

**CALIFORNIA STATE UNIVERSITY BAKERSFIELD
SABBATICAL / DIFFERENCE-IN-PAY
LEAVE APPLICATION and ROUTING SHEET**

Name: Jiajun Wang

Desired Semester and Year of Leave: Spring 2027

Department: Advanced Educational Studies

Rank: Professor

Previous Sabbaticals or DIPs: 2017-2018 Academic Year(s)

Please read all of Section 307 of the CSUB University Handbook, including the guidelines to the Faculty Honors and Awards Committee (FHAC). A description of the proposed project, as outlined on the next page, and a CV should be attached to this application. Supporting documentation should be included wherever appropriate.

When complete, send your application and attachments to your department chair and acquire your chair's signature on this cover sheet. Then forward the package to the Faculty Honors and Awards Committee in care of the Office of the Provost and Vice President for Academic Affairs by the application deadline.

Title of Proposal: (should match the title on your proposal)

Serving Institutional Priorities: A Sabbatical to Support the HSI-STEM Career Pathway Grant

Proposal Abstract: (required)

Leveraging AI-driven Natural Language Processing (NLP) and machine learning, this project analyzes CSUB STEM career talks to pinpoint the features that most effectively broaden students' career pathways. Anchored in Social Cognitive Career Theory, it validates clarity, relevance, and informativeness using text-analytic indicators linked to student feedback. Findings from this rigorous research constitute a core deliverable for a \$5 million HSI-STEM grant and will inform the design of future talks. The project also generates hands-on EDRS modules that build students' text-mining skills for applied research.

- Type of Leave Requested:
- | | |
|--|--|
| <input type="checkbox"/> Difference-in-Pay Leave | <input checked="" type="checkbox"/> Sabbatical Leave |
| <input type="checkbox"/> One Semester | <input checked="" type="checkbox"/> One Semester at Full Pay |
| <input type="checkbox"/> Two Semesters | <input type="checkbox"/> Two Semesters at 1/2 Pay |

Jianjun Wang 
Applicant Signature

October 1, 2025
Date

As department chair, I have reviewed this application and will **forward this proposal and my comments** about the possible effect of the requested leave on curriculum and operation of the department to the appropriate Dean. (Note: in the case of DIP leave requests, this review must come from an elected unit committee composed of tenured faculty, which may include the chair. CBA 28.7)


Department Chair Signature

10/09/2025
Date

Instructions to the Dean: Please review this application and the comments from the department chair, and note the proposed dates of absence then **forward to the Provost both the chair's and your comments** about the possible effect on the school and/or department if the leave is granted.

Project Summary

Over the past three decades, I have consistently placed the university's needs above my own research and professional development. In Fall 2023, I deferred my sabbatical application to serve as CSUB's inaugural Faculty Ombudsperson—a role I have fulfilled for two years without reassigned time. More recently, the university has faced significant budgetary challenges. As noted in my op-ed in *The Bakersfield Californian* [[Link](#)], CSUB was forced to cancel over 200 course sections during the 2024–2025 academic year. In light of these constraints, securing external funding—particularly through federal grants—has become essential to sustaining our academic mission.

To help meet this need, I have authored seven federal grant reports [[Links 1, 2, 3, 4, 5, 6, and 7](#)], contributing to the acquisition of over \$14 million in external funding. Findings from these projects have been presented at national conferences (e.g., American Educational Research Association, American Statistical Association) and published in peer-reviewed journals (see www.csub.edu/~jwang).

While supporting CSUB remains a priority, federal grants increasingly emphasize outcome-based accountability, requiring rigorous documentation of impact. The responsibility for conducting focused research and disseminating original results rests with the entire grant team. In response, I am submitting this sabbatical application to fulfill critical commitments tied to federally funded projects.

As the team leader, Dr. Charles Lam reviewed this proposal and offered the following endorsement:

Dear Members of the Faculty Honors and Awards Committee,

As the Principal Investigator of the Department of Education HSI-STEM Award “An Equitable Pathway to InDemand STEM Careers,” I want to emphasize Dr. Wang's vital role in helping secure this \$5 million grant for our university through his exemplary grant reporting.

His proposed sabbatical activities are not only aligned with our project goals but are essential for generating key publications and meeting federal grant commitments.

In these challenging times, your support for Dr. Wang's application is both timely and critical to the ongoing success of our grant-funded efforts. (see this [link](#))

This sabbatical application is grounded in the promise made to the federal government in the original grant proposal. With the grant concluding in 2027, further delay would jeopardize the timely completion of federally mandated deliverables.

Project Description

The purpose of this sabbatical is to fulfill a critical research commitment for the federally funded, \$5 million HSI-STEM grant, *An Equitable Pathway to In-Demand STEM Careers*. This project will employ advanced text analytics to evaluate guest speaker career-talk videos, generating essential deliverables on presentation effectiveness as mandated by the grant. Furthermore, the project will yield original, hands-on instructional materials for EDRS methodology courses, enhancing student research competencies in text mining and data science.

The videos have been securely stored in accordance with IRB protocols. These unstructured data will be transcribed using Otter.ai and analyzed through R-based text analytics to identify core features of guest speaker presentations. The analytical framework will focus on three key constructs:

- **Relevance** – Does the content effectively engage students in STEM career planning?
- **Informativeness** – Does the presentation convey essential career-related information?
- **Clarity** – Is the delivery understandable and impactful?

The anticipated accomplishments are represented by three-fold deliverables:

1. A comprehensive analysis and report for the HSI-STEM grant, meeting annual federal accountability requirements.
2. Preparation of peer-reviewed manuscripts and conference presentations based on the findings.

3. Development of a suite of original, hands-on text analytics examples and R scripts for EDRS research methodology courses.

This methodology advancement may also support other grant-funded initiatives that rely on text mining of unstructured data from guest presentations, interviews, and focus groups. The R script examples will help students develop competencies in text mining and apply advanced analytical techniques in their own research, thereby strengthening both academic innovation and student preparation in alignment with federal grant expectations.

In addition to supporting rigorous research, this sabbatical will advance faculty professional development. The project integrates grant-based inquiry with my extensive training in data science, as evidenced by recently earned credentials in:

- [Data Science Statistical Methods](#)
- [Machine Learning](#)
- [Machine Learning Using Viya](#)
- [Text Miner](#)
- [Visual Data Mining](#).

Theoretical Framework: Social Cognitive Career Theory (SCCT)

SCCT (Lent, Brown, & Hackett, 1994) has guided career development research for over three decades. It integrates self-efficacy beliefs, outcome expectations, and personal goals—factors especially relevant to underrepresented students in STEM. Within the context of a Hispanic-Serving Institution (HSI), guest speakers can serve as role models (Shulman, 2022), offering cultural insights, mentorship, and encouragement to boost self-efficacy and reduce perceived barriers (Byars-Winston et al., 2010; Periathiruvadi, 2013).

Two research questions will guide the study:

- **RQ1:** What linguistic and thematic features are most common in guest speaker presentations aimed at expanding STEM career pathways at CSUB?

- **RQ2:** How do these features correlate with students' perceptions of clarity, informativeness, and relevance?

A mixed-methods approach will be used:

- **RQ1** will be addressed through qualitative text analytics of transcribed presentations.
- **RQ2** will involve analysis of aggregated student survey data on presentation quality.

The research will be conducted on an R-computing platform to support both quantitative and qualitative inquiries. A robust body of literature supports the SCCT-based supervised model approach in sentiment analysis (e.g., Loughran & McDonald, 2011). The feasibility of this method has been demonstrated in recent publications, including mixed-model studies for Title Va (Wang, 2025), Title Vb (Wang, Jacobsen, & Jackson, 2025), and the CSU Chancellor's Office (Wang, 2024), which has promoted the pilot investigation through its systemwide network.

Your article in *Advances in Online Education: A Peer-Reviewed Journal* Volume 2 Number 3

SA

Skylar, Ashley <askylar@calstate.edu>

To: ☒ Jianjun Wang

Cc: Kennedy, Leslie <lkennedy@calstate.edu>

JJ,

This is GREAT news!!!! And I will definitely make sure to add to our "**Faculty Research publication**" website.

Sincerely,

Ashley Skylar, Ph.D.

CSU Online Course Services Program Manager

CSU Quality Matters Institutional Representative

Professional Certifications

Quality Matters – APPQMR, IYOC, DYOC Facilitator, Master Reviewer, Course Review Manager

QLT – Facilitator, Master Reviewer, *Educause* – Leader's Institute, *Chancellor's Office*- Accessibility



CSU Office of the Chancellor, Academic Technology Services

(562) 951-4556 | askylar@calstate.edu

ocs.calstate.edu [ocs.calstate.edu]

Qualifications of the Sabbatical Applicant

I hold dual doctoral-level training in statistics and STEM education. My scholarly work has been published in top-tier academic journals in both disciplines, including:

- *The American Statistician* (Journal of the American Statistical Association)
- *Educational Researcher* (Journal of the American Educational Research Association)

As a fellow of the National Center for Education Statistics, I received an achievement award in 2000 [\[Link\]](#), recognizing my contributions to educational research methodology. To further strengthen my expertise in computational text analysis, I completed intensive training through SAS and earned a professional certificate in text analytics [\[Link\]](#).

This sabbatical project builds upon my contract work developing R scripts for text mining in an NSF-funded research initiative at the University of Pennsylvania [\[Link\]](#). The proposed work integrates my established proficiency in SAS text analytics with R-based natural language processing techniques developed for educational leadership discourse analysis, forming a robust methodological foundation for fulfilling deliverables under Dr. Lam's federally funded grant.

My sabbatical application has been communicated to my department and received formal endorsement. The department chair has recommended Spring 2027 as the preferred sabbatical term:

From: Michael Szolowicz <mszolowicz@csub.edu>
Sent: Wednesday, April 9, 2025 10:39 AM
To: Jianjun Wang <jwang@csub.edu>
Cc: Ryan Otawka <rotawka@csub.edu>
Subject: Re: Sabbatical Application – Early Consideration

Hi JJ,

Yes, **please do proceed with the much-deserved sabbatical application.**

Regarding workload, if the sabbatical is in the Fall, we would likely shift your classes to Denver or Aaron which would help fulfill a workload shortage in the program.

However, I don't know what you would teach in the Spring as the majority of your classes are in the Fall.

Maybe consider applying for sabbatical [for the Spring?](#)

The project has also received support from my Dean:

Luis Vega



To: 🌐 Jianjun Wang

Sat 7/19/2025 8:42 PM

Cc: 🌐 Michael Szolowicz



Thank you, Dr. Wang,

Your project is well designed and appropriate. I will update you if I hear anything about additional materials or elaboration as we get closer to the deadlines.
Best wishes,

LV

The project will be conducted at CSUB, utilizing existing university computing resources and software (SAS, R). All necessary data has already been collected on campus. No travel is required. The IT Division has approved the Otter.ai subscription. My academic background, specialized training, and prior research experience collectively demonstrate my preparedness and qualifications to undertake this work.

The benefits to the university are threefold:

1. Fulfillment of required deliverables for the HSI-STEM grant.
2. Advancement of faculty expertise in R computing and text analytics.
3. Development of original, hands-on instructional materials to enrich the EDRS curriculum.

In submitting this application for the department chair's signature, I recalled—and reminded others of—a cost-saving measure from my 2017 sabbatical:

My last sabbatical was in 2017 and did **not** incur any cost to the university. At that time, EDRS 4600 had low enrollment, and the department simply postponed the course offering by one semester. I was able to resume working with those students upon my return. Similarly, **I would be happy to teach a larger section of EDRS 4600 in Fall 2027 as a way to support departmental needs**—just a suggestion for consideration.

The email, dated October 2, 2025, was copied to our College Dean and Program Director for reference (see [Link](#)).

If approved, the sabbatical project will be implemented in Spring 2027 according to the timeline outlined in Table 1.

Table 1. Timeline for Project Implementation During Spring 2027 Sabbatical

Months	Tasks
Jan–Feb 2027	<ul style="list-style-type: none">- Review guest speaker videos- Engineer prompts based on SCCT- Transcribe >10 hours of video- Conduct cluster analysis of career domains
March 2027	<ul style="list-style-type: none">- Clean and preprocess data (tokenization, lemmatization, stopword removal)- Standardize for Natural Language Processing
April–May 2027	<ul style="list-style-type: none">- Apply multimodal analytics- Generate keyness plots, word clouds, token frequency charts
May–June 2027	<ul style="list-style-type: none">- Analyze student survey data- Run R scripts (quanteda) for aggregation and visualization- Reconfirm results using SAS
Fall 2027	<ul style="list-style-type: none">- Return to CSUB- Submit final sabbatical report

References

- Byars-Winston, A., Leverett, P., & Benbow, R. J. (2015). Career counseling for women of color. In W. Patton & M. McMahon (Eds.), *Career development and systems theory: Connecting theory and practice* (3rd ed., pp. 271-303). Sense Publishers.
- Lent, R., Brown, S., & Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of Vocational Behavior, 45*, 79-122.
- Loughran, T., & McDonald, B. (2011). When is a liability not a liability? Textual analysis, dictionaries, and 10-Ks. *Journal of Finance, 66*(1), 35-65.
- Periathiruvadi, S. (2013). *Investigating the relationship between internet attitudes of college students and their SMT career perceptions*.
<https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=fc18f60410b7c5827c63d4ab51720d3c529b9920>
- Shulman, J. (2022). *Math identity experience of college students in developmental courses*. [Doctoral dissertation, University of Nevada, Las Vegas]. UNLV Theses, Dissertations, Professional Papers, and Capstones.
<https://digitalscholarship.unlv.edu/cgi/viewcontent.cgi?article=5477&context=thesedissertrations>
- Wang, J. (2024). A study of quality assurance impact on online learning outcomes of college students. *Advances in Online Education: A Peer-Reviewed Journal, 2*(3), 204-212.
- Wang, J. (2025). Institutionalizing academic coaching: An empirical study of student retention at a Hispanic-Serving Institution. *Journal of College Student Retention: Research, Theory & Practice, 15*210251251330858.
- Wang, J., Jacobsen, A., & Jackson, D. (2025). A text analytical study of STEM inquiries in Grad Slam competition. *Journal of Research in STEM Education, 11*(1), 35-54.
<https://doi.org/10.51355/j-stem.2025.185>

Jianjun (JJ) Wang, Ph.D.

Professor of Statistics • Evaluation Scientist • STEM Education Scholar
California State University, Bakersfield | 9001 Stockdale Highway, Bakersfield, CA 93311 |
jwang@csub.edu | (661) 654-3048
Website: <http://www.csub.edu/~jwang>

Executive Profile

- Evaluation scientist and data-science researcher with 30+ years in higher education; accelerated promotion and early tenure at CSUB.
- Principal investigator/external evaluator on 15+ funded projects supported by NSF, NCES, Spencer, Carnegie, California Proposition 10, U.S. Department of Education; and the American Educational Research Association's Research Grant Program.
- Author of 100+ peer-reviewed federal grant reports and top-tier journal publications, such as *Educational Researcher* and *The American Statistician*.
- Frequent AERA, APHA, ASA, and NAEYC presenter.
- Known for student-centered teaching and methods training (R, SAS, HLM, SEM, ML, NLP).

Education

- Ph.D., Education (1993), Kansas State University — Thesis on the Second International Science Study (SISS). Advisor: John Staver (Purdue).
- Ph.D. Candidacy, Statistics (1993), Kansas State University — Passed second qualifying exam. Advisor: Dallas Johnson.
- M.S., Statistics (1993), Kansas State University — Thesis on Shrinkage Regression. Advisor: Arlin Feyerherm.
- M.S., Physics (1987), Beijing Normal University — Thesis on fuzzy function construction. Advisor: Ping Li.
- B.S., Physics (1982), Anhui Teachers College.

Academic Appointments & Leadership

- Professor, California State University, Bakersfield (1993–present). Early promotion to Associate (1997), early tenure (1998), and early promotion to Full Professor (2001).
- Faculty Ombudsperson, CSUB (2023–2025).

- Chair, Department of Advanced Educational Studies, CSUB (2002–2008).
- Core Faculty, Ed.D. Program (CSUB Program & CSUB-CSU, Fresno Joint Program), 2011–2021 — taught Advanced Applied Statistics (EDLD 6040), directed statistical lab, chaired dissertations.

Selected Grant-Funded Roles (recent)

- An Equitable Pathway to In-Demand STEM Careers, 2022–2027 — Evaluator and Annual Report Author; HSI-STEM; \$5 M.
- S-STEM: Providing Aid for STEM Success, 2025–2030 — External Evaluator and Annual Report Author; NSF; \$2.5M.
- ADVANCE Catalyst: Organizational Change for Gender Equity in STEM, 2022–2024 — Evaluator and Annual Report Author; NSF; \$299,949.
- Collaborative Capacity Building on Biodegradable Soil Sensors, 2023–2026 — Evaluator and Annual Report Author; USDA; \$299,997.
- Title V (PPOHA) and Title V (Undergraduate) grants, 2021–2027 — External Evaluator and Annual Report Author; ~ \$6M combined.
- First 5 Kern (Proposition 10) Evaluation, 2009–2024 — PI; ongoing outcomes and cost-benefit reporting, averaging ~\$12M annually.

Selected Publications (see prior records at links [1](#) and [2](#))

- Wang, J., & Lam, C. (in press). An empirical study of career talk incorporation in science, technology, engineering, and mathematics education. *Journal of Research in Science, Mathematics, and Technology Education*. [[Article acceptance link](#)]
- Wang, J., Jacobsen, A., & Jackson, D. (2025). A text analytical study of STEM inquiries in Grad Slam competition. *Journal of Research in STEM Education*, 11(1), 35–54.
- Wang, J. (2025). Institutionalizing academic coaching: An empirical study of student retention at an HSI. *Journal of College Student Retention: Research, Theory & Practice*.
- Wang, J. (2024). Quality assurance impact on online learning outcomes. *Advances in Online Education*, 2(3), 204–212.
- Wang, J. (2023). Editorial: Building professional leadership for multifaceted school improvement. *Journal of School Leadership*, 33(5), 431-433. [[Article link](#)]
- Wang, J. (2022). An examination of threshold setting in social emotional measurement. *Journal of Nursing Measurement*, 31(2), 1-12. [[Article link](#)].

- Wang, J., Choi, D., & Tran, N. (2021). Strengthening school leadership for the era of post COVID-19. *Journal of School Leadership*, 31(5). [[Article link](#)]
- Wang, J. (2021). Compliance or Consultation: An examination of CAEP rubric from assessment practice in education program accreditation. *Assessment Update*, 33(5), 8-9, 12. [[Article link](#)].
- Wang, J., & Johnson, D. (2021). Discrepancies in multiple imputation procedures between SAS and SPSS. *The American Statistician*, 73(1), 80-88.
- Wang, J. (2021). Bootstrapping assessment of a U.S. education indicator construction through multiple imputation. *Social Indicators Research*, 153, 431–442.
- Wang, J. (2020). Statistics course improvement for school administrator preparation. *Educational Leadership and Administration*, 32, 46-55. [[Article link](#)]
- Wang, J., & Ma, X. (2019). Rejoinder - Response to: "An Examination of Plausible Score Correlation from the Trend in Mathematics and Science Study". *Athens Journal of Education*, 6(2), 159-170. [[Article link](#)]
- Wang, J. (2001). TIMSS primary and middle school data: Some technical concerns. *Educational Researcher*, 30(8), 17–21. (classic contribution).
- Wang, J. (September, 1993). Simple and hierarchical model for test misgrading. *Educational and Psychological Measurement*, 53, 597-603. (classic contribution).
- Wang, J. (1988). Pupils' cognitive development and the reform in exercises. *Educational Research [Beijing]*, 88(10), 16-19. (classic contribution).

Teaching & Mentorship Highlights

- Advanced Applied Statistics (EDLD 6040); Intermediate & Advanced Quantitative Methods; research design seminars (Ed.D.).
- Designed hands-on labs in R for text mining/NLP, HLM, and reproducible workflows; supported doctoral research through a stats lab.

Honors & Professional Recognition

- LASER Scholar (NSF-funded), 2024.
- CSU System Faculty Innovation & Leadership Award, 2018–2019.
- CSUB Faculty Scholarship and Creative Activity Award, 2014.
- NCES Achievement Award, 2000; additional university and school awards for research, publication, and service.

Methods & Technical Expertise

- Text analytics/NLP (R: quanteda, tidytext; SAS Text Miner); machine learning; topic modeling; supervised classification; validity & reliability; HLM.
- Software: R, SAS, SPSS, Stata; working knowledge of Mplus; versioned, reproducible analysis in R Markdown.

Professional Service (selected)

- Associate Editor, Journal of School Leadership (2018–2024); Advisory Board Member (ongoing).
- Senior Research Scientist, CS&O (2009–2011), project evaluation and data mining.
- Review Panel Member, Australian Research Council (2005–2025); Proposal Reader, NSF (2005–2006).
- Board of Examiners, NCATE (2007–2016); Assessment Reviewer, CAEP (2016–2017).
- CSUB Faculty Ombudsperson (2023–2025); leadership and committee service across RTP and accreditation roles.

Research Training & Certifications (relevant to sabbatical work)

- Text Analytics; Machine Learning; Machine Learning Using Viya; Visual Data Mining; Data Science Statistical Methods; Multilevel/Longitudinal Modeling; Time Series; Categorical Data; Survey Sampling/Power; SQL/Python Integration; Network Optimization.
- NCES data training workshops (NAEP, NHES/ECLS, TIMSS); AERA HLM Institute.

Recent Conference Presentations (selected)

- AERA 2025 (three papers, including STEM career talks incorporation; academic coaching retention study).
- IEEE/Frontiers in Education 2025 (structured AI tutoring in engineering education; accepted).
- AERA 2024 (online learning QA outcomes; early childhood support analyses).
- ASA JSM 2021 (multiple imputation aggregation).

Organization Affiliations

- American Educational Research Association.
- American Statistical Association.

- California Association of Professors of Education Administration.
- National Association for Research in Science Teaching.
- National Council of Teachers of Mathematics.
- School Science and Mathematics Association.

CALIFORNIA ALL-PURPOSE CERTIFICATE OF ACKNOWLEDGMENT

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached and not the truthfulness, accuracy or validity of that document.

State of California
County of Kern

On 10/02/2025 before me, Sabrina Kyle Notary Public
(Here insert name and title of the officer)

personally appeared Jianjun Wang ,

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

 [Signature]
Signature of Notary Public



(Notary Seal)

ADDITIONAL OPTIONAL INFORMATION

INSTRUCTIONS FOR COMPLETING THIS FORM

Any acknowledgment completed in California must contain verbiage exactly as appears above in the notary section or a separate acknowledgment form must be properly completed and attached to that document. The only exception is if a document is to be recorded outside of California. In such instances, any alternative acknowledgment verbiage as may be printed on such a document so long as the verbiage does not require the notary to do something that is illegal for a notary in California (i.e. certifying the authorized capacity of the signer). Please check the document carefully for proper notarial wording and attach this form if required.

DESCRIPTION OF THE ATTACHED DOCUMENT
 California State University
(Title or description of attached document)
 Bakersfield Sabbatical
(Title or description of attached document continued)
Number of Pages 1 Document Date 10/02/25
 Leave Financial Guarantee
(Additional information)

- State and County information must be the State and County where the document signer(s) personally appeared before the notary public for acknowledgment.
- Date of notarization must be the date that the signer(s) personally appeared which must also be the same date the acknowledgment is completed.
- The notary public must print his or her name as it appears within his or her commission followed by a comma and then your title (notary public).
- Print the name(s) of document signer(s) who personally appear at the time of notarization.
- Indicate the correct singular or plural forms by crossing off incorrect forms (i.e. he/~~she/they~~, is/~~are~~) or circling the correct forms. Failure to correctly indicate this information may lead to rejection of document recording.
- The notary seal impression must be clear and photographically reproducible. Impression must not cover text or lines. If seal impression smudges, re-seal if a sufficient area permits, otherwise complete a different acknowledgment form.
- Signature of the notary public must match the signature on file with the office of the county clerk.
 - Additional information is not required but could help to ensure this acknowledgment is not misused or attached to a different document.
 - Indicate title or type of attached document, number of pages and date.
 - Indicate the capacity claimed by the signer. If the claimed capacity is a corporate officer, indicate the title (i.e. CEO, CFO, Secretary).

CAPACITY CLAIMED BY THE SIGNER

Individual (s)
 Corporate Officer

(Title)
 Partner(s)
 Attorney-in-Fact
 Trustee(s)
 Other _____

Securely attach this document to the signed document


CALIFORNIA STATE UNIVERSITY, BAKERSFIELD

SABBATICAL LEAVE FINANCIAL GUARANTEE

I will furnish the President a bond, pursuant to the Memorandum of Understanding between the California Faculty Association and the California State University, to indemnify the State of California against loss in the event I do not return to render one term of service in the California State University for each term of leave. **Bond must accompany this form.**

I request that the President waive said bond. I agree to return to the service of the California State University and render at least one term of service for each term of leave following my return from the leave of absence granted me. In support of this request, pursuant to the California Faculty Association and the California State University Memorandum of Understanding, I submit the following list of assets (not including PERS Retirement Funds) and/or a promissory note that is individually or collectively equal to the amount of salary paid to me during the leave as evidence of my capacity to indemnify the State of California against loss in the event of failure, through fault of my own, to fulfill this agreement. **List of assets or promissory note must accompany this form.**

I recognize that this leave, if granted, will be pursuant to the Memorandum of Understanding between the California Faculty Association and the California State University and the *CSUB University Handbook*. I agree to abide by the terms of the MOU and University Handbook, and the policies and procedures referred to therein.



Signature of Candidate

10/2/2025

Date

State of California)
) SS.
County of Keen)

On this the 2 day of October, 2025, before me,


Jianjun Wang

the undersigned Notary Public, personally appeared

{ } personally known to me
{ } proved to me on the basis of satisfactory evidence to be the person whose name is subscribed to the within instrument, and acknowledged that he/she executed it.

WITNESS my hand and official seal:

*See Attached for
Notary Certificate*



Notary's Signature

NOTE: THIS PAGE MUST CONTAIN ORIGINAL SIGNATURES BY NOTARY AND APPLICANT