



# United Nations Global Compact Communication on Engagement Report

November 2019 -  
November 2021





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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. California State University, Fresno's membership in the Global Compact and its dedication to supporting the United Nations' 17 Sustainable Development Goals is a reflection of our core values of discovery, diversity, and distinction. Our mission is to "boldly educate and empower students for success" and we are committed to ensuring our university achieves this mission as a socially responsible, inclusive, and sustainable organization.

We are honored to become the first university within both the California State University and the University of California systems selected for membership in the United Nations Global Compact. In this initial Communication of Engagement report, we illustrate how we integrate the Ten Principles and 17 Sustainable Development Goals (SDGs) into our academic curriculum including general education courses as well as more specialized courses for our majors, minors and certificates. We also highlight our engagement with the United Nations Global Compact through our research and scholarship and our work beyond academics through our centers, institutes, campus-wide initiatives, and campus-sponsored community efforts.

The process of writing this first Communication on Engagement report has underscored the opportunities for additional impact. Specifically, over the next two years, we are committed to building a stronger infrastructure across campus to support our Global Compact work, refining and expanding our curriculum as it relates to the Ten Principles and 17 SDGs, creating more opportunities for meaningful dialogue and action across campus, and developing opportunities to partner with local, regional, and global organizations to encourage others to engage in this important work.

A blue ink signature of Saúl Jiménez-Sandoval, written in a cursive style.

Saúl Jiménez-Sandoval, Ph.D.  
President



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## Acknowledgements

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## Table of Contents

- I. **Organization Profile**
- II. **A Global University with a Global Impact**
  - A. The Global Curriculum
  - B. The World as Classroom: Experiential Learning
  - C. Creating Global Knowledge: Scholarship
- III. **Human Rights**
  - A. Academic Commitments
  - B. Beyond Academic Commitments
  - C. Outcomes for Human Rights
- IV. **Labor**
  - A. Academic Commitments
  - B. Beyond Academic Commitments
  - C. Outcomes for Labor
- V. **Environment**
  - A. Academic Commitments
  - B. Beyond Academic Commitments
  - C. Outcomes for Environment
- VI. **Anti-Corruption**
  - A. Academic Commitments
  - B. Beyond Academic Commitments
  - C. Outcomes Against Corruption
- VII. **Shared Goals and Concluding Thoughts**

### 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

# I. Organization Profile

## MISSION

Fresno State's Mission as defined in the 2016-2020 Strategic [Plan](#) is to **"boldly educate and empower students for success."** This mission, along with our vision statement, **"students prepared to become our next generation of leaders,"** and our values of **Discovery, Diversity and Distinction** fold into the campus Strategic Plan priorities, which state that Fresno State will implement bold, focused strategies designed to maximize success for our diverse student body. 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 has roots dating back to 1911, when the doors of the Fresno State Normal School opened to 150 hopeful students. Today, the student population is just over 24,900 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.

With 70 bachelor's degrees, 44 master's degrees, and three doctoral degrees, Fresno State has come a long way from its modest beginning. To date, more than 180,000 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.

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. The majority of its students 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.

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. That's why 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.

## COMMITMENT TO SUSTAINABILITY

Over the years, interdisciplinary teams have collaborated at Fresno State to lead multiple sustainability-related initiatives that have benefited students and the University as a whole. In 2013, Fresno State's faculty and administration initiated a discussion to coordinate campus sustainability initiatives under a single, interdisciplinary sustainability program. 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.

The broad vision for Fresno State's sustainability initiative is to establish Fresno State as a model for the practice, education, and research of water, agriculture, and sustainability. In 2013, three geologists and two behavior analysts worked together and educated each other in an effort to promote sustainability-related research, education, and practice. With the support from the Dean of the College of Science and Math, a student-led Sustainability Club was formed, a relationship with the Provost and AVP for Facilities Management was developed, and outreach was conducted with the administration, faculty, and students. As a result, the campus leveraged several parallel and continuously adapting efforts, working to better coordinate and advance sustainability on campus, in the community, and globally: a student-led Sustainability Task Force, a faculty-led Climate Action Task Force, an Associated Students Incorporated (ASI) Senator for Sustainability, the creation of an ASI Green Team, and most recently, our [UN Global Compact Steering Committee](#).

## II. A Global University with a Global Impact

Equity, climate change, and COVID recovery: The top global issues of 2019-2021 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. THE GLOBAL CURRICULUM

This is an exciting time for Fresno State to offer a global curriculum that incorporates the Sustainable Development Goals (SDGs) in teaching and learning. While the Millennium Development Goals (ending in 2015) did not assign higher education a specific role, the SDGs definitely include colleges and universities as potential change agents. To that end, we provide a robust roster of courses to prepare students with the skills and foster the mindset to then become globally competent leaders, innovators, and world changers. Strengthened by service-learning and scholarship, our curriculum creates and fosters a truly global campus.

#### LEARN MORE:

[Fresno State Courses by Department](#)

[Fresno State General Education Overview](#)

[Fresno State University Catalog](#)

### B. THE WORLD AS CLASSROOM: EXPERIENTIAL LEARNING

**Learning by doing.** One of the hallmarks of Fresno State is its embrace of service-learning and community engagement. Fresno State leverages the powerful high-impact practice of service-learning in over 170 course offerings each year to enhance global understanding. Service-learning activities include regional as well as international opportunities for students to learn and reflect on how our global connections can strengthen personal and professional development.

“Service-learning is such an integral part of Fresno State that we consistently exceed one million hours of service every year,” said Chris Fiorentino, Director of the Jan and Bud Richter Center for Community and Engagement and Service-Learning. “In fact, during the past academic year (2020-21), over twelve thousand students, faculty, and staff members provided over 1.2 million hours of service to the community, which is equal to an estimated economic value of over \$41.7 million.”

The Richter Center helps oversee immersion trips, events, and volunteer opportunities that enable faculty, staff, and students to build life-long engagement in our regional, national, and global communities. Activities range from short-term regional blood drives and long-term teaching internships to over 170 service-learning classes, including SDG-related topics such as period poverty, sustainability, and gender issues.



Fresno State also offers the International Service-Learning program through its [Division of Continuing and Global Education](#) that assists faculty members and students who are interested in global work with an experiential framework. This International program combines the two incredibly powerful high-impact practices of study abroad and research-based practices of service-learning. Participants have the opportunity to explore and experience the history, culture, and environment of different countries from a hands-on viewpoint in Ghana, Hong Kong, and Tanzania, among many other locales.

**LEARN MORE:** As part of Fresno State's commitment to global impact, service-learning resources include [service-learning curriculum support for faculty](#), [regular service events for students](#), [two community service courses](#), the [Jumpstart](#) and [Read Fresno](#) literacy programs, a [robust student leadership program](#), a [scholarship program](#), and [outreach to community partners](#), among many other programs and projects.

### C. CREATING GLOBAL KNOWLEDGE: SCHOLARSHIP

Today's unprecedented challenges require a new brand of research that fosters global understanding. While research encompasses many SDG-related policies, we also conduct research on 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.

For instance, multiple language programs – such as our English Language Learning programs and the [Hub for Language Teaching and Learning](#) – foster practice and scholarship about linguistically and culturally diverse populations who may be disproportionately challenged by language diversity. Sample Hub research projects align with SDG 10, reduced inequalities, and include how technology may be used for remote interactive learning opportunities, such as:

- Developing an online, asynchronous curriculum for functional Spanish for emergency responders (i.e., especially critical during the pandemic).
- Studying how extended reality in web-based language learning apps can lower the affective filters of psychological obstacles such as confidence and motivation.
- Training language “experts” to become “language teachers” in formal and informal settings, creating an international and intergenerational bridge through storytelling.

Another research initiative with global implications is a 2020 transportation project that examined how COVID-19 could be spread on modes of public transport throughout the world. “The [study](#) aims to understand air circulation patterns inside the cabins of busses, as well as test the impact of different approaches in mitigating potential virus circulation and infection,” said Dr. Aly Tawfik, associate professor of civil engineering at Fresno State. Such scholarship makes an impact on the future of public transportation and is linked to SDG 3 on health (increased safety), SDG 8 on decent work and economic growth, SDG 9 (resilient infrastructure), and SDG 11 on sustainable cities (access to transport and expanded public transport).

### III. 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 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, and sexual identities. One of the initiatives through the [President's Council on Equity, Diversity, and Inclusion \(PCEDI\)](#) is the [Cultural Competency Certificate Program](#), which provides participants with a greater understanding of how we can and why we should work together to continue building a strong and inclusive Fresno State community.

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 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) and is accredited through fall 2025. WASC Senior College and University Commission (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 WASCUC. 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 (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, 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 freshman 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 Latina and Latino studies.

The campus also offers students the opportunity to earn 32 different certificates related to Human Rights (see **Appendix B**).

- Accounting Professional
- Adventure Based Programming
- Africana Historical Experience
- Agricultural Leadership
- Alcohol/Drug Studies

- Applied Sociological Research Methods
- Asian Americans in Secondary Schooling
- Chicana/o/x and Latina/o/x Studies in Secondary Schooling
- Communication Skills for Professionals
- Conversational American Sign Language
- Correctional Recreation
- Cross-Cultural Competency
- Entrepreneurship
- Environmental Planning
- Gerontology
- Global Awareness
- Humanics-Administration and Leadership for CB
- Jewish Studies
- Legal Studies
- Linguistics – TESOL/SLAT
- Logistics and Supply Chain Strategies
- Mass Communication and Journalism
- Organizational Management
- Peace Building and Mediation
- President's Cultural Competency Certificate Program
- Psychiatric Mental Health Nurse Practitioner
- Racial Understanding
- Serving At-Risk Youth
- Social Justice and Social Change
- Southeast Asian Studies
- Special Event Planning
- Victim Services

#### **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](#)

#### **HUMAN RIGHTS SCHOLARSHIP**

For the period of this report, 309 scholarly publications from faculty representing many of the eight schools and colleges were published related to Human Rights (see **Appendix C**). Examples of publications include:

Bryant, L. A. (2020). Seeing is believing: An experiment on absentee ballots and voter confidence. Part of Special Symposium on Election Sciences. *American Politics Research*, 48 (6) 700-704.

Hansen, K. (2020). Uncivil rights: The abuse of tribal sovereignty and the termination of American Indian tribal citizenship. *IAFOR Journal of Cultural Studies*, 5 (Spring), 49 - 63.

Pinzon-Perez, H. (2020). Building multicultural competence. *International Journal of Multicultural Education*, 3 (2) 50-75.

Additionally, faculty presented in-person on research and scholarly activities related to Human Rights; a few examples are listed below:

Richardson, P., M. Bell, R. Cruz and A. Pearson (2021). Do black lives matter more to companies represented by women? An Examination of Gender Differences in Corporate Responses to Racial Reckoning. *Proceedings of the Academy of Marketing Sciences Annual Conference*.

Olson-Buchanan, J. B. (2019). How I-O Psychologists can help address malnutrition and hunger locally and globally. Invited paper presented at John Scott's (Chair) symposium *Leveraging a Scientist-Practitioner Model to Eradicate Poverty* at the Society for Industrial and Organizational Psychology Conference, National Harbor, MD.

## **B. 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, as outlined in **Appendix D**, the University has 38 centers and institutes that focus research initiatives on human rights issues in the region.

- American English Institute
- Behavioral Sciences Institute
- California Agricultural Technology Institute
- California Reading and Literature Project
- CSU Agricultural Research Institute
- Center for Creativity and the Arts
- Center for Research and Publication
- Center for Research, Evaluation, Assessment, and Dissemination
- Central California Center for Excellence in Nursing
- Central California Center for Health and Human Services
- Central California Children's Institute
- Central California Sports Sciences Institute
- Central Valley Cultural Heritage Institute
- Central Valley Health Policy Institute
- Central Valley Partnership for Exemplary Teachers
- Central Valley Science Project
- Community Based Learning Program
- Craig International



- 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
- Mini Corps
- 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 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, and Jane Addams are interspersed throughout the area for students, employees, and community members to enjoy and learn from 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 students 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 Alegría 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 clubs 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). Produce is available to those who volunteer to run these gardens and is donated to the Student Cupboard for access by a larger population of students in need.

The 39th annual Agribusiness Management Conference featured one day on Food Security/Insecurity with regard to the United Nations Sustainable Development Goals.

The Fresno State [DISCOVERe](#) program is a priority initiative designed to foster a learning environment that is inclusive and engages students to improve their success in the classroom. DISCOVERe has been effective in breaking down the digital divide and reducing equity gaps by providing students who enroll in DISCOVERe courses with access to the latest technology tools and devices at no additional cost.

## HUMAN-RIGHTS RELATED RESOURCES FOR STUDENTS

Program/Initiative	SDGs
<p><b>Fresno State Food Security Project</b></p> <p>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 <a href="#"><u>Amendola Family Student Cupboard</u></a>, 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><b><a href="#"><u>Cross Cultural and Gender Center</u></a></b></p> <p>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><b><a href="#"><u>Gender Inclusive Restrooms</u></a></b></p> <p>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><b><u>Project Rebound</u></b></p> <p>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>	    
<p><b><u>Veterans Resource Center</u></b></p> <p>This center assists veterans, reservists, National Guard, active-duty service members and dependents to receive their educational benefits and academic and wraparound support throughout the college experience.</p>	 
<p><b><u>Renaissance Scholars</u></b></p> <p>This program is dedicated to being a one-stop shop offering services and referrals for current or former foster youth, unaccompanied homeless youth, orphan youth, and other independent youth attending Fresno State.</p>	   
<p><b><u>TRIO Student Support Services Program (SSSP)</u></b></p> <p>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><b><u>Good Samaritan Program</u></b></p> <p>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><b><u>Lil Bulldog Boutique.</u></b></p> <p>This resource 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>	 

### **Diapers for Degrees Program**

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.



### **President's Council on Equity, Diversity and Inclusion**

The President's Council on Equity, Diversity and Inclusion (PCEDI) supports acceptance and fairness at all levels of the University. The Council developed a comprehensive Diversity Plan to make sure this commitment is understood across our campus. PCEDI hosts a number of workshops throughout the academic year as well Conversations That Matter (i.e., weekly conversations that focus on issues of social justice, diversity, inclusion, and other current and relevant issues facing our campus and society).



### **Louis Stokes Alliance for Minority Participation**

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.















### **Education Opportunity Program and Special Support Programs**

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.



**The Office of Black Student Success (OBSS)** is committed to providing supportive services that foster the transition and integration of Black students into the University as they achieve academic and personal success.




<p><b><u>Dream Success Center</u></b></p> <p>The Dream Center is dedicated to serving our Dream students by offering services designed to foster a sense of belonging as they navigate and thrive at Fresno State. The center provides orientations, academic advising, and monitoring.</p>	  
<p><b><u>Services for Students with Disabilities (SSD)</u></b></p> <p>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><b><u>Alegria Mental Health Task Force</u></b></p> <p>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><b><u>Student Health and Counseling Center (SHCC)</u></b></p> <p>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.</p>	 
<p><b><u>Campus Assessment, Response, and Evaluation (CARE) Team</u></b></p> <p>This multidisciplinary group of individuals across campus, collaboratively works to identify students who are facing significant personal struggles, are in</p>	 



(continued)

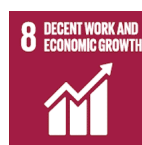
distress, or are students of concern who may benefit from additional support or resources. By using a community approach to foster the well-being of every student, the Fresno State community can collectively build a strong and healthy environment. [Summary of Services](#) provided by the CARE team.

## HUMAN RIGHTS RESOURCES FOR EMPLOYEES

Program/Initiative	SDGs
<p><b>Safe and Healthy Working Conditions</b></p> <p>The campus provides a safe and healthy working environment for employees.</p> <ul style="list-style-type: none"><li>The <a href="#">Office of Environmental Health and Safety and Risk Management</a> (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 (<a href="#">IIPP</a>), the umbrella safety program that details how the organization will protect employees from hazards in the workplace. The <a href="#">Campus Health and Safety Committee</a> 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.</li><li>The campus provides a <a href="#">Workers' Compensation Program</a> to support workers who are injured in the workplace.</li></ul>	

### 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.



### 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"). [The 2019-20 Affirmative Action plan](#)



### Health and Education benefits

Employees are offered a variety of [health benefit](#) plans and an employee [Fee Waiver Program](#) as outlined in the Labor section below.



### [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.



### 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](http://atdir.ca.gov), and Public Contract Code Section 6108.



## C. OUTCOMES FOR HUMAN RIGHTS

As summarized above, Fresno State provides many programs and services to address the human rights aspects of our student population. Below are several examples of the impacts these initiatives and programs are having on our students.

- Since 2015, the Amendola Family Student Cupboard has hosted a total of 156,569 visits from 12,869 students. In fall 2018, over 29,000 students visited and 24,000 visited in fall 2019. Even during the first year of the pandemic when students were attending classes remotely, 3,839 students in fall 2020 and 2,884 students in spring 2021 visited the Student Cupboard for food and hygiene product assistance.
- The Diapers for Degrees program has distributed 730,400 diapers to 1,345 students who made over 6,044 visits since launching in September 2019.
- In Fall 2021, 833 students utilized services provided by the Office of Services for Students with Disabilities (SSD). In fall 2020/spring 2021, 187 students served by the SSD graduated.
- In the 2020-2021 academic year, 509 students were awarded Good Samaritan grants that allowed them to continue to meet basic needs and stay on track to complete their degree.

## 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 labour

**Principle 5:** the effective abolition of child labour; and

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

### A. ACADEMIC COMMITMENTS

California State University, Fresno has ensured that its students and employees have the opportunity to gain knowledge on 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 (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 Studies, Political Science, History, Economics Construction Management, Anthropology, and Agriculture 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 28 different certificates related to Labor (see **Appendix B**).

- Accounting Professional
- Adventure Based Programming
- Africana Historical Experience
- Agricultural Leadership
- Applied Sociological Research Methods
- Business Information Systems
- Communication Skills for Professionals
- Creative Writing
- Emergency Management
- Entrepreneurship
- Fashion Merchandising
- Filmmaking
- Finance
- Geographic Information Systems
- Global Awareness
- Human Resource Management
- Logistics and Supply Chain Strategies
- Marketing
- Mass Communication and Journalism
- Network Administration
- Organizational Management
- Peace Building and Mediation
- Reading and Literacy Added Authorization
- Serving At-Risk Youth
- Spanish Media Production
- Special Event Planning
- Sports and Entertainment Facility Management
- Sports Marketing

## LABOR SCHOLARSHIP

For the period of this report, 35 scholarly publications from faculty representing many of the eight schools and colleges were published related to Labor (see **Appendix C**). Examples include:

Truax, T. F. (2021). Preparing our students for the future: An employability skills analysis within a College of Agriculture (Order No. 28490795). Available from ProQuest Dissertations and Theses Global: The Humanities and Social Sciences Collection; ProQuest Dissertations and Theses Global: The Sciences and Engineering Collection. (2518778513).

Juarez, S. W., Becton, A. B., and Griffin, D. M. (2020, March). Teachers and self-care: Preventing burnout, compassion fatigue, and secondary traumatic stress. *ASCD Express*, 15(13). Retrieved from: [ascd.org/ascd-express/vol15/num13/proactively-addressing-teachers-cost-of-caring.aspx](https://ascd.org/ascd-express/vol15/num13/proactively-addressing-teachers-cost-of-caring.aspx)

Clay, S., Lewis, A., Pitt, J. S., Quamar, A., Burris, J., Alston, R., and Getachew, M. (in press). Essential knowledge to improve employment of ethnic minorities with disabilities



in the United States. In D. Strauser (Ed.), *Career development, employment and disability in rehabilitation: From theory to practice*. New York, NY: Springer.

Additionally, faculty presented in person (or virtually) on research and scholarly activities related to Labor. A few examples include:

Richardson, P., M. Bell, R. Cruz and A. Pearson (2021). Do black lives matter more to companies represented by women? An examination of gender differences in corporate responses to racial reckoning. *Proceedings of the Academy of Marketing Sciences Annual Conference*.

Tonoyan, V. (2020). Gender segregation in the labor market: An institutional foundation of gender inequality in entrepreneurship. Online presentation organized by Ewing Marion Kauffman Foundation.

## **B. BEYOND ACADEMIC COMMITMENTS** (Please see **Appendix D** for the Centers and Institutes)

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 10 unions including: 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, 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.

## LABOR-RELATED RESOURCES FOR EMPLOYEES

Fresno State has many programs to help employees who must be away from work responsibilities for an extended period of time. One of these, the **Catastrophic Leave Donation Program** (CLDP) allows employees who have exhausted all of their leave credits to be put on the [CLDP](#) list. Fellow colleagues are then able to donate their own vacation or sick time on behalf of their colleagues in need. The program not only enhances the sense of community, but it also helps to alleviate stress that employees might be under during their leave.

Program/Initiative	SDGs
<p><b><u>Equal Employment Opportunity and Diversity</u></b></p> <p>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><b><u>Americans with Disabilities Act (ADA)</u></b></p> <p>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><b><u>Classification and Compensation</u></b></p> <p>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>	  

### **Workplace Quality Taskforce**

A taskforce composed of faculty and staff from across campus is dedicated to addressing workplace quality. Survey results from 2019 have been used to examine our strengths and assess areas that require focus and action. The results are shared with units, schools, and colleges to facilitate the development of action plans to address areas for improvement.



### **Employee Assistance Programs**

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.



### **Mandatory Reporting of Child Abuse and Neglect**

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.



### **New Faculty Resources**

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.



### **Tuition Waivers**

All California State University, Fresno 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.



### **Center for Faculty Excellence (CFE)**

Faculty have access to tools and resources related to professional development and technology. With resources like [Writing Across the Curriculum \(WAC\) Certificate Program](#), faculty are able to further their education and gain new insights that they can introduce into their classroom.



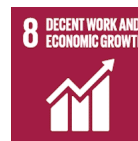
### **Temporary Telecommuting during COVID-19**

In order to accommodate employees and keep everyone safe during the pandemic, California State University, Fresno allowed employees to telecommute. A temporary telecommuting agreement was put in place to provide understanding and equality to all employees participating.




### **The Office of Organizational Excellence**

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.



## **LABOR RELATED RESOURCES FOR FUTURE EMPLOYEES (STUDENTS)**

Program/Initiative	SDGs
<u><b>Health Careers Opportunity Program (HCOP)</b></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.	SDG 1: No Poverty icon, featuring a family silhouette.SDG 11: Sustainable Cities and Communities icon, featuring a city skyline.SDG 4: Quality Education icon, featuring an open book and a pencil.SDG 3: Good Health and Well-being icon, featuring a heart and a pulse line.
A resource that helps students get ready for future employment opportunities is the <b>Clothing Closet</b> . This resource is 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. The Clothing Closet relies on donations of gently used business attire as well as cash donations that go towards commonly	SDG 1: No Poverty icon, featuring a family silhouette.

<p>requested items. Fresno State students are able to choose up to three pieces of clothing per year.</p>	
<p><b><u>Mini-Corps with Kremen</u></b></p> <p>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.</p>	 
<p><b><u>Applied Behavior Analysis Club (ABA)</u></b></p> <p>The College of Math and Science ABA club was created to educate both undergraduate and graduate students on employment resources. The club also works hard to educate the local communities about applied behavior analysis and the stigma associated with it.</p>	 
<p><b><u>CSUCCESS</u></b></p> <p>First year and transfer students received a free Apple iPad bundle to help with their studies. This CSU system-wide initiative aims to improve technology equity and enhance student achievement.</p>	 
<p><b><u>Graduation Initiative 2025 (GI 2025)</u></b></p> <p>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><b><u>Career Development Center</u></b></p> <p>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 college-specific levels.</p>	   



### **Student Employees**

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 students employees are more engaged with campus activities, excel in their academic endeavors, and have a higher graduation rate.



## **C. OUTCOMES FOR LABOR**

Leveraging the many available programs, centers, and specialized curricula, California State University, Fresno has been able to communicate labor and employment-related rights and responsibilities to faculty and staff through orientations and professional development opportunities. A representative number of these offerings and participation rates are summarized below.

New Employee Welcome breakfast where information about employee rights is shared:

2016-17: 87 participants

2017-18: 126 participants

2018-19: 100 participants

2019-20: 150 participants

Professional Development Workshops (including training regarding reducing bias)

2015-16: 366 workshops offered; 1,459 participants

2016-17: 357 workshops offered; 1,896 participants

2017-18: 386 workshops offered; 1,632 participants

2018-19: 348 workshops offered; 2,188 participants

2019-20: 490 workshops offered; 5,665 participants

## **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, have 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.

Per the [CSU Chancellor's Office](#), "Climate Action Plans (CAPs) are essential tools for assessing Greenhouse Gas (GHG) emissions and comprehensive strategy to achieve emission reduction targets." The CSU Sustainability Policy calls for all 23 campuses to further integrate sustainability into their academic curriculum; reduce facility GHG emissions to 80 percent below 1990 levels by 2040; develop employee and student workforce skills in the green jobs industry; and foster economic development, among other goals. 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](#), Initiated in 2020, that is projected to significantly reduce on-site energy generation emissions (Scope 1).
- A joint effort with [Fresno State's Transportation Institute](#) on [alternative transportation](#) to reduce Scope 3 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, 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. A new course has recently been developed (EES5) on climate change and global warming.

The campus also offers students the opportunity to earn six different certificates related to Environment (see **Appendix B**).

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

## ENVIRONMENTAL SCHOLARSHIP

Scholars in science, health, mathematics, 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, 278 scholarly publications from faculty across diverse areas of study were published on environmental topics (see **Appendix C**). Examples of a few of these publications include:

- 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).  
[doi.org/10.31979/mti.2020.1910](https://doi.org/10.31979/mti.2020.1910)
- 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.
- 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

## **B. 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, 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 2019, Fresno State started construction on a new student union building that will be Gold LEED equivalent level. This building will be a signature building for cocurricular life at Fresno State and is funded in part by students for students.

### **JORDAN COLLEGE OF AGRICULTURAL SCIENCES AND TECHNOLOGY (JCAST) INITIATIVES.**

JCAST has engaged in several initiatives and programmatic work over the last two years that relate to environmental sustainability. Some of these efforts include the following:

- The 39th annual Agribusiness Management Conference, hosted by JCAST, featured one day on United Nations Sustainability – A Production Perspective.
- University Agricultural Laboratory (select examples):
  - Portions of the wine grape acreage utilize a training system for mechanical pruning and harvesting. This reduces costs, increases sustainability of the structure of the vineyard, reduces soil compaction, and reduces the potential number of pest management applications needed and associated soil contamination.
  - Hands-on activities educate students on sustainable practices for cheese manufacturing.
  - The Center for Irrigation Technology developed the Advanced Pump Efficiency Program through their mobile education centers and training programs.
- Research alignment with environmental principles:
  - Assessed the potential for using solar energy in various agricultural activities in the Caribbean.
  - Developing rootstocks that are drought tolerant and resistant to various pests and disease to decrease pesticide usage.
  - Evaluating alternative drought-tolerant crops that use reclaimed saline, drainage water for irrigation.
  - Emphasizing sustainable farming practices, including soil remediation via cover crops, harvesting sustainable nitrogen from solar power, and enhancing soil microbe communities with soil oxygenation.
  - Investigating plant pathology, weed science, and entomology for the development of technologies and approaches that reduce pesticide inputs, including mapping pathogen resistance distribution, high resolution pest diagnostics, mating suppression of insects, and cultural practices for weed suppression.

## 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**).

- 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. The Institute is a unique collaboration between three Fresno State colleges and schools 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
<a href="#">Association for the Advancement of Sustainability in Higher Education (AASHE)</a> The campus joined AASHE in 2019 and earned a STARS	  

Bronze rating in recognition of its sustainability achievements from the initial report submission in 2020. STARS, (the Sustainability Tracking, Assessment and Rating System) defines sustainability as “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 environment sustainability:

- [Sustainability Club](#)
- 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 [ASI Senator for Sustainability](#) who works with the Sustainability Club and Sustainability Task Force.
- The student-led [Sustainability Task Force](#) collaborates with campus leadership and partners to educate, inform, and gather data related to sustainability at Fresno State. One of their most recent initiatives in collaboration with Facilities Management was to educate the campus community on the [Recycle 2020 Campaign](#).
- The newly formed faculty led Climate Action Plan task force is working on a draft campus climate action plan.



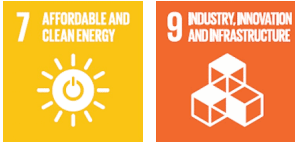


#### On-Campus Environment Research





The Fresno State **1,000-acre University Agricultural Laboratory** (aka the farm) features more than [20 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><b>Community Partners in Environmental Research:</b></p> <ul style="list-style-type: none"> <li>▪ <a href="#">Earth Day Fresno</a></li> <li>▪ <a href="#">Tree Fresno</a></li> <li>▪ <a href="#">Sustainable Parks and Recreation Community Initiative</a></li> </ul>	
<p><b>Campus Infrastructure Projects</b></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"> <li>▪ Construction is nearing completion on a LEED-equivalent <a href="#">New Student Union</a>.</li> <li>▪ The campus <a href="#">Central Utility Plant Replacement</a> project is in the design phase.</li> </ul>	
<p><b>Dining Services</b></p> <p>Several sustainability initiatives have been implemented to reduce food and plastic waste:</p> <ul style="list-style-type: none"> <li>▪ Resident Dining Hall wet food waste is disposed separate from paper and plastic waste to facilitate composting and recycling.</li> <li>▪ Trayless dining is utilized to reduce overall footprint.</li> <li>▪ Campus event coordinators continue to use Catered Cupboard to share leftover food with students and minimize waste.</li> <li>▪ Campus wide elimination of single-use plastic straws and plastic bags was implemented in early 2019.</li> </ul>	
<p><b>Transportation</b></p> <ul style="list-style-type: none"> <li>▪ The campus <a href="#">Active Transportation Plan</a> 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.</li> <li>▪ The campus has a <a href="#">ride sharing</a> and alternative transportation program offering incentive to employees who register for the program.</li> <li>▪ <a href="#">Bus transportation</a>: 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</li> </ul>	

(continued)

<p>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.</p> <ul style="list-style-type: none"> <li>▪ Fresno State has installed six Electric Vehicle Charging Stations and they are being well utilized.</li> <li>▪ 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.</li> </ul>	
<p><b>Landscaping</b></p> <ul style="list-style-type: none"> <li>▪ The campus has made improvements to landscaping infrastructure to improve water efficiency and conservation</li> </ul>	 
<p><b>Water Refill Stations</b></p> <ul style="list-style-type: none"> <li>▪ The campus has started installing Water Refill Stations and will continue to install these to ensure at least one is placed in every building.</li> </ul>	
<p><b><u>California Water Institute</u></b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	

## C. OUTCOMES FOR THE ENVIRONMENT

- AASHE STARs rating - Fresno State achieved 32% of the STARs criteria, surpassing the minimum of 25% to achieve Bronze status. The full interactive STARs report is available [here](#).
- Free internal campus shuttle “Bulldog Express” grew from 27,989 to 111,770 riders in 2018-19. (Note: more current data not available due to campus transitioning to on-line during early months of pandemic.)
- Free public bus transportation for employees and students (V-Line, Clovis Transit and Fresno Area Express ridership grew from 85,929 in 2014-15 to 228,075 in 2018-19. (Note: more current data not available due to campus transitioning to on-line during early months of pandemic.)
- Through improved efficiencies in landscaping, the campus has reduced water usage by 27% since 2013.
- Building infrastructure improvements have resulted in a reduction in building GHG emissions from 21,168 in 1990 to 15,956 in 2018.

## 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

In 2019-2021, Fresno State delivered 144 courses addressing aspects of anti-corruption, in fields as varied as Business Administration; Criminology; Media, Communications and Journalism; Philosophy; and Political Science (**Appendix A**).

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**).

There are three anti-corruption related certificates (see **Appendix B** for descriptions).

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

#### ANTI-CORRUPTION SCHOLARSHIP

For the period of this report, Fresno State faculty and scholars delivered 23 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:

Bohigian, Stephen (2020). "Not so much Orwellian as Kafkaesque": The war on crime, information sharing systems, and the limits of criminal justice modernization and surveillance in Los Angeles County. *Journal of Urban History*. July 2020. doi:[10.1177/0096144220944130](https://doi.org/10.1177/0096144220944130)

Clune, Lori (2020). McCarthyism vs. Clinton Jencks. By Raymond Caballero. Foreword by Michael E. Tigar. *Western Historical Quarterly*.

Cordova, Abby; Espana-Najera, Annabella (2021). Do multi-party municipal councils improve local governance? Municipal Councillors' opinions in El Salvador. *Journal of Politics in Latin America*, 13(2), 192-218.

Holyoke, Thomas T.; Cummins, Jeff (2020). Interest group and political party influence on growth in state spending and debt. *American Politics Research*, 48(4), 455-466.

Jauregui, A., Heriot, K.C. and Mitchell, D.T. (2020). Corruption and formal-sector entrepreneurship in a middle-income country: Spatial analysis of firm births in the Mexican states. *Small Business Economics*. [doi.org/10.1007/s11187-020-00388-y](https://doi.org/10.1007/s11187-020-00388-y)





Kasianenko, Nataliia. (2019). Internal legitimacy and governance in the absence of recognition: The cases of the Donetsk and Luhansk “People’s Republics”. *Secessionisms in Europe: Societies, Political Systems and International Order under*, 135.

## B. BEYOND ACADEMIC COMMITMENTS

There are 11 institutes and centers that relate to anti-corruption. Please see **Appendix D** for a full description. 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
- Institute 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
<b><u>Conflict of Interest</u></b> . Fresno State follows a system-wide guide to identify and prevent conflicts of interest.	 
<b>Nepotism Policy</b> . 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.	 

## Audits

Fresno State is audited regularly at various levels:

- [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 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.



## Whistleblower Policy








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.



**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



(continued)

<p>applicable collective bargaining agreements. Effective June 2021, Assembly Bill 1887 bans the use of public dollars for travel to states with laws discriminating against lesbian, gay, bisexual, and transgender Americans.</p>	
<p><a href="#"><i>Institute for Media and Public Trust</i></a> 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>	 
<p><a href="#"><i>Institute for Leadership and Public Policy</i></a> 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><a href="#"><i>The Ethics Center</i></a> 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>	  

## C. OUTCOMES AGAINST CORRUPTION

Over 145 Management personnel on May 25, 2021, 21 faculty and staff members of the Craig School of Business on September 22, 2021, and 16 faculty and staff members of the Jordan College of Agricultural Sciences and Technology on May 27, 2021 were trained in Fraud Awareness. The session was conducted by auditors in the California State University system.

Audits: Five internal audits were conducted during the period of this report: Information Security, Health and Safety, Auxiliary Organizations (Associated Students), Professional and Continuing Education, and Faculty Assigned Time and Additional Employment. Findings are on the CSU Chancellor's Office [Internal Audit Reports](#) website.



## 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 four primary areas:

### 1. Create and build a stronger infrastructure to support and track Global Compact work.

In creating this report, we recognized the need to improve metrics to track Fresno State's progress, including records of research and interdisciplinary collaborations that dovetail with global goals. Among these efforts, we will create more uniform assessments within each college that facilitate increased University-wide success.

In work about the **environment**, we will continue to update the recurring AASHE sustainability report and review areas for further improvement. This includes updating University efforts and recording separate works in community engagement in sustainability, further unifying strategies to "promote greater environmental responsibility" (Principle 8) and other approaches to environmental challenges applicable to campuses with environmentally friendly technologies.

Fresno State embeds **anti-corruption** measures throughout institutional processes and practices. Fresno State increasingly relies on gifts and donations to help fund multiple scholarships, programs, laboratories such as the farm, and support for students and the campus community. As such, in line with the needs of other university members in the United Nations Global Compact, conducting a review of policies and communication of such policies that ensure academic independence would be helpful.

We will also continue to pursue **labor** practices relevant to higher education, including principles of inclusive workplaces with a focus on Diversity/Equity/Inclusion/Belonging (Principle 6) and the freedom of association and the right to collective bargaining (Principle 3).

Finally, in terms of **human rights**, we will improve and recognize new and existing services for campus and local community members that help ensure basic needs such as food, shelter, and elimination of abuses (Principles 1, 2). Our primary mission – "to boldly educate and empower students for success" – recognizes lifelong education as a basic right as recognized by the United Nations' Universal Declaration of Human Rights.

### 2. Create and refine our curriculum dedicated to the UN Global Compact and Global Goals

As demonstrated in Appendix A, Fresno State already offers robust academics throughout our departments, colleges, and interdisciplinary options. We will accelerate our efforts to increase our programs, courses, and certificates so that our students are more informed and prepared to engage in global issues as globally aware citizens.

### 3. Create more opportunities for meaningful dialogue among staff, students, and faculty around key areas of engagement for the Global Compact and Sustainable Development Goals.

Building off our initial launch of the UN Global Compact at Fresno State, we will increase events and other opportunities for the campus community to learn about the four areas of engagement and the 17 SDGs. For instance, one panel focused on food issues in partnership with the Jordan College of Agricultural Sciences and Technology and included how the SDGs relate to issues of food security and other issues. In addition, an October 2021 panel about menstrual hygiene was delivered in relation to goals such as SDG 1 (the gendered nation of poverty), SDG 3 (ensuring universal access to sexual and reproductive health-care services), and SDG 4 (ensuring equal access for education).

**4. Create opportunities for meaningful dialogue with other United Nations Global Compact organizations and encourage other organizations (including nonprofits and for-profits) to become signatories with the United Nations Global Compact.**

Fresno State already has a roster of active community partners through the Service-Learning Initiative; now, many of these nonprofits and other groups should be approached to enter more formal agreements with the UN Global Compact.

## 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\*](#)