

SABBATICAL LEAVE PROPOSAL  
FINAL DRAFT

NAME: David Alan Linton

DIVISION: Mathematics & Physical Science

Description of current job responsibilities:

I am an instructor in Physics. Currently I am teaching three sections of AST 101, eight hours of Physics and Astronomy open laboratory, and one section of SCI 120 (Cosmos). I am also the advisor to the Astronomy Club.

Years at Parkland: 15 (as of Fall, 1986)

Indicate the length of time that you feel is necessary to accomplish your objectives, the semester and date of your intended leave, and any alternate plans.

Length of time: 1 semester plus 1 summer session

Semester: Summer and Fall, 1986

Dates of leave: June 1, 1986 - January 10, 1987

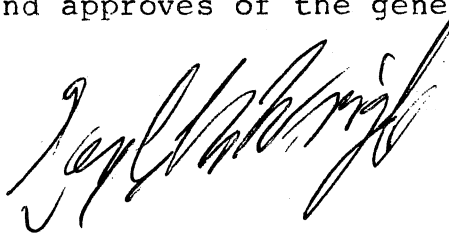
Alternate Plans: None

Proposal summary: (A brief description of what you want to do in 50-100 words.)

I intend to study those aspects of planetarium education of which, at the time of the sabbatical, the college most urgently needs an understanding. I intend to do whatever is necessary to enable the Parkland Planetarium to commence successful operations in 1987. I also wish to attend meetings of those professional planetarium societies in which I hold membership, and to participate in two planetarium education workshops.

Signature of Division Chairperson

(The signature indicates that this person has knowledge of your proposal and approves of the general validity of the project.)



I. History/Rationale/Purpose for sabbatical:  
(Describe why the sabbatical is necessary. Be specific.)

In the fall of 1982, I submitted the attached sabbatical leave proposal. In it, I sought support to expand an informal study of planetarium education that I have now been carrying on for more than a dozen years. I suggested that such an expanded study could provide the college with a blueprint for approaching the design and construction of a planetarium, when the college eventually sought to build such a structure.

The proposal was given a low rating by that committee because there was no accurate estimate I could offer as to the year of construction. As funds were limited, my proposal was not funded.

In December of 1984, we were all surprised to hear of the forthcoming construction of the Cultural Center, which includes a planetarium. I turned down an overload as the Spring Semester began, in order that I might have a maximum number of hours to ferret out the information I felt to be necessary, to process it, and to pass along recommendations to the President and the architect. I spent one day each week working at the ISU planetarium in Normal. I was frequently on the phone (both my own and Parkland's), talking to the planetarium professionals who, I was told, could provide me with answers to the nagging questions and to the new questions which popped up daily. It was an excruciatingly hectic time, one in which the process became rushed in the very manner which I had sought to avoid. We met several times with the architect, and gradually hammered out the final design.

The design phase has been completed and construction has now begun. Yet much remains to be done.

Throughout the early months of the year, I was bombarded by faculty questions and comments concerning the Planetarium. There were those who supported its construction and those who opposed it. Yet eventually, all came to accept that it would be built. The phrase which I kept hearing, so many times that I lost count, was: "If we are going to build it, let's do it right." That is my hope as well. I wish to do whatever is necessary to increase the planetarium's chances for success from its very opening.

It is my intent to list herein those areas that I feel are in need of attention. By no means do I hope to thoroughly attack all of these needs during my sabbatical. Rather, as the date for my sabbatical draws near, I intend to confer with members of the Parkland administration and with colleagues in the field of planetarium education in order that I might appropriately narrow the focus of my efforts to achievable goals and to the most pressing needs.

The needs, as I see them, are:

1) Evaluation of Elementary and Secondary science curricula. Identification at each grade level of concepts suitable for teaching in the planetarium.

2) Articulation with local Elementary and Secondary teachers concerning the concepts identified in #1 above. Which concepts would they bring their students to the planetarium to learn?

3) Evaluation of planetarium programs available for purchase, in order to identify those which most effectively teach the concepts identified in #2 above.

4) Gaining a commitment from the Parkland Administration to purchase, in time for our opening, those programs identified in #3 above.

5) Communicating with the Elementary and Secondary teachers in our district, letting them know which programs are available at the planetarium, which concepts are taught in those programs, and which grade levels each is suitable for.

6) Development of teachers' curriculum guides (or, in some cases, purchase of already existing guides) to enhance the educational benefit to each visiting class. Each guide should contain both pre-visit and post-visit activities to be done in the classroom.

7) Articulation with local Elementary and Secondary teachers concerning "Project Starwalk", an extremely successful educational program which integrates planetarium visits with classroom activities for 3rd and 5th graders. (Students in this program averaged a 103% improvement in their understanding over traditional methods of instruction. Control groups using the Starwalk materials, but without visits to the planetarium, averaged 15%. This program was validated by the U.S. Department of Education by a very rare 7-0 vote. The program is now being expanded to other grade levels.)

8) Evaluation of planetarium programs available for purchase, in order to identify those appropriate for use on the college level.

9) Communicating with Parkland instructors, letting them know which programs are potentially available, and seeking their selections for purchase. (I have been told by one Parkland faculty member that it would require a one-year lead time to integrate any planetarium program into her courses. I believe that this is likely to be typical of Parkland faculty.)

10) Repeating #9, in a slightly modified fashion, for the UI. In conversations with members of the UI Astronomy faculty, I have been told that they expect to bus between 4000-5000 Astronomy students to our facility every year.

11) Evaluation of planetarium programs available for purchase, in order to identify those suitable for public shows.

12) Evaluation of the impact the planetarium will have on various support facilities already in existence at Parkland. These include IRS (photography, phototypesetting, graphic arts, equipment maintenance and repair), Community Information, WPCD, and the Print Shop. Supplying these areas with specific information concerning their revised roles during the planetarium era will allow them to effectively plan for the future.

One possibility which would go a long way (but not all the way) toward answering the necessary questions would be to take a team of effected individuals on a one-day workshop to an existing planetarium.

## II. Additional Activities during the Sabbatical Leave

In addition to plugging into some of the above-stated needs, I wish to attend the following professional planetarium meetings (I am a member of the organization in each case) and workshops:

- 1) International Planetarium Society biennial meeting in Tucson, Arizona. July, 1986
- 2) Strassenberg Planetarium Production Workshop in Rochester, N.Y. June, 1986
- 3) Spitz Planetarium Educators' Workshop in Chadds Ford, Penn. June, 1986
- 4) Great Lakes Planetarium Association annual meeting in Cleveland, Ohio. October, 1986
- 5) Cinema 360 Inc. Annual Meeting - site and date undetermined. (I would wish to attend this meeting if Parkland proceeds with plans to join this consortium. If Parkland elects to install a 70 mm movie projector rather than the 35 mm fisheye projector used by the members of this consortium, then we will be to a certain extent "going it alone" technologically. In this case, it may be even more important to be in attendance at this meeting, or to spend time in a facility equipped with a 70 mm system.)

There are but two major suppliers of Planetarium programs in the U.S. -- Strassenberg Planetarium in Rochester, N.Y., and Hansen Planetarium in Salt Lake City, Utah. I met recently with Don Hall, the Strassenberg Director, and was told that he would personally arrange for me to combine their workshop (#2 above) with a couple of days' review of their programs for sale. I plan to also combine the IPS meeting (#1 above) with perhaps a two-day layover in Salt Lake City to review Hansen's programs.

If need #7 (the Starwalk Program) is to be pursued, then further travel will be necessary. I have spoken at length to Sheldon Schafer, Director of the Lakeview Planetarium in Peoria, and Dayle Brown, a 6th grade teacher coordinating the Starwalk program in South Bend, Indiana. Both have been very helpful, and have expressed a willingness to have me observe their programs in action.

Local travel will be necessary in carrying on the articulation with local schools described in Needs numbered 1,2,5,6, and 7. (During the months of November and December, 1985, and January, 1986, I shall be visiting local schools to give talks on Halley's Comet. In groups no larger than 50 children, more than 1000 students in nearly a dozen schools are scheduled to hear these talks. It is my fervent wish that the good will thereby generated for Parkland College -- and for Astronomy education at Parkland -- can be used as a foundation for a successful start for Parkland's Planetarium. The same teachers whom I meet during these talks will be the ones I approach during my sabbatical for discussions concerning the local schools' science education needs as they relate to our new facility.)

## III. Additional Expenses:

I would ask that the college support me on my trips, including paying any mileage, meals, and overnight lodging expenses, as well as the registration fees for the two workshops mentioned above. A ballpark figure for all travel expenses, exclusive of the Cinema 360 meeting, is \$2500.

SABBATICAL LEAVE PROPOSAL

NAME David Alan Linton

DIVISION Mathematics & Physical Science

Description of current job responsibilities:  
(Tell what you do in 25-50 words)

I am an instructor in Physics. Currently I teach two sections of Astronomy, one section of introductory calculus-based Physics, seven hours of Physics and Astronomy open laboratory, and one section of Science 120 (Cosmos).

Years at Parkland 12 (as of Fall, 1983)

Indicate the length of time that you feel is necessary to accomplish your objectives, the semester and date of your intended leave, and any alternate plans.

Length of time 1 year

Semester: Fall 1983 Spring 1984 Dates of leave Aug. 15, 1983-May 30, 1984

Alternate Plans Full time during Fall, 1983, and Summer, 1984; 1/3 time during Spring, 1984

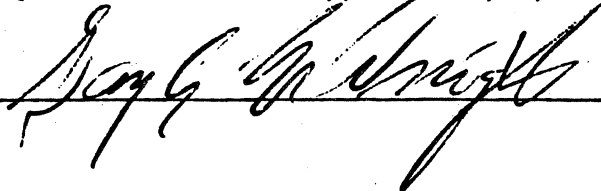
Proposal summary: (A brief description of what you want to do in 50-100 words.)

I intend to study planetarium education, to assess the weaknesses and strengths of various planetarium designs, and to make appropriate recommendations to the Board of Trustees concerning the design, instrumentation and overall educational program most appropriate for a planetarium at Parkland.

If granted sabbatical leave, I will spend most of the 1983 Fall Semester and part of the 1984 Spring semester working with Carl Wenning, Director of the ISU Planetarium in Normal. Additional work will be done with Sheldon Shafer at Lakeview Planetarium in Peoria. One trip to the northern part of Illinois will include visits to several planetaria. I may make one trip outside the state of Illinois if some particular type of design or program is not available for study in-state.

Signatures of Division Chairperson or Dean

(The signature indicates that this person has knowledge of your proposal and approves of the general validity of the project. If your supervisor will not sign approval, ask her/him why she/he cannot support the proposal. Forward these reasons to the committee.)



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I. History/Rationale/Purpose for sabbatical:  
(Describe why the sabbatical is necessary. Be specific.)

When I came to Parkland in 1971, I was pleased to learn that included in the College's master plan was the construction of a planetarium. I was pleased because I knew that in an educational institution, the planetarium is often a focus for science education. Often accompanied by a science museum or display area, the planetarium offers an educational environment much less threatening than the classroom to some people. All scientific disciplines within the College (not just Astronomy) can benefit. Any non-science discipline that can benefit from a setting of mood (as for the reading of a story in an English Literature course) or from a display of a panoramic view (such as the battlefield at Gettysburg for a History course or the skyline of Paris for a unit in a French course) will also find a use for a planetarium. In some institutions, a theater has been built into the planetarium chamber to take advantage of the unique visual and aural aspects of the planetarium environment. In addition, many planetarium productions tend to include not only science but its role in society and history as well. An example is the current program in Peoria, "Skywatchers of Ancient Mexico."

Most of the benefit goes outside the College community, however. Many College planetarium directors have told me that at least 80% of the people using the facility are citizens in the community coming to view a public show on an evening or a weekend, or grade school students taking a field trip during the day to supplement their own school's science curriculum. I believe that a planetarium at Parkland would be one of the most effective tools for outreach to the community, and for recruitment as well. In 1981, the ISU Planetarium opened its doors to 20,000 people, and 27,000 people saw shows at the Peoria Planetarium. This attendance was attained in spite of obstacles at both ISU and Peoria: the ISU Planetarium is not as integrated into non-scientific disciplines as it could be and the Peoria Planetarium has no formal affiliation with a College or University.

In 1980, the Parkland College Foundation announced plans to initiate a fund drive for the purpose of constructing a Little Theater and a Planetarium. Scale models of each, prepared by the architect, were displayed. The Planetarium was described as having a copper dome, weathering to an attractive patina.

It was at that time that I began to think of the input that would need to be provided to the architect in order to assure that the planetarium designed for us was indeed best-suited for our needs. Since I am the only Astronomy instructor at Parkland, I presumed that I might be called upon to provide such input. But I was, and remain, only minimally familiar with the possibilities that a planetarium has to offer.

As these two years have passed, I have grown increasingly aware of the complexities of a planetarium. Extremely complex electrical circuitry, elaborate sound systems, and laser light shows are all part of current planetarium technology, as are 360° movie projectors which can give the sensation, for example, of bouncing along inside a raft as it floats through the Grand Canyon. The future holds new developments as well. I realize that I do not now have the ability to adequately advise our architect concerning the details of planetarium design.

And yet architects need practical suggestions from the primary users of the structures they design. This is especially true for planetaria, since there are just not enough being built to make anyone an expert. Even if the architect has prior experience in this area, mistakes are still made. At a recent GLPA (Great Lakes Planetarium Association) meeting, I was treated to a host of stories concerning planetarium design errors. One such story especially caused my ears to perk up: it seems that the planetarium in Evanston was designed with a copper dome, so as to have an attractive finish. Now, whenever it rains or hails, it becomes too noisy inside the facility to be able to use it.

Other stories related to me included cases in which the building couldn't be properly utilized without expensive modifications, cases in which the building cost too much due to overdesign, and numerous cases in which the facility had not been provided with enough flexibility to enable inexpensive modifications for future needs.

It is my intention to help assure that the planetarium that Parkland eventually builds is one that we can be happy with. In the words of a GLPA circular, "the planetarium facility is extremely unforgiving concerning poor planning."

- 2a. Students at Parkland will benefit from having a planetarium that is well-designed and flexible enough to provide uses in many different disciplines, especially science. They will also benefit from having, on campus, a source of entertainment that will supplement other campus activities, such as movies, sporting events, and musical entertainment.

I expect that, once the planetarium has been fully integrated into academic and non-academic phases of campus life, relatively few students will be able to complete two years of education at Parkland without having seen the inside of the planetarium at least once.

- b. Parkland College will benefit in many ways. A planetarium well-suited to the needs of the College will be able to offer high quality programs that will enhance the College's image in the community, attracting large numbers of people to the Parkland campus. Much money will be saved if potential design errors are anticipated.

Proper budgeting for a planetarium's ongoing program will be better understood, and I expect to be able to recommend what fee structures, if any, be instituted for use of the facility by outside groups. By understanding proper budgeting, the College can be saved the problems of a rundown and outmoded planetarium several years after construction.

Instructors in many disciplines within the College will benefit if the planetarium has been carefully planned. I intend to examine ways in which both scientific and non-scientific disciplines can put a planetarium to use. Some uses were mentioned on page 2. Some other possible uses are:

1. Preparing Recreation students to work in sky interpretation programs, which have become popular in many national and state parks, as well as in local recreation programs.
2. Assisting in the teaching of foreign languages. There already exists, free of charge to all planetaria, a basic sky interpretation show which may be presented in any of six different languages. A Spanish class could study the written text in both Spanish and English, and then listen to the Spanish recording which accompanies the visual presentation. Schools which have used this program have found it to be very valuable.

The future director of the planetarium will greatly benefit as well. In all likelihood a stranger to the College, the director will be able to glean a wealth of information from my study. The director will learn which potential uses were judged most desirable and which were judged least desirable by the faculty; which instructional areas expressed a desire to use the facility; how much emphasis is to be placed on public shows and on the use of the facility by grade-school and civic groups. The director's job will be much better defined. Without such a study, I fear that the College would hire a director and then let the director dictate the job description. This is often what happens, with the planetarium director doing pretty much what he/she feels should be done. Sometimes this arrangement works out well, but often the planetarium comes to be somewhat segregated from the rest of the institution.

In conversations with Dick Karch, Director of the Parkland College Foundation, I have been told that such a study would help his fund-raising activities. Although fund-raising may occur prior to the planning and design of a planetarium, it is unlikely to occur until at least the planning has been done. This is because the imaginations of possible benefactors are best stirred if detailed information on the uses, benefits, and operation of a planetarium facility can be shared with them. I believe very strongly that this study will move forward the construction date of a planetarium by several years, by providing impetus to both the design and fund-raising stages.

- c. The citizens of District 505 will benefit from a better understanding of the natural world around them if the programming is of good quality and draws them back repeatedly. The public schools will benefit if ways are anticipated to incorporate the planetarium into their science curricula. This would certainly seem to be a laudable goal, in light of the finding by the American Academy of Science that primary and secondary school science education is in great need of improvement.

University of Illinois students will benefit from public shows and from any class-sized excursions to the planetarium that could be arranged. The UI Astronomy Department has long desired to remodel a classroom with a high ceiling into a planetarium suitable for basic sky interpretation. Funds for such an endeavor are not being identified, as there are many other purposes within the science and engineering areas for which funding is desired. It should be noted that such a planetarium at the UI, if built, would not satisfy our needs, as it would be for UI Astronomy classes only.

Various community groups would benefit from a well-planned planetarium. The ISU planetarium has hosted Scout groups, church groups, Indian Guides and Princesses (YMCA & YWCA), rehabilitation groups, garden clubs, day care centers, hospital groups, nursing homes, and civic organizations such as the Lions and Kiwanis clubs.

Many cultural programs that extend far beyond the physical confines of the College may be initiated in the planetarium. The ISU planetarium, for example, is promoting an awareness of local and Mexican archaeology in conjunction with its own program on the "Skywatchers of Ancient Mexico." There will begin next spring a series of short trips to archaeological sites such as Cahokia Mounds, coupled with lectures on archaeological techniques and findings. This will be followed with a guided tour of archaeological sites in Mexico.

Since a planetarium at Parkland would become the southernmost planetarium in Illinois, and since the ISU planetarium often has visitors from Indiana and southern Illinois, we can anticipate that a well-planned planetarium would present Parkland with a chance to serve the citizens of Illinois far beyond the boundaries of District 505, and to enhance its reputation to such a wide area as well.

- d. I shall benefit from increasing the number and depth of my professional contacts throughout Illinois. In addition, I shall have the opportunity to enhance my association with colleagues in diverse disciplines at Parkland.

I shall grow professionally by giving oral presentations in the presence of other Astronomy teachers, and observing them giving similar talks. I shall learn instructional techniques that I am not now familiar with.

I shall have the opportunity to do a great deal of darkroom work in the preparation of slides for planetarium programs. Since most of the slides used in my Astronomy course were taken by me, improvement in my photographic techniques and darkroom skills will be of great benefit. In addition, I shall have the opportunity to copy slides used elsewhere for later incorporation into my classes.

My work in the realm of equipment maintenance will have application in our Physics and Astronomy laboratory, where equipment maintenance and repair is a continuing problem. By better understanding the workings of some basic types of equipment, I shall also be better able to design new experiments.

Since planetarium education is multi-disciplinary, I expect to better understand the relationships between Astronomy and other disciplines.



3. Describe the activities in which you will be involved to accomplish the objectives of your sabbatical leave. Include activities which will take place after you return from sabbatical.

My study at ISU will involve a full range of planetarium activities, including:

- a. program preparation and presentation
- b. script writing
- c. materials and special effects production
- d. equipment maintenance
- e. meetings with The Friends of the ISU Planetarium, a support group

After gaining familiarity with the operation of the ISU Planetarium, my work in Peoria will be for purposes of comparison. Their facility is newer, has a different type of projector, is funded differently, and has an adjoining science museum, which ISU lacks. It has also shown considerable innovation in its educational program.

On my trip to northern Illinois, I will visit planetaria in Elgin, Evanston, Aurora, River Grove (Triton Community College), Chicago (Adler) and Kankakee.

I intend to remain in close contact with Steve Bishop of Triton College, where ground will soon be broken for their second planetarium (their first was condemned due to a deteriorating foundation). I will be very interested in changes they have made from their first planetarium. I will also monitor developments at Sangamon State, where funding has been lined up and construction "may begin in the not-too-distant future."

I also wish to attend at least one GLPA (Great Lakes Planetarium Association) meeting and the annual meeting of the IPS (International Planetarium Society).

As I become aware of potential uses of a planetarium, I shall discuss these uses with the appropriate staff members. Not only will this help to prepare the staff to use the planetarium, but it will enable me to better assess the worth of potential uses.

I will discuss with Dick Karch the results of my study, and seek information that he requires.

I will present to the Board of Trustees a report on my sabbatical leave and a list of recommendations.

I will keep abreast of changes in the field of planetarium education through attendance at the annual meetings of the GLPA.

#### 4. Additional Concerns

- a. Budget: I would like the College to support me on my trips, including paying my mileage to ISU and Peoria, and my mileage, meals, and lodging on any overnight trips. I have received some invitations to be a houseguest of planetarium directors in the Chicago area, so this should diminish the expense somewhat. A ballpark figure for in-state travel expenses is \$1500.
- b. My study is a one-year proposal, and I could not complete an adequate portion of it in one semester.

- c. Other: Once Parkland's planetarium has been completed, this sabbatical may be looked back on as actually saving the College the costs of design errors and consultant fees. I hope that this will in some way be taken into account when computing the cost of this sabbatical to the College.

One reason that I would like to see this proposal receive a positive response as soon as possible concerns the virtually ideal arrangements I have made with the ISU planetarium director. ISU has probably the only facility close enough for me to commute to for an extended period. Carl Wenning is an extremely talented director who trained at Michigan State University, recognized at the time as having the best planetarium training program in the country. His mentor has since moved on to head the Air and Space Museum at the Smithsonian Institution in Washington, D.C. Carl's fellow planetarium directors have recommended him to me as the man "who is doing it all" in planetarium education today. I feel that it is only a matter of time before he moves on to some larger and newer facility. His replacement is not likely to have credentials nearly as impressive, nor can it be assured that he would welcome the arrangements described in this paragraph.

MEMO  
December 6, 1982

TO: Greg Maybury  
FROM: Dave Linton  
SUBJECT: Sabbatical Proposal

In response to the committee's concerns as you have related them to me, I have done a thorough rewriting of my proposal. Still, I feel some added remarks are necessary.

1. The committee asked: when will we build a planetarium?

I don't know. No one does. But the College has repeatedly stated the desire for a planetarium.

Very importantly, the planetarium will not be built with normal College funds, but through contributions. This is the reason for difficulty in predicting a construction date.

As stated in the proposal, the contributions are not likely to roll in until Dick Karch can show the contributors what benefits the planetarium will bring the community. It should be noted that he is rapidly nearing the time when he will need to know the benefits in order to communicate them. He is currently in the process of identifying potential contributors and assembling a file on each. His acquiring of an assistant (Bob Abbuehl) this spring should free up more time for this task.

I feel that if the sabbatical is postponed until the construction is imminent, we will be greatly delaying that construction. By then, it may be too late to have any impact on the design, and too late also to bring other disciplines into the planning stage. Thus, the sooner the study is carried out, the greater the benefit.

2. Will this study lose its value if the planetarium is not built for five years, ten years, or more?

The last paragraph in the previous section is a partial response to this question.

My study will provide a written list of suggestions that will serve as a guide to the architect in the design of the planetarium and to the planetarium director in the type of educational program desired by the Parkland faculty. I doubt that this will rapidly become outdated. Nor does Carl Wenning, the ISU Planetarium director. If the elapsed time is great, it might become necessary to update the list by seeing what new instrumentation has been made available by the manufacturers, but this information they would willingly supply. It should be noted that such instrumentation changes would likely be ones of addition to, rather than replacement of, instrumentation recommended in my sabbatical report. Such changes should be minor.

As for the design requirements, the following are a few of the things that come to mind as needing no changes after their initial determination: seating capacity, space requirements for office, preparation and storage use; size of lobby and display area; amount of rest room facilities; type and arrangement of seating (unidirectional or in-the-round seating); placement and space allotment for the control console, slide and movie projectors, and other instrumentation; type of dome material and the amount of required access to the outside of the dome; electrical power needs (with allowance for later additions); number and placement of spare conduits for future wiring needs; slope of the floor (some planetaria use a "tilted dome"); and the placement of the speaker system. The cost estimate for such a facility will of course change, but it can be easily adjusted for inflation.

If the time lapse is great, those skills acquired during the sabbatical leave which I fail to practice will tarnish. But those skills are to be acquired primarily to aid me in understanding the overall planetarium operation and to enable me to prepare the list of recommendations I mentioned above.

As stated near the bottom of page 5, I intend to continually update my familiarity with planetarium education. This should enable me to keep Dick Karch informed of changes in this field.

3. Will there be immediate benefit from this sabbatical leave?

Obviously, the majority of the benefit will be realized after the completion of the planetarium. However, all of the personal benefits mentioned in 2d will be immediate, and these will benefit my students as well. Fund raising will be not only speeded up as I indicated, but more effective if we learn successful techniques used by other institutions. We will also have a realistic estimate of needed funds.

Let me suggest that in addition to immediacy, there exists another aspect of time that should be considered. This aspect is the duration of the benefit.

I selected this task for a sabbatical proposal because I thought that of those things that I could do and would personally benefit by doing, this would provide the greatest benefit to the College and to the community. Since the benefits of a well-planned planetarium would impact on tens of thousands of people each year for many decades (centuries?) into the future, I found myself unable to conceive of a more worthwhile task.

4. Could the purpose of this sabbatical be fulfilled through project release time?

No, I don't see any way that it could. I would need to be absent from the College far too many consecutive days on too many occasions for me to teach any classes. Only if my commitment at the College were restricted to, say, Mondays and Tuesdays every week or Monday through Friday on alternate weeks would I have any hope of pursuing this task through a divisional project. If that were feasible, which I certainly doubt, it might well require two years for completion of the project.

My division chairman, Gayle Wright, has told me that he has never seen a sabbatical proposal that has exceeded this one in value. He also feels that the only existing or proposed College program that could serve as a vehicle to handle this proposal is the sabbatical leave program.

Greg, thank you for your time and assistance. Whatever the committee's decision, I appreciate being given a full and fair hearing.