



TAYLOR'S  
UNIVERSITY

Wisdom • Integrity • Excellence

# Sustainability Disclosure 2025



# TABLE OF CONTENT

|   |              |
|---|--------------|
| <b>Introduction</b>   | <b>1</b>     |
| <b>Vision, Mission, Purpose Statement &amp; Core Values</b>       | <b>2-4</b>   |
| • Core Values Training and Development                            |              |
| <b>Committee Members</b>  | <b>5-6</b>   |
| • Environmental, Social, and Governance (ESG) Committee           |              |
| • Equality, Diversity and Inclusion (EDI) Committee               |              |
| <b>Sustainability Policies</b>                                    | <b>7-18</b>  |
| • Sustainability Policy   |              |
| • Green Purchasing Policy   |              |
| • Equality, Diversity and Inclusion (EDI) Policy                  |              |
| • Anti-Discrimination and Anti-Harassment                         |              |
| • Code of Conduct and Ethics Policy                               |              |
| • Code of Student Conduct   |              |
| • Students with Special Needs Policy                              |              |
| • Taylor’s University Community Scholarship                       |              |
| • Students with Special Needs Policy – Taylor’s Hostel Management |              |
| <b>Sustainability Training</b>                                    | <b>19</b>    |
| <b>Sustainability Assessment Tool</b>                             | <b>20</b>    |
| <b>Student Health &amp; Wellbeing</b>                             | <b>21-23</b> |
| • Student-led Sustainability Society                              |              |
| • Healthy & Affordable Food Choices                               |              |
| • Sexual and Reproductive Healthcare Services                     |              |
| <b>Sustainability Courses</b>                                     | <b>24-27</b> |
| <b>Environmental Sustainability at Taylor’s</b>                   | <b>28-35</b> |
| • Net Zero Target   |              |
| • Carbon Emissions Report   |              |

# INTRODUCTION

Taylor's University is a leading private university in Malaysia, internationally recognised for academic excellence, strong industry relevance, and purpose-driven education. With over 50 years of experience in higher education, the University has established a solid reputation for nurturing globally competitive graduates who are equipped to lead, innovate, and contribute meaningfully to society.

Taylor's academic standing is reinforced by its Self-Accreditation Status conferred by the Malaysian Qualifications Agency (MQA) and endorsed by the Ministry of Higher Education Malaysia, reflecting the Government's highest level of trust in the University's internal quality assurance, academic governance, and institutional maturity. Guided by a clear vision, mission, and core values encapsulated in R.E.C.I.P.E., Taylor's continues to shape an educational environment that is inclusive, values-driven, and future-focused.

As a modern and progressive university, Taylor's recognises that sustainability is integral to its educational purpose and long-term institutional resilience. Sustainability at Taylor's is approached holistically, encompassing environmental responsibility, social wellbeing, and ethical governance. The University acknowledges its role not only as an educator of future leaders, but also as a responsible institution whose operations, policies, and partnerships can influence positive change within the wider community. This commitment is reflected in the integration of sustainability principles across academic programmes, applied learning platforms, campus-wide engagement, and institutional policies aligned with global sustainability frameworks, including the United Nations Sustainable Development Goals (SDGs).

This Sustainability Disclosure Report provides a structured and transparent account of Taylor's University's sustainability practices, governance mechanisms, and key initiatives across the Environmental, Social, and Governance (ESG) dimensions. The report outlines the University's sustainability-related policies, committee structures, training and assessment efforts, student and staff wellbeing initiatives, and approaches to environmental management, including climate action and resource efficiency. It also highlights how sustainability is embedded into teaching and learning through curriculum design, Impact Labs, and experiential learning opportunities that connect students and academics with real-world challenges and industry partners.

Through this report, Taylor's University demonstrates its ongoing commitment to accountability, continuous improvement, and meaningful impact. By documenting current practices and progress, the University seeks to provide stakeholders with a clear understanding of how sustainability is embedded into institutional strategy and daily operations, while reaffirming its dedication to educating responsible global citizens and contributing to a more sustainable and inclusive future.

# 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 foster 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 recognised.

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

We are committed to realising our personal and organisational aspirations through continuous improvement and lifelong learning, striving for excellence in everything we do.

### **Openness in Communication**

We will be frank and sincere in our exchanges and when conducted in an amenable and amiable manner, such exchanges promote trust and understanding.

### **Acting with Integrity**

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

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

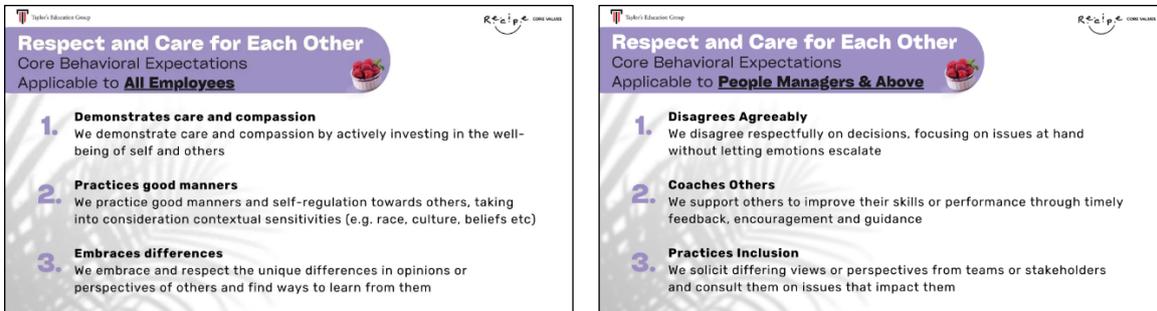
We will do what is meaningful and fulfilling. Passion commits us to our work. Through our commitment and enthusiasm, we will inspire others.

### **Creating Enjoyable Environments**

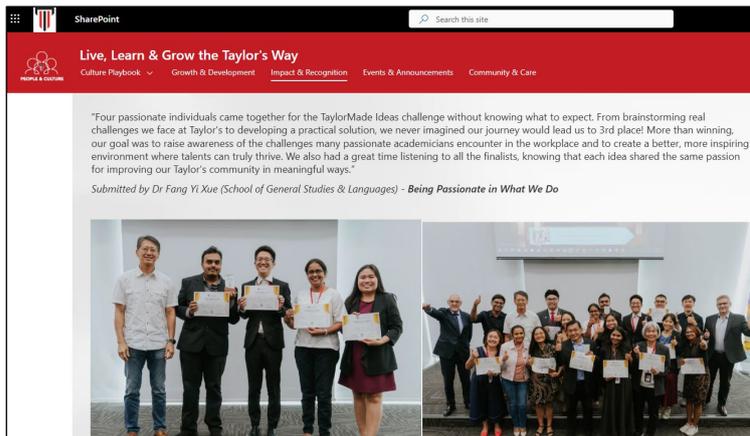
We will create environments that are supportive, nurturing and conducive to our purpose. We are also committed to creating an employee-friendly work environment that allows for a healthy balance between our professional and personal lives.

## CORE VALUES TRAINING AND DEVELOPMENT

To further instill the Taylor’s core values, R.E.C.I.P.E. into each staff, the People & Culture team developed a SharePoint site called ‘**Live, Learn & Grow the Taylor’s Way**’. Within the site, one of the section which emphasises on the core values – **Culture Playbook** demonstrates clear examples of some desired behaviour for managers and employees. The Playbook provides a shared framework for how Respect, Excellence, Communication, Integrity, Passion, and Enjoyment are lived in everyday work.



Designed as a live, co-created space, the site also has a section – **Culture Wall** which invites all staff to contribute their stories, reflections, and ideas on how staff has seen these values in action. This participatory approach strengthens ownership, encourages peer learning, and ensures Taylor’s culture continues to evolve through the collective experiences of its people.



Left: Sharing of Dr. Fang Yi Xue, School of General Studies & Languages on one of the Taylor’s core values, P – Passionate

The People & Culture team has also launched a **Learning Month** to promote staff’s growth and development, fueling towards culture of excellence. The theme for the first learning month centered around Digital Dexterity for the Future of Work. Each week focuses on different subthemes such as: AI for Productivity, Digital Wellbeing, Cybersecurity & Ethics in AI, AI for Data Intelligence and Communication. To further promote participation, top 3 individual learners and top 3 departments were rewarded and recognised.



All employees are also encouraged to extend their learning beyond the learning month by engaging in the self-directed learning platforms provided such as LinkedIn Learning, Coursera as well as Nature Masterclasses for researchers.



## 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. The key role of these members is to support the board's long term sustainability goals, provide relevant data for the TEG Sustainability Report, support and collaborate on the ESG events. This committee is set to have a quarterly meeting for updates on implementation.

| Name                              | Institution                        | Division  | Job Title  |
|-----------------------------------|------------------------------------|---|--|
| Nurul Farhana Binti Hamdan Fadel  | Taylor's University Sdn Bhd        | Facilities, EHS, Security & Administration (FEHSSA) | Assistant Manager - Environmental, Health & Safety                       |
| Kelvin Lee Yong Ming              | Taylor's University Sdn Bhd        | Faculty of Business & Law                           | Senior Lecturer I  |
| Lin Woon Leong                    | Taylor's University Sdn Bhd        | Faculty of Business & Law                           | Associate Professor I  |
| Loy Teik Shan                     | Taylor's University Sdn Bhd        | Faculty of Business & Law                           | Manager, Strategic Partnership & Networking of TCFB                      |
| Nelvin Leow XeChung               | Taylor's University Sdn Bhd        | Faculty of Business & Law                           | Senior Lecturer II   |
| Pek Chuen Khee                    | Taylor's University Sdn Bhd        | Faculty of Business & Law                           | Head of School of Management & Marketing                                 |
| Yap Zhi Hao                       | Taylor's University Sdn Bhd        | Faculty of Business & Law                           | Assistant Manager - Research, Data, & Operations                         |
| Yong Jing Yi                      | Taylor's University Sdn Bhd        | Faculty of Business & Law                           | Senior Lecturer I  |
| Camelia May Li Kusumo             | Taylor's University Sdn Bhd        | Faculty of Innovation & Technology                  | Professor II   |
| Lee Ching Hao                     | Taylor's University Sdn Bhd        | Faculty of Innovation & Technology                  | Lecturer I   |
| Nagentrau A/L Muniandy            | Taylor's University Sdn Bhd        | Faculty of Innovation & Technology                  | Senior Lecturer I  |
| Praveena Nair A/P Sivasankaran    | Taylor's University Sdn Bhd        | Faculty of Innovation & Technology                  | Senior Lecturer I  |
| Goh Mei Hui                       | Taylor's University Sdn Bhd        | Registry, Student & Academic Services               | Manager - Global Rankings & Institutional Data                           |
| Jo-Ann Lim Kheng Choo             | Taylor's University Sdn Bhd        | Registry, Student & Academic Services               | Head - Global Rankings & Institutional Data                              |
| Eng Chize Hong                    | Taylor's University Sdn Bhd        | Strategic Change Management                         | Consultant - Business Process Management                                 |
| Leong Suk Ye                      | Taylor's University Sdn Bhd        | Strategic Change Management                         | Vice President - Strategic Change Management                             |
| Pa Theebaa A/P Paneerchelvam      | Taylor's Malaysia Sdn Bhd          | School of Diploma and Professional Studies          | Senior Lecturer I  |
| Elaine Yap                        | Taylor's Hostel Management Sdn Bhd | Marketing, Digital & Reservations                   | Senior Vice President, Student Accommodation, Leasing & Retail Marketing |
| Jane Phua Mei Chen                | Taylor's Education Sdn Bhd         | Central Purchasing                                  | Senior Manager   |
| Justin Nathan                     | Taylor's Education Sdn Bhd         | Executive Chairman Office                           | Chief of Staff   |
| Asha Menon                        | Taylor's Education Sdn Bhd         | Legal   | General Counsel  |
| Karl Engkvist                     | Taylor's Education Sdn Bhd         | Presidents Office of TEPL                           | President  |
| Matilda Arthi                     | Taylor's Education Sdn Bhd         | Sustainability Office                               | ESG Project Manager  |
| May Wong Mei Ching                | Taylor's Education Sdn Bhd         | Sustainability Office                               | Director   |
| Mohd Syamim Shukri                | Taylor's Education Sdn Bhd         | Sustainability Office                               | CSR Manager  |
| Nur Haryatun Nufus Sulaiman       | Taylor's Education Sdn Bhd         | Sustainability Office                               | CSR Programme Director   |
| Wan Muhammad Hazirim Wan Mustapha | Taylor's Education Sdn Bhd         | Sustainability Office                               | CSR Manager  |
| Tay Soon Ee                       | Taylor's Schools Sdn Bhd           | Market Intelligence                                 | Senior Manager   |
| Saravanan Subramaniam             | TEG Assets Sdn Bhd                 | Real Estate Operations, Property Management         | Vice President   |
| Loy Guang Lienne                  | TEG Assets Sdn Bhd                 | Project Management Office                           | Manager  |

## **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 realising 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 staff on issues of concern which impact the staff or organisational 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 regularly and comprehensively review 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 proposals 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 to 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 recognises 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 minimising the adverse environmental and health impacts resulting from our acquisition of goods and services. As a responsible institution committed to sustainable practices, Taylor's recognises 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 maximising benefits for the purchasing organisation. 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

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 recognises 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 prioritise 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 recognised environmental standards such as Energy Star, Green Seal and MyHijau.
- **Reduction of waste**  
Taylor's will prioritise the purchase of products with minimal packaging or that use eco-friendly packaging materials. Taylor's will prioritise the purchase of products that are durable and have a longer lifespan.
- **Priority for Energy-Efficient Product**  
Taylor's will prioritise the purchase of energy-efficient products, such as appliances, electronics, and lighting.

- **Local and Social Responsibility**

Taylor's will prioritise 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 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 six (6) characteristics:

- a. Age
- b. Gender
- c. Disability and mental health
- d. Race
- e. Religion and belief
- f. 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 six (6) 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 six (6) 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 believes they have been subjected to bullying, harassment, or discrimination, they may contact Human Resources (HR) and it shall be managed in accordance with relevant HR policy and procedure/process. If a student believes they have been subjected to bullying, harassment, or discrimination, 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 victimisation, 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 recognises 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:** 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:** 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 his/her need prior to granting admission. Subsequently should this student be not able to proceed with his/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 the student leaves the institution.

### **Funding & Special Assistance**

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>

CCS has also introduced targeted support for students with special needs. These initiatives include securing special discounts at food and beverage outlets through the Day+ Project, offering preferential rates with a panel of psychiatric clinics, and organising special-needs-focused events on campus to raise awareness, promote inclusivity, and reduce stereotypes within the campus community.

## 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 recognises 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

Sustainability is a strategic priority at Taylor's, embedded across curriculum, campus-wide engagement, and applied learning initiatives to deliver measurable educational and societal outcomes. Sustainability is integrated into academic programmes to develop graduates' sustainability skills and competencies valued by employers, reinforced through initiatives such as the ESG Festival. Taylor's also connects students and academics with employers to apply sustainability knowledge in real-world contexts through Impact Labs, strengthening graduate employability and contributing to positive environmental, social, and governance outcomes.

### **Educate Sustainability as Part of Life Purpose – The Emotional Intelligence in Action**

Taylor's has created a Core Module – The Emotional Intelligence in Action for all first-year students. This compulsory module is designed to support students as they navigate life's challenges and improve their mental health by introducing social-emotional skills. The module also includes a component of goal setting where students were encouraged to craft their life purpose. Students were guided that these life purpose should be meaningful, positively impacts the community and addressing the challenges outlined by the 17 United Nations Sustainable Development Goals (UN SDGs).

With this module, students have a better understanding of what they aim to achieve and how their university journey can help them to groom and prepare them to achieve their life purpose. For more information about the module, refer:

<https://university.taylors.edu.my/en/discover-us/taylorsphere/emotional-intelligence-in-action.html>

### **University-wide Sustainability Engagement – ESG Festival**

Apart from embedding Sustainability related module into the curriculum, Taylor's Sustainability Committee also organised at least 2 ESG Festivals in a year, aim to create awareness among campus community about Sustainability and to benchmark best practices among industries.

In 2025, 2 ESG Festivals were held on campus, with participation open to the entire campus community. The events featured a range of activities, including talks highlighting campus Sustainability initiatives, panel discussions and forums led by industry experts, volunteer recruitment campaigns, hands-on waste upcycling workshops, and a themed bazaar showcasing vendors offering environmentally and socially responsible products.

### **Purpose-led Learning through Taylor's Impact Labs**

Guided by the UN SDG and as a continuation of the life purpose which students have crafted in their year 1, Taylor's provides 11 Impact Labs to enable the integration of research, education and advocacy to deliver practical solutions and shape new policies, practices or products. We combine academics, professionals, practitioners, partners and students to collaborate and bring ideas to life.

The 11 Impact Labs are: Active Ageing, Clean Technology, Digital Health and Medical Advancement, Digital Innovation and Smart Society, Education for All, Eradicating Poverty, Food Security and Nutrition, Liveable Urban Communities, Mental Health and Well-Being, Peace, Justice and Strong Institutions, Sustainable Tourism.

Annually, hundreds of impact projects are carried out through the bachelor's degree programme modules. Through these initiatives, students and academics engage in real-life sustainability-focused projects that help cultivate mindsets, behaviors, and skills aligned with creating positive societal impact. For more information, visit Taylor's Impact Labs: <https://university.taylors.edu.my/en/discover-us/taylors-impact-labs.html#achievements-and-recognitions>

### **Conclusion**

Taylor's embeds environmental and social sustainability across its institutional practices, providing faculty and professional staff with ongoing opportunities to engage through teaching, campus-wide initiatives, and applied platforms such as the ESG Festivals and Impact Labs. These efforts ensure sustained exposure to sustainability knowledge, industry practices, and real-world application aligned with the University's strategic priorities.

# SUSTAINABILITY ASSESSMENT TOOL

## Sustainability Literacy Report

Sustainability assessments were conducted to evaluate the knowledge and engagement of the Taylor's community regarding sustainability, ESG (Environmental, Social, and Governance), and related institutional initiatives. It is aimed that through this literacy test, we are able to gauge the overall awareness and understanding of participants to ensure alignment with global standards and Taylor's core values.

The surveys recorded feedback from over 4,500 students and approximately 1,200 staff members. This broad participation across different levels of the institution provides a comprehensive view of the literacy and perceptions regarding sustainability within Taylor's.

## Literacy and Global Concepts

Sustainability is recognised as a fundamental concept across environmental, economic, and social pillars. A vast majority of respondents correctly identify human activities, particularly the burning of fossil fuels, as the primary cause of current climate change and majority of the participants recognises the importance of biodiversity for human well-being as it is essential for supporting ecosystems that provide food, water, and clean air.

Knowledge of global frameworks is strong, with participants accurately identifying the 17 Sustainable Development Goals (SDGs) and their 2030 target. In terms of economic models, there is a clear understanding of the circular economy's focus on reducing waste through reuse and recycling. In terms of the social aspect, participants also understand the importance of a socially sustainable policy to build a nation by protecting workers' rights and ensuring every individual access to education.

Some of the questions asked in the assessment were:

- What is the main cause of current climate change;
- What are the key features of a circular economy;
- What is a socially sustainable policy;
- What is Sustainability and Sustainable Development Goals (SDGs);
- How does biodiversity impact human well-being etc.

## Key Findings – Perception towards Taylor's Sustainability Initiatives

Majority of respondents demonstrate strong familiarity with the term "ESG" and believes that Taylor's maintains high ethical standards in its operations and decision-making processes. Most participants find the institution's commitment to social responsibility is genuine. There is a robust consensus that the institution provides the necessary resources, training, and platforms to encourage the adoption of sustainable practices, such as waste reduction and recycling, in daily activities. Furthermore, respondents widely agree that institutional efforts have positively impacted the broader communities.

Some of the areas explored in the assessment included: the community's level of familiarity with ESG and sustainability; perceptions of institutional ethics and social responsibility; and the effectiveness of current resources provided to support sustainable daily work practices.

## Conclusion and Recommendations

The results indicate a strong foundational knowledge and a positive perception of institutional sustainability efforts. The community shows a high degree of literacy in climate science and global sustainability frameworks, as well as a high level of trust in the institution's ethical standards and social impact.

To further enhance sustainability literacy, it is recommended to transition from foundational awareness toward action-oriented programs that allow for the practical application of circular economy principles. Targeted workshops should be developed to deepen the understanding of how these global goals integrate into specific departmental strategies. By maintaining this momentum, the institution can continue to cultivate an informed and engaged community, fostering a lasting culture of sustainability in education and beyond.

## STUDENT HEALTH & WELLBEING

### **Student Led Sustainability Society**

Taylor's University fosters a vibrant sustainability ecosystem through a diverse range of student-led societies that actively contribute to environmental stewardship, social well-being, and ethical leadership development. These societies play a crucial role in translating sustainability values into action, empowering students to address real-world challenges while supporting the University's broader commitment to responsible and inclusive development.

Environmental awareness and protection are championed through student initiatives that encourage respect for nature, biodiversity, and ethical responsibility. **Taylor's Nature Club** brings together environmentally conscious students to explore, protect, and advocate for the natural environment through hands-on, nature-driven activities. By combining outdoor engagement with sustainability advocacy, the club promotes environmental literacy and encourages students to adopt greener lifestyles. Complementing this focus, the **Taylor's Animal Welfare Society** provides a platform for students to express their compassion for animals and to raise awareness of animal welfare issues in Malaysia, reinforcing values of empathy, responsibility, and biodiversity protection.

Beyond environmental action, student societies at Taylor's University play a significant role in strengthening social sustainability, community engagement, and inclusiveness. **AIESEC in Taylor's University**, part of the world's largest youth-run non-profit organisation, develops young leaders through leadership development programmes, cross-cultural global internships, and volunteer exchange experiences. Guided by its vision of Peace and the Fulfilment of Humankind's Potential, AIESEC empowers students to lead projects aligned with the Sustainable Development Goals (SDGs), addressing local and global community needs while fostering intercultural understanding and social harmony.

Community engagement and volunteerism are further strengthened through **Taylor's Community Service Initiatives (C.S.I.) Volunteers**, an official student body established in 2012. Rooted in the values of Willingness, Empathy, Compassion, Accountability, Righteousness, and Enthusiasm (W.E.C.A.R.E.), C.S.I. provides students with meaningful opportunities to respond to community needs, cultivate civic-mindedness, and build strong social bonds. Through sustained volunteer efforts, students develop a sense of social responsibility and contribute positively to vulnerable and underserved communities.

Student leadership and inclusive empowerment are also central to sustainability at Taylor's University. **Taylor's University Women in Business (TUWIB)**, the first undergraduate women-led business club at the University, promotes female leadership, entrepreneurship, and inclusive participation in business. Through skill-building workshops, networking opportunities, and initiatives such as Her Hustle, Her Story, which highlights local female-owned businesses, TUWIB fosters ethical leadership, diversity, and economic empowerment. All activities are open to students of all backgrounds, reinforcing inclusivity and equal opportunity.

In parallel, **Taylor's SHINE Ambassadors** serves as a student leadership body that enhances student experiences beyond the classroom. By organising events and initiatives that promote growth, empowerment, and community impact, SHINE Ambassadors cultivate leadership capabilities, accountability, and collaboration among students, contributing to a positive and engaged campus culture.

Collectively, these student-led societies demonstrate Taylor's University's holistic approach to sustainability—where environmental care, social responsibility, and ethical leadership are embedded into student life. Through experiential learning, community engagement, and values-driven leadership, Taylor's nurtures graduates who are equipped to contribute meaningfully to sustainable development and positive societal change.

## Healthy & Affordable Food Choices

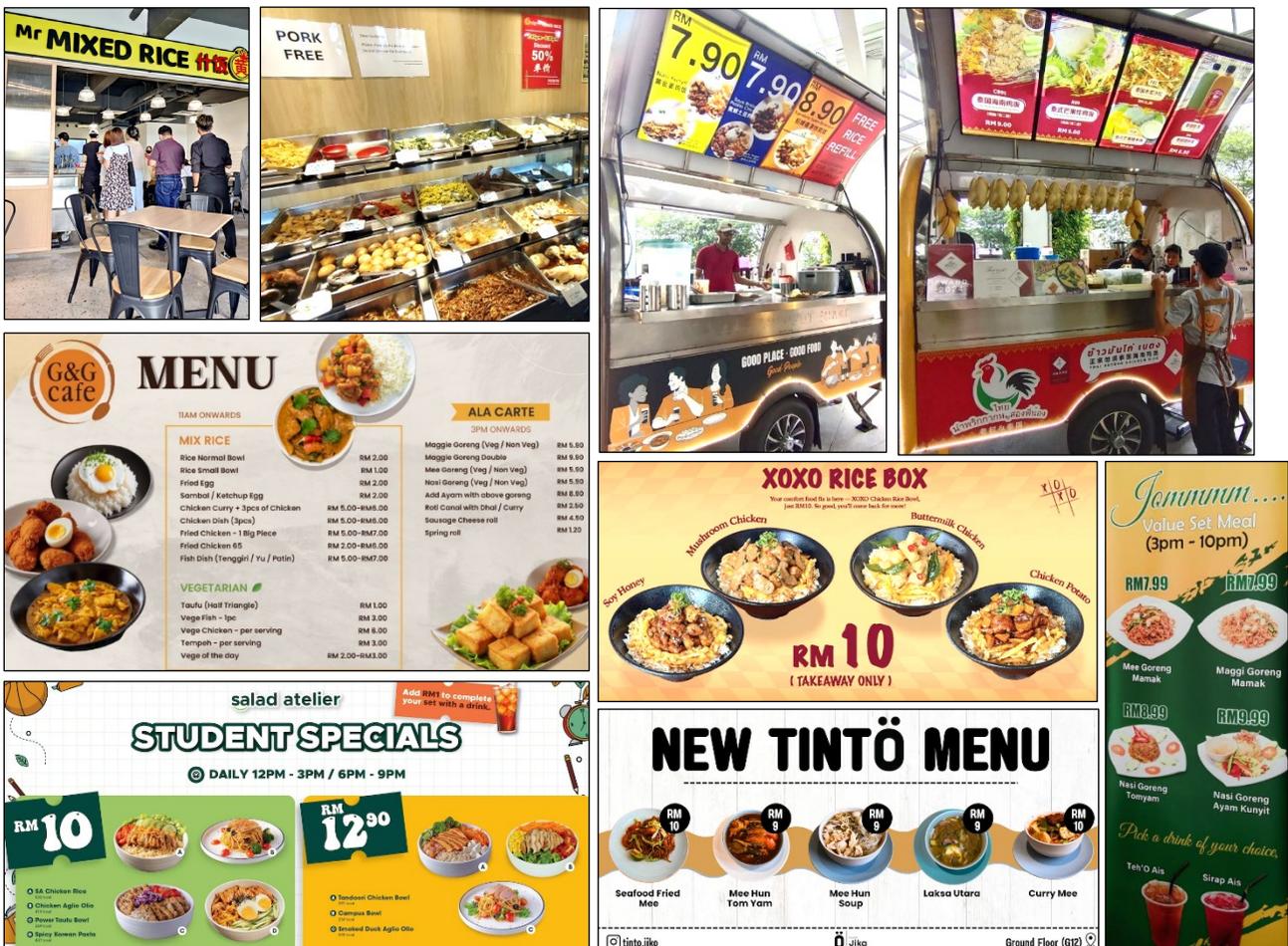
Maintaining a healthy diet on a student budget is both accessible and convenient at Taylor’s University, with a variety of on-campus dining options offering nutritious meals — all priced below RM10. Whether in need of a quick meal between classes or a wholesome dining experience, students have numerous 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, Salad Atelier (located at Syopz G16) features healthy salads, good portion of protein and a mix of Western and Asian, 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. Chicken rice lover can also head to Hari Hari Ayam (located at Syopz LG1-5) where you can get a decent plate of chicken rice below RM10.

Additionally, XOXO Café (located at Syopz G2) offers a variety of quick and affordable grab-and-go lunch pack, 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 with most of it priced below RM10. For noodles lover, Tinto (located at Syopz G12) offers wide variety of noodle choice all priced below RM 10 as well!

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, education, and advocacy among students and the wider community through structured initiatives and strategic collaborations. These efforts are delivered in partnership with recognised reproductive health organisations and supported by student-led platforms.

In May 2025, a PCOS awareness campaign was conducted to create a safe, inclusive, and educational space to discuss topics like hormonal health and reproductive conditions. This empowers students with accurate information, encourages early health-seeking behaviour, and supports informed decision-making. In July 2025, LaunchPad 2.0: Call to Action Day, was organised in collaboration with the Federation of Reproductive Health Associations Malaysia (FRHAM). LaunchPad is a student-led initiative under Taylor’s Residence that addresses menstrual poverty by providing reusable sanitary pads alongside menstrual hygiene and sexual health education. Following its initial focus on Rohingya refugee women, LaunchPad 2.0 expands its impact to Orang Asli communities in Malaysia, emphasising sustainable menstrual hygiene solutions, and empowering the locals to drive long-term change.

In October 2025, the Ribbon of Hope: Women’s Health Awareness Day was organised to strengthen our focus on women’s health awareness and preventive care. This initiative featured panel discussions on cervical and breast cancer, early detection, and preventive healthcare, alongside clinical breast examination, HPV Self-Screening, Health Screening and Vaccination. The programme aimed to empower women with practical knowledge on early intervention and health management, reinforcing the importance of regular screening and preventive practices.

In November 2025, a Sexual and Reproductive Health education workshop was conducted in collaboration with the Federation of Reproductive Health Associations Malaysia (FRHAM) and the Family Reproductive Health and Advocacy (FREHA). Another event: Safety Beneath the Sheets – A Reproductive Care Workshop, was also held to provide a safe and inclusive space for students to engage in open discussions on reproductive health, consent, bodily autonomy, respectful relationships, and allyship. Beyond on-campus initiatives, free clinical breast examinations were extended to the B40 (bottom 40% household income) community to enhance awareness and encourage early detection of breast-related illnesses.

Collectively, these initiatives demonstrate Taylor’s University’s commitment to delivering inclusive and preventive Sexual and Reproductive Healthcare that supports student wellbeing and community health.



# 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 emphasise environmental management, sustainable practices, green technologies, responsible management, and sustainability through the lens of ESG.

Below are some of the specialisation and courses available, enabling students to specialise in sustainable design, green construction, sustainable business strategies, food security, ecotourism, environmental research and many more. These courses all lead to officially recognised 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.  | Course Code | Course Name   | Credit Value | Level         | ESG Category |
|--|-------------|---|--------------|---------------|--------------|
| <b>School of Accounting &amp; Finance</b>          |             |   |              |               |              |
| 1  | FIN61004    | Personal Financial Planning                               | 4            | Undergraduate | S            |
| 2  | FIN62204    | Personal Financial Planning and Wealth Management         | 4            | Undergraduate | S            |
| 3  | ACC61504    | Ethics And Corporate Governance                           | 4            | Undergraduate | G            |
| <b>School of Architecture, Building and Design</b> |             |   |              |               |              |
| 4  | ARC60508    | Architectural Design IV                                   | 8            | Undergraduate | E            |
| 5  | ARC60304    | Principles of Sustainable Design                          | 4            | Undergraduate | E            |
| 6  | ARC60504    | Architecture and Environment                              | 4            | Undergraduate | E            |
| 7  | ARC61104    | Heritage Conservation: Theories, Principles and Practices | 4            | Undergraduate | E            |
| 8  | ARC61204    | Architectural Conservation and Tourism                    | 4            | Undergraduate | E            |
| 9  | ARC61604    | Sustainable Design, Policies and Regulations              | 4            | Undergraduate | E            |
| 10   | ARC61704    | Sustainable Living  | 4            | Undergraduate | E            |
| 11   | ARC61804    | Green Strategies for Building Design                      | 4            | Undergraduate | E            |
| 12   | ARC61904    | Energy and Architecture                                   | 4            | Undergraduate | E            |
| 13   | ARC62004    | IT Application for Sustainable Design                     | 4            | Undergraduate | E            |
| 14   | BLD61104    | Environmental Science and Services                        | 4            | Undergraduate | E            |
| 15   | BLD61204    | Sustainable Housing Development                           | 4            | Undergraduate | E            |
| 16   | BLD62704    | Green Technology and Construction                         | 4            | Undergraduate | E            |
| 17   | MGT62804    | Construction Environmental Protection Management          | 4            | Undergraduate | E            |
| 18   | ARC61504    | Introduction to Heritage Conservation                     | 4            | Undergraduate | E            |
| 19   | ARC62104    | Digital Application for Sustainable Design                | 4            | Undergraduate | E            |
| 20   | IDS61504    | Environmental Psychology                                  | 4            | Undergraduate | E            |

|   |            |  |   |               |   |
|---|------------|--|---|---------------|---|
| 21  | ARC70803   | Nature and Architecture  | 3 | Postgraduate  | E |
| 22  | ARC70903   | Environment and Technology I                                       | 3 | Postgraduate  | E |
| 23  | ARC71003   | Environment and Technology II                                      | 3 | Postgraduate  | E |
| 24  | ARC70603   | Heritage and Conservation  | 3 | Undergraduate | E |
| 25  | ARC71203   | Tropical Ecology   | 3 | Undergraduate | E |
| <b>School of Biosciences</b>                      |            |  |   |               |   |
| 26  | AGR60204   | Integrated Project for Sustainable Urban Farming                   | 4 | Undergraduate | E |
| 27  | AGR60304   | Sustainable Agriculture  | 4 | Undergraduate | E |
| 28  | BIO60304   | Biodiversity & Conservation  | 4 | Undergraduate | E |
| 29  | BIO62704   | Molecules from Nature: Biodiversity and Natural Products           | 4 | Undergraduate | E |
| 30  | NUT60304   | Nutrition in Health and Diseases                                   | 4 | Undergraduate | S |
| 31  | NUT60804   | Community Nutrition  | 4 | Undergraduate | S |
| <b>School of Diploma and Professional Studies</b> |            |  |   |               |   |
| 32  | EDU40804   | Social-Emotional Competence in Early Childhood                     | 4 | Undergraduate | S |
| 33  | EDU41204   | Special Needs Education  | 4 | Undergraduate | S |
| 34  | BUS40904   | Business Ethics  | 4 | Undergraduate | G |
| 35  | ACC40704   | Assurance and Governance   | 4 | Undergraduate | G |
| <b>School of Education</b>                        |            |  |   |               |   |
| 36  | EDS60204   | Science - Energy and Interactions                                  | 4 | Undergraduate | E |
| 37  | EDS60304   | Nature of Science  | 4 | Undergraduate | E |
| 38  | EDS60104   | Science - Systems and Cycles                                       | 4 | Undergraduate | E |
| 39  | EBC60204   | Introduction to Children with Special Educational Needs            | 4 | Undergraduate | S |
| 40  | EPS60104   | Promoting Children's Wellbeing                                     | 4 | Undergraduate | S |
| 41  | EDU70702   | Diversity in the Classroom   | 2 | Postgraduate  | S |
| <b>School of Engineering</b>                      |            |  |   |               |   |
| 42  | CHE60204   | Renewable and Alternative Energies                                 | 4 | Undergraduate | E |
| 43  | ENG60604   | Sustainable Development in Engineering                             | 4 | Undergraduate | E |
| <b>School of General Studies &amp; Languages</b>  |            |  |   |               |   |
| 44  | UCM60203   | Emotional Intelligence in Action                                   | 3 | Undergraduate | S |
| 45  | UCM60303   | Social Innovation Project  | 3 | Undergraduate | S |
| 46  | UCM40502U3 | Millennials in Malaysia: Cultivating Interpersonal Relationships   | 3 | Undergraduate | S |
| 47  | UCM60802U3 | Millennials in Malaysia: Team Dynamics and Relationship Management | 3 | Undergraduate | S |
| 48  | UCM60802   | Life Skills for Success and Well-Being                             | 2 | Undergraduate | S |
| 49  | UCM40702U2 | Life Skills for Personal Development                               | 2 | Undergraduate | S |
| 50  | MPU3412    | Integrity And Anti-Corruption                                      | 2 | Undergraduate | G |
| <b>School of Hospitality, Tourism and Events</b>  |            |  |   |               |   |
| 51  | EVT61704   | Sustainable Event Management                                       | 4 | Undergraduate | S |
| 52  | HOS70404   | Sustainable Development in Hospitality and Tourism                 | 4 | Postgraduate  | S |
| 53  | TOU61304   | Holistic Approach to Health and Wellness                           | 4 | Undergraduate | S |
| 54  | TOU62104   | Sustainable Tourism Development                                    | 4 | Undergraduate | S |
| <b>School of Liberal Arts &amp; Sciences</b>      |            |  |   |               |   |
| 55  | UCM40102U4 | Community Service Initiative                                       | 4 | Undergraduate | S |
| 56  | PSY60804   | Social Psychology  | 4 | Undergraduate | S |
| 57  | PSY61904   | Ethics in Psychology   | 4 | Undergraduate | S |
| 58  | SOC62404   | Entrepreneurship, Management and Ethics in Social                  | 4 | Undergraduate | S |

|   |          |  |   |               |   |
|---|----------|--|---|---------------|---|
|   |          | Innovation   |   |               |   |
| 59  | VSA60804 | Malaysian Traditional Dance  | 4 | Undergraduate | S |
| 60  | NUTR202  | Nutrition for Health & Disease                                       | 2 | Undergraduate | S |
| <b>School of Law and Governance</b>         |          |  |   |               |   |
| 61  | LAW70204 | Healthcare Regulations and Policies                                  | 4 | Postgraduate  | G |
| <b>School of Management &amp; Marketing</b> |          |  |   |               |   |
| 62  | MGT62404 | Sustainable Supply Chain Management                                  | 4 | Undergraduate | S |
| 63  | BUS60204 | Business Ethics and Values   | 4 | Undergraduate | G |
| 64  | BUS60904 | Social Entrepreneurship and Ethics                                   | 4 | Undergraduate | G |
| 65  | BUS61204 | Environmental, Social, and Governance (ESG) Principles and Practices | 4 | Undergraduate | G |
| 66  | MGT70104 | Strategy and Innovation  | 4 | Postgraduate  | G |
| 67  | BUS70104 | Design Thinking  | 4 | Postgraduate  | S |
| 68  | ECN70304 | Market Dynamics & Digital Disruption                                 | 4 | Postgraduate  | E |
| 69  | MKT70804 | Delivering Value to Customer   | 4 | Postgraduate  | S |
| 70  | HRM70104 | Managing People for Performance                                      | 4 | Postgraduate  | S |
| 71  | FIN71804 | Managing Decisions   | 4 | Postgraduate  | S |
| 72  | BUS70404 | Business Analytics   | 4 | Postgraduate  | G |
| 73  | PRJ70406 | Business Management Project  | 6 | Postgraduate  | G |
| 74  | RES70402 | Research Methodology for Executives                                  | 2 | Postgraduate  | G |
| <b>Taylor's Culinary Institute</b>          |          |  |   |               |   |
| 75  | CUL63904 | Experimental Food Product & Practices                                | 4 | Undergraduate | E |
| 76  | FSC61004 | Food Safety and Quality Management                                   | 4 | Undergraduate | E |
| 77  | CUL62704 | Food Safety and Sanitation   | 4 | Undergraduate | E |
| <b>The Design School</b>                    |          |  |   |               |   |
| 78  | GCD61904 | Environment Design   | 4 | Undergraduate | E |
| 79  | DST63904 | Ethical and Sustainable Fashion                                      | 4 | Undergraduate | S |

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

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

Specialisation 1: Heritage and Conservation

Specialisation 2: Sustainable Design

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

Specialisation 1: Green Construction

Specialisation 2: Smart Construction

#### **Bachelor of Business (Honours)**

Specialisation: Global Business and Sustainability

Specialisation: Digital Business and Transformation

Specialisation: Supply Chain Management

**Postgraduate level Qualification with Key Research Areas focused on Sustainability:**

| <b>Postgraduate Course</b>                    | <b>Specialisation</b>   |
|---|---|
| Master of Science                             | Applied Biodiversity  |
| Master of Food Studies                        | Food Cultures & Health<br>Food Security & Sustainability  |
| Master of Science in Tourism                  | <ol style="list-style-type: none"> <li>1. Environmental Management</li> <li>2. Ecotourism Rating and Certification</li> <li>3. Poverty Alleviation via Tourism</li> <li>4. Rural Poverty and Tourism</li> <li>5. Sustainable and Responsible Tourism</li> <li>6. Sustainable Tourism Developments</li> </ol>  |
| Doctor of Business Administration             | <ol style="list-style-type: none"> <li>1. Wellbeing</li> <li>2. Environmental, Social, and Governance (ESG)</li> <li>3. Financial Reporting</li> <li>4. Financial Inclusion</li> <li>5. Governance</li> <li>6. Tourism (Green Hotels, Sustainable Tourism)</li> <li>7. Business Ethics</li> <li>8. Corporate Governance</li> <li>9. Environmental and Economic Valuation</li> <li>10. Employee Well-being and Motivation</li> <li>11. Environmental Economics, Natural Disasters, Biodiversity</li> </ol> |
| Doctor of Philosophy in Business              | Management <ol style="list-style-type: none"> <li>1. Environmental Management</li> <li>2. Poverty Alleviation via Tourism</li> <li>3. Sustainable and Responsible Tourism</li> </ol>  |
| Doctor of Philosophy in Food Studies          | Food Cultures & Health<br>Food Security & Sustainability  |
| Doctor of Philosophy in Hospitality & Tourism | <ol style="list-style-type: none"> <li>1. Environmental Management</li> <li>2. Ecotourism Rating and Certification</li> <li>3. Poverty Alleviation via Tourism</li> <li>4. Rural Poverty and Tourism</li> <li>5. Sustainable and Responsible Tourism</li> <li>6. Sustainable Tourism Developments</li> </ol>  |
| Doctor of Philosophy in Science               | Environmental Research  |
| Doctor of Philosophy in Education             | Education and Society <ol style="list-style-type: none"> <li>1. Multicultural Education</li> <li>2. Gender and Education</li> <li>3. Peace Education</li> <li>4. Life-long Learning</li> <li>5. Philosophy of Education</li> <li>6. Education for Sustainable Development</li> <li>7. Sociology of Education</li> </ol>   |

# 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

- Established Taylor's Urban Farm which serve as a green space and a living laboratory as well as selling of fresh produce.
- Food waste bioconversion by integrating **Entomal Mobile Bioconversion System (EMBC)** technology at our food & beverage outlets. This system processes organic waste from Taylor's sustainable kitchens and restaurants, converting it into valuable by-products such as:
  - ✓ **Insect protein** – A sustainable alternative for animal feed
  - ✓ **Organic fertilizer (frass)** – A nutrient-rich soil enhancer
  - ✓ **Carbon offset solutions** – Reducing CO<sub>2</sub> emissions by 96% compared to landfill
- 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.
- Utilisation 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 minimise 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.
- Reinstatement of paid parking on campus for staff to reduce number of vehicles on campus and promote car-pooling, university shuttle bus service as well as public transportation.
- Setup of a proper e-scooter parking space to encourage students to live nearby and use e-scooter as daily commute to university.
- Setting up a SharePoint site for communication of all initiatives regarding ESG on campus. ESG related articles were also shared from time to time to build awareness among campus community.
- Streamline and centralise all ESG related data into a dashboard to ease monitoring, reporting and improvement.

### 2027-2030

- Phasing out single use plastics in the entire campus and consider environment impact prior spending decisions.
- ESG to be incorporated into performance evaluations, with a scorecard in place to track accountability.
- Gradually reduce the number of vehicles on campus by encouraging students to utilise the shuttle bus service provided.
- Reduce energy usage through improved utilisation 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 events and campaigns on campus, supported by clear roles and long-term shared partnerships.
- Collaborate with more corporate companies to engage in various sustainability initiatives on campus.
- Maintain reliable data to support monitoring and reporting of sustainability campaigns and events to ensure that its outcomes are being achieved.

### 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

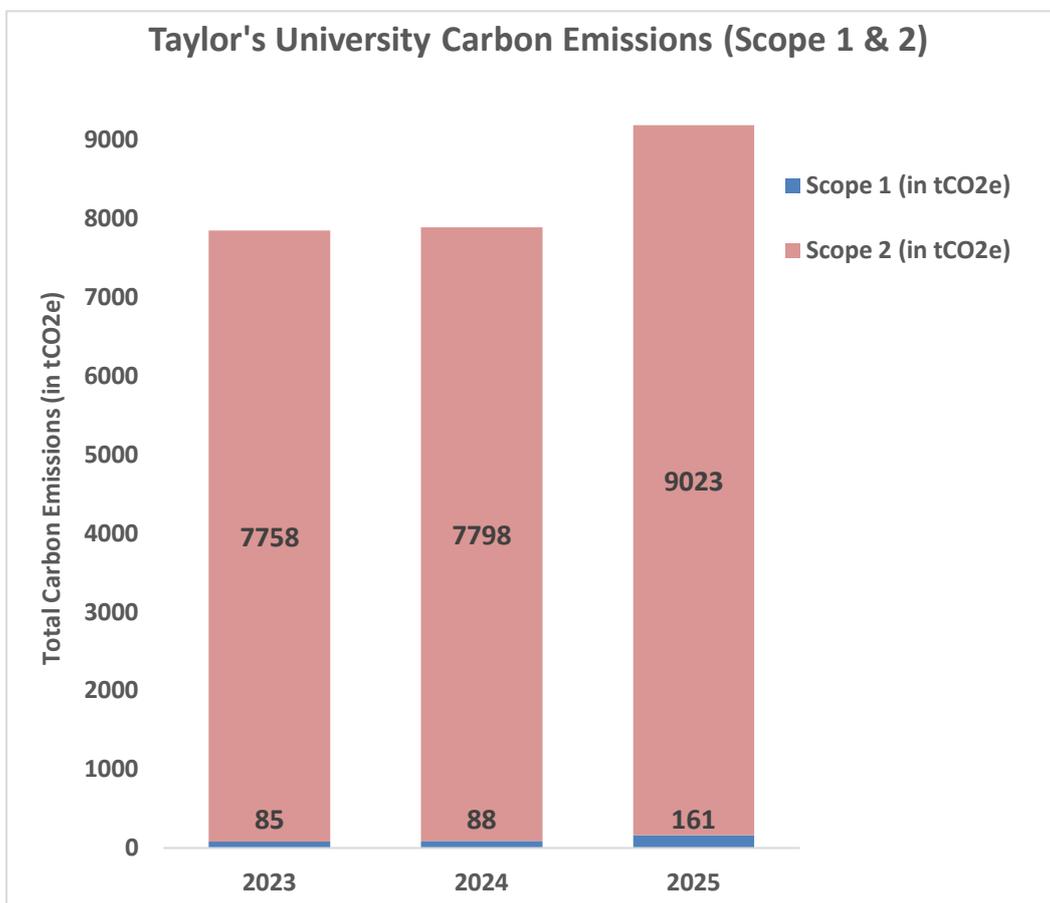
- Perform constant and frequent checks on methods to conserve energy and conduct preventive maintenance.
- Continuously explore new possibilities of adopting technologies that increase water usage, such as hydro cars.
- Embrace newly developed technologies, such as clean nuclear energy, for everyday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

## 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 (7843.1 tCO<sub>2</sub>e).

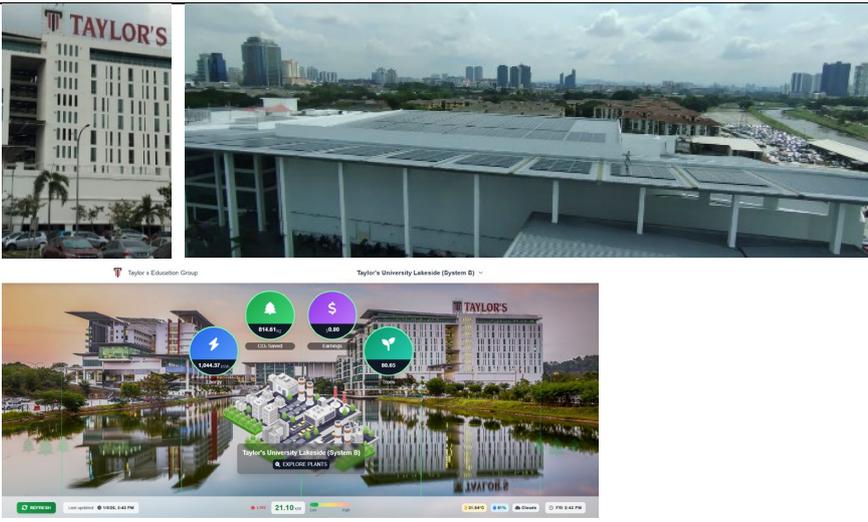
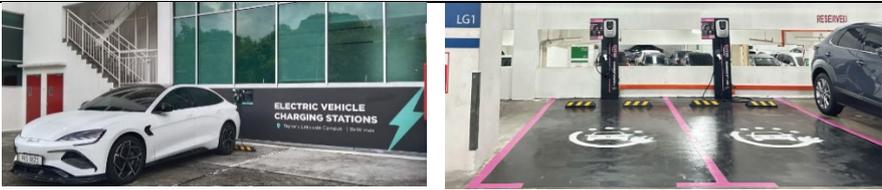
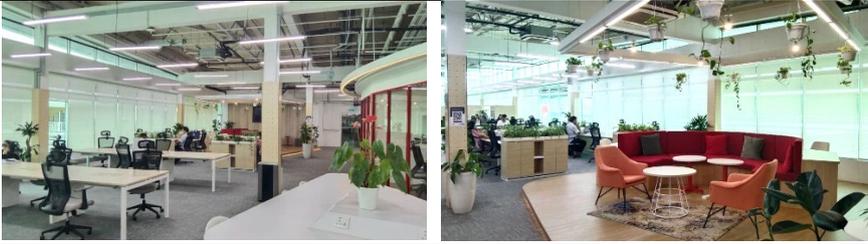
This report presents the Institution’s greenhouse gas (GHG) emissions performance for the period from 1 January 2025 to 31 December 2025, covering Scope 1 and Scope 2 emissions. Overall emissions have increased compared to previous years, primarily due to higher student enrolment. Despite this rise, the Institution remains optimistic that the implementation of the thermal energy storage system will contribute to reducing carbon emissions in the coming years.

| Scope                        | Category              | Source  | 2024                                      | 2025                                       |
|------------------------------|-----------------------|---|---|--|
| Scope 1                      | Stationary Combustion | Backup generator – Diesel (litres)                      | 400 litres (1 tCO <sub>2</sub> e)         | -  |
|                              |                       | Liquefied LPG tanks (tonnes)                            | 11 tonnes (32 tCO <sub>2</sub> e)         | 5 tonnes (15 tCO <sub>2</sub> e)           |
|                              |                       | Other Liquid Biofuel                                    | -   | 10.5 tCO <sub>2</sub> e                    |
|                              | Mobile Combustion     | Fuel used by university-owned vehicles (litres)         | Diesel                                    | 12,532 litres (31 tCO <sub>2</sub> e)      |
| Petrol                       |                       |   | 10,007 litres (24 tCO <sub>2</sub> e)     | 17,092 litres (40.1 tCO <sub>2</sub> e)    |
| Scope 2                      | Purchased Electricity | Electricity purchased from Tenaga Nasional Berhad (kWh) | 10,075,081 kWh (7,798 tCO <sub>2</sub> e) | 11,657,215 kWh (9022.7 tCO <sub>2</sub> e) |
| <b>Total Scope 1 &amp; 2</b> |                       |   | <b>7,886 tCO<sub>2</sub>e</b>             | <b>9,184 tCO<sub>2</sub>e</b>              |



**SUPPORTING EVIDENCES**

Some of the initiatives that have taken place across the campus are shown below:

|   |  |
|---|--|
| <p>Solar panels at the rooftop of Block A-E as well as the commercial blocks. Solar dashboard is also publicly available for daily monitoring.</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>  |   |

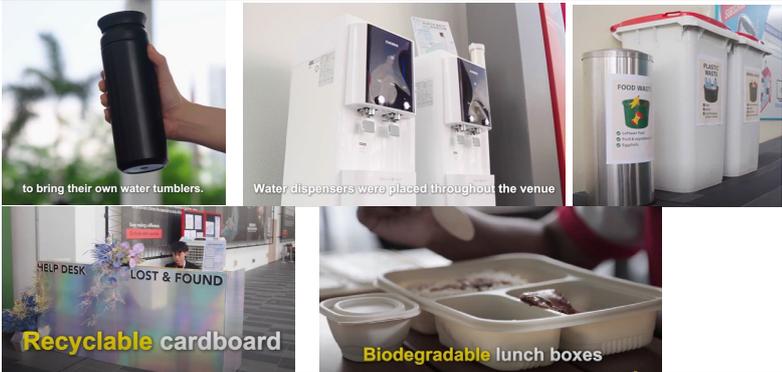
Collaborated with Entomal to promote the use of insects (Black Soldier Fly) as a sustainable source of protein.



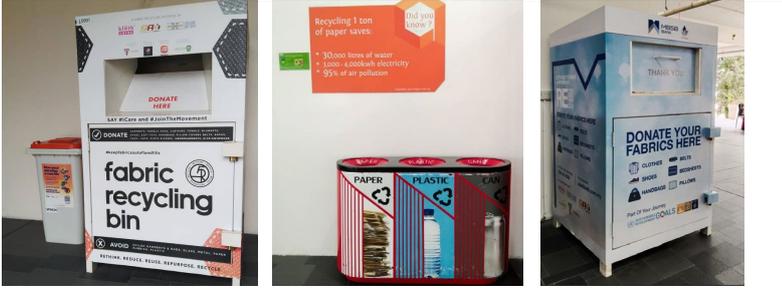
Food Security & Nutrition Impact Lab S.T.A.R. (Segregate, Track, Array, Repurpose) Programme being practiced at all kitchens and food & beverage outlets within the university.



Adhere to sustainability guidelines especially when involving large scale audience such as convocation.



Recycling bins are set up around campus to promote waste recycling and upcycling.



Launch of waste war campaign by a student entrepreneurial project – Filatics. Aim to convert plastic waste into 3D printing filaments.



Upgrading works of thermal energy storage and chilled water system to reduce usage of energy during peak timing, estimate completion by end 2026.



Create more open learning and hang out spaces that use natural lighting and fans.



Upgrading of Mother's Room on campus. A total of 4 Mother's Room were made available at different locations on campus.

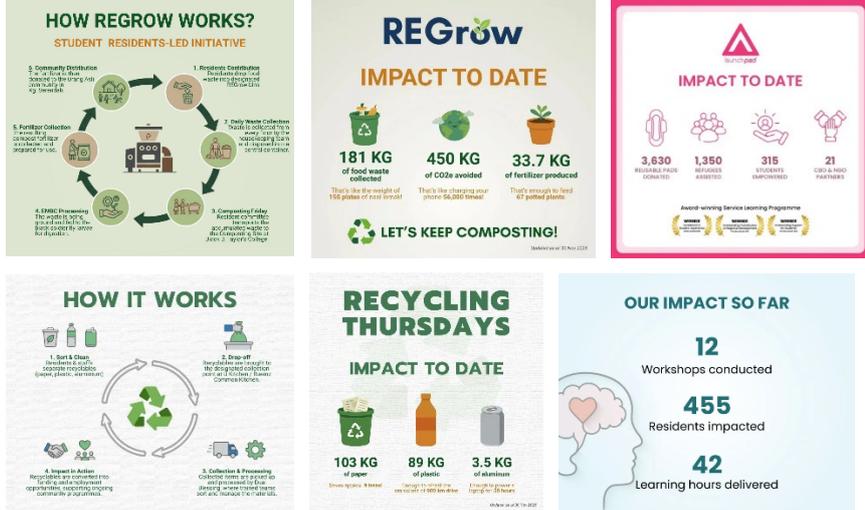


Launching of E-Waste recycling campaign on campus to build awareness to the campus community



2025 Sustainability initiatives at Taylor's Residence:

- REGrow: Convert food waste to resources
- LaunchPad: Menstrual equity & engagement
- Recycling Thursdays
- Mental health & well-being



Dedicated food waste bin to segregate food waste from general waste at campus food court, along with video to guide students.







**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)