

30TH ANNUAL UWSP TEACHING CONFERENCE

WEDNESDAY, JANUARY 14, 2026

Time	Laird Room -230		
10:00 - 11:20 a.m.	KEYNOTE - Dr. Kristen Lee <i>Prioritize, Optimize, and Sustain Your Well-Being: Evidence-Based Strategies to Protect Against Burnout</i>		
11:20 - 11:30 a.m.	BREAK - morning refreshments in the Laird Room		
Session 1	Laird Room-230	Room 374	Legacy Room-370
11:30 a.m.-12:15 p.m.	Finding Joy in Academic Community Using a SoTL FLC as Community-Building Praxis James Berry, Jess Bowers, Lauren Gantz, Amanda Jonsson, Katja Marquart, Erica Ringelspauh, Krista Slemmons	Introduction to a Competency-Based Education Model Tiffany Akins	Building Career-Ready Graduates: The Case for Required Internships Jacqui Guthrie, David Barry, Daniel Keymer
12:15 - 1:15 p.m.	LUNCH - Laird Room		
1:15 - 2:00 p.m.	After lunch presentation: Navigating Expanding Demands: A Workshop on Actionable Faculty Wellness Strategies Jess Bowers and Rachel Charron		
2:00 - 2:10 p.m.	BREAK - afternoon refreshments outside the Laird Room		
Session 2	Laird Room -230	Room 374	Legacy Room-370
2:10 - 2:55 p.m.	Positive Outcomes of Integrating Career Readiness Jeremy Higgins, Tanya Steger	Fragmented Poetics, Fragmented Pedagogies Freesia McKee	Voices of Urban Queer and Trans Youth in an Era of Book Bans Sonny Partola
2:55 - 3:05 p.m.	BREAK- afternoon refreshments outside the Laird Room		
Session 3	Laird Room-230	Room 374	Legacy Room-370
3:05 - 3:50 p.m.	Gamifying Disagreement to Encourage Productive Discourse Dona Warren, Patience Graham, Matthew Dzwonkowski	Shared Work, Shared Community: Integrating Student Affairs Lessons into Classroom Teaching Missy Burgess	Cultivating the Reflective Educator: Deepening Preservice Teacher Practice Jacquelyn Sernau, Amber Garbe, Polly Manske

Teaching with Joy: Restoring Connection and Purpose

WEDNESDAY, JANUARY 14, 2026

Laird Room 230

KEYNOTE PRESENTATION:

Dr. Kristen Lee

Prioritize, Optimize, and Sustain Your Well-Being: Evidence-Based Strategies to Protect Against Burnout

Dr. Lee is an internationally recognized, award-winning behavioral science clinician, researcher, educator, speaker, and comedian from Boston, Massachusetts.

Finding Joy in Academic Community Using a SoTL FLC as Community-Building Praxis

James Berry, Jess Bowers, Lauren Gantz, Amanda Jonsson, Katja Marquart, Erica Ringelspaugh, Krista Slemmons

For the 2025-26 academic year, the Center for Inclusive Teaching and Learning launched a Faculty Learning Community focused on the Scholarship of Teaching and Learning. In this panel, midway through the academic year, participants in the FLC will share their initial experiences by discussing their involvement and the growth of opportunities in supportive and collaborative scholarship they are finding.

AFTER LUNCH PRESENTATION:

Navigating Expanding Demands: A Workshop on Actionable Faculty Wellness Strategies

Jess Bowers and Rachel Charron

As workload and political pressure intensify across the UW system, faculty and staff are navigating challenging workplace dynamics that strain individual and collective well-being. This workshop examines the impact of secondary traumatic stress, burnout, and compassion fatigue, offering clear strategies for recognizing and addressing these conditions. Participants will explore practical approaches to setting and sustaining healthy professional boundaries that promote wellness. The session also emphasizes building a culture of community care within the university, highlighting small, actionable steps that strengthen support networks. Attendees will leave with tools to promote resilience, balance, and shared well-being across campus.

Positive Outcomes of Integrating Career Readiness

Jeremy Higgins, Tanya Steger

Discover the many joys and positive outcomes of integrating career readiness elements into your curriculum and departmental offerings.

Gamifying Disagreement to Encourage Productive Discourse

Dona Warren, Patience Graham, Matthew Dzwonkowski

Disagreement can be stressful, but games are fun. In this session, you'll be introduced to "Reasonate," a game designed to structure productive conversation while helping players to practice skills that they can deploy outside the game environment.

The session will begin with a one-minute introduction to the theory behind Reasonate. We will then provide attendees with directions for the game, illustrate the central moves, and discuss common points of difficulty. If time permits, attendees will be given an opportunity to play a short round. At the end of the session, attendees will be able to implement Reasonate in their classrooms

Introduction to a Competency-Based Education Model*Tiffany Akins*

Competency-based education (CBE) aligns student abilities with societal and workforce needs but requires a supportive learning culture for successful adoption. This session introduces CBE fundamentals and shares community learning strategies used in UW–Stevens Point's DPT program to guide learners through this model.

Fragmented Poetics, Fragmented Pedagogies*Freesia McKee*

In poetry, fragmentation (of narrative, of language, of thought) is a norm. In poetry, not everything is supposed to connect. Not in one line. Disconnected moments. Juxtaposed realities. University professionals can apply “the poetic fragment” as a metaphor to understand the fragmentation in our pedagogies and life journeys. Instead of a problem to fix, what if fragmentation was acceptable? This hybrid-genre presentation will combine performance art and lecture with a short, beginner-friendly writing activity designed for non-poets.

Shared Work, Shared Community: Integrating Student Affairs Lessons into Classroom Teaching*Missy Burgess*

This session is all about helping build a classroom environment where students feel like they matter. Drawing on the everyday relationship-building work that student affairs professionals do so well, we'll explore simple ways to make your class feel more connected, supportive, and human. You'll leave with practical ideas you can start using right away to help students feel like they belong in your course.

Legacy Room 370**Building Career-Ready Graduates: The Case for Required Internships***Jacqui Guthrie, David Barry, Daniel Keymer*

Professional internships are strongly correlated with improved career outcomes. When optional, only the most ambitious and well-resourced students opt into them. Come learn about making internships mandatory in your major and finding joy in helping students on their career-readiness journey.

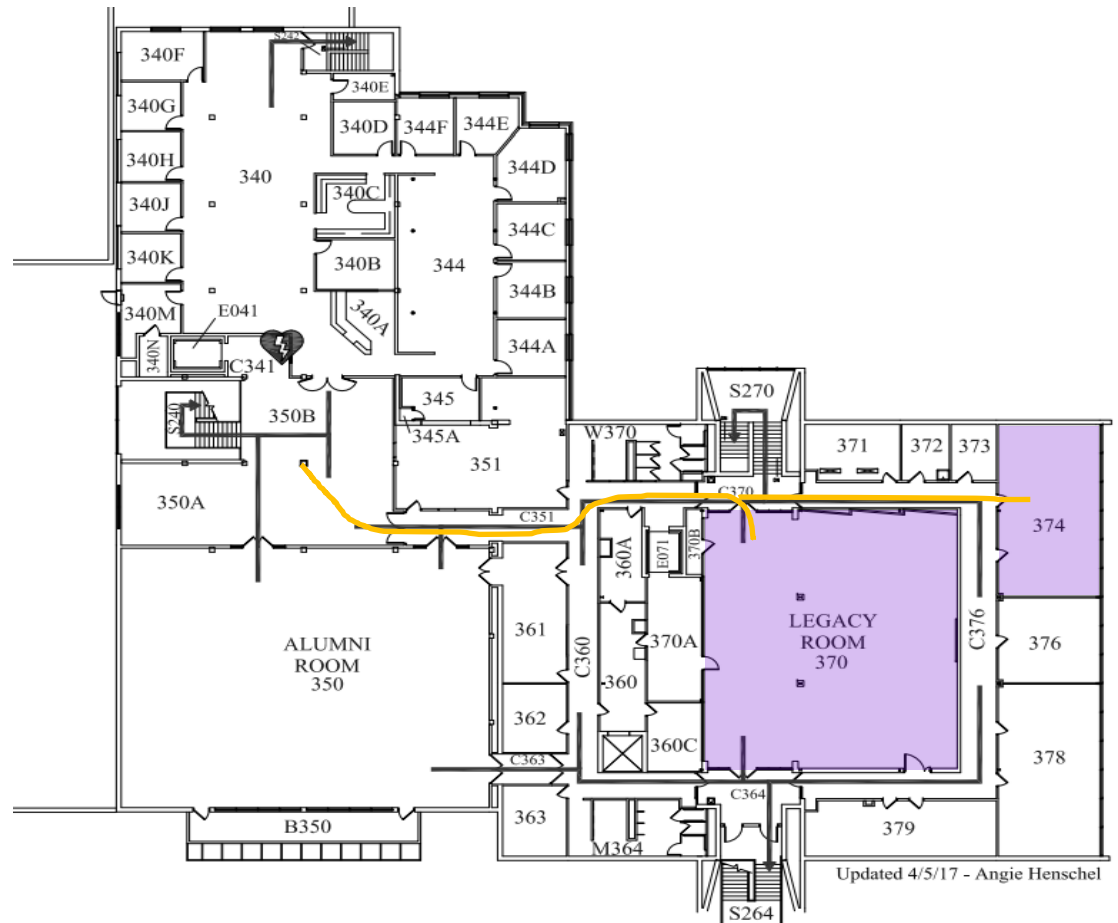
Voices of Urban Queer and Trans Youth in an Era of Book Bans*Sonny Partola*

This session highlights what queer and trans youth of color in Utah high schools teach us about joy, belonging, and connection in the face of book bans. Drawing from a year-long critical ethnographic study, the presentation centers student voices to illuminate how censorship affects identity, belonging, and well-being, as well as how youth themselves resist erasure. Participants will learn classroom strategies to restore joy, representation, and purpose for marginalized students in restrictive or politically tense educational environments.

Cultivating the Reflective Educator: Deepening Preservice Teacher Practice*Jacquelyn Sernau, Amber Garbe, Polly Manske*

Ready to transform your course and amplify student success by integrating Open Educational Resources (OERs)? Traditional textbooks often present challenges such as high costs, limited access for online learners, outdated content, and lack of diverse perspectives. By adopting OERs, instructors can align their courses with high-impact practices to enhance accessibility, relevance, and equity. This session will provide an overview of the OER landscape, provide practical tips for implementation, and offer insight into campus resources available to support this transition.

Dreyfus University
Center (DUC)
Third Floor Rooms:



Thank you, presenters and participants.



Center for Inclusive Teaching and Learning
University College
University of Wisconsin - Stevens Point

