



November 2025

# THE CenterPOINT Press

A monthly publication of the Center for Inclusive Teaching and Learning (CITL) at UW-Stevens Point

## Share Your Joy of Teaching at Our Annual Conference

**T**his coming January, we will celebrate 30 years of the UWSP Teaching Conference. As we reminisce about the conference history, we invite you to reflect on the creative and caring ways we support student learning while also taking care of ourselves and each other. Joy in teaching isn't just about what happens in the classroom, it's also about the relationships we build with colleagues, the moments of collaboration, and the sense of community that helps us thrive.

Individuals or groups, are invited to submit proposals for interactive workshops, panels, or individual presentations. Let's gather to share what's working, and to remind ourselves why this work matters and how it can bring us joy.

30<sup>TH</sup> ANNUAL  
UWSP TEACHING CONFERENCE

### Teaching with Joy: Restoring Connection and Purpose

Wednesday, January 14, 2026

[Learn More and Submit a Proposal](#)

#### Proposal Submissions:

Electronic submissions are due on or before  
**Friday, December 5, 2025.**

#### Notification:

Presenters will be notified by  
**Wednesday, December 10, 2025.**

### Inside

Take a Weekly, Bite-Sized Approach to Accessibility Remediation	2
Important Training on Digital Content Accessibility	2
SAVE THE DATE	2

Accessibility Remediation Assistance:	
Drop In for Office Hours with CITL Staff	3
Apply for Grant Funds	3
OPID Spring Conference Call for Proposals	3
SoTL Spotlight - Pamela Terrell	4

## Center for Inclusive Teaching and Learning

**715-346-2945**

Leave a message and a CITL team member will contact you.

If you are not sure who to contact, please send an email to our CITL inbox:

[citl@uwsp.edu](mailto:citl@uwsp.edu)

### TEST SCORING

drop-off for bubble sheet exams is Collins Classroom Center Room 463. Please use the drop slot in the door.

Follow the [instructions for preparing your Test Scoring packet](#).

**Erin Speetzen** - ext. 3177  
Director  
[espeetze@uwsp.edu](mailto:espeetze@uwsp.edu)

**Eric Simkins** - ext. 2914  
Online Program Manager/  
Instructional Designer  
[esimkins@uwsp.edu](mailto:esimkins@uwsp.edu)

**Nancy Shefferly** - ext. 2315  
Instructional Designer  
[nsheffer@uwsp.edu](mailto:nsheffer@uwsp.edu)

**Angie Servi** - ext. 3593  
Instructional Designer  
[aservi@uwsp.edu](mailto:aservi@uwsp.edu)

**Sean Ruppert** - ext. 2375  
Canvas Administrator/  
Instructional Technology Support  
Specialist  
[sruppert@uwsp.edu](mailto:sruppert@uwsp.edu)

**Sara Olsen** - ext. 4435  
Multimedia Designer  
[solsen@uwsp.edu](mailto:solsen@uwsp.edu)

## Take a Weekly, Bite-Sized Approach to Accessibility Remediation

The **Bite-Sized Remediation Guide (BSRG)** is a step-by-step resource designed to help instructors address accessibility issues identified by the **UDOIT** tool in Canvas. It breaks down common accessibility problems into manageable tasks, making the remediation process more approachable and sustainable.

The BSRG runs in **14-week cycles**, with the **next cycle beginning January 6, 2026**. Participants work through one issue at a time, gradually improving the accessibility of their digital course materials. You can follow the BSRG through the weekly topics, or work at your own pace, and you can join the BSRG at any time.

The BSRG complements the **Digital Accessibility 101 (DA 101)** training course, which provides foundational knowledge for creating inclusive and accessible learning environments. **You can enroll in both the BSRG and DA101 courses on [CITL's Title II accessibility training web page](#).**

Additional support is available as you work through the BSRG via CITL office hours. CITL team members are available to assist with remediation strategies and answer questions. More information is shared on page 3.


## Important Training on Digital Content Accessibility

**A**ccessibility of all digital content will soon be required by the Title II Americans with Disabilities Act. UWSP provides online training courses, Digital Accessibility 101 (DA101) for instructional staff, non-instructional staff, and student workers. You can find links to enroll in these courses on our [accessibility training web page](#).

# ADA

Americans with Disabilities Act





The 30<sup>th</sup> Annual  
UWSP Teaching Conference

---

**Wednesday, January 14, 2026**

*Registration Open Soon!*

## ACCESSIBILITY REMEDIATION ASSISTANCE: Drop In for Office Hours with CITL Staff

**D**o you have questions about the accessibility remediation of your course content? We are here to help! CITL team members are available to meet with faculty and instructors in all academic buildings on the Stevens Point campus and also at our branch campus locations. Drop in anytime during the scheduled hours. The up-to-date schedule is also on our [accessibility training web page](#).

### *Stevens Point campus*

#### **Monday**

NFAC 110 — 2 - 3 p.m.  
CCC 231 — 3 - 4 p.m.  
TNR 372 — 3 - 4 p.m.

#### **Tuesday**

CAC 110B — 9 - 11 a.m.  
CBB 271 — 2 - 3 p.m.

#### **Wednesday**

CBB 271 — 9 - 10 a.m.  
CAC 110B — 1 - 3 p.m.  
SCI B240 — 2 - 3 p.m.

#### **Thursday**

TNR 372 — 8 - 9 a.m.  
NFAC 110 — 9 - 10 a.m.  
CPS 116 — 8:30 - 9:30 a.m.

### *Wausau campus*

Terrace Room 100 — 12:30 - 2:30 p.m. on 11/18

### *Marshfield campus*

Room 101 — 10:00 a.m. - Noon on 11/10  
and 10:00 a.m. - Noon on 12/8



CITL offers Professional Development Travel grants and High Impact Practice mini-grants to UWSP faculty and instructors. Learn more about each grant and how to apply on CITL's [Grants web page](#).

## OPID Spring Conference Call for Proposals

The Universities of Wisconsin's Office of Professional and Instructional Development (OPID) welcomes your proposals for the 2026 Spring Conference: *The Joys of Teaching & Learning – Reclaiming Hope*. We invite you to join us in reflecting on your scholarly practice of teaching and learning.

#### **Proposals Due Online:**

Submissions will be accepted for review through **Monday, January 5, 11:30 p.m.**

**[Complete the Proposal Submission Form](#)**



*Each month CITL highlights a faculty member or instructor from one of our campuses who engages in the Scholarship of Teaching and Learning (SoTL).*

## SoTL Spotlight

**Pamela Terrell, Professor**  
**Communication Sciences and Disorders**



### **How would you explain SoTL to someone who is new to the field?**

I think it involves reflective teaching, self-evaluation of teaching (why I am teaching the way I teach, what works best?), and research-based study of teaching. It can be as casual as talking with other instructors about what they are doing in their classrooms or as formal as a structured research project with IRB approval.

### **What drew you to SoTL?**

I really want to be a good instructor and am constantly thinking about how to get students excited about and invested in learning. I don't want them to just memorize information and move on. I want to spark curiosity and connection.

### **Tell us about your most recent SoTL project.**

Two years ago, I inherited a course in anatomy and physiology. It is one of the "most dreaded/feared" courses in the CSD curriculum. I wanted to empower students in their learning and help them to understand why knowing A & P is important to their future careers. I collaborated with 6 students who had taken the course and excelled to develop labs and lab quizzes using new anatomy software. These student-curriculum developers also talked to the class about study strategies to improve self-efficacy.

### **What do you like most about doing SoTL?**

For starters, SoTL people are the nicest people! It's also so fun and energizing to learn from people from a

variety of disciplines. Sometimes getting out of my silo helps me see things in a new way.

Additionally, SoTL involvement is practical and I learn things I can immediately implement in my teaching.

Finally, fitting in research time can be tricky at a comprehensive university. SoTL work is like double dipping because it improves my teaching and progresses my research agenda. Win-win!

### **How would you describe the impact of your SoTL research on your teaching?**

It has made me more thoughtful and more creative. I am learning to be less stressed about getting through content and more concerned about deeper learning. I certainly haven't totally arrived yet but I am very thoughtful about it.

### **What advice would you give to someone who wants to get started in SoTL?**

Jump in—start local with CITL activities and events (learning communities, book groups, teaching conference) or find a mentor on campus. Get connected to OPID, which is the UW-System's branch of teaching and learning. There's spring conference, teaching fellows and scholars, as well as faculty college.