Harassment**

- Any employee who is experiencing or affected by harassment may take an informal approach, if he/she considers appropriate, in resolving the problem by raising the matter directly with the person responsible (the "alleged harasser"). It is possible that the alleged harasser may not realise that this behaviour is unwelcome or offensive. The employee may make an initial attempt to make it clearly known to the alleged harasser that his/her behaviour is contrary to this Policy and that he/she should stop behaving in this manner.
- Alternatively, the employee may seek the help of his/her immediate supervisor or Head of Division to informally approach the alleged harasser on his/her behalf.
- If the employee is dissatisfied with the informal approach or finds it inappropriate in the circumstances or unsuccessful, he/she may proceed with a formal complaint to their respective IHR.
- Anonymous complaints will not be investigated.
- Allegations of harassment will be treated seriously and due regard to the need for confidentiality will be given.
- The Company aims to resolve any complaints as quickly as possible.
- Under no circumstances shall the employee alleging the harassment be required to file a complaint with the person responsible for the alleged harassment.
- The right to raise at any time the issue of harassment by way of complaint or as witness in an investigation should be exercised without fear of reprisal. As noted above, the Company prohibits any form of retaliation against employees.
- All parties involved in the investigation, including both the victim and the harasser (alleged or otherwise), are required to keep such information secret.

The Company will not condone or tolerate any conduct or behaviour which may constitute harassment. A staff member who is found guilty of such conduct against other staff, students or customers will be subject to disciplinary action which may result in dismissal. The incident will also be documented in the harasser's file.

Any false accusations, fabricated allegations or otherwise complaints against another made in bad faith are considered as misconduct and there may be disciplinary measures taken against the employee making such accusations, allegations or complaints. An employee accused and found not guilty of harassment will be granted restitution deemed appropriate by the Company.

## CODE OF STUDENT CONDUCT (ANTI-DISCRIMINATION & ANTI-HARASSMENT)

### Purpose

The Code of Student Conduct sets out the rules and regulations that Taylor's expects its students to adhere to in alignment with the Student Standards of Conduct stated in the Student Disciplinary Policy.

### Scope

This policy applies to all students at Taylor's Lakeside Campus and Taylor's Clinical School for all programmes unless otherwise specified.

### Policy Statement

Taylor's aspires to foster an academic community that promotes the intellectual, personal, social, and ethical development of its students. To achieve this, all students are expected to adhere by the rules and regulations of Taylor's to create a safe and conducive environment for learning and growth.

Students are expected to maintain an acceptable standard of conduct and comply with any reasonable directives from any Taylor's officer or security personnel while on campus. Any violations could result in disciplinary action and may have to be reported to the appropriate legal authorities.

All disciplinary actions shall be carried out following the relevant policy, procedure or process. If there is no specific policy, procedure or process in place, the Student Disciplinary Policy and the Student Disciplinary Procedure shall be applied.

This Code of Student Conduct and the contents therein are not exhaustive. Students are to comply with all Taylor's policies, rules and regulations including all applicable laws.

### Harassment

Harassment includes any verbal, written, or physical conduct that is known or should reasonably have been known to be unwelcome, inappropriate, or offensive. Such conduct demeans, humiliates, threatens, or violates the dignity of an individual, creating an intimidating, hostile, or offensive environment. This can cause physical, mental, or emotional distress, affecting the student's academic journey and social well-being at Taylor's.

Harassment can be motivated by various grounds, including race, ethnicity, skin color, religion, gender, place of origin, ancestry, culture, age, disability (mental or physical), sexual orientation, family, or social status, economic or financial background, and political affiliation.

Taylor's strictly prohibits any conduct or behavior that may constitute harassment. Those found guilty of such conduct towards staff, students, or customers will face disciplinary action, potentially leading to dismissal. Incidents of harassment will be documented in the harasser's file. Example of Penalty for Harassment misconduct (penalties are not limited to the examples provided, one case may involve one or more misconduct and combination of penalties may be imposed):

- verbal warning (normally for 1st offence)
- impose a disciplinary probation
- issuance of a reprimand
- impose fine
- restriction or revocation of any privileges, benefits, rights, or facilities
- counselling
- suspension
- termination

However, false accusations, fabricated allegations, intentional vulgarities, or bad-faith complaints against another person are considered misconduct. Disciplinary measures may be taken against those making such accusations, allegations, or complaints. Students may reach out to the Student Welfare Department or contact the Security Control Room for immediate assistance.

## STUDENTS WITH SPECIAL NEEDS POLICY

### Purpose

This policy aims to ensure that Taylor's promotes inclusivity through the provision of equal access for students with special needs, for example, those with clinically diagnose disabilities, and underage. It recognizes that the capacity to accommodate and provide access for students with special needs shall differ and will be incremental and developed over time, especially the disabled-friendly access infrastructure in relation to the physical environment, learning needs, equipment, software, facilities, services and training of support personnel.

### Scope

This policy is applicable to all current and prospective students. With particular emphasis on the processing of application from prospective students who may have special needs and enhancing the learning experience and support offered to enrolled students with special needs.

### Definitions

**Student** refers to a registered student, other than a student at an institution allied to Taylor's, who is following a course of study, instruction, training or research of any description at preparatory, undergraduate, postgraduate or postdoctoral level on a full-time or part-time basis in, by or from Taylor's and includes a distance-learning, off-campus, exchange and non-graduating student.

**Special need(s)** refers to the educational needs resulting from clinically diagnosed condition such as learning difficulties, physical and sensory or multiple disabilities medical conditions, emotional and behavioural difficulties or desired preference, including underage students.

**Underage** refers to students who studies in the university level (below 18 years old) or pre-university level (below 16 years old) as per calendar year.

### Disability:

a) A student with disability is a person who:

- i. has long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder the student's full and effective participation in society and pursuit of education, as currently defined under the Person with Disabilities Act 2008, or
- ii. has been diagnosed and certified by a medical practitioner and/or is registered as "Orang Kurang Upaya (OKU)" i.e. person with disabilities under the Person with Disabilities Act 2008, or
- iii. has short-term physical, mental, intellectual, sensory or multiple impairments

b) Categories of impairment may include:

- i. **Sight:** includes blind persons, those with exceptionally poor eyesight, low vision or loss of both eyes and colour blindness. Those with regular poor eyesight wearing spectacles or contact lenses and those with corrected eyesight are not included in this category.
- ii. **Hearing:** includes deafness, partial deafness, and loss of hearing (but is able to speak), resulting in difficulty with educational pursuits.
- iii. **Speech:** includes the inability to speak normally, causing difficulty in educational pursuits.
- iv. **Physical:** includes disabilities such as amputation of hands/feet, paralysis (including polio), weak backbone or muscles, deformed body structure and dwarfism. Loss of a small body part such as a finger is not considered as "being handicapped".
- v. **Mental disorders:** Any disorder or disability of the mind however acquired, as currently defined under the Mental Health Act 2007. Examples of clinically recognised mental disorders include mental illness such as schizophrenia, bipolar disorder, anxiety or depression as well as personality disorders, eating disorders, autistic spectrum disorders and learning disabilities. Disorders or disabilities of the brain are not mental disorders unless (and only to the extent that) they give rise to a disability or disorder of the mind as well. Refer to Student Mental Health Policy.
- vi. **Learning Disabilities:** any of various condition such dyslexia, dysgraphia or dyscalculia that interfere with an individual's ability to learn and so result in impaired functioning in language, reasoning or academic skills (such as reading, writing and mathematics).
- vii. **Multiple Disabilities:** Combination of disabilities that affect learning such Autism Spectrum disorders: Asperger's and pervasive developmental disorders, etc.
- viii. **Medical illnesses:** includes students with diabetes, epilepsy, heart condition etc.

**Other special arrangement for reasonable personal issue:** for students who are going through personal difficulties that will deter them from study progression, a reasonable accommodation and support can be provided after the assessment with the relevant stakeholders.

**Reasonable Academic Accommodation:** is a modification or extension of the Taylor's resources or teaching or evaluation procedures that mitigates the effect of a student's disability on learning. Accommodations may be made by providing alternative ways for the student to meet requirements or by adapting the instructional delivery systems and/or assessment procedures (for example, through visual language interpreters, note takers, alternate examination formats, adaptive equipment) including exam arrangement (such extra time, seat arrangement) and classroom arrangement. These accommodations should enable the student to demonstrate knowledge and skills without diluting the curriculum or credentials or detracting from the responsibility of the student to achieve individual results consistent with the requirements and objectives of the programme of studies.

## **Policy Statement**

### **Disclosure of Special Needs**

Taylor's welcomes and encourages applications from students with special needs in its efforts to foster a socially inclusive higher education community that values diversity.

Prospective students are required to disclose their special needs on the application form to ensure that the institution can consider their request.

Existing and/or progression students are also required to disclose their special needs should they experienced any incidental conditions during their course of study, eg, accident which cause disability, medical or mental health condition etc.

The disclosure of special needs information applies to both permanent and/or temporal special needs condition of a student.

Should a student with a special need fail to disclose such information during enrolment, Taylor's would not be able to assess her need prior to granting admission. Subsequently should this student be not able to proceed with her studies due to her special needs or unavailability of appropriate supportive resources, the student may be advised to withdraw from the programme and Taylor's shall not be held liable.

### **Governance of Special Needs**

Centre for Counselling Services (CCS) will oversee student with special needs at Taylor's University and Taylor's College. Prospective students who disclose special needs during application will be referred to CCS. Existing students who develop disabilities shall request for support from CCS.

General assessment will be conducted by CCS to any prospective, existing or progression students who declares his/her special needs condition(s).

CCS will liaise with the relevant School or the Fitness to Study Panel for further assessment, depending on the condition of the student with special needs.

- a. For mental health and/or critical condition, the approving authority is the Fitness to Study Panel who evaluates whether the prospective or existing student is fit to study in a programme and decides after consultation with relevant stakeholders based on evidence(s) provided.
- b. For underage and/or other disability (other than mental health and/or critical condition), the approver is the Head of School.

### **Accommodations**

Taylor's shall provide reasonable accommodation and support for students with special needs. However, this shall not entail any modification of the academic standing of the institution or eliminate academic evaluation of the students. The following areas are indicative of the kind of support or access which is provided for reasonable accommodations.

#### **1. Physical Infrastructure**

Taylor's physical environment shall be made disabled-friendly in terms of access ramps, escape routes, toilets, classrooms, laboratories, social spaces and accommodation accessibility for students with mobility difficulties.



## 2. **Parking and Designated Car Parks**

Provision of special designated bays for students with physical disabilities.

## 3. **Facilities and Support in terms of academic needs may include the following:**

- a. Scheduling classes in rooms that are appropriate to the needs of students with disabilities.
- b. Providing special flexible arrangements for semester assessments and examinations.
- c. Alerting academics to the special needs with regards to learning support and materials.
- d. Examinations and assessments which may include the provision of a special room and additional facilities such as appropriate seating, provision of amanuenses (someone employed to write for the student), examination papers being in alternative formats, use of facilitative equipment and/or additional time. Examination papers may be provided in an alternative format such as Braille or large print. Modification or adjustment to practice-based-learning and continuous assessment may be negotiated with the Module Coordinator where requested by the students with special needs provided that the essential skills and knowledge being assessed are not compromised.
- e. The provision of learning materials may vary according to the need of student as the following:
  - i. lecture handouts provided before lectures (where not available online)
  - ii. audio and video recording of lecture
  - iii. note taker
  - iv. transcription of audio material used in class
- f. The assigned counsellor may liaise and coordinate with the school to provide an assistant i.e. classmate/buddy to support a student with special needs. The support may include assistance in navigating around the campus, note-taking, readers and transcribes, amanuensis for examinations, sign language and library assistance.
- g. The provision of videos, magnifiers and text scanner readers (for the visually impaired). The library can provide further support by giving one-to-one help, arranging inter-library loans, photocopying items for collection (online request), collecting books for pick-up, loaning reference books (in exceptional circumstances), providing extended loan periods, library support/assistance in sourcing materials for library facilities.

## 4. **Counselling Support**

The CCS shall provide counselling services to support and assist students with a special need as and when required.

## 5. **Internship, Placement and Career Services**

Taylor's will endeavour to develop, with employers, a network to provide such opportunities. In the event that an actual placement cannot be secured, alternatives are provided for in the Student with Special Needs Access Plan.

### **Training for Staff**

By providing the necessary training through staff induction and professional development programmes, Taylor's shall ensure that the relevant staff will be able to assist and support students with special needs.

### **Confidentiality**

All information disclosed with regards to special needs shall be kept confidential. All records are maintained and are fully confidential to the service. CCS complies with the Personal Data Protection Act 2010. All documents will be safely destroyed six years after student leaves the institution.

### **Funding**

The Taylor's University Community Scholarship is available for students to apply with special considerations given to those with physical disability. Full scholarships will be awarded to those who are eligible. For more information, refer to:

<https://university.taylors.edu.my/en/study/scholarships-and-financial-aid/undergraduate-scholarships.html#taylors-university-community-scholarship>

## STUDENTS WITH SPECIAL NEEDS POLICY (TAYLOR'S HOSTEL MANAGEMENT)

### Purpose

This policy aims to ensure that Taylor's Hostel Management (THM) promotes inclusivity through the provision of equal access for students with special needs. It recognizes that the capacity to accommodate and provide access for students with special needs shall differ and will be incremental and developed over time at Taylor's hostels, UResidence and Ruemz, especially the disabled-friendly access infrastructure in relation to the physical environment, equipment, software, facilities, services and training of support personnel.

### Scope

This policy is applicable to all current and prospective students. With particular emphasis on the processing of application from prospective students who may have special needs and enhancing the living experience and support offered to enrolled students with special needs. THM will currently start catering for students with physical disabilities and expand its ambit incrementally, to be developed over time.

### Definitions

Student refers to a registered student, other than a student at an institution allied to Taylor's, who is following a course of study, instruction, training or research of any description at preparatory, undergraduate, postgraduate or postdoctoral level on a full-time or part-time basis and is living in our hostel (currently being UResidence and Ruemz ).

Special need(s) refers to the educational needs resulting from clinically diagnosed conditions such as learning difficulties, physical and sensory or multiple disabilities medical conditions, emotional and behavioural difficulties or desired preference.

### Disability:

- a) A student with disability is a person who:
  - i. has long-term physical, mental, intellectual, or sensory impairments which, in interaction with various barriers, may hinder the student's full and effective participation in society and pursuit of education, as currently defined under the Person with Disabilities Act 2008,
  - ii. or has been diagnosed and certified by a medical practitioner and/or is registered as "Orang Kurang Upaya (OKU)" i.e. person with disabilities under the Person with Disabilities Act 2008,
  - iii. or has short-term physical, mental, intellectual, sensory or multiple impairments
- b) Categories of impairment may include:
  - i. Sight: includes blind persons, those with exceptionally poor eyesight, low vision or loss of both eyes and colour blindness. Those with regular poor eyesight wearing spectacles or contact lenses and those with corrected eyesight are not included in this category.
  - ii. Hearing: includes deafness, partial deafness, and loss of hearing (but is able to speak), resulting in difficulty with educational pursuits.
  - iii. Speech: includes the inability to speak normally, causing difficulty in educational pursuits.
  - iv. Physical: includes disabilities such as amputation of hands/feet, paralysis (including polio), weak backbone or muscles, deformed body structure and dwarfism. Loss of a small body part such as a finger is not considered as "being handicapped".
  - v. Mental disorders: Any disorder or disability of the mind however acquired, as currently defined under the Mental Health Act 2007. Examples of clinically recognised mental disorders include mental illness such as schizophrenia, bipolar disorder, anxiety or depression as well as personality disorders, eating disorders, autistic spectrum disorders and learning disabilities. Disorders or disabilities of the brain are not mental disorders unless (and only to the extent that) they give rise to a disability or disorder of the mind as well. Refer to Student Mental Health Policy.
  - vi. Learning Disabilities: any of various condition such dyslexia, dysgraphia or dyscalculia that interfere with an individual's ability to learn and so result in impaired functioning in language, reasoning or academic skills (such as reading, writing and mathematics).
  - vii. Multiple Disabilities: Combination of disabilities that affect learning such autism spectrum disorders: Asperger's and pervasive developmental disorders, etc.
  - viii. Medical illnesses: includes students with diabetes, epilepsy, heart condition etc.

Other special arrangement for reasonable personal issue: for students who are going through personal difficulties that will deter them from study progression and would require special arrangements with regards their accommodations, reasonable support can be provided after the assessment with the relevant stakeholders.

## **Policy Statement**

### **Disclosure of Special Needs**

Taylor's Hostel Management welcomes and encourages applications from students with special needs in its efforts to foster a socially inclusive higher education community that values diversity.

Prospective students are required to disclose their special needs on the application form to ensure that the management of Taylor's Hostel Management can consider their request subject to the assessed suitability of the current accommodation and facilities vis a vis the special needs of the student.

All existing and/or progression students are also required to disclose their special needs should they experience any incidental conditions during their course of study, eg, accident which cause disability, medical or mental health condition etc.

The disclosure of special needs information applies to both permanent and/or temporal special needs conditions of a student.

Should a student with a special need fail to disclose such information during the application for hostel, Taylor's Hostel Management would not be able to assess the student's needs prior to granting admission and may not as a result, provide suitable accommodation and/or support of any resources.

### **Governance of Special Needs**

In addition to Taylor's Hostel Management's Resident Community Department, the CCS (Centre for Counselling Services) will oversee student with special needs at Taylor's University and Taylor's College. Prospective students who disclose special needs during application will be referred to CCS. Existing students who develop disabilities shall request support from CCS.

General assessment will be conducted by The Resident Community Department of Taylor's Hostel Management under the guidance of CCS to any prospective, existing or progression students who declares his/her special needs condition(s).

### **Accommodations**

Taylor's College, Taylor's University and Taylor's Hostel Management would always endeavour to provide their best to all our students. The following areas are indicative of the kind of support or access which is provided for in THM's accommodations and related facilities.

#### **Physical Infrastructure**

Taylor's physical environment shall be made disabled-friendly incrementally and developed over time, in terms of access ramps, escape routes, toilets, classrooms, laboratories, social spaces (Ulounge) and accommodation accessibility for students with mobility difficulties.

#### **Parking and Designated Car Parks**

Provision of special designated bays for students with physical disabilities.

#### **Counselling Support**

THM's Resident Community Department and CCS shall provide counselling services to support and assist students with a special need as and when required.

#### **Training for Staff**

By providing the necessary training through staff induction and professional development programs, THM shall ensure that the relevant staff will be able to assist and support students with special needs.

#### **Confidentiality**

All information disclosed with regards to special needs shall be kept confidential. All records are maintained and are fully confidential to the service. THM complies with the Personal Data Protection Act 2010. All documents will be safely destroyed six years after the student leaves the institution.

# SUSTAINABILITY TRAININGS

## Purpose

The purpose of providing sustainability training at the institution is to support its sustainability efforts. This training aims to equip the campus community with the necessary knowledge and skills in sustainability, ensuring the continuity of sustainability initiatives on campus.

## Scope

The Sustainability-related training is divided into 3 subcategories: Environment, Social and Governance.

## Environmental related Training

Training sessions in this category focused on promoting sustainable practices, waste management, renewable energy, circular economy, and leadership in sustainability. These initiatives contributed significantly to raising awareness and fostering sustainable behaviors within the campus community.

The Environmental aspect of sustainability training covered various topics, including waste management, energy conservation, carbon footprint assessment, and circular economy principles. A total of **12,922 training hours** were conducted with **4,179 participants** attending various sessions.

## Social related Training

Social sustainability training aimed at enhancing mental health awareness, well-being, financial literacy, inclusivity, and healthcare education. These sessions played a critical role in fostering a healthier, more inclusive, and supportive campus environment.

Social sustainability training focused on mental health awareness, diversity and inclusion, financial literacy, aging and well-being, and resilience building. These initiatives aimed to support individuals' overall well-being and foster a socially responsible community. A total of **150,336 training hours** were conducted, involving **24,351 participants**.

## Governance-related Training

Governance-related training focused on cybersecurity, legal compliance, and occupational safety. These training initiatives aimed to enhance digital security awareness, workplace safety, and regulatory compliance among participants.

Governance-related training emphasized cybersecurity, data protection, and intellectual property awareness. These sessions were designed to enhance digital security, legal compliance, and ethical governance practices. A total of **4,595 training hours** were provided, with **1,330 participants** engaged.

## Conclusion

Taylor's has successfully delivered a diverse range of sustainability-related training sessions in 2024, covering environmental, social, and governance aspects. A total of **130** training sessions were conducted throughout the year. These efforts contribute significantly to embedding sustainability into the campus culture, ensuring the continuity of initiatives, and fostering a well-informed community. Moving forward, continued engagement and expansion of training opportunities will be vital to furthering sustainability goals.

The sustainability training initiatives effectively covered key areas of Environmental, Social, and Governance (ESG) concerns. With a cumulative total of **167,852 training hours** and **29,860 participants**, these programs reflect a strong commitment to fostering a sustainable, informed, and responsible community.



# SUSTAINABILITY ASSESSMENT TOOL

In 2024, several sustainability assessments were conducted to evaluate students' and staff knowledge on sustainability. The aim is to gauge the awareness, understanding, and engagement of participants regarding sustainability, ESG (Environmental, Social, and Governance), and related initiatives. A total of 4874 students and 1087 staff participated in the assessment. Below are some of the key findings from the sustainability assessment conducted:

## Key Findings

A majority of respondents are familiar with the term "ESG," and a significant portion believe that Taylor's upholds high ethical standards in decision-making. Many of the respondents find Taylor's commitment to social responsibility to be genuine. While there is a strong understanding of the term sustainability, less than half of the participants correctly understand the term "ESG" and "Greenwashing."

Some of the questions asked in the assessment were: What were the participants understanding about the term Sustainability, ESG and Greenwashing; and what were their level of familiarity with these terms.

Sustainability is widely recognized as an important factor in both learning and working environments. Majority of the respondents agrees that sustainability will play a crucial role in shaping future education and workplaces. Respondents rated the incorporation of sustainability in education institutions as highly important. Many expressed keen interest in learning more about sustainability initiatives and showed strong enthusiasm for participating in sustainability-related activities. The most preferred sustainability efforts on campus include green campus facilities, student health and well-being, and equal opportunities for students.

One of the biggest challenges in implementing sustainability is aligning it with overarching goals. Respondents feedback that organizations struggle with integrating sustainability into business strategies, and scaling sustainability efforts is often hindered by the difficulty of coordinating all stakeholders.

Some of the questions asked in the assessment were: What do you think were the main challenges in implementing sustainability initiatives; What were the most complicated part when planning to scale up the sustainability efforts within the university.

## Conclusion and Recommendations

The results indicate a strong foundational knowledge and interest in sustainability among respondents. However, there are gaps in understanding specific sustainability concepts such as ESG and greenwashing.

To enhance sustainability literacy, it is recommended to conduct targeted workshops to improve ESG and sustainability knowledge, develop institutional strategies to integrate sustainability in education and business frameworks, and promote active participation in sustainability initiatives to drive impactful change. By addressing these gaps, the institution can cultivate a more informed and engaged community, fostering a culture of sustainability in education and beyond.

# STUDENT HEALTH & WELLBEING

## Student Led Sustainability Society

Taylor's University is home to a diverse range of student-led societies dedicated to sustainability through the lens of Environmental, Social, and Governance (ESG) principles. These organizations actively contribute to environmental conservation, social responsibility, and ethical leadership.

Taylor's Nature Club champions environmental sustainability through conservation projects and awareness campaigns, while Taylor's Animal Welfare Society advocates for ethical treatment and protection of animals. Societies such as Taylor's Community Service Initiatives, Leo Club, and Rotaract Club of Taylor's Lakeside Campus (RACTLC) drive social sustainability by fostering volunteerism, humanitarian aid, and community upliftment.

Advocacy groups like Dia/Them: Taylor's Inclusivity Project and Taylor's Girl Up promote diversity, equity, and gender empowerment, ensuring a socially inclusive campus. Governance and leadership development are supported by organizations such as Taylor's Legal Aid Centre and Taylor's University Women in Business, which equip students with ethical decision-making and professional skills.

Cultural societies, including TRADISI, Taylor's African Society, and Taylor's Japanese Cultural Society, contribute to the preservation of heritage while fostering cross-cultural understanding. Collectively, these societies embody the ESG principles, empowering students to lead sustainable initiatives and drive meaningful impact within and beyond the university.

Below are some of the student-led societies which are aligned to the Environmental, Social, and Governance (ESG) principles of Sustainability:

1. Dia/Them: Taylor's Inclusivity Project
2. Komando '45: Indonesian Student Association at Taylor's University
3. Leo Club of Taylor's Lakeside Campus
4. Peer Counseling Buddies
5. Rotaract Club of Taylor's Lakeside Campus (RACTLC)
6. Taylor's African Society
7. Taylor's Animal Welfare Society
8. Taylor's Bangladeshi Student Society
9. Taylor's Christian Fellowship
10. Taylor's Community Service Initiatives
11. Taylor's Cultural Art Performers (TRADISI)
12. Taylor's Dhivehi Association
13. Taylor's Girl Up
14. Taylor's Indian Cultural Society
15. Taylor's International Student Society (TISS)
16. Taylor's Japanese Cultural Society
17. Taylor's Korean Society
18. Taylor's Legal Aid Centre
19. Taylor's Muslim Students Association (MSA)
20. Taylor's Nature Club
21. Taylor's Psych Society
22. Taylor's Sri Lankan Society
23. Taylor's Tamil Society
24. Taylor's University China Students Association
25. Taylor's University Women in Business

For full list of clubs and societies at Taylor's, visit: <https://university.taylors.edu.my/en/student-life/events/2024/clubs-and-societies-festival-april-2024.html>

## Healthy & Affordable Food Choices

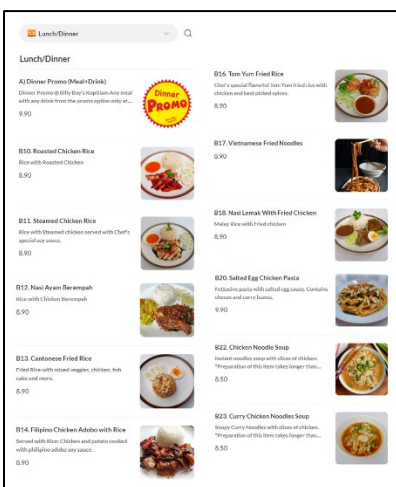
Maintaining a healthy diet on a student budget is both accessible and convenient at Taylor’s University, with a variety of on-campus dining options offering nutritious meals—all priced below RM10. Whether in need of a quick meal between classes or a wholesome dining experience, students have numerous affordable choices available.

G&G Café (located at Block E, Level 1) provides a range of budget-friendly meal options, catering to those seeking both convenience and value. For those who enjoy traditional Malaysian cuisine, Jom Tarik Bistro (located at Syopz LG1-5) offers local delicacies in a comfortable, air-conditioned setting at student-friendly prices.

For a more diverse selection, Billy Boy’s Kopitiam (located at Syopz G26-27) features breakfast sets, healthy salads, and a variety of local dishes, ensuring a well-balanced diet at an affordable cost. Mr. Mixed Rice (located at LG1-13) remains a popular choice for those who appreciate home-style Asian cuisine, where dishes are priced between RM2-6, allowing students to enjoy a satisfying meal under RM10.

Additionally, Shell Café (located at Syopz G19) offers a variety of quick and affordable grab-and-go snacks, catering to students with busy schedules. For greater variety of food choices on-the-go, students can also head to Lepak space (located at G1) where there are lots of food trucks at affordable prices.

With these affordable and nutritious meal options, Taylor’s University ensures that students have access to well-balanced and budget-friendly dining choices, promoting both health and financial well-being on campus.





## Sexual and Reproductive Healthcare Services

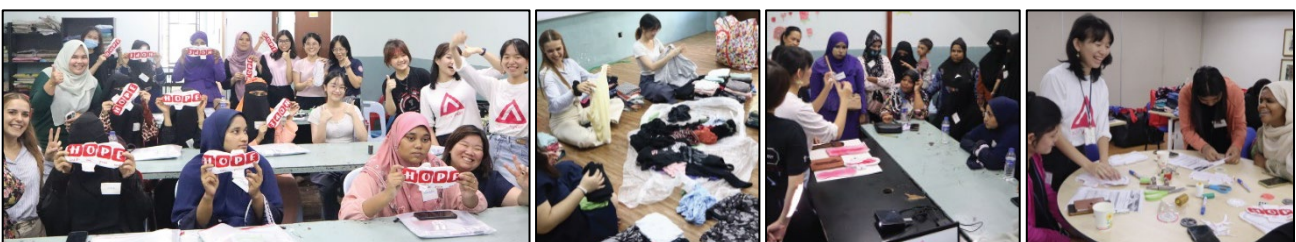
Taylor's University is committed to promoting sexual and reproductive health awareness among students and the broader community. In 2024, the university, through various initiatives and collaborations, has provided essential health-care services, education, and awareness programs to empower individuals with knowledge and access to resources. These efforts are led by the Student Engagement & Leadership (SEAL) team, the Digital Health and Medical Advancement Impact Lab, and Taylor's Community Service Initiatives (C.S.I) Volunteers.

The year began with the LaunchPad Project, an initiative aimed at combating period poverty among refugee women. In collaboration with UNHCR and NGOs, the university conducted workshops where refugee women were trained in the production of reusable sanitary pads. By June 2024, this initiative had benefited over 1,350 refugees, not only by promoting menstrual hygiene awareness but also by fostering economic empowerment through social enterprise platforms.

On September 2, 2024, Taylor's University organized the Sexually Transmitted Infections (STIs) Awareness Forum. This forum featured an expert panel discussion with specialists from Klinik Kesihatan and KLASS, who provided crucial information on STI awareness, prevention, and destigmatization. Participants were also given free HIV self-test kits by Abbott. Subsequently, on September 14, 2024, the Sexual Health Unplugged webinar served as an online platform for healthcare professionals and university staff to gain valuable insights into sexual health advancements. Led by experts in family medicine, urology, and general practice, the webinar was accredited with four CPD points for healthcare professionals.

The year concluded with Lumiere 2024: The Pink Health Initiative on November 8, 2024, which provided free clinical breast exams conducted by nurses from the Breast Cancer Welfare Association (BCWA). These exams aimed to facilitate early detection while also educating individuals on proper self-examination techniques. Additionally, a basic health screening was available, where students from Taylor's School of Medicine, in collaboration with Diabetes Malaysia, offered assessments of blood pressure, blood sugar levels, and vital signs to help participants better understand their health status. Complementing these screenings, a nutritional talk by Dr. Mugil from Taylor's School of Medicine provided insights on cancer-preventive diets. The event also featured inspiring panel discussions, where survivors shared their stories, and a breast cancer awareness talk was delivered by Dr. Nani from Sunway Medical Centre.

Taylor's University remains at the forefront of sexual and reproductive health advocacy, providing students and the community with essential services, education, and empowerment programs. These initiatives not only enhance health awareness but also contribute to societal well-being and inclusivity.



**FORUM**  
Sexually Transmitted Infections (STIs):  
Humanizing the Illness, Awareness & Preventive Care

Save The Date!  
Date: 9.00am - 12.00pm  
Monday, 2nd September 2024  
Location: BLOCK D, LEVEL 1, TAYLOR'S LAKESIDE CAMPUS

**PANELISTS**

- Mr Andrew Tan Tee Tho, President, Kuala Lumpur AIDS Support Services Society (KLASS)
- Dr Chow Poh Lee, Family Medicine Specialist, Klinik Kesihatan Gombak Setia
- Dr Nadia Binti Abd Gaffar, Family Medicine Specialist, Klinik Kesihatan Tanjung Malim

Special Moderators (SQM) : Choo Poh Lin (Yr 3) & Ruthira Rajendran (Yr 2)

Organized by Associate Professor Dr Praga Mahanjan (School of Medicine), Dr Durga Vethivelu (School of Medicine) & N. Vethanayagan (Taylor's College)

**WEBINAR**  
SEXUAL HEALTH UNPLUGGED:  
INSIGHTS AND INNOVATIONS

Join us for a groundbreaking webinar during Sexual Health Month 2024!

Save The Date!  
Date: 9.30am - 12.30pm  
SATURDAY, 14th September 2024  
Zoom Meeting ID : 946 5158 4105  
Passcode: 891163

**PANELISTS**

- Dr Hanis Saadah Husin, Family Medicine Specialist & C.F.O, Body Bloodings
- Dr Devindran Manoharan, Consultant Urologist & Head of Department of Urology, Hospital Pakar Puting
- Dr Sri Alshah Yunus, Family Medicine Specialist, Klinik Pakar Alshah
- Dr Andrew Yap, General Practitioner & Founder of the Red Clinic

**TOPICS:** MENSTRUAL HEALTH, SEXUAL HEALTH IN MEN, PAINFUL SEX, BEAT THE RISK: PEP EARLY, CONSULT QUICKLY!

Moderator: Associate Professor Dr Prabal Bhargava

FOR HRSS (TAYLOR'S STAFF) REGISTER NOW

**LUMIERE 2024: THE PINK FIGHT**  
*The Pink HEALTH!*  
HAPPENING @ THE GRAND HALL, TAYLOR'S UNIVERSITY

FREE ENTRY

Nutrition Talk by Dr. Mugil from Taylor's University School Of Medicine  
11.00 AM - 12.00 PM

Panel Discussion by Breast Cancer Welfare Association Malaysia (BCWA)  
12.00 PM - 1.00 PM  
Clinical Breast Examination by BCWA  
10.00 AM - 4.00 PM

REGISTER NOW TO SECURE YOUR SEAT AND GRAB A GOODIE BAG!



AN EDUCATIONAL VIDEO ABOUT THE  
**FEMALE REPRODUCTIVE HEALTH**

A COMMUNITY SERVICE PROJECT BY TAYLOR'S UNIVERSITY



# SUSTAINABILITY COURSES

Taylor's University offers a comprehensive range of sustainability courses across multiple disciplines, equipping students with the knowledge and skills to drive positive environmental and social change.

From architecture and built environment to business management and law, hospitality, tourism and Culinary, science, and education, these courses emphasize on environmental management, sustainable practices, green technologies, responsible management, and sustainability through the lens of ESG.

Below are some of the specialization and courses available, enabling students to specialize in sustainable design, green construction, sustainable business strategies, food security, ecotourism, environmental research and many more. These courses all lead to officially recognized credits.

With a strong emphasis on real-world applications, research-driven learning, and industry collaboration, Taylor's University prepares future leaders to address global sustainability challenges and create innovative solutions for a more sustainable future.

## Information on Academic Credits

- No. of credits per course: 2 or 4 credits
- No. of teaching week in a semester: 14 weeks
- 1 credit is equivalent to 1.5 ECTS
- 1 credit is equivalent to 1 hour of contact per week
- Minimum credits to be taken per semester: 16 credits (24 ECTS)
- Maximum credits to be taken per semester: 20 credits (30 ECTS)

## Sustainability Courses leading to Officially Recognized Credits

No.	School	Course Code	Course Name	Credit Value	Level
1	School of Architecture, Building and Design	ARC60304	Principles of Sustainable Design	4	Undergraduate
2	School of Architecture, Building and Design	ARC60504	Architecture and Environment	4	Undergraduate
3	School of Architecture, Building and Design	ARC60508	Architectural Design IV	8	Undergraduate
4	School of Architecture, Building and Design	ARC61104	Heritage Conservation: Theories, Principles and Practices	4	Undergraduate
5	School of Architecture, Building and Design	ARC61204	Architectural Conservation and Tourism	4	Undergraduate
6	School of Architecture, Building and Design	ARC61604	Sustainable Design, Policies and Regulations	4	Undergraduate
7	School of Architecture, Building and Design	ARC61704	Sustainable Living	4	Undergraduate
8	School of Architecture, Building and Design	ARC61804	Green Strategies for Building Design	4	Undergraduate
9	School of Architecture, Building and Design	ARC61904	Energy and Architecture	4	Undergraduate
10	School of Architecture, Building and Design	ARC62004	IT Application for Sustainable Design	4	Undergraduate
11	School of Architecture, Building and Design	ARC70803	Nature and Architecture	3	Postgraduate
12	School of Architecture, Building and Design	ARC70903	Environment and Technology I	3	Postgraduate
13	School of Architecture, Building and Design	ARC71003	Environment and Technology II	3	Postgraduate
14	School of Architecture, Building and Design	BLD61104	Environmental Science and Services	4	Undergraduate

15	School of Architecture, Building and Design	BLD61204	Sustainable Housing Development	4	Undergraduate
16	School of Architecture, Building and Design	BLD62704	Green Technology and Construction	4	Undergraduate
17	School of Architecture, Building and Design	MGT62804	Construction Environmental Protection Management	4	Undergraduate
18	School of Biosciences	AGR60204	Integrated Project for Sustainable Urban Farming	4	Undergraduate
19	School of Biosciences	AGR60304	Sustainable Agriculture	4	Undergraduate
20	School of Biosciences	BIO60304	Biodiversity and Conservation	4	Undergraduate
21	School of Biosciences	BIO62704	Molecules from Nature: Biodiversity and Natural Products	4	Undergraduate
22	School of Biosciences	NUT60304	Nutrition in Health and Diseases	4	Undergraduate
23	School of Education	EBC60204	Introduction to Children with Special Educational Needs	4	Undergraduate
24	School of Education	EDU70702	Diversity in the Classroom	2	Postgraduate
25	School of Engineering	CHE60204	Renewable and Alternative Energies	4	Undergraduate
26	School of Engineering	ENG60604	Sustainable Development in Engineering	4	Undergraduate
27	School of Hospitality, Tourism and Events	EVT61704	Sustainable Event Management	4	Undergraduate
28	School of Hospitality, Tourism and Events	HOS70404	Sustainable Development in Hospitality and Tourism	4	Postgraduate
29	School of Hospitality, Tourism and Events	TOU61304	Holistic Approach to Health and Wellness	4	Undergraduate
30	School of Hospitality, Tourism and Events	TOU62104	Sustainable Tourism Development	4	Undergraduate
31	School of Law and Governance	LAW70204	Healthcare Regulations and Policies	4	Postgraduate
32	School of Liberal Arts and Sciences	MPU2312	Integrity And Anti-Corruption	2	Undergraduate
33	School of Liberal Arts and Sciences	UCM40202	Life Skills for Success and Well-Being	2	Undergraduate
34	Taylor's Business School	ACC61504	Ethics And Corporate Governance	4	Undergraduate
35	Taylor's Business School	BUS60204	Business Ethics and Values		
36	Taylor's Business School	BUS60904	Social Entrepreneurship and Ethics	4	Undergraduate
37	Taylor's Business School	MGT62404	Sustainable Supply Chain Management	4	Undergraduate
38	Taylor's Culinary Institute	CUL63904	Experimental Food Product & Practices	4	Undergraduate
39	Taylor's Culinary Institute	FSC61004	Food Safety and Quality Management	4	Undergraduate
40	The Design School	DST63904	Ethical and Sustainable Fashion	4	Undergraduate
41	The Design School	GCD61904	Environment Design	4	Undergraduate

### **Undergraduate level Qualification with Sustainability Specializations Areas:**

#### **Bachelor of Science (Hons) in Architecture**

- Specialization 1: Heritage and Conservation
- Specialization 2: Sustainable Design

#### **Bachelor of Science (Honours) in Sustainable Digital Construction Management**

- Specialization 1: Green Construction
- Specialization 2: Smart Construction

#### **Bachelor of Business**

Specialization: Global Business and Sustainability

## Postgraduate level Qualification with Key Research Areas focused on Sustainability topics:

### **Master of Science**

- Applied Biodiversity

### **Master of Food Studies**

- Food Cultures & Health
- Food Security & Sustainability

### **Master of Science in Tourism**

- Environmental Management
- Ecotourism Rating and Certification
- Poverty Alleviation via Tourism
- Rural Poverty and Tourism
- Sustainable and Responsible Tourism
- Sustainable Tourism Developments

### **Doctor of Business Administration**

- Wellbeing
- ESG
- Financial Reporting
- Financial Inclusion
- Governance
- Tourism (Green Hotels, Sustainable Tourism)
- Business Ethics
- Corporate Governance
- Environmental and Economic Valuation
- Employee Well-being and Motivation
- Environmental Economics, Natural Disasters, Biodiversity

### **Doctor of Philosophy in Business**

- Management
  - Environmental Management
  - Poverty Alleviation via Tourism
  - Sustainable and Responsible Tourism

### **Doctor of Philosophy in Food Studies**

- Food Cultures & Health
- Food Security & Sustainability

### **Doctor of Philosophy in Hospitality & Tourism**

- Environmental Management
- Ecotourism Rating and Certification
- Poverty Alleviation via Tourism
- Rural Poverty and Tourism
- Sustainable and Responsible Tourism
- Sustainable Tourism Developments

### **Doctor of Philosophy in Science**

- Environmental Research

### **Doctor of Philosophy in Education**

- Education and Society
  - Multicultural Education
  - Gender and Education
  - Peace Education
  - Life-long Learning
  - Philosophy of Education
  - Education for Sustainable Development
  - Sociology of Education

# ENVIRONMENTAL SUSTAINABILITY AT TAYLOR'S

## Net Zero Target

Taylor's University is dedicated to reducing its carbon footprint on campus, with a Net Zero Plan aiming to achieve carbon neutrality by 2050. This plan involves gradually reducing greenhouse gas emissions linked to university operations, energy usage, and supply chain activities. To reach this goal, Taylor's University has implemented various initiatives and strategies as follows:

### 2019-2022: Completed

- Changed all conventional lighting to energy-efficient T5 & T8 fluorescent and LED fixtures throughout the university. Savings gained will contribute to approximately 5% of the total electricity usage.
- Installed solar panels at Blocks A-E to generate more renewable energy.
- Implemented solar-powered lamp posts around the campus.
- Installed sensor-controlled lighting in common areas such as toilets and car parks to reduce electricity usage.
- Set up hot-desking workplaces and allowed staff to work from home whenever possible.
- Allocated two car park spaces for electric vehicle charging stations at Block A.
- Introduced more vegetarian options on campus to promote a low-carbon diet.
- Established a fruit farm to increase biodiversity and raise awareness.
- Programmed elevators to stop at alternate floors to conserve energy.
- Implemented lake water treatment using a green wall system to reduce contaminants such as heavy metals, phosphorus, and nitrogen.
- Implemented a wastewater management system by trapping oil and grease from kitchen wastewater for water reuse.

### 2023-2026: Work in various stages

- Establishment of an Urban Farm which serve as a green space and a living laboratory.
- Collaboration with Entomal to promote the use of insects as a sustainable protein source requiring fewer resources and producing fewer greenhouse gas emissions.
- Food Security & Nutrition Impact Lab S.T.A.R. (Segregate, Track, Array, Repurpose) Programme being practiced at all kitchens and food & beverage outlets within the university.
- Use of microbial fuel cells to convert chemical energy to electrical energy through the action of microorganisms from Taylor's Lake.
- Construction of green walkways from the campus to the residence and installation of more green walls around the campus.
- Phased refurbishment of toilets to include WELS-certified water-saving fittings and energy-efficient lighting.
- Upgrading of thermal energy storage and chilled water systems to reduce emissions associated with peak demand.
- Implementation of new and continually upgraded solar panels for higher efficiency.
- Utilization of Building Automation Systems (BAS) to ensure maximum operational efficiency of energy at the chiller plant room.
- Installation of separate electrical meters at individual blocks for better electricity usage monitoring.
- Upgraded and increased the number of Electric Vehicle charging bays on campus.
- Installation of piezoelectric tiles at the university to raise awareness and generate electricity for night lighting.
- Adoption of electric buggies for transporting students around campus.
- Installation of floor standing purified water dispensers at every floor on campus to encourage healthy living and reduce the use of single use water bottle.
- Placement of recycling bins around campus to encourage waste recycling and upcycling.

- Launching of E-Waste recycling campaign on campus to build awareness to the campus community and to save e-waste from the landfill.
- Creation of more open learning spaces with natural lighting and fans to reduce the need for artificial lighting and air conditioning during the daytime.
- Increased implementation of hybrid learning to minimize the need for daily commuting to campus.
- Upgrading of Mother's Room on campus. A total of 4 Mother's Room were made available at different locations on campus to promote a supportive work environment for working mothers.

### 2027-2030

- Gradually reduce the number of vehicles on campus by encouraging students to utilize the shuttle bus service provided.
- Reduce energy usage through improved utilization of thermal energy storage over the years following installation.
- Implement the second phase of toilet refurbishments at the higher floors of the academic blocks to enhance the piping system and install sensor-operated water taps and mirrors with touch-panel lights on/off switches to conserve water and electricity.
- Integrate more sustainability-related courses into the curriculum to foster greater awareness among students and faculty.
- Organize more sustainability-related events and campaigns on campus to enhance awareness among the campus community.
- Foster collaborations with more corporate companies to engage in various sustainability initiatives on campus.

### 2031-2040

- Increase the usage of electric vehicles while gradually reducing reliance on fuel-powered vehicles.
- Continuously review sustainability-related academic courses to ensure their relevance.
- Conduct ongoing research on the feasibility of integrating new and more efficient energy sources such as hydroelectric power and wind turbines.
- Monitor continuously and perform regular maintenance on the thermal energy storage system to enhance energy usage efficiency.
- Implement ongoing upgrades of facilities on campus to maintain efficient energy and water usage in daily operations.
- Introduce more alternative low-carbon protein options into the campus menu, reflecting the ongoing project involving the Black Soldier Fly.

### 2041-2050

- Perform constant and frequent checks on methods to conserve energy and conduct preventive maintenance.
- Continuously explore new possibilities of adopting technologies that increase water usage, such as hydro cars.
- Embrace newly developed technologies, such as clean nuclear energy, for everyday use.

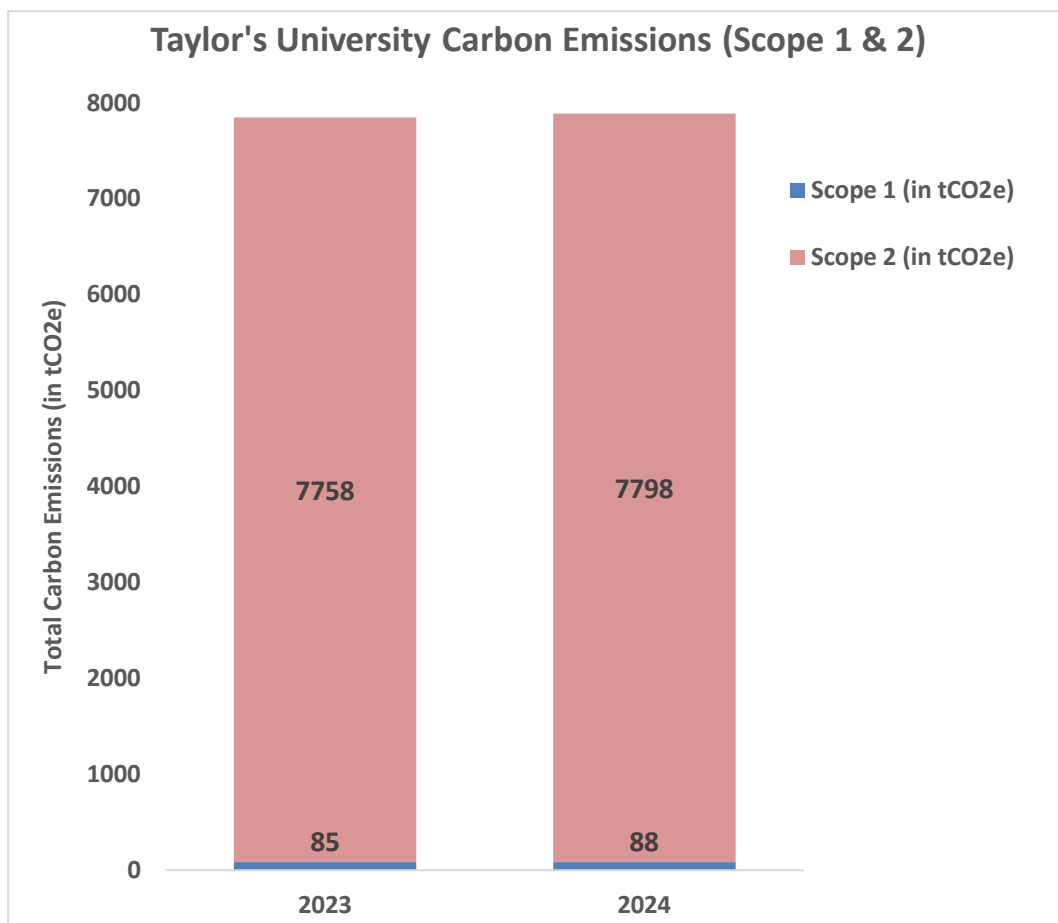


## 2024 Carbon Emissions Report

To achieve our goal of becoming a carbon-neutral campus by 2050, we annually monitor our performance in terms of carbon dioxide emissions, with 2023 serving as our baseline year.

This report presents the GHG emissions performance of the Institution from 1 January 2024 to 31 December 2024, covering Scope 1 and Scope 2:

Category	2024 GHG Emissions	Emission Source	Data Source	Unit/ 2024 Consumption
<b>Scope 1</b>				
Stationary Combustion	33 tCO <sub>2</sub> e	Fuel used for diesel-powered backup generator	Fuel purchase record	Fuel consumed in litres, 400 litres consumed (1 tCO <sub>2</sub> e)
		Fuel used for Liquefied LPG tanks	Fuel purchase record	Fuel consumed in tonnes, 11 Tonnes consumed (32 tCO <sub>2</sub> e)
Mobile Combustion	55 tCO <sub>2</sub> e	Fuel used by university-owned vehicles	Fuel purchase record	Fuel consumed in litres, 12,532 litres diesel consumed (31 tCO <sub>2</sub> e) 10,007 litres petrol consumed (24 tCO <sub>2</sub> e)
<b>Scope 2</b>				
Purchased Electricity	7,798 tCO <sub>2</sub> e	Electricity purchased from provider, TNB	Electricity bill	Electricity Consumed in kWh Total consumption in 2024: 10,075,081 kWh
<b>Total Scope 1 &amp; Scope 2 Emissions: 7,886 tCO<sub>2</sub>e</b>				


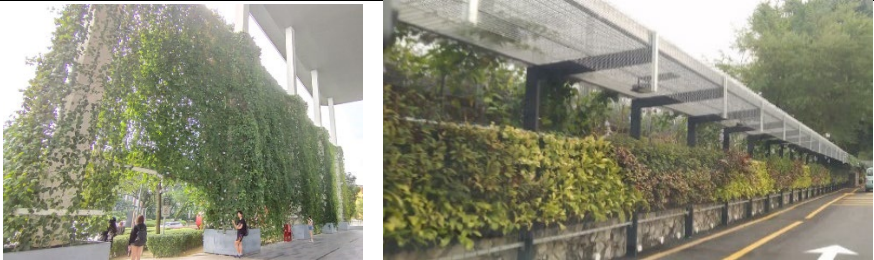







**SUPPORTING EVIDENCES**

Some of the initiatives that has taken place around the campus are shown below:

<p>Solar panels at the rooftop of Block A-E as well as solar-powered lamp posts</p>		
<p>Electric charging facility available on campus 24/7</p>		
<p>Usage of electric buggy to ferry students around</p>		
<p>Academic Suite transformed to hotdesking style to promote better use of space. Taylor's University also encourages staff to work from home where possible.</p>		
<p>Fruit farm planted with assorted tropical fruit trees such as banana, papaya, mango, guava, sugar apple, ciku (Sapodilla) trees, sugar cane, tapioca, yam etc.</p>		
<p>Rainwater harvesting is being adopted for toilet and gardening activities.</p>		
<p>Setting elevators to stop at alternate floors to conserve electricity; "Save energy" notices have been put up at most public areas to remind users to save electricity.</p>		



<p>Taylor's Urban Farm serves as a 3,000 sq ft living laboratory and urban green space where students can actively engage in activities focused on food security, sustainability and technology.</p>	
<p>Green walls around the campus to bring down the surrounding temperature.</p>	
<p>Piezoelectric tiles were installed at the main staircase of campus to convert footsteps to energy.</p>	
<p>Refurbishment of toilets to include WELS-certified water-saving fittings and energy-efficient lighting.</p>	
<p>Energy-efficient LED fixtures were installed throughout the university.</p>	
<p>Floor standing purified water dispensers available at every floor on campus.</p>	
<p>Collaborated with Entomol to promote the use of insects (Black Soldier Fly) as a sustainable source of protein.</p>	

<p>Food Security &amp; Nutrition Impact Lab S.T.A.R. (Segregate, Track, Array, Repurpose) Programme being practiced at all kitchens and food &amp; beverage outlets within the university.</p>	
<p>Recycling bins are set up around campus to promote waste recycling and upcycling.</p>	
<p>Upgrading works of thermal energy storage and chilled water system to reduce usage of energy during peak timing, estimate completion by end 2026.</p>	
<p>Create more open learning and hang out spaces that use natural lighting and fans.</p>	
<p>Upgrading of Mother's Room on campus. A total of 4 Mother's Room were made available at different locations on campus.</p>	
<p>Launching of E-Waste recycling campaign on campus to build awareness to the campus community</p>	





**TAYLOR'S  
UNIVERSITY**

Wisdom · Integrity · Excellence

**Taylor's University Lakeside Campus** JPT/BPP(D)1000-701/502(3) DU023(B)  
No. 1, Jalan Taylor's, 47500 Subang Jaya, Selangor Darul Ehsan, Malaysia.  
Tel : +603-5629 5000  
Fax : +603-5629 5001  
Website : [university.taylors.edu.my](http://university.taylors.edu.my)