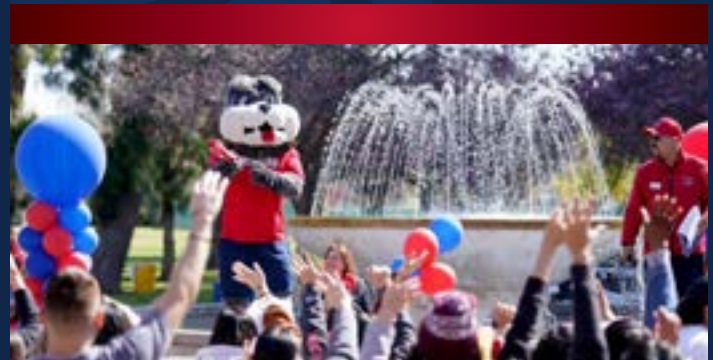




United Nations Global Compact Communication on Engagement Report

November 2025 -
November 2026





United Nations Global Compact Communication on Engagement Report

October 2024 -September 2026

Letter from President

I am pleased to reaffirm California State University, Fresno's continued strong commitment to the Ten Principles of the United Nations Global Compact in the areas of human rights, labor, environment and anti-corruption, as well as to the United Nations' 17 Sustainable Development Goals.

This commitment reflects our core values of exploration, excellence, inclusion and community, and aligns closely with our mission to empower students for success through a transformative education rooted in active service with diverse communities.

In our third Communication on Engagement report, we highlight how Fresno State continues to integrate the Ten Principles and the Sustainable Development Goals into our academic curriculum, community outreach, research and scholarship. This work reflects our responsibility as a public university to prepare students for leadership while strengthening the communities we serve.

Preparing this report has also underscored opportunities for even greater impact. Over the next two years, we are committed to building stronger infrastructure to support, measure and track our Global Compact work, with particular emphasis on improving both outcome metrics and inputs.

We are also committed to expanding the conversation around the UN Global Compact and strengthening its connection to Fresno State's recent Carnegie R2 designation and Carnegie Leadership for Public Purpose classification.

Together, these efforts reflect Fresno State's enduring commitment to serving our Valley while contributing to a more just, sustainable and globally connected world.

A handwritten signature in blue ink, reading "S. Jiménez-Sandoval", is positioned over a large, faint background watermark of the United Nations emblem.

Saúl Jiménez-Sandoval, Ph.D.
President



United Nations Global Compact Communication on Engagement Report

October 2024 - September 2026



Acknowledgements

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I. Organization Profile

MISSION

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, along with our vision statement, "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" 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 more than 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 25,000 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 2021 Seal of Excelencia certification in 2021.

Fresno State is recognized as a Hispanic-Serving Institution (HSI), an Asian American/Native American/Pacific Islander-Serving Institution (AANAPISI) and has 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. 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.

Despite national political pressures, Fresno State's commitment to diversity, equity and inclusion remains strong. The President hosts at least seven Presidential Leadership Councils, focusing on a breadth of underserved communities in the region (including councils supporting African American, Armenian, Asian American, Islamic, Jewish, Native American, and Portuguese populations). These Councils ensure a direct community connection that ensures that our institution is working toward a shared vision of a campus that is welcoming, including, respectful, and is free from discrimination, intolerance and harassment. These Councils ensure that our campus is a partner in creating communities, on campus and off, where everyone can thrive.

In addition, the Division of Student Affairs and Enrollment Management recently launched the Student Success and Belonging Center, which creates programming that ensures students feel connected and valued. It unites identity-affirming spaces with student success programming to support students' whole selves in their academic, professional and personal journeys.

As one of 22 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 a number of leave and accommodation benefits to support them and their families. Fresno State's campus-climate and civil-rights commitments are supported by the [*Office of Compliance and Civil Rights*](#). Its responsibilities include institutional compliance concerning discrimination, harassment, retaliation, Title IX, and related civil-rights protections. Campus-climate work is also reflected in the university's continuing [*Title IX implementation process*](#), which emphasizes institutional trust, transparency, prevention, survivor support, equitable procedures, and accountability.

A. ACADEMIC COMMITMENTS

The WASC Senior College and University Commission (WSCUC) establishes accreditation standards centered on four critical dimensions: mission and integrity; educational objectives and student achievement; resource and organizational sustainability; and institutional quality improvement. Throughout these benchmarks, WSCUC prioritizes student success, the mitigation of academic barriers, equitable administrative practices, and the integration of evidence-based outcomes. Such expectations directly align with Fresno State's institutional dedication to human rights, emphasizing educational accessibility, inclusive opportunity, and the empowerment of our diverse student population.

The university's dedication to these academic standards was recently validated on February 13, 2026, when WSCUC reaffirmed Fresno State's institutional accreditation for a ten-year term. Notably, the Commission commended the university for its "multi-generational, transformational impact on social mobility" and its strategic regional partnerships. These accolades highlight our success in expanding higher education access and removing barriers, creating sustainable pathways for intergenerational advancement and social equity.

HUMAN RIGHTS IN THE CURRICULUM

While the campus does not have a dedicated major for Human Rights, 449 courses are offered with content related to Human Rights (see Appendix A). 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, Nursing, Criminology, and Women's, Gender, and Sexuality Studies. These 449 courses number 19 (4.4%) higher than in our previous Communication on Engagement.

The campus also offers students the opportunity to earn 28 different certificates related to Human Rights. Some of these academic certificates align also with other areas of this report, such as Labor, Environment, or Anti-Corruption; they are included in this section because they also contain substantive human rights components. This section highlights only their relevance to Human Rights; their contributions to the report's other areas are addressed in the corresponding sections (see Appendix B). Examples of certificates directly aligned with Human Rights include Social Justice and Social Change, Health and Social Justice, Equity, Diversity and Inclusion Principles and Serving Youth-At-Risk. Examples of Cultural and Identity-Related Certificates include Southeast Asian Students, Africana Historical Experiences, and Jewish Studies. Examples of Health- and Human-Rights-Related certificates include Alcohol/Drug Studies and Gerontological Specialist. Examples of Education- and Youth-Rights-Related offerings include Reading and Literacy Added Authorization and Adventure Based Programming. Community- and Leadership-Related Certificates include Entrepreneurship and Humanics Certificate in Administration and Leadership for Community Benefit Organizations.

In addition to courses and certificates that center on human rights, the university supports multiple programs geared toward the support of carceral-system impacted students and individuals. 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 [*Degrees of Change*](#), 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). Notably, the program in Central Valley Women's Facility is the first in the state to offer bachelor degrees in a women's facility in the state. 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 CSU, Fresno, and complete the degree after parole. The BA SS also looks to engage students in co-curricular opportunities. In October 2024, the University celebrated 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.

B. HUMAN RIGHTS SCHOLARSHIP

In addition to multiple opportunities for engagement in the curriculum, Fresno State faculty are deeply committed to scholarship that affirms support for internationally proclaimed human rights. Examples published during the period of review include:

Fitzpatrick, J., Crawford, M., & Fobear, K. (2025). Accessing gender-affirming clinical care in the Central Valley: An exploration of personal experience. *Societies*, 15(12), 356. <https://doi.org/10.3390/soc15120356>

Fobear, K. (2025). "We deserve the dignity of being housed": LGBTQ2+ housing experiences in Fresno county, California. *International Journal on Homelessness*. <https://doi.org/10.5206/ijoh.2023.3.16670>

Fobear, K. M. (2026). Using international human rights to address anti-transgender and anti-gender-affirming care laws in the United States. *Social Sciences*. <https://doi.org/10.3390/socsci15040237>

Hazelton-Boyle, J. (2025). Intersectionality in practice: How public transit agencies understand and apply intersectionality in the pursuit of gender equity. *Journal of Social Equity and Public Administration*, 3(2), 293–308. <https://doi.org/10.24926/jsepa.v3i2.6260>

Hughes, E. (2024). Building bridges through prison-university partnerships. In A. Buckley (Ed.), *Higher Education and the Carceral State*. Routledge. <https://doi.org/10.4324/9781003394426-22>

Keeton, V. F., Leon-Martinez, D., Robles, D. C., Martinez, E., Lessard, L., Garza, M. A., Kuppermann, M., & Butcher, B. D. C. (2024). Latina women's perinatal experiences and perspectives around discrimination, anti-immigrant policies, and community violence. *Journal of Obstetric Gynecologic and Neonatal Nursing*, 53(6). <https://doi.org/10.1016/j.jogn.2024.07.007>

Lee-Oliver, L. (2025). A red feminist manifest: Meditations on Native American women, sovereignty protectors, and the liturgies of colonial violence. In A.I. Fukushima & K. M. Q. Hall (Eds.), *Decolonial feminist genealogies and futures* (pp. 241–268). University of Illinois Press.

Randles, J. M. (2026). Living diaper to diaper: *The hidden crisis of poverty and motherhood*. University of California Press.

Randles, J. M., & Woodward, K. (Eds.). (2025). *Policing not protecting families: The child welfare system as poverty governance*. New York University Press.

Ranjit, A., Odems, D. S., Pressman, A., Garza, M. A., Kuppermann, M., & Butcher, B. D. C. (2025). Experiences of discrimination in medical settings in a pregnant population with low income. *Journal of Racial and Ethnic Health Disparities*. <https://doi.org/10.1007/s40615-025-02676-3>

Srivastava, A., & Aftab, Z. (2024). Mobility for what? Space, time, labor, and gender in South Asia. *Gender & Society*, 38(5), 729–760. <https://doi.org/10.1177/08912432241284047>

Tripp, S. H., & McDaniel, S. (2026). Intellectual freedom in carceral spaces: Exploring tensions in abolitionist librarianship. *Library Trends*, 74(4), 679–700. <https://doi.org/10.1353/lib.2026.a992000>

C. BEYOND ACADEMIC COMMITMENTS

Human Rights–Aligned Centers, Institutes, Programs, and Initiatives

Beyond its formal academic commitments, Fresno State advances human rights through an extensive network of at least 400 centers, institutes, programs, offices, task forces, and institutional initiatives. These activities address educational access, health and well-being, cultural participation, identity and belonging, community safety, economic opportunity, environmental sustainability, and food and water security.

In addition to the entities listed as part of Appendix D, there are several initiatives that focus directly on protecting rights to engage with democratic systems including the [Bonner Center for Character Education and Citizenship](#), the [Central California Public Health Consortium](#), and the [Center for Community Voices](#).

Some have an explicit human-rights or social-justice orientation, while others contribute indirectly through education, research, public service, professional preparation, or community engagement.

Human Rights–Aligned Resources and Implementation Groups

FOR STUDENTS

Program/Initiative	SDGs
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 and immediate response and refer students to longer-term support.	   
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.	 

Program/Initiative	SDGs
<u>Fresno State Food Security Project</u> 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.	
<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.	
<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.	
<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.	
<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.	
<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.	
<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.	

Program/Initiative	SDGs
<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.	 
<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 have faced or face 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.	  
<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.	   
<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.	  
<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.	  
<u>Student Health and Counseling Center (SHCC) The SHCC</u> The SHCC 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.	 

Program/Initiative	SDGs
<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..	 

FOR EMPLOYEES

Program/Initiative	SDGs
- The <u>Office of Environmental Health and Safety and Risk Management</u> (EHS/RM) 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.	 
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").	 

Program/Initiative	SDGs
Nondiscrimination in Personnel Practices - 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 University's Strategic Plan recognizes that the entire campus is strengthened by attracting, developing, and retaining talented and well-qualified individuals to support and broaden - Fresno State's cultural richness and enhance 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 accommodation to employees and applicants with disabilities.	 
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.	
Purchasing Guidelines - Conflict of Interest and Vendors Who Use Fair Labor Practices - 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 atdir.ca.gov, and Public Contract Code Section 6108..	 

D. OUTCOMES FOR HUMAN RIGHTS

Institutional Significance

These academic and scholarly commitments are reinforced by programs that translate human-rights principles into measurable benefits for students and surrounding communities. Fresno State expanded educational access for currently and formerly incarcerated students, strengthened coordinated support for food, housing, health, disability access, mental health, and other essential needs, and increased identity-affirming and student-success services for historically underserved populations. The university also strengthened its civil-rights infrastructure through Title IX implementation, discrimination and harassment prevention, survivor support, equitable procedures, and institutional accountability.

The significance of this work was recognized in Fresno State's 2026 WSCUC accreditation reaffirmation. In awarding the university the maximum ten-year reaffirmation period, WSCUC commended Fresno State's "multi-generational, transformational impact on social mobility" and its regional partnerships with schools and community colleges. This recognition demonstrates that Fresno State's human-rights commitments extend beyond institutional policies and academic offerings to produce expanded educational access, greater social mobility, and opportunities for individual, family, and intergenerational advancement.

Examples of these outcomes include:

- **Food Security.** The Amendola Family Student Cupboard continued to provide students experiencing food insecurity with free food and hygiene items. Fresno State also assists eligible students with CalFresh applications and related nutrition and budgeting resources. Students enrolled in at least 51 qualifying academic programs may satisfy a CalFresh student-eligibility exemption connected to preparation for employment. This expands access for students whose campus employment is limited to 20 hours per week and who might otherwise be excluded by CalFresh student-work requirements.
- **Essential Needs.** The Center for Essential Needs provides a coordinated entry point through which students can obtain immediate assistance and referrals related to healthy food, secure housing, financial stability, mental health, health care, and other fundamental needs. Its integrated approach reduces the burden on students of navigating separate university systems and supports equitable access, well-being, retention, and degree completion.
- **Educational Access for Carcerally Impacted Students.** Project Rebound expanded from serving approximately a dozen students annually to serving more than 100 students annually between 2021 and 2024. Fresno State also established a Bachelor of Arts in Social Sciences program at the Central California Women's Facility and Valley State Prison, providing in-person university instruction and pathways for incarcerated students to earn a degree or continue at Fresno State following release. Three recently paroled students who began their degrees while incarcerated participated in commencement in May 2024.

- **Access and Success for Historically Underserved Students.** Fresno State provides coordinated academic, financial, cultural, and personal support for first-generation students, students from low-income backgrounds, students with disabilities, student parents, veterans, undocumented students, foster youth, migrant and farmworker students, Black students, Native American students, Southeast Asian students, and other historically underserved populations. These programs advance educational equity by addressing barriers to access, belonging, retention, and graduation.
- **Disability Access and Inclusive Participation.** Services for Students with Disabilities provides individualized academic accommodations, alternate-format course materials, assistive technology, testing services, interpreting and captioning, and note-taking assistance. These services promote equal access to instruction and meaningful participation in university life.
- **Health, Mental Health, and Safety.** The Student Health and Counseling Center, Counseling and Psychological Services, the Alegría Mental Health Task Force, and the CARE Team provide accessible health care, counseling, crisis support, wellness education, referrals, and coordinated assistance for students experiencing significant personal challenges or distress.
- **Civil-Rights Protection and Institutional Accountability.** The completed Title IX Task Force and the subsequent Title IX Implementation Team strengthened prevention, education, reporting procedures, survivor support, transparent communication, and institutional responses to discrimination, harassment, retaliation, sexual misconduct, dating and domestic violence, sexual exploitation, and stalking.
- There are **449** courses that relate to Human Rights, an increase of 19 (4.4%) from the 2024 COE.
- There were a total of **229** publications related to SDGs 1, 2, 3, and 5.

Collectively, these outcomes show that Fresno State's commitment to human rights is expressed not only through what the university teaches and studies, but also through the concrete systems it has established to protect dignity, expand opportunity, reduce inequities, and enable students and community members to participate fully in educational, cultural, economic, and civic life.

III. 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 356 Labor-related courses being offered (see Appendix A). 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's Gender, and Sexuality 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 Department of Management. 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 48 different certificates related to Labor (see Appendix B) such as Agricultural Leadership, Human Resource Management, and Peacebuilding and Mediation.

B. LABOR SCHOLARSHIP

For the period of this report, 257 scholarly publications from faculty representing many of the eight schools and colleges were published related to Labor (see Appendix C). Examples include:

Bell, M. (2024). Has racial inclusion in the wine industry improved since 2020? Results from two surveys of Black wine entrepreneurs. *Journal of Business Diversity*, 24(1). <https://doi.org/10.33423/jbd.v24i1.6853>

Catalano, D. C. J., Duran, A., Feldman, S., Gonzalez-Siegel, V., Jourian, T. J., Kannan, K., Oliveira, K., Pryor, J., & Woods, C. (2025). Hope amid relentless challenges: Trans and queer center(ed) diversity workers navigating the U.S. sociopolitical context. *Journal of College and Character*, 26(1), 38–48. <https://doi.org/10.1080/2194587X.2024.2439597>

De La Haye, D. C., A. Keyes, P. de Becdelièvre, L. Frangi, and J. Fiorito. 2026. "Prosocial Unionism, Workplace Instrumentality and the Union Experience in the United States, Canada and France." *British Journal of Industrial Relations* 64, no. 2: 308–322. <https://doi.org/10.1111/bjir.70043>

Kemp, E., Anaza, N. A., Porter, M., Davis, C. D., & Jones, E. (2025). Prioritizing wellness amidst the hustle and grind: A framework for supporting the mental health of B2B sales professionals. *Journal of Personal Selling & Sales Management*, 45(2), 154–173. <https://doi.org/10.1080/08853134.2024.2407804>

- Lemmon, G., Jensen, J. M., Kuljanin, G., & Chu-Jacoby, R.** (2025). A mixed-method exploratory study of weight-based mistreatment at work. *Journal of Occupational and Organizational Psychology*, 98(1), e12550. <https://doi.org/10.1111/joop.12550>
- Liu, Y., Chiu, Y.-C. J., Guennouni, N., & Conyers, L. M.** (2024). Career development of college students with disabilities: A scoping review. *Journal of Career Development*, 51(2), 254–298. <https://doi.org/10.1177/08948453241236114>
- Meeker, L., Lee, B. Y., Paciotto, C., & Delany-Barmann, G.** (2026). Reimagining pathways for educational equity in school-based partnerships: An early childhood case study. *School-University Partnerships*. <https://doi.org/10.1108/SUP-05-2025-0025>
- Olson-Buchanan, J. B., Finkelstein, L. M., & De Bruin, R.** (2025). Brave or brash? Exploring metastereotypes of voicers and nonvoicers in the workplace. *International Journal of Conflict Management*, 36(1), 191–216. <https://doi.org/10.1108/IJCMA-07-2024-0191>
- Olson-Buchanan, J. B., Scott, J. C., & Foster, L.** (2025). Translating the science of IO psychology into actionable steps. In J. B. Olson-Buchanan, J. C. Scott, & L. Foster (Eds.), *Sustainable development through the world of work* (pp. 1–10). Oxford University Press New York, NY. <https://doi.org/10.1093/9780197786161.003.0001>
- Peterson, J.** (2025). Precarious employment, precarious lives, and frameworks for change. In C. J. Whalen (Ed.), *Fashioning prosperous, sustainable and humane societies: Beyond precarity* (pp. 77–95). Edward Elgar Publishing Ltd.
- Tonoyan, V., Strohmeier, R., & Jennings, J.** (2025). Working for Jessica or Michael? Implications of gender stereotypes for job application intentions at technology startups. *Strategic Entrepreneurship Journal*, 19(2), 256–282. <https://doi.org/10.1002/sej.1522>
- Yukhymenko, M.** (2024). Coaching for winning or holistic athlete development? Examining the role of coaching identities in coaching job satisfaction, stress, and burnout. *Journal of Sport & Exercise Psychology*, 46, S102.

C. BEYOND ACADEMIC COMMITMENTS

Currently there are 37 centers and institutes providing resources to students and employees (Please see Appendix D for the Centers and Institutes). These centers and institutes help to aid in professional development, networking, career readiness and cultivating partnerships with the surrounding community. Some of these centers include Office of Community and Economic Development, Lyles Center for Innovation and Entrepreneurship, Maddy Center, and Wayfinders.

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
<u>Office of IDEAS</u> Faculty have access to tools and resources related to professional development and technology. With resources like <u>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.	   
<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.	 

Program/Initiative	SDGs
<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.	
<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.	
<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.	
<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.	
<u>The Office of Compliance and Civil Rights</u> is committed to supporting a safe, welcoming environment for our Bulldog community. This office addresses all issues of discrimination, harassment or retaliation, and enforces University policies including prohibitions against sexual misconduct, sexual exploitation, dating or domestic violence, and stalking. We are committed to providing supportive resources with compassion and in care.	
<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.	
<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	

LABOR RELATED RESOURCES FOR FUTURE EMPLOYEES (STUDENTS)

Program/Initiative	SDGs
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. Only graduate students are eligible for this program, along with community members.	
The Jan and Bud Richter Center for Community Engagement and Service-Learning at Fresno State is host to the Fresno State College Corps (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: ▪ 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.	
Career Development Center 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.	

Program/Initiative	SDGs
<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.	
<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.	
<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 certificated classroom teachers, and they provide direct instructional services to migrant students.	
<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.	

D. OUTCOMES FOR LABOR

As summarized above, Fresno State thinks holistically about its work, both internally and in the community related to labor.

- Faculty scholarship that focuses on labor continued to increase during the period of review.
- There are **356** courses that relate to Labor, compared to 347 reported in the 2024 COE (a 2.6% increase).
- There were **108** publications related to SDGs 5, 8, and 10, an increase of 18 publications from 2024 COE (a 20% increase).
- The Office of Civil Rights and Compliance, which conducts discrimination and harassment investigations, reduced its average time to complete investigations by 50% over this reporting period.

- California State University, Fresno has made positive strides in establishing a workplace culture of diversity, equity, and inclusion while also increasing accessibility beyond a standard work schedule and in-office experience with the possibility of working one day remotely offered to many staff members

IV. 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 UN SDGs. 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; including a transition away from fossil fuel sourced equipment where possible; further implementation of utility management and energy conservation practices; water resource conservation; transportation; sustainable practices in relation to waste, food, lands, buildings, and 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.
- A dedicated energy analyst 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 reduces 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 (see Appendix A). 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 the Environment (see Appendix B).

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 UN 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 Central Valley and beyond.

In addition to multiple opportunities for engagement in the curriculum, Fresno State faculty are deeply committed to scholarship that focuses on sustainability. Examples published during the period of review include:

Bansal, S., Gonzalez-Maldonado, N., Yao, E., Wong, C. T. F., Adamo, I., Acin-Albiac, M., Garcia-Jimenez, B., Acedo, A., & Lazcano, C. (2025). Regenerative soil management practices no-till and sheep grazing induce significant but contrasting short-term changes in the vineyard soil microbiome. *Plants People Planet*, 7(1), 176–193. <https://doi.org/10.1002/ppp3.10575>

Bastakoti, S., Adhikari, A., Thaiba, B. M., Neupane, B. B., Gautam, B. R., Dang, M. B., & Giri, B. (2024). Characterization and removal of microplastics in the Guheshwori Wastewater Treatment Plant, Nepal. *Science of the Total Environment*, 935, 173324. <https://doi.org/10.1016/j.scitotenv.2024.173324>

- Bick, N.** (2024). Citizen involvement in local sustainability policymaking: An in-depth analysis of staff activities and motivations. *Sustainability Science*, 19(6), 1865–1880. <https://doi.org/10.1007/s11625-024-01562-x>
- Bick, N.** (2025). From framing to implementation: The experience of local sustainability administration in the US. *Environmental Science & Policy*, 164, 104003. <https://doi.org/10.1016/j.envsci.2025.104003>
- Chauhan, R., Dangi, M. B., Rijal, K., Chaudhary, R. P., Shrestha, A. K., & Budhathoki, S.** (2025). Municipal solid waste generation and management dynamics under changing governance in Nepal. *Environmental Development*, 56, 101277. <https://doi.org/10.1016/j.envdev.2025.101277>
- Davlasheridze, M., & Fan, Q.** (2025). Flood risk, insurance, and community-level mitigation efforts: Evidence from the National Flood Insurance Program's (NFIP) Community Rating System. *International Journal of Disaster Risk Reduction*, 118, 105255. <https://doi.org/10.1016/j.ijdr.2025.105255>
- Fernando, M., Scott, N., Shrestha, A., Gao, S., & Hale, L.** (2024). A native plant species cover crop positively impacted vineyard water dynamics, soil health, and vine vigor. *Agriculture, Ecosystems & Environment*, 367, 108972. <https://doi.org/10.1016/j.agee.2024.108972>
- Jaafarzadeh, N., Reshadatian, N., Kamareh, T. F., Sabaghan, M., Feizi, R., & Jorfi, S.** (2024). Study of the litter in the urban environment as primary and secondary microplastics sources. *Scientific Reports*, 14(1), 31645. <https://doi.org/10.1038/s41598-024-80611-y>
- Jha, G., Debangshi, U., Palla, S., Nazrul, F., Dey, S., Dutta, W., & Bansal, S.** (2025). Precision agriculture technologies for climate-resiliency and water resource management. In A. Nanda, P. K. Gupta, V. Gupta, P. K. Jha, & S. K. Dubey (Eds.), *Navigating the Nexus* (pp. 351–381). *Springer Nature*. https://doi.org/10.1007/978-3-031-76532-2_15
- Mitchell, J. P., Cappellazzi, S. B., Schmidt, R., Chiartas, J., Shrestha, A., Reicosky, D., Ferris, H., Zhang, X., Ghezzehei, T. A., Araya, S., Kelly, C., Fonte, S. J., Light, S. E., Liles, G., Willey, T., Roy, R., Bottens, M., Crum, C., Horwath, W. R., ... Scow, K. M.** (2024). No-tillage, surface residue retention, and cover crops improved San Joaquin Valley soil health in the long term. *California Agriculture*, 78(2). <https://doi.org/10.3733/001c.94714>
- Mitchell, J. P., Jackson, L. E., Reicosky, D. C., Kassam, A., Shrestha, A., Harben, R., Miyao, E. M., Scow, K. M., Sposito, G., Beck, D., Friedrich, T., Mitchell, A. S., Schmidt, R., Park, S., Park, B., Foster, P., Muller, P., Brait, A., Willey, T., ... Branco, R. B. F.** (2025). The key role of local and global farmer networks in the development of conservation agriculture in California. *Journal of Environmental Quality*, 54(5), 1288–1305. <https://doi.org/10.1002/jeq2.70039>
- Xu, H., Chen, T., Shan, Y., Chen, K., Ling, N., Ren, L., Qu, H., Berge, N. D., Flora, J. R. V., Goel, R., Liu, L., Liu, Z., & Xu, G.** (2024). Recycling food waste to agriculture through hydrothermal carbonization sustains food-energy-water nexus. *Chemical Engineering Journal*, 496, 153710. <https://doi.org/10.1016/j.cej.2024.153710>

Additionally, a team of the UN Global Compact Steering Committee Members collaborated with the organizers of Central California Research Symposium, an annual event held on the Fresno State campus to provide a venue for student researchers to present their research findings, and compete among various categories. Because the event was held on Earth Day, the team focused on student posters that aligned with the global principles of environmental sustainability including SDGs 6, 7, 11, 12, 13, 14, and 15. The team reviewed these posters, and interviewed the student presenters. The graduate student awardee was Jonathan Gomez for his poster entitled ***Nutrient Recovery and Pretreatment of Brackish Water using Anion Exchange***. The undergraduate awardee was Jeremy Cassell for his poster entitled ***Tomato Response to Drought Stress Conditions Following Application of an Algae-Based Biostimulant***.

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 LEED Advanced Professional including LEED AP (three in Construction Management) and ENVISION Sustainability Professional, ENV SP (one in Civil Engineering). These faculty have incorporated 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 cocurricular life at Fresno State and is funded in part by students for students.

CAMPUS FARM

As one of four California State University campuses with a dedicated Campus Farm that provides not only hands-on educational opportunities for students via its 18 enterprises, but also serves as a vital laboratory and experimentation location for sustainability research on campus. The campus farm raises almond on 132 acres, pistachio on 97 acres, grapes on 123 acres, other fruits on 46 acres, sweet corn on 82 acres, olives on 20 acres, silage corn and winter forage on 67 acres in rotation during summer and winter, alfalfa for hay on 36 acres, vegetables on 8 acres, organic crops on 5 acres, and 5 acres are dedicated to field research trials. Additionally, the farm has 66 acres of pasture for beef unit, 30 acres for the horse unit, and 13 acres for sheep, and 35 acres are currently fallowed, with cover crops grown on some of those fallow fields during the winter rainy season. There is one dairy waste lagoon, and three recharge and irrigation ponds of various sizes. Since 2020, 108 acres of check basin irrigated annual crops have been converted to drip irrigated almond and pistachio, leading to significant reduction in the amount of water used for irrigating those fields, and fuel used for tillage and annual planting and harvesting activities.

The Jordan College of Agricultural Sciences and Technology are actively engaged with Climate Smart Innovations that are aiding sustainability efforts on the farm including renovations to the horticulture

greenhouse houses to include new environmental control systems for the units. These controlled environment greenhouses can meet the exact growing demands of the greenhouse crops which leads to the lower consumption of inputs. Campus also constructed a new silage pad at the dairy unit, improving access for the equipment used in silage production. The pad also reduces feed waste due to contamination from being on the ground and helps prevent groundwater contamination by minimizing silage runoff into the ground.

The farm has also converted two 40-acre flood irrigated fields to expandable arm center pivots irrigation systems. This technology allows fields to be more efficiently irrigated than the traditional center pivots that leave 25% of the land unirrigated. The new expandable arm center pivot technology leaves less than 10% of land unirrigated which makes it a more sustainable way to use water and energy resources. One of the major well pumps on the farm has been replaced with a newer variable frequency drive (VFD) pump. Variable frequency drive pumps can be up to 50% more efficient than the traditional fixed-frequency pumps in the variable water demand conditions under which the farm currently operates.

The farm has also worked to reduce fuel consumption by updating the existing vehicle fleet to more fuel-efficient models, and now includes an electric tractor, a compressed natural gas tractor and electric utility vehicles. Together, these upgrades reduce the farm's overall carbon footprint and position the campus as a leader in addressing climate change through electrified farm equipment and improved farm transport and cultivation systems.

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 (see Appendix D). Some of these Centers include CSU Agricultural Research Institute, California Water Institute, and Center for Irrigation.

One of our 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
<u>Association for the Advancement of Sustainability in Higher Education (AASHE)</u> 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.”	       
On-Campus Committees, and Organizations to support environmental sustainability: ▪ <u>Sustainability Club</u>. 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>ASU 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. ▪ The newly formed faculty led Climate Action Plan task force is working on a draft campus climate action plan.	      
On-Campus Agricultural Research The Fresno State 1,000-acre University Agricultural Laboratory (aka the farm) features <u>18 enterprises</u> 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 <u>Gibson Farm Market</u> for a full farm-to-fork supply chain.	     

Program/Initiative	SDGs
Campus Infrastructure Projects 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. A recent example includes the campus Central Utility Plant Replacement which completed construction in 2025. Natural gas use on campus was 970,200 Therms in FY 23/24, 871,453 Therms in FY 24/25, and 717,045 Therms in FY 25/26, showing a downward trend in total natural gas consumption, resulting in part from upgrades done to the central utility plant a couple of years ago. A large array of solar panels was installed during FY 2024-25, on parking lots 5 and 6. Prior to its inception, the campus generated 1,159,940 kWh in FY 23/24, and 1,211,529 kWh FY 24/25. The new array increased the electricity generation in FY 24/25 to 3,563,445 kWh, and total solar electricity generation in FY 25/26 was 8,131,765 kWh. For the corresponding period, Electricity Usage was 31,958,615 kWh in FY 23/24, 28,508,797 kWh in FY 24/25, and 24,088,797 kWh in FY 25/26. So overall, there is a definite downward trend in campus electricity usage, helped by the installation of the new PV array on parking lots 5 and 6.	   
Dining Services Several sustainability initiatives have been implemented to reduce food and plastic waste: ▪ Resident Dining Hall wet food waste is disposed separately from paper and plastic waste to facilitate composting and recycling. ▪ Trayless dining is utilized to reduce overall footprint. ▪ Campus wide ban on single-use plastics, including plastic straws and plastic bags has been in place since 2019.	 

Program/Initiative	SDGs
Transportation ▪ 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. ▪ Fresno State has installed eight Electric Vehicle Charging Stations that are well utilized. 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.	 
Landscaping The campus has made improvements to landscaping infrastructure to improve water efficiency and conservation	
Water Refill Stations The campus has installed Water Refill Stations with at least one is placed in every building.	
California Water Institute This institute 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 environmental- and sustainability-based curriculum as an area of study increased during the reporting period. Four hundred twenty-three courses relate to environmental issues, increasing by 23 courses relative to the previous COE
- There were **148** research publications related to SDGs 6, 12, 13, 14, and 15 during this period.
- 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).

V. 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 146 courses addressing aspects of anti-corruption, in fields as varied as Business Administration; Criminology; Media, Communications and Journalism; Philosophy; and Political Science (Appendix). 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 (Appendix A).

B. ANTI-CORRUPTION SCHOLARSHIP

For the period of this report, Fresno State faculty and scholars delivered multiple 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 C). Some examples of these publications include:

Holyoke, T. T. (2024). The case for associational self-regulation of lobbying in the United States. *Interest Groups & Advocacy*, 13(4), 478–497. <https://doi.org/10.1057/s41309-024-00212-y>

Holyoke, T. T. (2025). Lobbyists and their obligation to the public interest. *Political Science Quarterly*, 140(2), 269–283. <https://doi.org/10.1093/psquar/qgae049>

Osada, T., Vera, D., & Hashimoto, T. (2024). Personal networks, board structures and corporate fraud in Japan. *Journal of Risk and Financial Management*, 17(8), Article 8. <https://doi.org/10.3390/jrfm17080314>

Sahatjian, Z., MacDougall, A. E., & Connelly, S. (2025). Fostering ethics and fighting corruption in the workplace. In J. B. Olson-Buchanan, J. C. Scott, & L. Foster (Eds.), *Sustainable Development Through the World of Work* (1st ed., pp. 117–128). Oxford University Press, New York, NY. <https://doi.org/10.1093/9780197786161.003.0011>

C. BEYOND ACADEMIC COMMITMENTS

There are 11 institutes and centers that relate to anti-corruption. Please see Appendix D for a full description. Some of these centers and institutes include Institute for Leadership and Public Policy and Institute for Media and Public Trust. Programs, initiatives, and several institutes that relate to anti-corruption efforts are described below.

Program/Initiative	SDGs
<u>Conflict of Interest</u> Fresno State follows a system-wide guide to identify and prevent conflicts of interest.	 
<u>Nepotism Policy</u> 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.	 
<u>Audits</u> Fresno State is audited regularly at various levels: ▪ <u>CSU Internal Audit</u> - The 22-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 and this year's Higher Education Emergency Relief Funding (HEERF) award 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.	 
<u>Whistleblower Policy</u> 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.	 

(continued)

Program/Initiative	SDGs
CSU Travel and Business Expense 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.	 
<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.	 
<u>Institute for Leadership and Public Policy</u> 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.	  

D. OUTCOMES AGAINST CORRUPTION

Since our last COE, three 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 including Campus Safety (2024), Auxiliary Organizations - Agricultural Foundation (2024), and Procurement (2025).

Our campus followed up on the results of the State Auditor's report on sexual harassment (2023) in the CSU system by altering how Title IX cases are handled on campus. Fresno State made structural changes to our organization, including the creation of a new office called **Office of Compliance and Civil Rights**.

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

*Two new courses related to anti-corruption were added this year.

* There were **26** research publications related to SDG 16, an increase of 10 from the 2024 COE (a 62.5% increase).

V. Shared Goals and Concluding Thoughts

In our last Communication on Engagement, we identified three goals to guide our work. In reviewing our work during this period, we find that some of these goals have been accomplished, while others will still guide our future work.

GOAL	PROGRESS	WORK COMPLETED	WORK REMAINING
Create and build a stronger infrastructure to support and track Global Compact work, with a specific emphasis on improving both outcome metrics and inputs.	Partially started	Academic units are better at reporting annual research and community engagement.	Integration across campus – with particular emphasis on philanthropic work and research inputs. Alignment in metrics.
Expand conversations around the UN Global Compact	Partially completed	Expanded into student research enterprise	Continue expansion across other campuses. Continue deeper conversations on our own campus.
Connect UN Global Compact work to new campus designations.	Partially started	Initiated connections into student research and faculty research enterprise	Build connections to leadership for public purpose designation.

These three goals still guide our work for two new years.

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.

While we made progress in tracking faculty research productivity, there remains some work to do to better connect into the research enterprise on campus, as well as to connect into our philanthropic and community-based work, to ensure that we are more holistic in coverage and reducing our systemic under-reporting of academic outcomes, particularly related to the arts, humanities, and some of our professional fields.

We continue to need to build partnerships across campus to ensure that we are more holistic in our thinking about engagement beyond academics. This may include things like work with Human

Resources about reporting of discrimination and supports available; work with Administration and Finance related to changes in partnerships and practices that influence operations; etc. While we have started these discussions, the timing of annual reporting and the legalities of some information sharing 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.

2. Expand conversations around the UN Global Compact

While both deans initiated conversations with system institutions about our work with the Global Compact during the period of review, we still recognize 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. Dean Olson-Buchanan and Dean Lowham were invited to join the third cohort of UNITAR's Academic Leadership Suite in Geneva, October 2026. Part of their work will be to expand the campus network around the 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.

During the period of review, we worked to connect our campus work into the student research enterprise by providing awards and engagement with the Central California Student Research Symposium. We are committed to expanding this work during the next period of review. We would also like to be more intentionally connected to the new Office of Research and Sponsored Programs in both programming and data reporting. This work will 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

For the steering committee, this goal is really about ensuring that we have connected framework goals throughout the campus experience for students, faculty, and staff. This means, as discussed above, better connecting framework goals to the research enterprise. But, it also means ensuring that our work emphasizes, supports and expands our work as a "Leader for Public Purpose."

CSU, Fresno is the only public institution in California to receive this designation and 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.

Appendices

Appendix A – [Academic Courses in Support of United Nations Global Compact](#)

Appendix B – [Academic Certificates in Support of United Nations Global Compact](#)

Appendix C – [Scholarship in Support of United Nations Global Compact](#)

Appendix D – [Centers and Institutes in Support of United Nations Global Compact](#)





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