University instruction and learning have evolved significantly in the wake of the COVID-19 pandemic. First, there was the shift (almost overnight) to distance learning, after which many courses transitioned back to face-to-face while others remain online. Each format—face-to-face, remote, or hybrid—presents unique and, in some cases, ongoing challenges.

A report just published by The Chronicle of Higher Education indicates students, faculty, and universities continue to experience difficulties as we all work to connect post-pandemic. Fortunately, the report goes further than simply stating what many of us know first-hand—the college experience has been forever altered by COVID-19.

Co-authors Beckie Supiano and Karin Fischer acknowledge that connecting with students and students with each other has always been a challenge, but they argue the pandemic intensified the problem even in those cases where classes have returned to in-person meetings. Supiano notes that “Bringing students back to the classroom didn’t solve the connection problem. They’re still black squares, they’re just in person.”

Thus, the authors offer practical suggestions for making student experiences more engaging, worthwhile, and successful. To read the full report, go to:

Full Report Here
Over the past few editions of the PIE Newsletter, we’ve plugged various different services PIE offers in the professional-development domain, including peer teaching observations. We’re pleased to announce that PIE now offers consultations on professional-development materials like teaching philosophy and diversity statements via our TA Community Support site on Canvas. If you’ve written either type of document in preparation to enter the job market, but you’re looking for feedback before you send it off to potential future employers, PIE Associates working with the PIE Services committee are ready and able to help you fine-tune your materials so you can present yourself in the best possible light. We can help you with your statements’ content, tone, style, and formatting.

You may be a first- or second-year graduate student who isn’t quite ready for the job market, but nonetheless dedicated to generating job-application materials in preparation for entering the job market. You may be unsure of how to start writing a teaching philosophy or diversity statement—and that’s no problem for PIE! PIE Associates can also meet with you to discuss what typically goes in job-application documents, how to format them, and we can even help you brainstorm ideas for the content of your materials.

Interested? Simply fill out the PIE Services Qualtrics form (linked below) and request a consultation. From there, you’ll meet with a PIE Associate, and then upload your teaching philosophy and/or diversity statement to the corresponding page on the TA Community Support site for detailed feedback.

**PIE Services Request Form**

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**UPCOMING EVENTS**

**ALWAYS AUDITIONING**

Thursday, March 30 from 1 - 2 PM
Honors, Scholars, & Fellows House
4th floor,
Nancy H. Marcus Great Hall

[Registration Link]

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**CREATING CANVAS ASSIGNMENTS FOR ACCESSIBILITY**

Friday, April 14th from 2-3:30 PM
Location: Zoom

[Registration Link]
Darius Robinson is a PhD student in the Higher Education program. He received his B.A. from Colgate University, with academic focuses in educational studies and writing & rhetoric and his master’s degree in college student affairs at Rutgers University – New Brunswick. Darius’ research focus is on the impact of leadership on students of color, with an emphasis on Black male leadership. Currently, he is looking at the intersection between Black male leadership and critical hope. He is a graduate teaching assistant with the Leadership Learning Research Center (LLRC), working with classes on leadership theory, leadership & change, and Black male leadership. He is also a 2022 – 2023 Teaching Associate with FSU’s Program for Instructional Excellence. Darius plans to use his award at the American College Personnel Association (ACPA) 2023 Annual Convention.