RESPONSIBILITIES IN TEACHING:
COURSE COORDINATORS, FACULTY, TEACHING STAFF & TEACHING ASSISTANTS/FELLOWS
UNIVERSITY OF PITTSBURGH SCHOOL OF PHARMACY

The School of Pharmacy develops pharmacists and pharmaceutical scientists as innovators and leaders to improve the health and well-being of the world around us. Through inclusive excellence, innovation, and leadership, we achieve pioneering and exemplary
- **Pharmacy and pharmaceutical sciences education,**
- **Research and scholarship, and**
- **Patient care and service.**

To accomplish this mission in education, Pitt Pharmacy faculty, course coordinators, teaching support staff and teaching assistants/fellows (TAs/TFs) are integral in the comprehensive planning and coordination and delivery of courses to further student learning.

Course coordinators, by encouraging innovative teaching methodologies and assessment methods to enhance student learning, have important roles in quality assurance of course delivery and facilitating student success. Course coordination duties include course planning, course design and development, course delivery, selection of educational resources, assessment, learning outcomes, course evaluation, and course remediation. Course coordinators are nominated and approved through consultation of department chair and the Leadership Team of the school.

Faculty members' responsibilities are defined in the University Faculty Handbook [Academic Integrity | Faculty Handbook | University of Pittsburgh](#) including:
- To meet their classes when scheduled.
- To be available at reasonable times for appointments with students, and to keep such appointments
- To make appropriate preparation for classes and other meetings.
- To perform their grading duties and other academic evaluations in a timely manner.
- To describe to students the general content and objectives of a course; and announce the methods and standards of evaluation, including the importance to be assigned various factors in academic evaluations and, in advance of any evaluation, the permissible materials or references allowed during evaluation.
- To base all academic evaluations upon good-faith professional judgment.
- Not to consider, in academic evaluation, such factors as race, color, religion, sex, sexual orientation, age, national origin, political or cultural affiliation, lifestyle, activities, or behavior outside the classroom unrelated to academic achievement.
- To respect the confidentiality of information regarding a student contained in university records; and to refrain from releasing such information, except in connection with intra-university business, or with student consent, or as may be permitted by law (esp. in reference to the Family Educational Rights and Privacy Act of 1974 (FERPA))
- Not to exploit their professional relationship with students for private advantage; and to refrain from soliciting the assistance of students for private purposes in a manner that infringes upon such students' freedom of choice.
- To give appropriate recognition to contributions made by students to research, publication, service, or other activities.
- To refrain from any activity which involves risk to the health and safety of a student, except with the student's informed consent, and, where applicable, in accordance with the University policy relating to the use of human subjects in experimentation.
- To respect the dignity of students individually and collectively in the classroom and other academic contexts.

Teaching support staff work with course coordinators, faculty and TAs/TFs on course planning, organization and deployment as integral partners to accomplish efficient and effective course delivery. Staff support is responsible for close communication with course coordinators and faculty, including timely determination and status updates for completion of requests. Staff assignments are made through discussion with the PharmD Program Director and the Associate Dean for Business & Administration.

Teaching assistants and teaching fellows are assigned each term to courses by the Director of Graduate Studies and the Associate Dean for Graduate Programs to assist faculty with teaching in diverse activities. Appointments are made each term and responsibilities within courses may vary.

- A Teaching Assistant is a graduate student who holds a teaching or teaching-related appointment made in accordance with the University regulations. TAs cannot be assigned to teach post-baccalaureate or PharmD courses or be the instructor of record. Exceptions may be made in cases where the student shows clear evidence of outstanding knowledge in specialized areas and when the individual is directly guided by a member of the graduate/PharmD faculty. Requests for such exceptions must be made to the Associate Dean of Graduate Programs.
- A Teaching Fellow is more educationally advanced or experienced, typically holding the equivalent of a master's degree. TFs are responsible for teaching portions of a course for their own advanced academic and professional training and may be the instructor of record. TFs cannot be assigned to teach PhD-level courses. Exceptions may be made in cases where the student shows clear evidence of outstanding knowledge in specialized areas and when the individual is directly guided by a member of the graduate faculty. Requests for such exceptions must be made to the Associate Dean of Graduate Programs

Course Coordinators Assume Responsibility Including the Following:

1 - Course Planning & Organization – Working with Assigned Staff & Course Faculty
- Be current in review of relevant academic policies including Code of Conduct, Academic Progression, Remediation, Performance Improvement Plans, and Canvas posting
- Facilitate integration of science and practice disciplines in the course
- Evaluate and request needed resources (Faculty, Staff, Technology, Space, Small Group Facilitators)
- Work collegially with course faculty to identify appropriate course goals, content and assessment methods
- Prepare and submit course syllabus by assigned deadlines and in accordance with guidelines established by the Curriculum Committee
    - Create and maintain syllabus and schedule in "Syllabus Builder"
- Meet with course faculty, staff and TAs/TFs to discuss expectations and responsibilities
    - Convene a minimum of 2 meetings per year with course faculty and teaching support staff for planning and evaluation
    - Develop timetables to meet course deadlines, describing process for posting of handouts, assignments and grades consistent with school guidance
- Identify to the Academic Records Manager evaluations needed using OMET technology for each course and each faculty member who teaches at least 3 hours or more contact time
    - Implement an alternative evaluation process for presenters that teach for < 3 hours per term
- Maintain organization and oversight of learning management system (Canvas)
- Attend training for course technology
- Attend meetings with Professional Year Coordinators (PYCs) and others when requested in course oversight and participate in course review processes

2 – Assessment & Grading Activities
- Determine, with staff support, the timetable for assessment creation and deployment
- For PharmD courses, request ExamSoft access for faculty, staff and TAs/TFs from authorized administrator
- For PharmD courses, work with Director of Assessment (PharmD program) annually to assure alignment of course and assessments with Coursetune and other mapping

- Review questions from course faculty and TAs/TFs and approve final versions of examinations in advance of required deployment day/time
- Review student test performance in dialogue with individual faculty
- Assure timely grade posting to students (ideally by 1 week and no later than 2 weeks post-submission)
- Assign and post final course grades in PeopleSoft by School of Pharmacy and university deadlines each semester
- Provide end-of-term course grades alerts to the Program Director and the Academic Performance Committee
- Attend any committee meetings about assessing student progress

3 – Oversight of TAs/TFs
- Be responsible for assistance to and oversight of TAs and development of their teaching skills
- Complete mid-term and final evaluations of the TA/TF within 1 week and provide to Director of Graduate Studies using criteria including communication, attention to detail/accuracy of work, responsiveness, teaching effectiveness (where applicable), quality of work as it relates to creating and reviewing course materials, timeliness, innovation
- Work with TAs/TFs to develop teaching skills including the constructions of lectures and/or practicum and/or assessment (eq, test) questions
- Provide early and effective communication and scheduling with TAs/TFs.
- Clearly outline expectations of the TA/TF prior to the start of the course
- Discuss and outline time commitments and provide a schedule
- Mentor, advise, and train the TA/TF in duties specific to the course
- Review TA/TF work and provide feedback
- Communicate effectively and regularly to ensure the best experience for faculty and TA/TF
- Nominate outstanding TAs/TFs for awards and recognition at the end of the academic year

4 - Development of Student Learners
- Develop and offer a process for student review of individual performance.
- Offer meetings to students, especially those performing below a stated minimum grade as per course syllabi
  - Develop performance improvement plans
  - Refer as appropriate to the Program Director and/or Associate Dean for Student Success
- When needed, developed personalized learning plans and remediation plans as the situation dictates
- When needed, document and report code of conduct violations and participate to resolve such situations as described in the Pitt Pharmacy Code of Conduct Policy

Course Faculty Assume Responsibilities Including the Following:
Routine responsibilities include but are not limited to:

1 – Teaching Skills, Content, Organization & Grading
- Meeting with course coordinator(s) when requested in planning and delivery of teaching
- Appropriate selection and delivery of teaching that enhances learning for all
- Timely development, submission and posting of course materials via CANVAS by school guidance timelines
- Timely grading and return of all assessments (ideally by 1 week and no later than 2 weeks post-submission)
- Timely construction and review of test questions prior to deployment that meets coordinator/staff deadlines
- Proctoring examinations or acquiring a substitute faculty proctor
- Attend programs and training to enhance knowledge and skills of teaching and instruction and implement "Best Practices"

2 – Work with Students & TAs/TFs
- Work with TAs/TFs to develop teaching skills including the constructions of lectures and/or practicum and/or assessment (eq, test) questions
- Publication of at least once a week office hours, availability and format (in-person, on-line)

- Meet with students, including those in need of coaching or reviewing of concepts
- When needed, document and report code of conduct violations to the course coordinator and participate so as to resolve such situations as described in the Pitt Pharmacy Code of Conduct Policy

Teaching Staff Support Assume Responsibilities Including the Following:

Routine responsibilities include but are not limited to:
- Coordinator-described need for staff for Canvas set up including modules, student teams, posting of materials (with links where applicable) and grade center
- Set up and management of Exam Soft, including construction of tests or rubrics, pre-test troubleshooting for student and faculty needs and "real time" remote monitoring
- Posting of handouts, assignments and course recordings
- Develop timetables for exam and/or quiz set up and deployment, enter questions, formulate exams, develop seating charts
- Remote monitoring during testing to assist with technology
- Grade entry (when no TA is available for such assistance)
- Facilitate attendance taking through TopHat (when requested), print rosters for TAs if physical attendance taken
- Order supplies
- Request rooms for course needs
- Assist with practicum preparation (i.e. print handouts, order/compile supplies
- Assist with simulation and standardized patient activities (ie, compile materials, create student schedules, order supplies and be on site for activity when requested to provide workflow assistance)
- Schedule student meetings for coordinators
- Attend training to support courses including course management technology

Note: When support needs exceed those listed above, email communication of specific needs must be sent to **PharmacyCourseSupport@pitt.edu** for triage. Within 2 working days, faculty should receive notice of receipt of email and plan for action on requests, identifying the staff member(s) assigned to the request and the anticipated timetable for work completion.

Teaching Assistants (TA)/Fellows (TF) Support Assume Responsibilities Including the Following:

Routine responsibilities include but are not limited to:
- Exam proctoring, exam reviews, editorial review of exam questions, creating exams and quizzes
- Creating handouts, rubrics and other materials for classroom and practicum activities
- Grading of exams, quizzes and other materials, entering of grades into Canvas, review exams with students
- Development and/or review of lecture materials and patient cases
- Effective communication with course instructors, staff and students
- Office hours and tutoring
- Document and report code of conduct violations to course faculty member who is proctoring
- Teaching – with the guidance of a faculty member
- Help with seating assignments, practica/activity workflows and attendance
- Review exam questions once posted in ExamSoft

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APPENDIX 1: Course Timetables
Fall Term Courses

DATE	ACTIVITY
May	Convene course meeting #1 with faculty and support staff • Review course evaluations, faculty input on course design, outcomes • Identify changes to address issues or enhance learning delivery and outcomes • Discuss and finalize the course syllabus (see contents list above in item 1) • Identify teaching resources needed (supplies, faculty, volunteers, TAs, graders) • Determine process for potential student issues (e.g., contact person, policies on absences, make-up work, attendance, exams)
June	• Formulate and input draft of syllabus including schedule into Syllabus Builder prior to PYC meeting • Attend meeting of Course Coordinators and PYC • Confirm consolidated Fall Term Schedule, reconciling dates for exams and major assignments • Discuss course changes including content, activities, assessment
July 15	Submit finalized course syllabus via Course Builder
August	• Convene follow-up meeting with faculty to confirm plans, schedule (if needed) • Deploy CANVAS course by deadline • Meet with class on Day 1 of term to review syllabus
Mid-October	Mid-term course meeting (in-person or via phone) to discuss course progress
December	Communicate with the Academic Performance Committee the names of those students with grades of C- or lower and whether eligible for remediation

Spring Term Courses

DATE	ACTIVITY
September	Convene course meeting #1 with faculty and support staff • Review course evaluations, faculty input on course design, outcomes • Identify changes to address issues or enhance learning delivery and outcomes • Discuss and finalize the course syllabus (see contents list above in item 1) • Identify teaching resources needed (supplies, faculty, volunteers, TAs, graders) Determine process for potential student issues (e.g., contact person, policies on absences, make-up work, attendance, exams)
October	• Formulate and input draft of syllabus including schedule into Syllabus Builder prior to PYC meeting • Attend meeting of Course Coordinators and PYC • Confirm consolidated Spring Term Schedule, reconciling dates for exams and major assignments • Discuss course changes including content, activities, assessment
November 15	Submit finalized course syllabus via Course Builder
January	• Convene follow-up meeting with faculty to confirm plans, schedule (if needed) • Deploy CANVAS course by deadline • Meet with class on Day 1 to review syllabus
Late February	Mid-term course meeting (in-person or via phone) to discuss course progress
April	Communicate with the Academic Performance Committee the names of those students with grades of C- or lower and whether eligible for remediation