

PART 2: APPLICANT INFORMATION AND SIGNED APPLICANT STATEMENT

Submit Parts 2-4 electronically.

Completing your Application: After reading through **Part 1**, please complete **Parts 2-3** and have your **Division Dean complete Part 4**. These sections, along with any supporting documentation should be submitted in electronic format (Word document or PDF) by email to: fpd@lanecc.edu. Please retain hard copies and electronic copies of all documents for your own records.

Note: Model proposals are available online, and mentors are available on request.

Applicant Information (please type in the form below):

Name: Steve McQuiddy Department/Division: Academic Learning Skills
Ext.: 5780 Email address: mcquiddys@lanecc.edu
FTE: 1.0 Home Phone: 541-686-2027
Years at Lane under contract: 11
Previous paid sabbatical leave dates (if applicable): Spring 2009
of terms of paid sabbatical leave awarded in the past: 1
Sabbatical Project Title: Where Some Go Crazy: True Stories of Dreamers, Geniuses, and Eccentrics at the End of the Oregon Trail
Term(s) requested for leave: Winter 2016 and Spring 2016
Leave Location(s): Oregon, Washington, California

Applicant Statement:

I have read the guidelines and criteria for sabbatical leave, and I understand them. If accepted, I agree to complete the sabbatical project as described in my application as well as the written and oral reports. I understand that I will not be granted a sabbatical in the future if I do not follow these guidelines and complete the oral and written reports. (The committee recognizes that there may be minor changes to the timeline and your proposed plan.)

Applicant signature: Steve McQuiddy Date: 2/5/15

PART 3: SABBATICAL DETAILS (LEAVE INFORMATION)

Please clearly identify each of the following sections in the narrative of your application.

Application questions and criteria for selection: Following the format outlined below, please address each of required sections. Responses should be well organized, thorough, and clear. Criteria for evaluation are listed below each section.

Required Sections

- 1. Intent and Plan-** Outline what you intend to do if granted this leave. Be sure to include a detailed explanation of your goals, purpose, and any research objectives if your project has a research focus. To the best of your ability at this time, please describe your plan and explain what you would like to accomplish in detail. Please be specific and include details of proposed activities and itineraries for the entire leave time, timelines, appointments, etc. You may include information about any preparation you have done or will do prior to your proposed leave. (We understand that some details of the timeline and your proposed plan may change.)

Note: In order to award sabbaticals to the greatest number of faculty members, the committee encourages one-term leaves. If you are asking for more than one term, please justify the need for this in your application. **(30 points)**

Criteria for evaluation:

- Description of:
- The goals of the proposed sabbatical
- Any research objectives if the project has a research focus
- Details of proposed activities and itineraries (week by week)
- Timelines, timetables, appointments, specificity

1. Intent and Plan

Overview

My sabbatical will be used to research and write a full-length, nonfiction book about marginalized and under-represented individuals in Pacific Northwest history. The working title is *Where Some Go Crazy: True Stories of Dreamers, Geniuses, and Eccentrics at the End of the Oregon Trail*. It will tell of forgotten or little-known characters who have contributed to the Pacific Northwest's reputation for innovative and colorful behavior.

Main research will take place at the Oregon Historical Society Research Library in Portland, the Oregon State Library in Salem, and the University of Oregon Knight Library and Special Collections in Eugene. Research for specific stories will be done at the University of California Bancroft Library in Berkeley, Lewis and Clark College Watzek Library in Portland, the University of Washington Suzzallo Library in Seattle, and regional libraries on the coast and inland towns such as Newport, Tillamook, Roseburg, and The Dalles. The book writing, revision, and editing will take place in Eugene, with the ultimate goal of publication by an academic or regional publisher such as Oregon State University Press, University of Washington Press, or Sasquatch Books of Seattle. (My previous sabbatical in 2009 resulted in a book published by OSU Press that garnered significant media attention and was a finalist for the prestigious Dayton Literary Peace Prize.)

This is a major project. I have outlined plans for a significant amount of work; therefore, I am applying for a sabbatical of two terms (research one term, writing the next). If it is not possible to award two terms, I ask the committee to please consider my application for one term (research only). I have separated my goals and timelines into distinct periods, describing what I will accomplish within each term.

Background of Topic

This book will bring to fruition a long-term goal of mine to bring together the stories of forgotten and little-known individuals whose lives may not have been particularly public at the time but whose contributions should not be ignored. Over the years, I have gathered fragments of information about characters who made their mark in the world despite little or no recognition. Yet somehow their mark has managed to live on, because each of their lives in some way illustrates a dissatisfaction with the world, and a desire to make it a better place. And their stories mirror the daily tensions that we all face, as we choose between the way things are, and the way we'd like them to be.

Here is a working Table of Contents with brief descriptions:

Dreamers

George Melvin Miller's Magnificent Flying Machine and Other Big Ideas

He dreamed of flying machines and cross-country highways—before airplanes or cars were invented.

While Lischen Lived

She was a powerful force in publishing and civic progress, at a time when "a woman's place was in the home."

Because It was a Whale

He tried to give a gift to his state university. They both ended up in court.

Why Willie Rode

He wasn't too bright, some said. But he rode his bicycle into history.

The Mountain Full of Oil

Were the citizens of a small Oregon lumber town really sitting on a giant pool of oil?

GENIUSES

The Man Who Made the Wild West Wild

He was a horse thief and failed gold miner who brought the legend of the "Wild West" to the height of London society.

He Left His Students Alone

How did one teacher shepherd so many successful writers in barely a decade?

A Cast of Thousands

What happened when an entire city decided to put on a play.

Looters of the Public Domain

He told the truth about government corruption. And no one listened.

The Fantastic Tale of Opal Whiteley

She was a little girl from a logging camp who grew up to become one of the most notorious literary sensations of the 20th century.

ECCENTRICS

John Whiteaker's Wild Ride

A governor who raced across the country by train and horse in the 19th century, and missed changing the course of history by a few hours.

The Grundtvig Folk School on a Dollar a Week
How one person set out to change the world, one adult at a time.

The Colorful Life and Tragic Demise of Tusko the Elephant
All he wanted was to be free. They chained him up for his entire life, then stuffed his skin and used him as an advertising prop.

How Much Do Imponderables Weigh?
She was a quiet librarian who happened to be Oregon's connection to Gertrude Stein's Paris and the Lost Generation.

Where Some Go Crazy While Others Never Come Back
They say Eugene, Oregon is stuck in the Sixties. But maybe it's so far ahead of the pack that it's coming around from behind.

Goals Summary

Over the course of twenty-five years, I have written or edited five books and hundreds of magazine, newspaper, and online articles. My previous sabbatical in 2009 was dedicated to research from primary documents and sources for a 320-page history book. I am thoroughly familiar with what it takes to complete a project of this size. The first term of my sabbatical will be devoted to significant research and preparation for writing a manuscript. The second term will be assigned to the actual writing of the book.

Goals and Research Objectives: First Sabbatical Term

This term will be dedicated to the research stage of the writing process (compile, sort, and arrange information from wide-ranging and varied sources) and to begin the pre-writing stage (drafting and assembling episodes into themes and narratives). Because of the incomplete records of many of the lives I will be writing about, the research will at times resemble detective work. For example, a passing mention of a person's name in a library archive file might lead to hours of leafing through stacks of hardbound 19th century magazines on library shelves. (As much as people are generally inclined to believe that everything is available on the Internet, this is actually far from true.) Another lead might turn up a name of someone still living, whereby I will attempt to track them down for an interview.

My focus for the first eight weeks will be entirely on research. During the final three weeks, I will turn more attention to assembling material for the pre-writing stage. Goals include, but are not limited to: assembling and outlining content for the book, and preparing proposals for editors at Oregon State University Press, University of Washington Press, and Sasquatch Books of Seattle.

Proposed Activities and Itineraries: First Sabbatical Term

My specific activities for this term will be centered around standard historical research practices: spending hours in special collections rooms of libraries, where specific, limited-access processes are in place. A standard procedure involves logging in to a database, entering requests for each specific box of files, waiting for that to be printed at the access desk, then waiting for an assistant to bring the request on a wheeled cart from climate-controlled storage, whereupon they place one box on the table. For each box, separately, I am allowed to sort through folders and files, identify pages for photocopying through a professional archive process, or type in by hand on a laptop computer pages that are too old or brittle to be photocopied. In some libraries, I am allowed to photograph pages. The entire process is tightly controlled with request forms, page markers, protective gloves (for the materials), and oftentimes consultation from manuscripts librarians when the request for a photocopy may require special treatment or questions about its suitability to tolerate being handled in machines. The

research process often includes further consultation with librarians and archivists, as I search for references that might lead to further materials and insights. As I gather the materials, I will be sorting and arranging in an ongoing process, constantly working through the information to find and develop connections, narratives, stories and themes.

Once enough material has been collected and “pre-sorted,” then begins the process of arranging the raw information and creating an outline. This will include sorting the hundreds of pages of primary information and placing the notes and photocopied pages into thematically related stacks. Once the general themes have been established, I will assess the potential for each stack of information to be developed into a viable part of the narrative — which is to say, I will be determining how much of the research material can be made into a story.

Timelines, Timetables, Appointments, Specificity: First Sabbatical Term

Week 1

Conduct research at Bancroft Library at University of California, Berkeley. Appointments are not required for access to the collections, particularly with current technology that allows review of detailed listings of available materials. The time-intensive element is in examining and requesting copies of often fragile paper materials. The Bancroft houses multiple collections of the papers of Joaquin Miller, who is a key individual in the structure of my book. (Two other chapters will be about Joaquin’s brother George and his wife Lischen.) Depending on what I find at the Bancroft, I may continue to Los Angeles and research more Miller papers at the Honnold/Mudd Library at the Claremont Colleges. If so, then the Week 4 “flex week” I have built in could be used for this.

Weeks 2-3

Conduct research at the Oregon Historical Society Library and Lewis and Clark College Library in Portland. This will be a major part of the sabbatical research. The OHS library has thousands of files, photographs, and other printed matter, much of it scattered through different subject indexes. For example, research on Lischen Miller may take me through thirty or forty different folders stuffed with newspaper clippings and scrapbook pages, yet I may find only one or two pieces of relevant information. This is necessary, however, to piece together the incomplete puzzle of lightly documented lives.

Week 4

This will be a “flex week” that will be used for either (a) continued research and review of materials at the Oregon Historical Society and Lewis and Clark College in Portland, or (b) arrangement and assessment of the research progress so far. If the former, work will continue as described above. If the latter, I will be physically sorting and stacking the information gathered, then writing outlines and themes for specific chapters. I may also be in position to begin early drafting on fragments of some manuscript chapters.

Weeks 5-7

Conduct research at University of Oregon Knight Library in Eugene. This is the second major part of the sabbatical research. The UO has a deep and diverse collection of materials relating to marginalized characters in Oregon history. The Fred Lockley files alone contain 58 volumes of bound clippings from the early 20th century newspaperman who interviewed hundreds of Oregon settlers. A sampling of other files include the Ernest Haycox Papers (28.75 linear feet), the Opal Whiteley Papers (11.25 feet), Glen Coffield Papers (33.5 feet), and the Horace Robinson Papers (11.25 feet).

Week 8

Conduct research at the Oregon State Library in Salem. This is a treasure trove of disparate material dating back to the earliest days of the Oregon Territory. A large room lined with wooden card catalogues remains to this day

an incredible resource for the patient and persistent researcher. My time there will consist almost entirely of pulling card catalogue files and leafing through hand-written and typed cards prepared by generations of librarians. This part of the project will be somewhat exploratory, as I search for connections and details that may help provide context and depth to various stories.

Weeks 9-10, Finals

Assemble and arrange research materials. Outline and begin early drafting of the manuscript. A quick overview of this stage in the writing of historical books might be in order. Before the actual writing can begin, a number of things must be in place: a full understanding of time, setting, participants and overriding events of the day. Attaining a full grasp of any of these items can expand into work that requires added research, cross-referencing, fact-checking, confirming source citations, and reading history books and scrutinizing newspaper microfilms from the period to establish veracity of manuscript reports and descriptions.

The preeminent scholar Jacques Barzun wrote that “there can be no history without the gift of knowing what to leave out.” These weeks will be devoted to “separating the wheat from the chaff,” and beginning the process of outlining chapters and drafting structural parts of the narrative.

Since the information from different libraries will be overlapping in theme and even content, I will arrange, outline, and draft materials into roughly three main sections, devoting each week according to this order:

- *Week 9: Dreamers:* lining up and sketching out the five stories in this section.
- *Week 10: Geniuses:* lining up and sketching out the five stories in this section.
- *Finals Week: Eccentrics:* lining up and sketching out the five stories in this section.

Goals: Second Sabbatical Term

This term will be dedicated to actually writing the book. This will include the full cycle of the entire writing process of invention, writing, revision, and editing. The specific goals for this period will be:

- Writing the complete manuscript of the 230 page book.
- Work with press editors on revision and editing.
- Choose and coordinate acquisition of and permissions for photographs, holographs and other graphics to illustrate the book.

Proposed Activities and Itineraries: Second Sabbatical Term

My approach as a professional writer is a five-day-week regimen of writing in the morning, revising or editing in the afternoon, and background reading or fact-checking in the evening.

I am a meticulous record keeper, and have years of journals and logs recording the progress of previous books. The key is to maintain the steady regimen with regular hours. On a typical day, I spend about four to five hours of actual writing, and another three to four doing support work. (For example, an often overlooked element of realistic historical writing is weather. What exactly was the day like when a particular event occurred? This information is not always on the Internet; sometimes it may require going to University of Oregon library microfilms and scrolling through local newspaper weather reports.)

Timelines, Timetables, Appointments, Specificity: Second Sabbatical Term

The writing of a full-length book is not a “one size fits all” proposal. However, I have written three books of this length and edited two others, so I can provide a general outline and realistic timeline. (I must add that I have not yet encountered a writer who is able to predict to the day when he or she will complete a project of this size.)

The total word count for this book will be around 80,000 words, roughly 230 printed pages. Dividing the word count by the total sabbatical days (55) averages a little under 1500 words per day. During my full-time writing years of working on sustained projects, I would average between 1000 and 2000 words per day, a normal range in the profession. Taking into consideration the inevitable revisions and edits, it is ambitious yet not unreasonable to strive for a word count of 1500 per day.

Here is a timeline listing the chapter/subject titles:

Weeks 1-2 (pp. 1-42)

George Melvin Miller's Flying Machine; While Lischen Lived; Because It was a Whale

Weeks 3-4 (pp. 43-85)

Why Willie Rode, Mountain Full of Oil; The Man Who Made the Wild West Wild; He Left His Students Alone

Weeks 5-6 (pp. 86-128)

Cast of Thousands; Looters of the Public Domain; Fantastic Tale of Opal Whiteley

Weeks 7-8 (pp. 129-171)

John Whiteaker's Wild Ride; Grundtvig Folk School on a Dollar a Week; Colorful Life and Tragic Demise of Tusko the Elephant

Weeks 9-10 (pp. 172-214)

How Much Do Imponderables Weigh?, Where Some Go Crazy While Others Never Come Back

Finals Week (pp. 215-230)

Appendices, photos, graphics, index

Preparation Completed

I have completed some basic exploration and research in past years, mainly to confirm that the material I need is available and accessible. I have visited the special collections and archives at the University of Oregon, and have gotten to know director James Fox and manuscripts librarian Linda Long. I have also developed professional relationships with Doug Erickson, director of special collections at Lewis and Clark College, and Eliza Canty-Jones of the Oregon Historical Society. I am familiar with these libraries, and am proficient at navigating the catalogues and filing systems.

I also have assembled a bibliography of books and articles to help me present the material in proper historical and cultural context (see Appendix: Reading List). I have begun to acquaint myself with these readings, while teaching full time. I will use Summer 2015 to complete more of these readings and prepare my notes from them to augment my research that will begin with the sabbatical.

2. **Growth** – How will this activity contribute to your growth as a professional person? How will the proposed sabbatical improve your work as a faculty member? If you have taken a sabbatical in the past, explain how this leave will contribute to your professional development either building on or separate from your previous leave(s). (25 points)

Criteria for evaluation:

- Extent to which activity contributes to growth as a professional person
- How the proposed sabbatical will improve your work as a faculty member

2. Growth as a Professional Person

I made my living as a professional writer in the 1990s, and have continued with journalism and publishing while at Lane. I spent four years as co-editor of the *Community College Moment*, navigating that journal through some particularly challenging waters. I write occasional opinion pieces for the *Register-Guard* and *Eugene Weekly*. My last sabbatical project, which resulted in my book, *Here on the Edge: How a small group of World War II conscientious objectors took art and peace from the margins to the mainstream*, made me a recognized authority on the eccentric margins of Oregon and Pacific Northwest history.

After *Here on the Edge* was published in 2013, I did more than twenty-five shows over the course of a year, including events at City Lights Books in San Francisco, a radio broadcast at the City Club of Eugene, a panel presentation at the Pacific Northwest History Conference, and talks for the Oregon Legacy Series in Lincoln City, and the History Pub series in Portland co-sponsored by the Oregon Historical Society and McMenasins.

This book is the natural next step to build on and expand my scholarship in bringing the stories of under-represented groups to a mainstream audience. It calls upon the entire range of my abilities as a professional writer, editor, researcher, interviewer, teacher, and scholar. With the foundation built from my earlier book, I will be able to use my connections to present at conferences, participate in panels, and network through professional organizations such as the Pacific Northwest Historical Society and the Pacific Northwest Labor History Association. As with my earlier book, this one will be submitted for awards such as the Oregon Book Award and the Western Heritage Award. It will be a major professional milestone.

Improve Work as a Faculty Member

I was hired full-time in ALS as a writing instructor. Before that, I taught part-time in ALS and English. As co-editor for four years of the *Community College Moment*, I established connections with members of many departments. I have continued my active association across campus, and this project, with its potential usefulness in other departments' courses (outlined in "Methods for Disseminating and Sharing Sabbatical Report"), will further serve to enhance my interdepartmental connections and professional growth at Lane.

Most important of all, this project allows me to continue informing my teaching work with one of my strongest contributions to the classroom: I am a writing teacher who is also a working writer. Particularly at the developmental level, where I teach in ALS, our students respond well when they see a practical application to the writing skills they are learning (even if they won't themselves become professional writers). I regularly bring examples from my published work to illustrate the writing process; for example, when showing how a short piece of only a few hundred words can take multiple revisions, I use examples of an editorial introduction I wrote for the *Community College Moment*, consisting of six different pages from handwritten brainstorming to the final printed half-page in magazine layout.

I have brought in sections of my book from my previous sabbatical, showing them how "messy" the writing process is, and demonstrating that it's okay to "write badly" at first. Students respond particularly well when they see that the material I'm sharing has been published — and published recently. It brings an added

relevance to the lesson, something that they can recognize as existing in the “real world.”

This new project will provide hundreds of pages of invention, drafting and revision for use in writing classes. It will also provide much material for demonstrating methods of library research, source citations, and the use of primary sources — elements of courses we teach in ALS, including Writing 87 and 97, Reading 87 and 90, and Effective Learning 115.

I can also apply the content for guest lectures in other departments. My work with *Here on the Edge* (from my first sabbatical) brought me invitations to classes in English Literature and Political Science. And, naturally, the information and stories I will collect in doing the book will broaden and deepen my bank of materials to draw on for lessons and general classroom engagement.

- 3. Relevance and Value** - How is this activity valuable and relevant to one or more of the following: division/department, discipline, program, profession, and/or students? **(15 points)**

Criteria for evaluation:

- Demonstrated relevance and value to division/ department, discipline, program, profession, and/or students

3. Relevance and Value

As mentioned in the “Growth” section above, this book is highly relevant to my department and profession. It will provide material for teaching and shared scholarship, as well as bring attention to the too-often ignored scholarly side of what we do at a comprehensive community college. There are also some less tangible, yet no less relevant, points of value. Lane (and in particular my department, Academic Learning Skills) serves under-represented and often marginalized populations. The subject of this book addresses life on the margins of society, what it’s like to work and live without the support of so-called “mainstream America.” It tells how a variety of men and woman from all walks of life were able to effect change, both in themselves and society. Perhaps the stories of others who have overcome obstacles, challenges, and limitations might serve as inspiration to someone who has faced great challenges in their own attempts to reach their goals.

- 4. College Core Values and Strategic Directions** - Choose one of the College core values or strategic directions and explain how this activity is relevant. Please include this response to a maximum of ½ page typed. (Please see: <http://www.lanec.edu/research/planning/strategicplan.html>) **(10 points)**

Criteria for evaluation:

- Demonstrated relevance to core values or strategic directions

4. Core Values and Strategic Directions

A project of this type touches on so many of the college’s core values and strategic directions. If I may, I will combine two core values: Diversity and Accessibility.

In particular, the themes of this book apply to “Cultivating a respectful, inclusive and accessible working and learning environment” and “Developing capacity to understand issues of difference, power and privilege.” By sharing the stories of marginalized and under-represented people, I will add to the ongoing work that we do in Academic Learning Skills and across Lane, as we show by example and action that not only do we understand the issues of difference, power and privilege, but we help students to feel empowered to be agents of change in their own lives. The story of a 19th century woman who successfully navigated the so-called “man’s world” of

publishing and politics can empower a woman today to consider possibilities she may not have considered before. The story of a farm boy turned inventor can inspire a student from a background of limited means to believe that he or she, too, can dream of things beyond current class or cultural boundaries.

Accessibility is a fundamental part of our department, and a core element of my pedagogy inside and outside the classroom. As with the diversity core value above, I strive through example and action to show students that financial, geographical, environmental, social, linguistic and cultural barriers to their learning are not absolute, and that we can all be agents of change. These stories will help expand the historical record beyond the exclusivity of power and privilege to the inclusivity of empowerment and opportunity.

5. Evaluation of Success and Dissemination - In addition to a written and oral report of your activities, it is expected that you will share your experience with other faculty. This can formal or informal. What format might that take, and how can the committee assist you? **(10 points)**

Criteria for evaluation:

- Evaluation and dissemination, methods of evaluating success, and methods for disseminating and sharing sabbatical report.

5. Evaluation of Success and Dissemination

The success of the project will be shown by the collection of research materials, composition of the manuscript, and its ultimate publication by an established academic or regional press. Further success will be measured by the recognition of these stories in our more general population, bringing attention to the economic, cultural and other divisions in our society — and perhaps bridging a few of them by encouraging readers to “walk a mile” in the shoes of someone quite different from themselves. And I will of course measure the success of this project by the effects it has on my teaching and my students. As I mentioned earlier, students respond when they learn that I am a working writer. My more recent books have been somewhat outside the level of my courses’ objectives. But this book will be aimed at a wide and general readership. It is not inconceivable that some of my students will actually read this book on their own, and thereby find themselves in that position of empowerment, which I also mentioned earlier.

Methods for Disseminating and Sharing Sabbatical Report

The widest-reaching dissemination of this experience obviously will be in publication of the book, which I am confident will happen, now that I have established myself as an award-winning author. Book promotion will go beyond standard author readings, and include ongoing regional and occasional (e.g. anniversaries, conferences, etc.) slide-show lectures and presentations. At Lane, obvious places to offer the book and/or a presentation about it are in Social Sciences, Language, Literature and Communication, and reading and writing courses in my department, Academic Learning Skills. I will also make myself available for, and promote:

- Classroom visits at both the college and secondary school levels
- Classroom materials to either augment or complement relevant lessons
- FPD academic colloquium
- Oregon Chautauqua and other lecture circuits
- Film treatments and video journalism documentary projects
- Interactive Web presentations

Any presentations will of course be made available at Lane, and announced through standard media channels. This was how I disseminated the work from my previous sabbatical, with excellent results.

APPENDIX: Selected Reading List

Reference in Part 1: Intent and Plan, under "Preparation Completed." A selected list of books being read in preparation for focused research.

- Booth, Brian, ed. *Wildmen, Wobblies & Whistle Punks: Stewart Holbrook's Lowbrow Northwest*. (Corvallis, OR: Oregon State University Press, 1992).
- Corning, Howard McKinley. *Willamette Landings*. (Portland, OR: Binfords and Mort, 1947).
- Dana, Marshall N. *The First Fifty Years of the Oregon Journal*. (Portland, OR: Oregon Journal, 1951).
- Duncan, Charles T., ed. *Bob Frazier of Oregon*. (Eugene, OR: The Register-Guard, 1979).
- Duniway, Abigail Scott. *Path Breaking: An Autobiographical History of the Equal Suffrage Movement in the Pacific Coast States*. (Portland, OR: James, Kerns & Abbott, 1914).
- Ernst, Alice Henson. *Trouping in the Oregon Country*. (Portland, OR: Oregon Historical Society, 1961).
- Fullerton, James. *Autobiography of Roosevelt's Adversary*. (Boston: Roxburgh, 1912).
- Holbrook, Stewart. *Far Corner: A Personal View of the Pacific Northwest*. (New York: Macmillan, 1952).
- Horner, John. *Oregon Literature*. (Portland, OR: J. K. Gill, 1902).
- Lane County Historian*. (Eugene, OR: Lane County Historical Society, 1956-2015).
- Lewis, George. *Elephant Tramp*. (Boston: Little, Brown, 1955).
- Marberry, M. M. *Splendid Poseur: Joaquin Miller, American Poet*. (New York: Crowell, 1953).
- McLagan, Elizabeth. *Peculiar Paradise: A History of Blacks in Oregon, 1788-1940*. (Portland, OR: Georgian Press, 1980).
- Metzler, Ken. *The Best of Oregon*. (Portland, OR: Timber Press, 1986).
- Miller, Joaquin. *Songs of the Sierras*. (Boston: Roberts Brothers, 1871).
- Mills, Randall V. *Railroads Down the Valleys*. (Palo Alto, CA: Pacific Books, 1950).
- Moore, Lucia W., Nina W. McCornack, and Gladys W. McCready. *The Story of Eugene*. (New York: Stratford House, 1949).
- Oregon Historical Quarterly*. (Portland, OR: Oregon Historical Society, 1900-2015).
- Powers, Alfred. *History of Oregon Literature*. (Portland, OR: Binfords and Mort, 1935).

- Price, Warren C. *The Eugene Register-Guard, Vol. 1*. (Portland, OR: Thomas Binford, 1976).
- Prozanski, Susi. *Fruit of the Sixties: The Founding of the Oregon Country Fair*. (Eugene, OR: Coincidental Communications, 2009).
- Ross, Nancy Wilson. *Farthest Reach*. (New York: Alfred A. Knopf, 1941).
- . *Westward the Women*. (New York: Alfred A. Knopf, 1944).
- Sawyer, Ethel R. *Books are People*. (Portland, OR: Berncliff, 1951).
- . *We Who Honor Books*. (Seattle: Dogwood Press, 1942).
- Sheldon, Henry D. *History of the University of Oregon*. (Portland, OR: Binfords and Mort, 1940).
- Wagner, Harr. *Joaquin Miller and His Other Self*. (San Francisco: Harr Wagner, 1929).
- Walth, Brent. *Fire at Eden's Gate: Tom McCall and the Oregon Story*. (Portland: Oregon Historical Society Press, 1994).
- Wells, William Bittle. *Pacific Monthly: A Magazine of Education and Progress*. (Portland, OR: 1898-1912).

The committee can award up to 20 additional points for the overall quality of the sabbatical application.

TOTAL POINTS POSSIBLE: 110

Applicants must receive at least 55 points in Section 3 to be considered for a sabbatical award.

ADDITIONAL POINTS

Provided you have a minimum of 55 points on Part 3, up to 25 points will be added to your score on the following basis:

- 12 points if this would be your first term of sabbatical leave,
- 6 points if this would be your second term of sabbatical leave, or
- 3 points if this would be your third term of sabbatical leave
- AND one point for each year since hire as a contracted faculty member including this year if you have never taken a sabbatical OR one point for each year since your last sabbatical.

Please calculate your potential additional points below.	Your Points
Enter 12 points if this would be your first term of sabbatical leave, 6 for second, or 3 for third.	6
Enter one point for each year since hire as a contracted faculty member including this year if you have <u>never</u> taken a sabbatical OR one point for each year since your last sabbatical including this year.	6
Total Points	12
Total with limit – If the total is 25 or less, write your total here. If it is more than 25, enter 25 here. (25 is the maximum.)	12

The final selection will be based on attempting not to award too many sabbaticals within the same disciplines. (Please see 23.8.7.1 of the faculty contract for details.)

The decision of the Committee is final and is subject to appeal only on grounds specified by LCCEA Executive Board.

PART 4: DIVISION DEAN ACKNOWLEDGEMENT AND COST ESTIMATE

Division Dean:

Please sign below to acknowledge receipt of a copy of this application and provide an estimate of the cost for a replacement. Thank you.

PT 15 CR 16,125 OPE 6,127.50 = 22,252.50

PT 30 CR		
Estimated replacement cost: Salary \$	<u>32,250</u>	OPE \$ <u>12,255</u> Total \$ <u>44,505</u>
Division Dean: <u>Rhys Lindsley</u>		Ext. <u>5441</u>
Signature: <u>[Signature]</u>		Date: <u>2/2/15</u>