



United Nations Global Compact Communication on Engagement Report

November 2021 -
November 2024





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Letter from President

I am writing to express California State University, Fresno's continued strong commitment to support the Ten Principles of the United Nations Global Compact in the areas of Human Rights, Labor, Environment, and Anti-Corruption as well as the United Nations 17 Sustainable Development Goals. This commitment is a reflection of our core values of exploration, excellence, inclusion, and community. Our commitment to the UN Global Compact is also closely aligned to our mission which "empowers students for success through a transformative education rooted in active service with diverse communities."

In our second Communication of Engagement report, we illustrate how we continue to integrate the Ten Principles and 17 Sustainable Development Goals (SDGs) into our academic curriculum, community outreach, and research and scholarship.

The process of writing our second Communication on Engagement report has underscored the opportunities for additional impact. Specifically, over the next two years, we are committed to creating and building a stronger infrastructure to support and track Global Compact work, with a specific emphasis on improving both outcome metrics and inputs. In addition, we are committed to expanding the conversation around the UN Global Compact and strengthening its connection to our new designation as a Carnegie R2 institution and the Carnegie Leadership for Public Leadership classification.

A handwritten signature in blue ink, reading "Saúl Jiménez-Sandoval", is positioned above the printed name and title.

Saúl Jiménez-Sandoval, Ph.D.
President



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Acknowledgements

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I. Organization Profile

MISSION

With a local focus and global impact, Fresno State will be recognized as a model for advancing social, economic and environmental progress regionally, nationally and globally by providing an accessible, transformative education; conducting research on critical issues; and producing a generation of diverse leaders.

Fresno State’s Mission as defined in the [2023-2029 Strategic Plan](#) is to “empower students for success through a transformative education rooted in active service with diverse communities.” This mission and our core values of Exploration, Excellence, Inclusion and Community fold into the campus Strategic Plan priorities, emphasize our strategies and work rooted in inclusive excellence. By collaborating with community partners, we will provide a transformative educational experience that prepares students to serve and to lead in the Central Valley, the State, and beyond while improving the overall graduation rate.

Learn more about Fresno State [here](#).

ABOUT CALIFORNIA STATE UNIVERSITY, FRESNO

Fresno State was founded in 1911, when the doors of the Fresno State Normal School opened to 150 hopeful students. With 71 bachelor’s degrees, 45 master’s degrees, and three doctoral degrees, Fresno State has come a long way from its modest beginning. To date, more than 300,000 alumni have migrated to every state in the nation and across the globe. They are prominent leaders, innovators and critical thinkers in every industry, transforming our region and communities across the world.

Today, the student population is just over 24,000 and the University has garnered national attention for its rise in prestigious college rankings, particularly with respect to social mobility. Fresno State is one of just 10 institutions nationwide to earn the Seal of Excelencia certification in 2021.

Fresno State is recognized as a Hispanic-Serving Institution (HSI) and an Asian American/Native American/Pacific Islander-Serving Institution (AANAPISI). Fresno State has also been designated to the Community Engagement Classification by the Carnegie Foundation for the Advancement of Teaching. As of the start of the Fall 2024 semester, Fresno State has also been designated as one of 25 U.S. colleges and universities in the inaugural class of Carnegie Leadership for Public Purpose classification. Fresno State is the only public institution in the state of California to be selected for this classification. As of the Fall 2023 semester, 58.3% of undergraduates are Pell eligible whereas 64.1% are first-generation college students.

COMMITMENT TO THE REGION

Nestled in the center of California, in one of the richest agricultural valleys on the planet and one of the most culturally diverse regions in the country, Fresno State is a place where students grow from high-impact practices and unique community partnerships. Fresno State has deep roots and prepares students for bright futures.

This is a fertile place to boldly equip and empower our students for success. And the success of our students – the next generation of leaders in our region and beyond – is of utmost importance. Our community ties are strong because we believe this region can thrive when the community and University work as one. In part, this is because roughly 80% of Fresno State graduates stay in California’s Central Valley after graduation. We are growing our own transformational change agents. Fresno State recognizes this as an opportunity and a responsibility. We show our commitment to the community through providing millions of hours of service, partnering with local organizations and spreading Fresno State pride across the Valley, alongside a robust, campus-wide emphasis on experiential learning that adapts to current and future opportunities to transform the Valley.

Our commitment to the region includes a long history of interdisciplinary teams who have collaborated at Fresno State to lead multiple sustainability-related initiatives that have benefited students, the University as a whole, and the community. In 2013, Fresno State’s faculty and administration initiated a discussion to coordinate campus sustainability initiatives under a single, interdisciplinary sustainability program. The University has specifically focused on hiring professional staff to support sustainability staff to support campus operations and change. And, since the spring of 2018, student leaders have helped the University coordinate efforts across the University, with the overarching goal of integrating sustainability into all campus actions. Now, the University and community partners are working together to develop sustainability curricula to educate and engage with the greater community regarding water and sustainability issues and challenges in the San Joaquin Valley.

II. A Regional University with a Global Impact

Equity, climate change, and continued pandemic recovery: The top global issues of 2021-2024 were integral to the initiatives at Fresno State, including global curriculum, service-learning, and scholarship. As part of this institutional COE report, we view such reflection as an ongoing process of continuous growth and improvement.

A. MINIGRANT PILOTS AND CURRICULAR CHANGE

During the Spring of 2022, the United Nations Global Compact Steering Committee launched a pilot program to support faculty as they updated existing courses to link directly to the United Nations Global Compact principles and the United Nations Sustainable Development Goals. Eighteen faculty or faculty teams applied to update the curriculum of one of their courses. The Steering Committee awarded eight minigrants to faculty from the Craig School of Business

(Economics), the College of Arts and Humanities (English; Media, Communications and Journalism), the College of Health and Human Services (Nursing; Public Health), and the Lyles College of Engineering (Construction Management). As part of the minigrant program, faculty were required to complete an e-course (How to Understand and Take Action on the Global Goals), as well as to update the syllabus for the course so that at least 20% of the course content directly addressed at least one of the four UN Global Compact domains; and a student writing/creative activity linked to UN Global Compact course content. Faculty then taught the updated courses during the 2023-2024 academic year, collected outcome measures, and reported out to campus during a SPARCafe in spring 2024.

Course updates focused on Environment, Human Rights, and Labor, with particular emphasis on connections to the United Nations Sustainable Development Goals. While some minigrants connected domains and goals very locally and in a very applied approach (e.g., thinking about sex trafficking, air pollution, prevalence of Type II Diabetes in the Central Valley of California), some minigrants took a more global and/or theoretical perspective (e.g., climate change, microeconomic applications of goals/domains). Overall, outcome measures indicated successful pilots for both student learning and faculty enthusiasm. Several faculty indicated that they planned to extend their course materials into additional domains and development goals, based on this experience.

As one minigrant awardee noted, “Particularly here in Fresno and the Central Valley, where we face such serious environmental and public health challenges, it is critical that journalists and the media be fostering productive conversation around these issues. Mass Communication and Journalism 2 is an important entry-level class into the worlds of media writing, specifically journalistic writing. I already teach it from a social justice perspective; adjusting the curriculum to the sustainability goals was fluid, seamless, and meaningful. Students dove into their grant-related assignments with purpose and drive, leading to deeper thought on solution-finding than they had previously done. I’m very glad we participated.”

During spring 2024, the United Nations Global Compact Steering Committee launched a second call for minigrants. Even with a short application period (10 days), the Committee received 15 applications. The Committee again awarded minigrants to eight faculty from the College of Arts and Humanities (Art, Design, and Art History; English), the College of Social Sciences (Geography), the Jordan College of Agricultural Sciences and Technology (Agricultural Business; Industrial Technology), the Lyles College of Engineering (Construction Management). These faculty updated their syllabi and curriculum over summer 2024 and will teach their revision during the 2024-2025 academic year and report out their findings in the spring 2025 SPARCafe.

B. RESEARCH, SCHOLARSHIP, AND A CHANGE IN CLASSIFICATION

California State University, Fresno, is uniquely situated to produce a new brand of research that fosters global understanding of what is required to respond to the challenges outlined in the United Nations Global Compact. Faculty regularly conduct research across the breadth of the Sustainable Development Goals while also working with those who are the primary stakeholders

of the SDGs, including our most vulnerable populations such as migrants and refugees who are permanently or temporarily settled, as well as indigenous or heritage language minorities.

During the early part of 2022, California State University, Fresno, was elevated to a “Doctoral University – High Research Activity,” or R2, status by the Carnegie Classification of Institutions of Higher Education. This change in status reflects the ongoing commitment to research and scholarship by the faculty on campus, much of which, as discussed below, is related to the principles of the Compact.

In the sections that follow, we outline specific research performance outcomes related to each of the ten principles in the Compact. Here we would like to highlight some of the larger interdisciplinary initiatives that speak to our broader impact.

The [*Fresno State Transportation Institute \(FSTI\)*](#) is a joint venture of the Craig School of Business, the Lyles College of Engineering, the College of Social Sciences and the Fresno Council of Governments. In addition to outreach and engagement, the FSTI funds and supports multiple projects annually that support the development and understanding of sustainable communities. In 2023-2024, FSTI supported eight projects ranging from wildfire emergency response and evacuation frameworks to public transportation to the reduction of environmental and pollution impacts related to transportation infrastructure.

Fresno State is also heavily involved in the [*Fresno Drive Initiative*](#), “a 10-year investment plan to develop an inclusive, vibrant, and sustainable economy for residents in the greater Fresno region.” This initiative capitalizes on both the faculty applied research focus and the campus’s role in the community to create change across 14 major initiatives across economic development, human capital and neighborhood development.

III. Progress on Human Rights

[*Principle 1*](#): Businesses should support and respect the protection of internationally proclaimed human rights; and

[*Principle 2*](#): make sure that they are not complicit in human rights abuses.

Fresno State’s commitment to and support of human rights is evidenced through our membership in an accrediting body, the diverse array of academic course offerings and engagement opportunities, and the scholarship and campus resources available to support the well-being of our students and employees. The campus supports the human rights of all and in particular the rights of vulnerable groups, including people with disabilities, indigenous people, migrant workers and first-generation students, students who are unhoused in need of food and shelter, people of underserved communities, underrepresented minorities, people impacted by the carceral state, and diverse sexual and gender identities.

Fresno State established a new [Division for Equity and Engagement](#) in January 2023, led by the university's inaugural Diversity Officer. The Division of Equity and Engagement works to institutionalize the Inclusive Excellence theoretical lens as the foundation to motivate and galvanize the campus community toward a shared vision of an institution that is welcoming, inclusive, respectful, and free from discrimination, intolerance, and harassment, where all can thrive. The newest initiative from the Division includes the creation of three councils: Student Equity Advisory Council (SEAC), Community Advisory Council (CAC), and the Council on Equity, Diversity, and Inclusion (CEDI). SEAC will provide space for students to recommend initiatives and share concerns that they feel should be prioritized by leadership. The CAC will meet with the Diversity Officer quarterly to assist Fresno State in its mission to further incorporate the university into the social fabric of our surrounding community, increase transparency and communication with key stakeholders, and work collaboratively to refine our institutional access for historically underserved groups. The CAC will help critically confront four key initiatives: the sharing of resources and support for current and future Fresno State students, the development of a series of events that welcome the community to campus, the involvement of our students in the culture of the greater region, and the promotion of Fresno State in the community. CEDI is tasked to increase and support Equity, Diversity, Inclusion, and Belonging as an institutional priority and be willing to implement processes and exhibit behaviors necessary for attaining the goals outlined. All currently employed Fresno State faculty, staff, and administrators are eligible to participate in CEDI. Furthermore, the Cross Cultural and Gender Center, which was originally housed within the Division of Student Affairs and Enrollment Management, was transferred to the Division of Equity and Engagement to signify that issues around diversity, equity, and inclusion affect everyone on campus, not just students.

As one of 23 campuses in the California State University system, Fresno State offers employees a work environment that supports human rights, supported by system-wide policies and procedures governing the workplace environment. Recruitment, hiring, and compensation practices are guided by state and federal guidelines and, as applicable, system-wide and campus specific procedures. Employees are provided with a number of leave and accommodation benefits to support them and their families.

A. ACADEMIC COMMITMENTS

Fresno State is accredited by the Western Association of Schools and Colleges (WASC) through fall 2025. WASC Senior College and University Commission (WSCUC) now includes diversity, equity, and inclusion as a key standard for which to evaluate institutions. WSCUC has designated five competencies (written communication, critical thinking, oral communication, information literacy, and quantitative reasoning) in which all undergraduate students should be proficient when they graduate. These competencies are incorporated into the [Institutional Learning Outcomes](#), two of which directly link to Human Rights (i.e., the outcome “exemplifying equity, ethics, and engagement” and the outcome “developing a foundational, broad and integrative knowledge”):

- Exemplifying equity, ethics, and engagement. Students will form and effectively communicate their own evidence-based and reasoned views on public issues, interact with

others to address social, environmental, and economic challenges; apply knowledge of diversity and cultural competencies to promote equity and social justice in the classroom and the community; value the complexity of ethical decision making in a diverse society; acknowledge the importance of standards in academic and professional integrity; and, demonstrate honesty, tolerance, and civility in social and academic interactions. Building upon this at the graduate level, students will apply these values in the creation of scholarly and/or aesthetic works that enrich the human experience.

- Developing a foundational, broad, and integrative knowledge of the humanities, the arts, the sciences, and social sciences, and their integration with their major field of study. Students will consolidate learning from different fields and explore the concepts and questions that bridge those essential areas of learning. Graduate students will articulate the significance, implications, and challenges within their field in a societal and global context. In fields in which interdisciplinarity is fundamental, graduate students will further draw from the perspectives of other domains of inquiry/practice so as to assess a problem better and offer solutions to it.

Fresno State's Internal Accreditation Review Process ensures that the university maintains accreditation to keep its standing as an institution of higher learning. The campus' internal accreditation process includes an institutional review and program review. Program reviews are traditionally conducted every five years for programs that do not have accreditation outside of WASC. An abbreviated program review is offered to those programs that are nationally accredited.

Each academic department has developed a [Student Outcomes Assessment Plan \(SOAP\)](#) to provide student learning outcome data to internal campus stakeholders as well as the WSCUC. The SOAP is reviewed and revised periodically as needed and is incorporated into every department's program review.

HUMAN RIGHTS IN THE CURRICULUM

While the campus does not have a dedicated major for Human Rights, over 430 courses are offered with content related to Human Rights. These courses are offered from a variety of majors including Agriculture, Communicative Sciences and Disorders, History, Humanics, Public Health, Political Science, Recreation Administration, Sociology, Social Work Education, and Women's, Gender, and Sexuality Studies.

Many of these courses are also included in the University's General Education program, an introduction to the breadth and depth of the dynamics of human experience that all undergraduate students need to complete as part of their degree requirements. Further, in 2021-22, as part of a CSU systemwide initiative led by California State Assembly Bill 1460, Fresno State added Ethnic Studies to the General Education program. All undergraduate students who enter as freshmen in fall 2021 and beyond are now required to take an Ethnic Studies course focused on one of four areas: Native American studies, African American studies, Asian American studies, or Chicana/x studies.

The campus also offers students the opportunity to earn 38 different certificates related to Human Rights This represents an overall increase of 6 certificates since our last Communication on Engagement.

- [Accounting \(Professional\), Certificate of Special Study](#)
- [Adventure-Based Programming, Certificate of Special Study](#)
- [Africana Historical Experience, Certificate of Special Study](#)
- [Agricultural Leadership, Certificate of Special Study](#)
- [Alcohol/Drug Studies, Certificate of Special Study](#)
- [Applied Sociological Research Methods, Certificate of Special Study](#)
- [Asian American Community Development and Advocate, Certificate of Special Study](#)
- [Asian American Studies Media, Pop Culture, Art and Cultural Studies, Certificate of Special Study](#)
- [Asian Americans in Secondary Schooling, Certificate of Special Study](#)
- [Black Culture and Racial Justice, Certificate of Special Study](#)
- [Chicana/o/x and Latina/o/x Studies in Secondary Schooling, Certificate of Special Study](#)
- [Communication Skills for Professionals, Certificate of Special Study](#)
- [Correctional Recreation, Certificate of Special Study](#)
- [Cross-Cultural Competency, Certificate of Special Study](#)
- [Dietetics, Certificate of Special Study](#)
- [Emergency Management, Certificate of Special Study](#)
- [Entrepreneurship, Certificate of Special Study](#)
- [Environmental Planning, Certificate of Special Study](#)
- [Gerontology, Certificate of Special Study](#)
- [Global Awareness, Certificate of Special Study](#)
- [Health and Social Justice, Equity, Diversity and Inclusion Principles, Health Behavior, and Education, Certificate of Special Study](#)
- [Humanics Administration and Leadership for Community Benefit Organizations, Certificate of Special Study](#)
- [Jewish Studies, Certificate of Special Study](#)
- [Legal Studies, Certificate of Special Study](#)
- [Linguistics - TESOL / SLAT \(Second Language Acquisition and Teaching\), Certificate of Special Study](#)
- [Linguistics - TESOL/SLAT \(Second Language Acquisition and Teaching\), Certificate of Advanced Study](#)
- [Logistics and Supply Chain Strategies, Certificate of Special Study](#)
- [Mass Communication and Journalism, Certificate of Special Study](#)
- [Organizational Management, Certificate of Special Study](#)
- [Peacebuilding and Mediation, Certificate of Special Study](#)
- [Racial Understanding, Certificate of Special Study](#)
- [Reading and Literacy Added Authorization, Certificate of Special Study](#)
- [Serving At-Risk Youth, Certificate of Special Study](#)
- [Social Justice and Social Change, Certificate of Special Study](#)
- [Southeast Asian Studies, Certificate of Special Study](#)
- [Psychiatric Mental Health Nurse Practitioner, Certificate of Advanced Study](#)
- [Special Event Planning, Certificate of Special Study](#)
- [Victim Services, Certificate of Special Study](#)

In addition to courses and certificates that center on human rights, the university supports multiple programs geared toward the support of carceral impacted students and individuals. Between 2021 and 2024, the campus Project Rebound program, which extends a comprehensive set of wrap-around services designed to support the transition of students from the criminal justice system into the university setting, has grown from serving a dozen or so students annually to serving well over 100 students annually.

In 2022, the campus launched a Bachelor of Arts degree in Social Sciences (BA SS) specifically designed and implemented to serve students in two carceral facilities about an hour away from campus (the Central Valley Women’s Facility and Valley State Prison). The BA SS program provides in-person instruction from across the university and creates the opportunity for incarcerated students to earn their bachelor’s degree while incarcerated or to transition to Fresno State, and complete the degree after parole. The BA SS also looks to engage students in co-curricular opportunities. During fall 2023, Valley State Prison hosted the [*first-ever formal debate*](#) between incarcerated college students and visiting California State University, Fresno students. In October 2024, the University will celebrate its first graduation in Valley State Prison. In May 2024, three recently paroled students walked in graduation as they completed their bachelor’s degree that they started while incarcerated.

LEARN MORE:

[CSU WASC](#)

[Fresno State WASC](#)

[Fresno State Internal Accreditation Review](#)

[Process Assessment at Fresno State](#)

[Fresno State SOAP](#)

[Fresno State General Education Program](#)

[List of Certificates at Fresno State](#)

B. HUMAN RIGHTS SCHOLARSHIP

For the period of this report, 538 scholarly publications from faculty representing many of the eight schools and colleges were published related to Human Rights (see Appendix A). This represents a 74% increase over the previous reporting period. Examples of publications include:

Addo, R., and Ivey, D. (2022). “I don’t wanna be around nobody”: A retrospective interview of homeless social networks. *Journal of Social Service Research*, 48(3), 376–384.

<https://doi.org/10.1080/01488376.2022.2050336>

Bahardoust, M., Mousavi, S., Moezi, Z., Yarali, M., Tayebi, A., Olamaeian, F., and Tizmaghz, A. (2023). Effect of metformin use on survival and recurrence rate of gastric cancer after gastrectomy in diabetic patients: A systematic review and meta-analysis of observational studies. *Journal of Gastrointestinal Cancer*. <https://doi.org/10.1007/s12029-023-00955-y>

Fobear, K. (2022). The precariousness of home and belonging among queer refugees: Using participatory photography in oral histories in Vancouver, British Columbia. *The Oral History Review*, 49(2), 199–226. <https://doi.org/10.1080/00940798.2022.2090263>

Henriksen, D., Creely, E., and Mehta, R. (2022). Rethinking the politics of creativity: Posthumanism, indigeneity, and creativity beyond the Western Anthropocene. *Qualitative Inquiry*, 28(5), 465–475. <https://doi.org/10.1177/10778004211065813>

Kim, J., Bryan, J., Griffin, D., and Sharma, G. (2022). Hidden behind the model minority stereotype: Exploring disparities and the role of parent empowerment in Asian students' college enrollment. *Journal of Multicultural Counseling and Development*, 50(4), 183–194. <https://doi.org/10.1002/jmcd.12266>

Kasianenko, N. (2021c). Statelessness and governance in the absence of recognition: The case of the 'Donetsk People's Republic'. In T. Bloom and L. Kingston (Eds.), *Statelessness, governance, and the problem of citizenship* (p. 124). Manchester University Press. <https://manchesteruniversitypress.co.uk/9781526156419/>

Lopes, M.-A. (2021). *Rio de Janeiro in the global meat market, c. 1850 to c. 1930: How fresh and salted meat arrived at the Carioca table*. Routledge. <https://www.routledge.com/p/book/9780367528546>

Pryor, J. T. (2021). Queer activist leadership: An exploration of queer leadership in higher education. *Journal of Diversity in Higher Education*, 14(3), 303–315. <https://doi.org/10.1037/dhe0000160>

Waselkov, K., and Olsen, K. M. (2022). Herbaria reveal cost of the Green Revolution. *Science*, 378(6624), 1053–1054. <https://doi.org/10.1126/science.ade4615>

Yang, X., Wong, M., and Poon, K. (2024). Emergency remote learning for children with disabilities during the pandemic: Navigating parental roles and supports. *Journal of Child and Family Studies*, 33(2), 439–457. <https://doi.org/10.1007/s10826-023-02760-4>

C. BEYOND ACADEMIC COMMITMENTS

Fresno State provides a variety of resources and initiatives in support of Human Rights and the well-being of our students and employees. Further, the University has at least 35 centers and institutes that focus research initiatives on human rights issues in the region. Examples include:

- American English Institute
- Bonner Center for Character, Education, and Citizenship
- California Corps
- California Reading and Literature Project
- California Water Institute

- Center for Access to Science for All
- Center for Creativity and the Arts
- Central California Center for Excellence in Nursing
- Central California Center for Health and Human Services
- Central California Children’s Institute
- Center for Community Voices
- Central Valley Health Policy Institute
- Cross Cultural and Gender Center
- Downing Planetarium
- Ethics Center
- Fresno Family Counseling Center
- Fresno State Autism Center
- Fresno State Poultry Program
- Hub for Language Teaching and Learning
- Institute for Media and Public Trust
- John D. Welty Center for Educational Policy and Leadership
- Joint Center on Violence and Victim Studies
- Joyce M. Huggins Early Education Center
- Mediator Mentors
- M.K. Gandhi Center
- Office of Community and Economic Development
- Osher Lifelong Learning Institute
- Portuguese Beyond Borders Institute
- San Joaquin Valley Mathematics Project
- San Joaquin Valley Writing Project
- Science, Technology, Engineering, and Mathematics Education Center
- Social Welfare Evaluation, Research and Training
- Wayfinders at Fresno State

The [*Peace Garden*](#), located in the center of campus, stands as an inspiration and tribute to lives devoted to peace and activism. Statues of Mahatma Gandhi, Cesar Chavez, Dr. Martin Luther King, Jane Addams and Nelson Mandela are interspersed throughout the area for students, employees, and community members to enjoy and to be able to learn from and about these inspirational leaders. Celebrations are held each year to honor birthdays and related anniversaries acknowledging the work and vision of these leaders.



Established in March 2021, the [*Alegria Mental Health Task Force*](#) is charged with examining current mental health services available to the campus community from the Student Health and Counseling Center, as well as other external resources, in order to develop recommendations on how Fresno State can improve the mental health and well-being of our campus community. The Alegria Task Force members are developing an inventory of current practices and preparing a directory of virtual activities and events designed to promote a strong sense of community. Furthermore, they will expand and supplement current offerings by creating a series of wellness activities and events for the Fresno State community.

Multiple student groups, like the Plant Science Club, have programs to increase access to staple foods for other students through the development, implementation, and maintenance of fruit and vegetable gardens on campus (i.e., separate from the University Agricultural Laboratory). Using donations and support from area industries, the Plant Science Club’s produce is available to those who volunteer to run these gardens and is donated to the Bulldog Pantry and to regional food banks for access by a larger population of students in need. Several other groups around campus (e.g., the Criminology Honors Program, COSS Linked) regularly conduct drives to support basic needs of students and community members throughout the year.




Since 2022, Fresno State has hosted multiple Fellows from the [California Climate Action Corps Fellowship program](#). This program, designed to serve as a workforce development initiative from the State of California, empowers nonprofits to leverage action across the state to take meaningful and sustainable action to support communities as they respond to climate change.

In addition to active work to support the protection of human rights in the community, the campus provides several on-campus resources that protect and enhance human rights for our students and employees. These services ensure that our work not only transforms our communities but that we also uplift those within our institution and uphold the commitments of the United Nations Global Compact for ourselves.

HUMAN-RIGHTS RELATED RESOURCES FOR STUDENTS

Program/Initiative	SDGs
<p>The Center for Essential Needs was founded to provide students with equitable support across the range of essential needs, including access to healthy food, safe and secure housing, financial stability, mental health and care. The Center is considered a one-stop shop that can provide an immediate response and refer students to longer-term support.</p>	
<p>The Division of Student Affairs and Enrollment Management offers several support programs specifically designed to meet the needs, interests and goals for particular student populations including: Student Veterans, Parent Scholars, Farmworker/Migrant Families, Undocumented/DREAMer, Transfer Students, the Black Student Success Initiative, Renaissance Scholars, Commuter Students, First Generation Students/Tri-Alpha, the Native American Initiative and the Southeast Asian Student Success Center.</p>	


(continued)

Program/Initiative	SDGs
<p>Fresno State Food Security Project was launched in 2014 to support students who may be experiencing food insecurity or other challenges that could inhibit their academic success. Initiatives included in the Project are the <u>Amendola Family Student Cupboard</u>, CalFresh nutrition assistance program application assistance, and nutrition education and budgeting workshops. The Student Cupboard is a free food and hygiene pantry (including diapers) for current Fresno State students and is funded by monetary as well as food and hygiene donations.</p>	
<p><u>Cross Cultural and Gender Center</u>, Student support service dedicated to promoting diversity, equity, and inclusion. The Center provides educational programs and services through a social justice lens, including affinity rooms for African American, American Indian, Asian Pacific Islander, Cross Cultural, Gender, Latino/a and LGBTQ+ and campus-wide workshops for employees and students through the President’s Council for Equity, Diversity, and Inclusion and diversity training through the National Coalition Building Institute (NCBI) Leading for Diversity workshops.</p>	
<p><u>Gender Inclusive Restrooms</u> Fresno State strives to create and sustain a campus environment that supports and values all members of our community. Over 20 Gender Inclusive Restrooms are available throughout campus.</p>	
<p><u>Fresno State Programs for Children</u> operates three centers on campus (Infant/Toddler Center, Preschool Center, and the Huggins Early Education Center) providing services for children between 3 months and 12 years of age. In addition to providing opportunities for Fresno State students to learn while doing, these programs prioritize meeting the needs of parenting students.</p>	
<p><u>Project Rebound</u> Originally established at one of our sister campuses and implemented at Fresno State, this program provides support for students and potential students who were formerly incarcerated. The program focuses on reducing recidivism and victimization by helping establish pro-social pathways.</p>	





(continued)

Program/Initiative	SDGs
<p><u>TRIO Student Support Services Program (SSSP)</u> This program provides undergraduates (i.e. resilient first-generation students, students from low-income backgrounds, and students with disabilities) with academic support, financial aid literacy/education, and graduate school preparation support to ensure every individual's successful retention and graduation.</p>	
<p><u>Good Samaritan Program</u> This program provides financial support to meet basic needs of students who have unanticipated financial roadblocks that can impact degree completion and well-being.</p>	
<p><u>Lil Bulldog Boutique</u> was created to be a clothing resource for students with children and is designed to both lighten the financial burden of purchasing clothes and improve the sense of belonging for student parents at Fresno State.</p>	
<p><u>Diapers for Degrees Program</u> Students who are enrolled in classes at Fresno State can receive up to one box of free diapers (sometimes more depending on the demand) each month for any diaper-wearing child in the household.</p>	
<p><u>Louis Stokes Alliance for Minority Participation</u> Initiated in 1994, with support from the National Science Foundation, the California State University Louis Stokes Alliance for Minority Participation (CSU- LSAMP) Program is a comprehensive statewide project dedicated to increasing the graduation rate among students who face or have faced social, educational or economic barriers, attending Fresno State and the other 22 campuses within the CSU System, studying for baccalaureate degrees in science, technology, engineering, and mathematics (STEM) disciplines.</p>	
<p><u>Education Opportunity Program and Special Support Programs</u> Provides an array of services to support first- generation and economically disadvantaged college students. These services are designed to create an environment that fosters a sense of community, promotes integration into the university, encourages use of campus resources, and guides students to achieve their academic, career, and personal goals.</p>	




(continued)

Program/Initiative	SDGs
<p><u>Services for Students with Disabilities (SSD)</u> Provides academic accommodations for students with disabilities. Students work with an Access Specialist to identify resources for their academic success, including reading/alternate media course materials, assistive technology, testing services, interpreting and captioning services, as well as note-taking services.</p>	
<p><u>Alegria Mental Health Task Force</u> Established in March 2021, the Task Force is charged with examining current mental health services available to students from the Student Health and Counseling Center, as well as other external resources, in order to develop recommendations on how we can improve the mental health and well-being of our campus community.</p>	
<p><u>Student Health and Counseling Center (SHCC) The SHCC</u> promotes academic and personal success of Fresno State students by encouraging the maintenance of healthy lifestyles and providing affordable and accessible health and psychological care. Services include medical and counseling services; Wellness Services such as the PAWdcast, a weekly conversation on health and wellness led by student peer ambassadors of wellness; and “YOU” an app for tips and tools students can use for mental and physical health, friendships, and finding balance. The Wellness program offers a variety of workshops and events for students to promote health and well-being.</p>	
<p><u>Campus Assessment, Response, and Evaluation (CARE) Team</u> This multidisciplinary group of individuals across campus collaboratively works to identify students who are facing significant personal struggles, are in distress, or are students of concern who may benefit from additional support or resources. By using a community approach to foster the well-being of every student, the Fresno State community can collectively build a strong and healthy environment.</p>	

HUMAN RIGHTS RESOURCES FOR EMPLOYEES

Program/Initiative	SDGs
<p>Safe and Healthy Working Conditions The campus provides a safe and healthy working environment for employees.</p> <ul style="list-style-type: none"> The <u>Office of Environmental Health and Safety and Risk Management (EHS/RM)</u> serves to ensure the protection of the health and safety of all members of the University community through the effective mitigation of University risk hazards. The campus provides employees with a copy of the Injury and Illness Prevention Program (<u>IIPP</u>), the umbrella safety program that details how the organization will protect employees from hazards in the workplace. The <u>Campus Health and Safety Committee</u> was established to assist in complying with provisions of the California Labor Code, California Code of Regulations, California State University Environmental Health and Safety Program Development and Administration Guide, and the California State University, Fresno Injury and Illness Prevention Program. The committee meets monthly to review safety-related incidents and share safety updates to promote a safe campus environment for employees and students. The campus provides a <u>Workers' Compensation Program</u> to support workers who are injured in the workplace. 	
<p>Affirmative Action As a federal contractor, California State University, Fresno develops a written affirmative action program for women and minorities in compliance with Executive Order 11246 ("EO 11246"), for disabled veterans and Vietnam-era veterans ("Veterans") in compliance with the Vietnam Era Veterans' Readjustment Act of 1974 (38 USC 4212), as amended ("VEVRA"), and for individuals with disabilities in compliance with Section 503 of the Rehabilitation Act of 1973 ("Rehab Act"). <u>The 2019-20 Affirmative Action plan</u>.</p>	
<p>Health and Education benefits Employees are offered a variety of <u>health benefit</u> plans and an employee <u>Fee Waiver Program</u> as outlined in the Labor section below.</p>	
<p>Nondiscrimination in Personnel Practices</p> <ul style="list-style-type: none"> Fresno State is committed to equal employment opportunity for all, regardless of age, color, disability, marital status, national origin, pregnancy, race, religion, gender, sexual orientation, or veteran status. The <u>University's Strategic Plan</u> recognizes that the entire campus is strengthened by attracting, developing, and retaining talented and well-qualified individuals to support and broaden. <i>(Cont. on p.21)</i> 	

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Program/Initiative	SDGs
<ul style="list-style-type: none"> Fresno State’s cultural richness enhances its vitality and reputation. The recruitment process for employees at Fresno State incorporates federal and state regulations, CSU collective bargaining agreements, CSU system policies, and University policies. Many components of the recruitment process are mandated by these regulations and policies. Employee American Disabilities Act Accommodation Services Fresno State is committed to providing a supportive work environment. To ensure equal access and opportunity, Fresno State provides reasonable accommodations to employees and applicants with disabilities. 	
<p>Safety/Security/Police The Fresno State Police Department is operational 24 hours a day, year-round, to provide assistance and to serve the campus community. The department’s 27 sworn officers have full peace officer powers in the State of California and are sworn to uphold the Law Enforcement Code of Ethics.</p>	
<p>Purchasing Guidelines - Conflict of Interest and Vendors Who Use Fair Labor Practices</p> <ul style="list-style-type: none"> CSU requires a Statement of Economic Interests (California Form 700) to be filed by any Consultant (or Contractor) who is involved in the making or participation in the making of decisions which may foreseeably have a material effect on any CSU financial interest as well as all management personnel. Fresno State contracts with vendors who use fair labor practices. As outlined in the CSU General Provisions for Service Acquisitions, by accepting a contract with CSU, the Contractor certifies that no equipment, materials, or supplies furnished to CSU pursuant to this Contract have been produced in whole or in part by sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor. The contractor further must certify that it will adhere to the Sweat-free Code of Conduct as set forth on the California Department of Industrial Relations website located at dir.ca.gov, and Public Contract Code Section 6108. 	

D. OUTCOMES FOR HUMAN RIGHTS

As summarized above, Fresno State thinks holistically about its work, both internally and in the community related to human rights. Academic programs and supports that center human rights as an area of study or enhance human rights as an outcome of the program increased during the reporting period. Faculty scholarship centering human rights increased during the period of review. And our ability to provide meaningful protection and enhancement of human rights for our students, staff and faculty was enhanced during the period of reporting. Below are some examples of the impacts these initiatives and programs are having on our students.

- Food Security – In addition to the Amendola Family Student Cupboard, which continued to support students, faculty and staff with food and hygiene produce assistance, at least 51 programs have qualified for an exemption to CalFresh. CalFresh, the implementation of the federally funded Supplemental Nutrition Assistant Program, is a nutrition assistance program that helps low-income individuals buy the food they need. These exemptions allow students who work 20 hours per week or fewer but are enrolled in a degree program preparing them for employment access to CalFresh benefits. This greatly expands eligibility for CalFresh and can reduce food insecurity, as on-campus employment is limited to 20 hours per week.
- Essential Needs – To increase and ease access to equitable support for student success, the Center for Essential Needs serves as a starting point to help students access and coordinate the various programs that ensure a holistic approach to student well-being and success.

IV. LABOR

Principle 3: Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;

Principle 4: the elimination of all forms of forced and compulsory labor;

Principle 5: the effective abolition of child labor; and,

Principle 6: the elimination of discrimination in respect to employment and occupation.

A. ACADEMIC COMMITMENTS

California State University, Fresno has ensured that its students and employees have the opportunity to gain knowledge on equitable, fair and sustainable labor practices by creating academic courses and programs related to Labor across campus.

LABOR IN THE CURRICULUM:

Currently, there are more than 347 labor-related courses being offered. The majority of these courses are available to fulfill undergraduate general education requirements or degree

requirements. With over 30 departments offering courses related to Labor, students have the option to take an array of courses from departments, including Women Studies, Political Science, History, Economics, Construction Management, Anthropology, and Agricultural Business.

Students who are interested in majors related to Labor also have the option to specialize in Human Resources Management offered by the Management Department. Courses available to students include Labor Relations and Collective Bargaining, Legal Aspects of Human Resource Management, and Introduction to Industrial-Organizational Psychology.

The campus also offers students the opportunity to earn 56 different certificates related to labor.

- Accounting Professional
- Advanced Cybersecurity
- Adventure Based Programming
- Africana Historical Experience
- Agricultural Leadership
- Alcohol/Drug Studies
- Applied Sociological Research Methods
- Artificial Intelligence in Business
- Asian American Studies Media, Pop Culture, Art and Cultural Studies
- Asian Americans in Secondary Schooling
- Biotechnology
- Broadcast Meteorology
- Business Information Systems
- Chicana/o/x and Latina/o/x Studies in Secondary Schooling
- Communication Skills for Professionals
- Community and Regional Planning
- Completion in Spanish Media Production
- Composition
- Correctional Recreation
- Creative Writing
- Cross-Cultural Competency
- Data Analytics
- Dietetics
- Educational Technology
- Emergency Management
- Enology
- Entrepreneurship
- Environmental Planning
- Fashion Merchandising
- Filmmaking
- Finance
- Geographic Information Systems
- Gerontology
- Global Awareness
- Global Literacies in Popular Culture

- Human Resource Management
- Humanics Administration and Leadership for Community Benefit Organizations
- Jewish Studies
- Legal Studies
- Linguistics - TESOL / SLAT (Second Language Acquisition and Teaching)
- Logistics and Supply Chain Strategies
- Marketing
- Mass Communication and Journalism
- Network Administration
- Organizational Management
- Peacebuilding and Mediation
- Psychiatric Mental Health Nurse Practitioner
- Reading and Literacy Added Authorization
- Research Methods
- Serving At-Risk Youth
- Southeast Asian Studies
- Special Event Planning
- Sports and Entertainment Facility Management
- Sports Marketing
- Studio Production
- Victim Services

B. LABOR SCHOLARSHIP

For the period of this report, 364 scholarly publications from faculty representing many of the eight schools and colleges were published related to Labor (see Appendix A). This represents a 191% increase from the previous reporting period. Examples include:

Bell, M., Thach, L., and Fang, F. (2023). Examining motivations and challenges of black wine entrepreneurs using the push–pull theory of entrepreneurship. *International Journal of Wine Business Research*, 35(3), 445–466. <https://doi.org/10.1108/ijwbr-07-2022-0026>

Butler, J. S., Schmidtke, J. M., Brown, L. E. C., and Stephens, B. (2022). Old southern codes in new legal bottles? Sexual harassment, race, and masculinity. *Race and Social Problems*, 14(4), 326–341. <https://doi.org/10.1007/s12552-022-09355-6>

Calahorra-Jimenez, M., Molenaar, K., Torres-Machi, C., Chamorro, A., and Alarcon, L. F. (2021). Erratum for “Structured approach for best-value evaluation criteria: US design–build highway procurement.” *Journal of Management in Engineering*, 37(4), 08221001. [https://doi.org/10.1061/\(asce\)me.1943-5479.0000928](https://doi.org/10.1061/(asce)me.1943-5479.0000928)

Davis, L. Y., Zhao, L., Davis, D., and Liu, Y. (2024). Identifying critical resources for successful fashion startups in the USA: An exploratory study. *Journal of Fashion Marketing and Management: An International Journal*. <https://doi.org/10.1108/jfmm-04-2023-0091>

Kim, G., and Vera, D. (2022). The effect of oil price fluctuation on the economy: What can we learn from alternative models? *Journal of Applied Economics*, 25(1), 856–877. <https://doi.org/10.1080/15140326.2022.2053940>

Olson-Buchanan, J., and Vera, D. (2021). Basic income, cognitive capacity, and the workplace: The role of I-O psychology in the interdisciplinary research agenda to reduce poverty. *Industrial and Organizational Psychology*, 14(4), 573–576. <https://doi.org/10.1017/iop.2021.123>

Visser, M. A., Mullooly, J., and Melchor, P. C. (2021). The strength of formal weak ties: The vital role of formal institutional networks for America’s disconnected youth. *Journal of Rural Studies*, 88, 205–213. <https://doi.org/10.1016/j.jrurstud.2021.10.018>

C. BEYOND ACADEMIC COMMITMENTS

Currently there are 19 centers and institutes providing resources to students and employees. These centers and institutes help to aid in professional development, networking, career readiness and cultivating partnerships with the surrounding community.

- Agriculture Career Readiness Skills for the 21st Century
- California Agricultural Technology Institute
- CSU Agricultural Research Institute
- Central California Center for Excellence in Nursing
- Community and Regional Planning Center
- Craig International
- Dairy Science Center
- Ethics Center
- Institute for Family Business
- Institute for Food and Agriculture
- Institute for Public Anthropology
- Jordan Agricultural Research Center
- Joyce M. Huggins Early Education Center
- Maddy Institute
- University Business Center
- Valley Industry Partnership
- Viticulture and Enology Research Center
- Water Energy and Technology Center
- Wayfinders at Fresno State

EMPLOYEES:

Freedom of Association and Collective Bargaining. Employees at Fresno State are represented by multiple unions, based on employment unit. The Collective Bargaining Agreements for each union and unit are negotiated at the system level for the campus. Unit representation includes:

- Unit 1 Union of American Physicians and Dentists UAPD;
- Unit 2 Health Care Support, California State University Employee’s Union - CSUEU;
- Unit 3 California Faculty Association - CFA;
- Unit 4 Academic Support, Academic Professionals of California - APC;
- Unit 5 Operations Support, California State University Employee’s Union - CSUEU;
- Unit 6 Skilled Crafts, Teamsters Local 2010;
- Unit 7 Clerical/Administrative Support, California State University Employees’ Union - CSUEU;
- Unit 8 Statewide University Police Association - SUPA;
- Unit 9 Technical Support Services, California State University Employees’ Union - CSUEU;
- Unit 11 Instructional Student Assistants, Academic Student Employees, TA’s, GA’s, United Auto Workers - UAW. A Joint Labor Council (JLC) is composed of representatives from each of the unions. The JLC meets with the University President twice a year (more as needed), reviews policies and procedures before introduced to the campus, and appoints representatives to campus committees.
- Unit 15 Student Assistants - CSUEU

LABOR-RELATED RESOURCES FOR EMPLOYEES





Fresno State has many programs to protect the rights of employees, enhance employee support, and to protect against discrimination. As described below, these programs range from supporting meaningful onboarding of new employees to ongoing professional development, from ensuring compliance with federal and state labor protections to supporting employee referrals for service into the community to meet mental and physical health needs.

Program/Initiative	SDGs
<p><u>Americans with Disabilities Act (ADA)</u> Consistent with Federal and State statutes as well as Executive Orders, Fresno State’s Human Resource Department has committed itself to ensuring equal access and opportunity by providing reasonable accommodations to employees and potential employees.</p>	
<p><u>Office of IDEAS</u> Faculty have access to tools and resources related to professional development and technology. <u>With resources like Writing Across the Curriculum (WAC) Certificate Program</u>, faculty are able to further their education and gain new insights that they can introduce into their classroom.</p>	
<p><u>Catastrophic Leave Donation Program</u> allows employees to donate their own vacation and sick time to employees who have exhausted sick and vacation leave credits.</p>	


















(continued)

Program/Initiative	SDGs
<p><u>Classification and Compensation</u> Staff positions are placed into compensation classifications based on a review of the job's duties and responsibilities in relation to established criteria. Employee-initiated and/or manager-initiated requests for adjustments to the compensation (whether it be within or between classifications) are made according to requirements and procedures established through the collective bargaining process.</p>	
<p><u>Employee Assistance Program</u> Employees have 24/7 access to a third-party provider by phone. An on-campus social worker is also available by appointment. This resource is provided to support employees and their mental health with respect to stress, depression, work-life balance, family and relationship concerns, alcohol and drug dependency, workplace conflicts, and other personal issues of concern.</p>	
<p><u>Equal Employment Opportunity and Diversity</u> The Federal EEO legislation ensures qualified women, minorities, and those with disabilities have fair employment opportunities. Fresno State's Human Resources program is responsible for implementing EEO programs.</p>	
<p><u>Mandatory Reporting of Child Abuse and Neglect</u> All California State University, Fresno employees are mandated to report any abuse they suspect is happening. To ensure that employees are educated on what abuse and neglect might look like, training courses are taken annually.</p>	
<p><u>New Faculty Resources</u> In an effort to make the onboarding process as smooth and stress free as possible, California State University, Fresno Faculty Affairs Office has implemented an onboarding forum as well as a resource portfolio for new faculty. It contains all the information a newly hired faculty member might want: frequently asked questions, campus policies and procedures, benefits and training opportunities, etc.</p>	
<p><u>The Office of Organizational Excellence</u> The Office of Organizational Excellence (OE) was created in 2014 in order to provide resources and professional development opportunities for employees. Programs like the Wellness Program were developed to promote mental health and physical activity among employees. The OE office has also created a High Five program which allows colleagues to celebrate each other by recognizing them for their hard work.</p>	

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Program/Initiative	SDGs
<p><u>Telecommuting Program</u> In order to accommodate employees and promote accessibility, California State University, Fresno allows employees to telecommute for one day per week depending on the operational feasibility of each employee's work.</p>	 
<p><u>Tuition Waivers</u> All California State University, full-time Fresno State employees are able to participate in its Fee Waiver program. The program allows employees to continue their education or transfer the fee waiver to a dependent. The fee waiver may be used to fully waive a maximum of two (2) courses or six (6) units, whichever is greater per term.</p>	 




LABOR RELATED RESOURCES FOR FUTURE EMPLOYEES (STUDENTS)

Program/Initiative	SDGs
<p>Since 2022, Fresno State has hosted multiple Fellows from the <u>California Climate Action Corps Fellowship program</u>. This program, designed to serve as a workforce development initiative from the State of California, empowers nonprofits to leverage action across the state to take meaningful and sustainable action to support communities as they respond to climate change.</p>	        
<p>The Jan and Bud Richter Center for Community Engagement and Service-Learning at Fresno State is host to the <u>Fresno State College Corps</u> (CVCC) program—a grantee of #CaliforniansForAll College Corps program. This program exemplifies the campus mission “to empower students for success through a transformative education rooted in active service with diverse communities.” This is achieved through three main goals:</p> <ul style="list-style-type: none"> ▪ Create a generation of civic-minded leaders with the ability to bridge divides and solve problems. ▪ Help low-income students graduate college on time and with less debt. ▪ Address societal challenges and help build more equitable communities across California. 	        

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Program/Initiative	SDGs
<p><u>Career Development Center</u> Fresno State's Career Development Center is a full-service center that provides students resources to help with choosing a major that lends itself to students future career goals, as well as career assessments, resume training in writing and interview skills, and internship and career opportunities. In an effort to capitalize on student success, the Career Development Center also holds job fairs, recruiting events, and professional networking events. These are conducted both on a university-wide as well as a college-specific level. The CDC also houses the Clothing Closet, which is a resource designed to enhance students' job success by providing students with the proper and professional clothing attire needed for an interview, career fair, and first jobs.</p>	
<p><u>DISCOVERe</u> is a multifaceted program designed to create convenient access to teaching materials and technology. Students who are enrolled in DISCOVERe courses are loaned an iPad, and if the student takes more than nine units (three courses) in a semester, they may request an internet hotspot.</p>	
<p><u>Federal Work-Study</u> Federal Work-Study provides part-time jobs for undergraduate and graduate students with financial need, allowing them to earn money to help pay education expenses. The program encourages community service work and work related to the student's course of study.</p>	
<p><u>Graduation Initiative 2025 (GI 2025)</u> The CSU system-wide Graduation Initiative 2025 organizes system-level work to improve student success. By eliminating/minimizing equality gaps among students, GI 2025 is designed to improve degree-completion rates which will in turn lead to a diverse workforce in California.</p>	
<p><u>Health Careers Opportunity Program (HCOP)</u> This Program was established to assist and support students who have the desire to become doctors, dentists, pharmacists, and other health care professions. Student participants also share a goal to give back to the communities in which they grew up.</p>	

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Program/Initiative	SDGs
<p><u>Learning-Aligned Employment Program</u> The Learning-Aligned Employment Program (LAEP) offers eligible students at public colleges and universities the opportunity to earn money to help defray their educational costs while gaining education-aligned, career-related employment.</p>	
<p><u>Mini-Corps with Kremen</u> The California Mini-Corps program provides undergraduate Liberal Studies students the opportunity to work as tutors in public school sites throughout Fresno County. The Mini-Corps Tutors work directly with certified classroom teachers, and they provide direct instructional services to migrant students.</p>	
<p><u>Student Employees</u> Across Fresno State's campus, students have the opportunity to choose from many different job options in department offices, campus centers, farm enterprises, and other locations. Students can work up to a maximum of 20 hours per week during the academic year and up to 40 hours during the summers. California State University, Fresno has found that student employees are more engaged with campus activities, excel in their academic endeavors, and have a higher graduation rate.</p>	

D. OUTCOMES FOR LABOR

As summarized above, Fresno State thinks holistically about its work, both internally and in the community related to labor. Academic programs and supports that center labor and employment as an area of study or enhance labor protections and supports as an outcome of the program increased during the reporting period. Faculty scholarship centering on labor increased during the period of review. And our ability to provide meaningful protection and enhancement of labor rights for our students, staff and faculty was enhanced during the period of reporting.

Leveraging the many available programs, centers, and specialized curricula, California State University, Fresno has taken steps in establishing a workplace culture of diversity, equity, and inclusion while also increasing accessibility beyond a standard work schedule and in-office experience. The unionization of student employees in February 2024 added 1,036 new employees on campus to their appropriate union bargaining unit, thus furthering labor equity on campus by providing student employees with a platform to bargain for higher wages, more hours, better working conditions, and sick and paid leave.

V. ENVIRONMENT

Principle 7: Businesses should support a precautionary approach to environmental challenges.

Principle 8: Undertake initiatives to promote greater environmental responsibility.

Principle 9: Encourage the development and diffusion of environmentally friendly technologies.

Natural and built environments are vital sustainability and resilience objectives and interact with several United Nations Sustainable Development Goals. Climate change and the depletion of natural resources have shifted priorities toward environmental resilience and interaction with social equity and infrastructure development. Hence, the manifestation of this shift is apparent in various activities across Fresno State. The geographical characteristics of Fresno State in Central California, as a major agricultural center, has provided an opportunity for scholars to focus on recognized environmental challenges concerning water shortage and air pollution. Further, aging infrastructure has also been a priority for mitigating challenges in the built environment and development footprints.

The [California State University Sustainability Policy](#) positions the system as a leader in the teaching and development/use of applied research in the area of sustainability, including tenets of human and ecological health, social justice, economic vitality and environmental sustainability. The policy asks campuses to further integrate sustainability and climate change into their programming and curriculum. Progress is assessed through the AASHE STARS program. The policy is comprehensive in its approach, including: a system with Climate Action Plan, a review of energy resilience and procurement, a transition away from fossil fuel sourced equipment where possible, further implementation of utility management and energy conservation practices, water resource conservation, public and campus transportation, and sustainable practices in relation to waste, food, lands, buildings, physical plant management.

To achieve this, Fresno State has begun climate action-planning through an intersection of coordinating efforts, including the following:

- A Climate Action Plan Task Force, working on formalizing a Climate Action Plan specific to our campus.
- A student-led Sustainability Task Force, established in 2019, responsible for carrying out and coordinating student-led campus sustainability program efforts.
- An energy analyst, designated in 2021, with the responsibility and the authority for carrying out energy conservation and utilities management programs.
- A [Central Plant Replacement project](#), construction completed in 2024, that is projected to significantly reduce on-site energy generation emissions.
- A joint effort with [Fresno State's Transportation Institute](#) on [alternative transportation](#) to reduce greenhouse gas emissions.

A. ACADEMIC COMMITMENTS

To meet the growing demand for an environmentally conscious and knowledgeable workforce and society, Fresno State has an array of degree programs and course offerings aligned with enhancing student understanding of environmental challenges, sustainability, and climate change. These degree programs expand student understanding of environmental challenge and responsibility through the use of high-impact practices that promote student engagement and retention.

ENVIRONMENT IN THE CURRICULUM

Over 400 environmental sustainability-focused or environmental sustainability-inclusive courses are offered at Fresno State. These courses are offered from a variety of majors across diverse schools, including College of Health and Human Services, the College of Social Sciences, Jordan College of Agricultural Sciences and Technology, Kremen School of Education and Human Development, Lyles College of Engineering, and the College of Science and Mathematics. The campus also offers students the opportunity to earn six different certificates related to Environment.

- Adventure Based Programming
- Agricultural Leadership
- Broadcast Meteorology
- Dietetics
- Enology
- Environmental Planning

B. ENVIRONMENTAL SCHOLARSHIP

Scholars in science, health, mathematics, social sciences, business, engineering, and agriculture actively contribute to sustainable solutions to address local challenges while working with the international community to overcome global concerns related to climate change. Scholars in arts, humanities, social sciences, business, and education often enhance these contributions to broaden the impact on quality of life, social equity, and justice.

Faculty and staff across campus are active in academic, industrial, agricultural, educational, and stakeholder societies as researchers and facilitators for environmental change. As active researchers and educators, faculty are acquiring and applying for grants aligned with the United Nations Global Compact environmental principles. In addition, faculty and staff are professional communicators not only to students and the campus community, but also to the larger San Joaquin Valley and beyond.

For the period of this report, 289 scholarly publications from faculty across diverse areas of study were published on environmental topics (see Appendix A). This is roughly the same number as published during the previous period of review (a 4% increase). Examples of a few of these publications include:

Bick, N. (2023b). Using historical institutionalism as a guidepost to understanding policy change in Rust Belt cities. *Mitigation and Adaptation Strategies for Global Change*, 28(8).

<https://doi.org/10.1007/s11027-023-10091-4>

Cozen, B. (2022). The premise and the promise: Energy poverty, capabilities, and the language of moral commitments. In A. Feldpausch-Parker, D. Endres, T. Peterson, and S. Gomez (Eds.), *Routledge Handbook of Energy Democracy* (p. 118). <https://doi.org/10.4324/9780429402302-12>

Dangi, M. B., Urynowicz, M. A., Schultz, C. L., Budhathoki, S., and Dangi, S. R. (2021). Analysis of the effects of in-situ chemical oxidation on microbial activity using *Pseudomonas putida* F1. *Heliyon*, 7(12), e08665. <https://doi.org/10.1016/j.heliyon.2021.e08665>

Dong, H. (2024). Exploring the impacts of zoning and upzoning on housing development: A quasi-experimental analysis at the parcel level. *Journal of Planning Education and Research*, 44(1), 403–415. <https://doi.org/10.1177/0739456X21990728>

Eldeeb, M. A. (2020). Development of reduced chemical kinetic models for the numerical simulation of combustion and emissions behavior of representative conventional and bio-derived. *Mineta Transportation Institute Publications* (2020). <https://doi.org/10.31979/mti.2020.1910>

Fayzul, M., Pasha, M. F. K., Weathers, M., and Smith, B. (2020). Investigating energy flow in water-energy storage for hydropower generation in water distribution systems. *Water Resources Management*, 1-14

Lam, E., Abegaz, M., Gunderson, A., Tsukimura, B., and Stillman, J. (2022). Interactions between temperature variability and reproductive physiology across traits in an intertidal crab. *Frontiers in Physiology*, 13. <https://doi.org/10.3389/fphys.2022.796125>

Na, W., Gou, B., Kim, J., Mojica, F., and Chuang, P. Y. A. (2020). Complementary cooperation dynamic characteristics analysis and modeling based on multiple- input multiple-output methodology combined with nonlinear control strategy for a polymer electrolyte membrane fuel cell. *Renewable Energy*, 149, 273-286.

Tehrani, F. M. (2021) Service life prediction of internally cured concrete pavements using transport properties. In *Airfield and Highway Pavements*, 82-91.

Xiao, X., Li, J., Lyu, J., Hu, L., Wu, Y., Tang, Z., Yu, J., and Calderón-Urrea, A. (2022). Grafting-enhanced tolerance of cucumber to toxic stress is associated with regulation of phenolic and other aromatic acids metabolism. *PeerJ*, 10. <https://doi.org/10.7717/peerj.13521>

C. BEYOND ACADEMIC COMMITMENTS

SUSTAINABILITY RATING SYSTEMS

Decision-making processes in sustainable development require proper guidelines and rating framework to optimize strategic approaches for infrastructure systems in the natural and built

environments. The United States Green Building Council (USGBC) LEED and the Institute for Sustainable Infrastructure (ISI) ENVISION are examples of these ratings systems that quantify levels of achievements in various aspects of a sustainable project concerning quality of life, community leadership, resource allocation, natural world, resilience, and climate. Four faculty in the Lyles College of Engineering hold professional credentials for sustainable infrastructure, LEED AP (three in Construction Management) and ENVISION Sustainability Professional, ENV SP (one in Civil Engineering) and incorporate these systems in their curriculum, research, and scholarly publications. In 2023, Fresno State opened its new [student union building](#) that is LEED Gold-equivalent and operated/maintained in accordance with CalGreen standards. This building will be a signature building for co-curricular life at Fresno State and is funded in part by students for students.

ENVIRONMENTAL INSTITUTES

Twenty-one centers and institutes within Fresno State have active engagement in environmental works with a diverse portfolio in planning, arts, business, science, and engineering with specialized focus on agriculture, enology, water, irrigation, real estate, entrepreneurship, anthropology, and others.

- Agriculture Career Readiness Skills for the 21st Century
- California Agricultural Technology Institute
- CSU Agricultural Research Institute
- California Water Institute
- Center for Creativity and the Arts
- Center for Irrigation Technology
- Central California Center for Health and Human Services
- Central Valley Health Policy Institute
- Community and Regional Planning Center
- Dairy Science Center
- Gazarian Real Estate Center
- Institute for Family Business
- Institute for Food and Agriculture
- Institute for climate Change, Oceans, and Atmosphere
- Institute of Public Anthropology
- Jordan Agricultural Research Center
- Lyles Center for Innovation and Entrepreneurship
- The Advanced Pumping Efficiency Program
- University Business Center
- Viticulture and Enology Research Center
- Water, Energy, and Technology Center



One of these institutes, the [Fresno State Transportation Institute](#) (FSTI), explores the development and implementation of advanced multimodal and transit projects in Fresno County and beyond, as well as conducting research on the connections between transportation, sustainability, policy, and practices. The Institute is a unique collaboration between the Lyles College of Engineering, the Craig School of Business, the College of Social Sciences, and [Fresno Council of Governments](#). Building a diverse set of activities, its mission includes education, research, technical service, and public outreach.









Fresno State is a committed community partner with the goal of using campus intellectual and financial resources to address the Central Valley’s unique challenges related to climate change. The demand for interdisciplinary solutions makes Fresno State uniquely suited to work with local stakeholders.

ENVIRONMENTAL PROGRAMS

Program/Initiative	SDGs
<p><u>Association for the Advancement of Sustainability in Higher Education (AASHE)</u></p> <ul style="list-style-type: none"> The campus joined AASHE in 2019 and, in 2020, earned a STARS Bronze rating in recognition of its sustainability achievements from the initial report submission. In 2023, the campus earned a STARS Silver rating. STARS (Sustainability Tracking, Assessment and Rating System) defines sustainability in “a pluralistic and inclusive way, encompassing human and ecological health, social justice, secure livelihoods, and a better world for all generations. 	
<p>On-Campus Committees, and Organizations to support environmental sustainability:</p> <ul style="list-style-type: none"> <u>Sustainability Club</u> <ul style="list-style-type: none"> The mission of the Fresno State Sustainability Club is to create a conscious culture of sustainability on-campus and in the community. The Sustainability Club additionally performs educational outreach activities in the community and is responsible for planning events such as Earth Day Fresno State. Fresno State Students elect an <u>ASI Senator for Sustainability</u> who works with the Sustainability Club and Sustainability Task Force. The student-led <u>Sustainability Task Force</u> collaborates with campus leadership and partners to educate, inform, and gather data related to sustainability at Fresno State. One of its most recent initiatives in collaboration with Facilities Management was to educate the campus community on the <u>Recycle 2020 Campaign</u>. The newly formed faculty led Climate Action Plan task force is working on a draft campus climate action plan. 	

(continued)

Program/Initiative	SDGs																																				
<p>On-Campus Agricultural Research</p> <p>The Fresno State 1,000-acre University Agricultural Laboratory (aka “the farm”) features 18 enterprises which play a vital role in providing hands-on educational and research programs within the Jordan College of Agricultural Sciences and Technology and a living laboratory for complementary disciplines. Students explore the latest advancements in agriculture while managing livestock, field crops, a horticulture nursery, fruit and nut orchards, vineyards, commercial and research wineries, and raisin and nut processing operations, while providing products year-round to the Gibson Farm Market for a full farm-to-fork supply chain.</p> <p>The farm has reduced the number of animals across various units in the past 5 years, with a goal to streamline cost and reduce possible environmental impact. More information about crop acreage and water situation is awaited.</p> <table border="1" data-bbox="118 884 899 1199"> <thead> <tr> <th>Year/Animal unit</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> </tr> </thead> <tbody> <tr> <td>Beef</td> <td>129</td> <td>118</td> <td>130</td> <td>116</td> <td>91</td> </tr> <tr> <td>Dairy</td> <td>328</td> <td>319</td> <td>353</td> <td>390</td> <td>299</td> </tr> <tr> <td>Horse</td> <td>26</td> <td>25</td> <td>20</td> <td>24</td> <td>23</td> </tr> <tr> <td>Sheep</td> <td>158</td> <td>152</td> <td>138</td> <td>143</td> <td>146</td> </tr> <tr> <td>Swine</td> <td>365</td> <td>291</td> <td>319</td> <td>225</td> <td>175</td> </tr> </tbody> </table>	Year/Animal unit	2019	2020	2021	2022	2023	Beef	129	118	130	116	91	Dairy	328	319	353	390	299	Horse	26	25	20	24	23	Sheep	158	152	138	143	146	Swine	365	291	319	225	175	
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<p>Campus Infrastructure Projects</p> <p>In alignment with the systemwide mandate to reduce Greenhouse Gases (GHG) from buildings, campus building renovations and new construction have contributed to a reduction in GHG emissions. Some recent examples include the two projects below:</p> <ul style="list-style-type: none"> Construction is nearing completion on a LEED Gold-equivalent New Student Union. <p>The campus Central Utility Plant Replacement completed construction in 2024.</p>																																					

Program/Initiative	SDGs
<p>Dining Services</p> <p>Several sustainability initiatives have been implemented to reduce food and plastic waste:</p> <ul style="list-style-type: none"> Resident Dining Hall wet food waste is disposed of separately from paper and plastic waste to facilitate composting and recycling. Trayless dining is utilized to reduce overall footprint. <p>Campus wide elimination of single-use plastic ban, including plastic straws and plastic bags, was implemented in early 2019.</p>	 
<p>Transportation</p> <ul style="list-style-type: none"> The campus Active Transportation Plan provides recommendations to allow the University to better accommodate active and healthy transportation modes for the entire campus community to move to and around campus. The campus has a ride sharing and alternative transportation program offering incentive to employees who register for the program. Bus transportation: employees and students can obtain a complimentary bus pass for Clovis Transit or Fresno Area Express. Students commuting from Visalia (approximately 60 miles from Fresno) can ride for free to and from campus on the V-Line Express bus. Prior to COVID-19, the campus offered free on-campus transportation for students and employees on the "Bulldog Express." Plans to reimplement this service will be reevaluated in the near future. Fresno State has installed six Electric Vehicle Charging Stations that are well utilized. <p>Fleet Vehicles are being replaced with newer fuel efficient or electric vehicles as funding opportunities are made available. Electric golf carts are utilized by facilities, maintenance, and technicians to navigate between jobs on campus.</p>	 
<p>Landscaping</p> <ul style="list-style-type: none"> The campus has made improvements to landscaping infrastructure to improve water efficiency and conservation. 	 
<p>Water Refill Stations</p> <ul style="list-style-type: none"> The campus has started installing Water Refill Stations and will continue to install these to ensure at least one is placed in every building. 	
<p>California Water Institute</p> <ul style="list-style-type: none"> Connects the San Joaquin Valley, California, and the world with Fresno State's faculty, staff, and students to pursue sustainable water resource management solutions through outreach, research, and education. 	

D. OUTCOMES FOR THE ENVIRONMENT

As summarized above, Fresno State thinks holistically about its work, both internally and in the community, related to sustainability and the environment. Academic programs and supports that center on environmental- and sustainability-based curriculum as an area of study increased during the reporting period. Faculty scholarship centering on the environment and/or sustainability was already strong during our previous reporting. During this reporting period, our performance in this metric also increased. Notably, Fresno State achieved 57.31% of the AASHE STARS criteria, garnering Fresno State an AASHE STAR rating of Silver in 2023 (valid through 2027). The full interactive STARS report is available [here](#).

VI. Anti-Corruption

Principle 10: Businesses should work against corruption in all its forms, including extortion and bribery.

A. ACADEMIC COMMITMENTS

ANTI-CORRUPTION IN THE CURRICULUM

Fresno State's catalog includes 144 courses addressing aspects of anti-corruption, in fields as varied as Business Administration; Criminology; Media, Communications and Journalism; Philosophy; and, Political Science.

Sixty-five of the University's academic programs (e.g., Accountancy, Finance, Human Resource Management, Africana Studies Program, Anthropology, Chicano and Latin American Studies, Criminology, Economics, Earth and Environmental Sciences, Geography and City and Regional Planning, History, Philosophy, Political Science and Women's Studies) have been identified as offering learning relevant to addressing corruption.

There are three anti-corruption related certificates.

- Correctional Recreation
- Cross-Cultural Competency
- Humanics – Administration and Leadership for CBOs

B. ANTI-CORRUPTION SCHOLARSHIP

For the period of this report, Fresno State faculty and scholars delivered 26 research publications and presentations in fields as varied as Curriculum and Instruction, Political Science, Human Resource Management, Finance and Business Law, Accounting, and Marketing. (see Appendix A). This represents a 13% increase over the previous reporting period. Some examples of these publications include:

DiCiro, M., Sreenivasan, S., Weiss, E., and Azizian, A. (2023). Dirty work: Addressing moral injury in sex offender treatment providers. *Journal of Forensic Psychology Research and Practice*. <https://doi.org/10.1080/24732850.2023.2285975>

Gaikwad, S. V., Calahorra-Jimenez, M., Molenaar, K. R., and Torres-Machi, C. (2021). Challenges in engineering estimates for best value design build highway projects. *Journal of Construction Engineering and Management*, 147(7), 04021065. [https://doi.org/10.1061/\(asce\)co.1943-7862.0002104](https://doi.org/10.1061/(asce)co.1943-7862.0002104)

Holyoke, T. T. (2022). Strategic lobbying and the pressure to compromise member interests. *Political Research Quarterly*, 75(4), 1255–1270. <https://doi.org/10.1177/10659129211061730>

Seshadri, G., Pereyra, S., Quek, K., Chen, H., and Hsieh, A. (2023). Social location, power, and disadvantage: Experiences of MFT faculty. *Journal of Feminist Family Therapy*, 35(3–4), 229–248. <https://doi.org/10.1080/08952833.2023.2260058>



Wang, C.-H., Chen, N., and Olwert, C. (2023). Investigating accessibility resilience of emergency and lifesaving facilities under natural hazards. *Natural Hazards*, 120(2), 1785–1807. <https://doi.org/10.1007/s11069-023-06272-8>

C. BEYOND ACADEMIC COMMITMENTS





There are 11 institutes and centers that relate to anti-corruption. These centers and institutes include:

- California Agricultural Technology Institute
- California State University Agricultural Research Institute
- Community and Regional Planning Center
- Ethics Center
- Gazarian Real Estate Center
- nstitute for Family Business
- Institute for Leadership and Public Policy
- Institute for Media and Public Trust
- Lyles Center for Innovation and Entrepreneurship
- Maddy Institute
- University Business Center



Programs, initiatives, and several institutes that relate to anti-corruption efforts are described below.

Program/Initiative	SDGs
<p><i>Conflict of Interest</i> Fresno State follows a system-wide guide to identify and prevent conflicts of interest.</p>	
<p><i>Nepotism Policy</i> Fresno State ensures that activities and practices on campus do not create potential for conflict of interest or nepotism. A detailed Policy on Nepotism outlines the definition and campus procedure for situations where a conflict of interest may arise. Campus procedures for dealing with potential nepotism/ conflict of interest extend to not only employment matters but also to funded research projects.</p>	

(continued)

Program/Initiative	SDGs
<p>Audits</p> <p>Fresno State is audited regularly at various levels:</p> <ul style="list-style-type: none"> ▪ CSU Internal Audit - The 23-campus system’s audit strategy is to look for risk areas after consultation with key Chancellor’s Office and campus personnel in all divisions. ▪ The list of risk areas is updated annually, and a set of audit areas is derived. Currently, two areas are selected for each campus and conducted by Internal Audit, which reports findings to the CSU Board of Trustees Audit Committee. ▪ State of California Audits - Fresno State is also audited by the state auditor’s office, which targets issues and programs at high risk for waste, fraud, abuse, or mismanagement. It also audits programs experiencing major challenges associated with the economy, efficiency, or effectiveness. ▪ Federal Grant Audits - Fresno State also goes through annual audits of our Financial Aid grants to ensure we are following their rules and regulations as well as sound business practices. These audits are done by the external financial auditors KPMG. ▪ Financial Statement Audits - Our campus is also audited annually by KPMG who certify our financial statements are materially accurate. This involves inquiries of how we arrive at the numbers but also if we have had any known incidents of fraud or misuse of funds by employees, etc. 	
<p><u>Whistleblower Policy</u></p> <p>Employees, former employees, and/or applicants for CSU employment who wish to report alleged improper governmental activity at Fresno State can file their complaints with Fresno State’s Human Resources Department without threat of retaliation.</p>	
<p>CSU Travel and Business Expense</p> <p>Reimbursements Policy pays or reimburses for travel-related expenses that are ordinary, reasonable, not extravagant, and necessary to conduct official University business. All expense reimbursements and business travel arrangements must comply with University policies and procedures, prudent accounting practices, and applicable collective bargaining agreements.</p>	
<p><u>Institute for Media and Public Trust</u> is guided by the First Amendment, and the need to discuss ethics, values and transparency. The Institute believes strongly that a well-informed citizenry will improve civic engagement and participation in our democracy.</p>	

(continued)

Program/Initiative	SDGs
<p><i>Institute for Leadership and Public Policy</i> conducts policy-relevant research and offers student training and career development to inspire public leadership in the Central San Joaquin Valley. Students also learn to understand the leadership challenges facing society today, conduct scholarly work around issues of public leadership and governance, and learn best practices while exchanging ideas with experienced leaders and scholars.</p>	
<p><i>The Ethics Center</i> supports ethics education across the curriculum, including projects in professional ethics, character education, and civic education, as well as research on contemporary social issues, ethics pedagogy, and ethical leadership. The Center seeks to understand and promote ethics across the curriculum and within communities and is committed to the preparation of students for personal and professional integrity, citizenship, and ethical leadership.</p>	

D. OUTCOMES FOR ANTI-CORRUPTION

During the period of review, eight internal audits were conducted on the Fresno State campus or about Fresno State operations. Information on these audits and findings is available on the CSU Chancellor’s Office [Internal Audit Report](#) website.

- Executive Travel and Hospitality
- Information Security
- Auxiliary Organizations
- T Disaster Recovery (twice)
- Human Resources and Training
- Construction (Resnick Student Union)
- Counseling and Psychological Services

In addition, during the period of review, the California State Auditor conducted three audits of the system. Information on these audits and findings is available [here](#).

- Sexual Harassment
- Native American Graves Protection and Repatriation Act
- Higher Education Emergency Relief Fund

As summarized above, Fresno State thinks holistically about its work, both internally and in the community related to anti-corruption. Academic programs and supports that connect to an anti-corruption-based curriculum as an area of study increased during the reporting period. Faculty scholarship centering anti-corruption increased.

VII. Shared Goals and Concluding Thoughts

Through the framework of the United Nations Global Compact, Fresno State is pursuing shared goals that advance global community engagement. As noted below, these goals link scholarship, communication, and collaboration in three primary areas:

1. Create and build a stronger infrastructure to support and track Global Compact work, with a specific emphasis on improving both outcome metrics and inputs.

In drafting our second Communication on Engagement Report, we again recognized the need to improve the metrics to track campus progress. During the period of review, we did develop some tools to help us better track productivity in research and scholarship utilizing Web of Science. However, even this process is incomplete in coverage and may systemically under-report outcomes, particularly related to the arts, humanities, and some of our professional fields.

Further, annual reporting by various groups on campus is uneven and not consistently timed, leaving us with a lack of concrete outcome data in some important areas. Among our efforts during the next period, we will create more uniform assessments within each unit that facilitate increased University-wide success.

During the drafting of this report, we also noted an opportunity to better integrate philanthropic efforts with the work of the Steering Committee, faculty, staff and students on campus. Improving the philanthropic connections to campus work in these areas increases both the sustainability of programming to support human rights, labor, environment and anti-corruption work on campus as well as the knowledge production and research within these areas.

2. Expand conversations around the UN Global Compact

During the period of review, we recognized the need to expand the discussions around the UN Global Compact across a variety of venues. First, California State University, Fresno, is the only 4-year, public university in the state of California who is an active member of the UN Global Compact. We believe that it is important for us to share our story with other campuses in California, and beyond, in the hopes of inspiring other campuses to join. We believe that sharing our story may also prompt local non-profits and businesses who are similarly oriented to join. We commit to pursuing these discussions.

Second, during this period of review, we noted that there was room on our own campus to expand discussions around the Compact. While the reach of the minigrants expanded in the second round of applications in terms of programs reached, we believe there is additional work that we can do to share the value of this work around campus to increase interest and the integrative work that the Compact envisions as we address persistent challenges.

This kind of expansion in terms of research is also a focus for our next few years. Fresno State has an impressive research profile, particularly considering the heavy teaching focus. In fact, for

most faculty, the inherent connections between research and teaching, between students and high impact practices, is an attractive draw. There is increasing recognition that our persistent global challenges require a more integrated, interdisciplinary approach to understand and address. One of our goals for the next few years is to explicitly connect the UN Global Compact to integrated, interdisciplinary research agendas, expanding the capacity and interest amongst faculty, staff and students.

3. Connect the UN Global Compact work to new campus designations

As discussed, during the previous period, Fresno State was reclassified as a R2 university. We hope to continue to connect this change in classification to research and scholarship productivity on campus.

In June 2024, the Carnegie Foundation named Fresno State as one of the first 25 campuses in the United States to earn the elective classification of Leadership of Public Purpose. CSU, Fresno is the only public institution in California to receive this designation, which recognizes our commitment to work that advances leadership in pursuit of the public good, including equity, inclusion, justice and sustainability.

While these designations reflect the work that the campus is already doing in these areas, they also provide motivation to maintain performance. From our perspective, these designations also provide additional space for us to better connect and integrate Fresno State's leadership in Compact domains.



APPENDIX

Appendix A: Scholarship

Fresno State authors contributed to over 600 scholarly publications related to UNSDGs from 2021 to early 2024, as indexed by Clarivate’s Web of Science database. This bibliography provides a representation of that scholarship, but is necessarily incomplete—not all publications are indexed in Web of Science and those that are may not always be associated with relevant SDGs.

Publication count	Goal
17	Goal 1: No Poverty
35	Goal 2: Zero Hunger
210	Goal 3: Good Health and Well-Being
91	Goal 4: Quality Education
52	Goal 5: Gender Equality
8	Goal 6: Clean Water and Sanitation
13	Goal 7: Affordable and Clean Energy
3	Goal 8: Decent Work and Economic Growth
26	Goal 9: Industry, Innovation, and Infrastructure
35	Goal 10: Reduced Inequalities
61	Goal 11: Sustainable Cities and Communities
12	Goal 12: Responsible Consumption and Production
84	Goal 13: Climate Action
9	Goal 14: Life Below Water
38	Goal 15: Life on Land
21	Goal 16: Peace, Justice and Strong Institutions
(not indexed)	Goal 17: Partnerships for the Goals





Goal 1: No Poverty

- Addo, R., and Ivey, D. (2022). "I don't wanna be around nobody": A retrospective interview of homeless social networks. *Journal of Social Service Research*, 48(3), 376–384. <https://doi.org/10.1080/01488376.2022.2050336>
- Addo, R., Koers, G., and Timpson, W. M. (2022). Teaching sustainable development goals and social development: A case study teaching method. *Social Work Education*, 41(7), 1478–1488. <https://doi.org/10.1080/02615479.2022.2112168>
- Addo, R., Yuma, P., Barrera, I., and Layton, D. (2022). Social networks and subjective wellbeing of adults in a Housing First program. *Journal of Community Psychology*, 50(1), 238–249. <https://doi.org/10.1002/jcop.22548>
- Alpert, E., Boynes, S. G., Shaver, A., and Cothron, A. (2022). Paycheck Protection Program (PPP) COVID-19 relief funding for veteran-, minority-, and women- owned dental businesses: A cross-sectional study. *Frontiers in Oral Health*, 3, 1041415. <https://doi.org/10.3389/froh.2022.1041415>
- Bell, M., Thach, L., and Fang, F. (2023). Examining motivations and challenges of black wine entrepreneurs using the push–pull theory of entrepreneurship. *International Journal of Wine Business Research*, 35(3), 445–466. <https://doi.org/10.1108/ijwbr-07-2022-0026>
- Dangi, M. B., Schoenberger, E., Boland, J. J., and Chaudhary, R. P. (2021). Quest for development: An examination of more than a half-century of national planning and foreign aid practice in Nepal. *Sustainable Futures*, 3, 100051. <https://doi.org/10.1016/j.sfr.2021.100051>
- Davis, L. Y., Zhao, L., Davis, D., and Liu, Y. (2024). Identifying critical resources for successful fashion startups in the USA: An exploratory study. *Journal of Fashion Marketing and Management: An International Journal*. <https://doi.org/10.1108/jfmm-04-2023-0091>
- Feng, C., Ibarra-García-Padilla, E., Hazzard, K. R. A., Scalettar, R., Zhang, S., and Vitali, E. (2023). Metal-insulator transition and quantum magnetism in the SU(3) Fermi-Hubbard model. *Physical Review Research*, 5(4), 043267. <https://doi.org/10.1103/PhysRevResearch.5.043267>
- Jennings, J., and Tonoyan, V. (2022). Research on gender stereotyping and entrepreneurship: Suggestions for some paths worth pursuing. *Entrepreneurship Research Journal*, 12(3), 187–212. <https://doi.org/10.1515/erj-2022-0235>
- Kelly, P., and Vitali, E. (2021). On the accuracy of random phase approximation for dynamical structure factors in cold atomic gases. *Atoms*, 9(4), Article 4. <https://doi.org/10.3390/atoms9040088>
- Lopes, M.-A. (2021). Rio de Janeiro in the global meat market, c. 1850 to c. 1930: How fresh and salted meat arrived at the Carioca table. Routledge. <https://www.routledge.com/p/book/9780367528546>
- Lopez, A., Kelly, P., Dauer, K., and Vitali, E. (2022). Fermionic superfluidity: From cold atoms to neutron stars. *European Journal of Physics*, 43(6), 065801. <https://doi.org/10.1088/1361-6404/ac8707>
- Olson-Buchanan, J., and Vera, D. (2021). Basic income, cognitive capacity, and the workplace: The role of I-O psychology in the interdisciplinary research agenda to reduce poverty. *Industrial and Organizational Psychology*, 14(4), 573–576. <https://doi.org/10.1017/iop.2021.123>
- Tonoyan, V., and Boudreaux, C. J. (2023). Gender diversity in firm ownership: Direct and indirect effects on firm-level innovation across 29 emerging economies. *Research Policy*, 52(4), 104716–104716. <https://doi.org/10.1016/j.respol.2022.104716>
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- Visser, M. A., Mullooly, J., and Melchor, P. C. (2021). The strength of formal weak ties: The vital role of formal institutional networks for America's disconnected youth. *Journal of Rural Studies*, 88, 205–213. <https://doi.org/10.1016/j.jrurstud.2021.10.018>
- Vitali, E., Rosenberg, P., and Zhang, S. (2022). Exotic superfluid phases in spin-polarized Fermi gases in optical lattices. *Physical Review Letters*, 128(20), 203201. <https://doi.org/10.1103/PhysRevLett.128.203201>



Goal 2: Zero Hunger

- Bansal, S., Sanyal, D., Graham, C., Gonzalez Hernandez, J. L., Menendez, H., and Kumar, S. (2024). Impacts of stocking densities on soil biochemical and microbial properties in a mixed-grass prairie ecosystem at two landscape positions. *Frontiers in Sustainable Food Systems*, 8, 1254973. <https://doi.org/10.3389/fsufs.2024.1254973>
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Goal 4: Quality Education

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Goal 5: Gender Equality

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Goal 15: Life on Land

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Goal 16: Peace, Justice and Strong Institutions

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