

Sabbatical Recipients, 2021 - 2026

2025-2026: [Michael Gray](#) (Film)

3 quarters

To complete a feature-length film, gaining up-to-date experience of the film industry that enhances the recipient's teaching and ability to connect students with internships and employment.

2024-2025: [Corrie Martin](#) (English)

2 quarters

To study the SPSCC student experience through surveys and facilitated focus groups, gaining a better understanding of the barriers faced by students and what is needed to remove those barriers to improve student success.

2024-2025: [Chris Moon](#) (Early Childhood Education)

2 quarters

To research, study, and apply emerging concepts in artificial intelligence and inclusive education. Activities included volunteering at a local elementary school to gain practical experience with current curriculum and social-emotional learning (SEL), alongside independent research, international fieldwork, participation in a class in Reggio Emilia, Italy, and other professional development.

2023-2024: [Jennifer Wortman](#) (English)

2 quarters

To conduct in-depth research and experimentation with AI, attending a workshop series and two conferences and gaining knowledge of best practices for integrating AI into classes while avoiding unethical use of AI.

2022-2023: [Julie Williamson](#) (English for Speakers of Other Languages)

2 quarters

To research and study interrelated areas of the affective domain in learning, gaining additional knowledge and skills to reduce barriers for non-native and "non-standard"

speakers of American English and to inform the recipient's shared governance committee work.

2022-2023: [Joe Batt](#) (Art)

1 quarter

To improve the recipient's digital media skills and update the SPSCC 2D and 3D design, painting, printmaking, and drawing courses, integrating design foundations with basic digital imaging skills.

2021-2022: [Sally Sharbaugh](#) (Counseling)

3 quarters

To complete research and training in mindfulness meditation as a clinical intervention as well as its role in trauma recovery, while de-centering the traditionally White and Western interpretations of mindfulness and trauma recovery, gaining the recipient additional clinical skills and knowledge to offer effective and culturally competent care and services to students.