



# Faculty Handbook

## Doctor of Osteopathic Medicine Program

Last Revised: 8/15/2024



Picture depicted is of the New Mexico Campus



Picture Depicted is of the Florida Campus

Las Cruces (NM) Campus  
3501 Arrowhead Drive  
Las Cruces, NM 88001

Melbourne (FL) Campus  
Florida Institute of Technology  
Harris Commons  
3011 S. Babcock St.  
Melbourne, Florida 32901

## Contents

Introduction .....	3
Mission, Vision and Guiding Principles.....	3
Our Mission .....	3
Our Vision .....	4
Our Guiding Principles .....	4
Programmatic Level Educational Objectives .....	4
Grievances and Complaints .....	6
Highlighted College Policies .....	6
Copyright and Fair Use .....	9
FERPA.....	9
Research .....	10
Appointment.....	10
Faculty Category.....	10
Faculty Rank.....	10
Term of Appointment.....	11
Faculty Job Description.....	11
Work Assignment.....	14
Procedures for Promotion in Rank .....	15
Instructional Responsibilities .....	19
Institutional Service.....	20
Student Applicant Interviews .....	20
Academic Freedom.....	20
Artificial Intelligence.....	20
Faculty Council .....	21

## Introduction

This handbook for faculty of the Burrell College of Osteopathic Medicine (the College) is intended to provide information regarding policies and procedures that govern their responsibilities and conduct as participants in the delivery of the degree program(s) of the college. All appointed faculty and those seeking appointment, irrespective of employment status, should become familiar with its contents and the published policies of the College.

Faculty are expected to familiarize themselves with the contents of the College's *Employee Handbook*. The employee handbook provides useful information on a variety of topics and draws attention to policies of the College that govern conduct in the workplace and faculty's rights and privileges as employees of the College. The *Employee Handbook* may be found at:

<https://burrell.edu/employee-handbook/>

***The College reserves the authority to amend its policies and procedures thereby modifying the contents of this manual. The College will provide notice of change to its faculty and the college community when such changes in policies or procedures may occur. Faculty shall be responsible for complying with the College's policies and procedures as stated herein and as posted on its website at:***

<https://burrell.edu/about-bcom/governance/>

The Burrell College of Osteopathic Medicine is accredited by the Commission on Osteopathic College Accreditation (COCA), operating under authority granted to it by the US Department of Education, to offer an academic program leading to the Doctor of Osteopathic Medicine (D.O.) degree. The degree is conferred by the Board of Trustees of the College on those candidates successfully completing the course of study and recommended by the College's faculty.

In order to maintain its current accreditation status, the College must comply with the *COM Continuing Accreditation Standards* published by the COCA. These standards may be found at:

<https://osteopathic.org/accreditation/standards/>

## Mission, Vision and Guiding Principles

The College has adopted the following statements of its Mission and Vision:

### Our Mission

The Burrell College of Osteopathic Medicine educates a diverse osteopathic physician workforce committed to improving the quality and access to healthcare in underserved communities.

¡Para la gente y el futuro! For the people and the future!

## Our Vision

The Burrell College of Osteopathic Medicine will be celebrated for preparing culturally competent physicians dedicated to serving the Southwest, particularly among its Native American and Hispanic populations, and further extending locally and nationally to all underrepresented communities served by the College.

The College has adopted the following *Guiding Principles* that provide overarching direction to the conduct of its academic programs.

## Our Guiding Principles

1. The College will achieve and maintain accreditation for its academic program(s) through appropriate accrediting bodies.
2. The College provides an evidence-based osteopathic medical education program that enables students to demonstrate the knowledge and competencies required to enter graduate medical education and the practice of osteopathic medicine.
3. The College embraces diversity that fosters inclusiveness and cultural awareness among all learners and educators with the ultimate goal to increase diversity in the regional physician workforce.
4. The College prepares students to effectively address the health needs of diverse populations, with emphasis on the southwest border region, particularly among Hispanic and Native American populations.
5. The College supports faculty and students in their efforts to advance knowledge by creating an atmosphere of inquiry and discovery that inspires excellence in scholarship and medical practice.
6. The College supports the establishment of a healthcare culture that promotes osteopathic principles of wellness and prevention.
7. The College develops new graduate medical education (GME) opportunities with special emphasis on primary care and physician retention in the region.

## Programmatic Level Educational Objectives

The College has established the following *Programmatic Level Educational Objectives* for the Doctor of Osteopathic Medicine degree program. Faculty contribute to the development and enactment of a curriculum aligned with the following objectives:

### Objective I:

Integrate knowledge and skills acquired from the biomedical, clinical, social, and behavioral sciences to provide patient care in a supervised setting.

### Objective II:

Demonstrate competence in the skills of osteopathic manipulative treatment and the application of osteopathic philosophy in patient care.

### Objective III:

Demonstrate professionalism, characterized by honesty, integrity, ethical behavior, empathy, and responsibility.

**Objective IV:**

Communicate effectively with patients, families, faculty, peers, and other members of the healthcare team.

**Objective V:**

Critically appraise, evaluate, and apply scientific evidence to inform patient care and research.

**Objective VI:**

Demonstrate awareness of the roles and interactions of professionals within the healthcare system and identify resources to optimize patient care at the individual and community levels.

**Objective VII:**

Identify the specific healthcare needs of diverse populations and the ways in which the medical community responds.

## College Bylaws

The College Bylaws define and describe the core infrastructure wherein rests the authority for the development and maintenance of the degree programs. Within the bylaws may be found a listing of the academic departments that report to the Dean of the College. Also listed are the standing committees responsible for recommending policies and establishing procedures for daily administrative operations. Among these are committees overseeing curriculum, faculty affairs, student admissions, and research.

The College Bylaws are a cooperative effort between the Office of the Dean and the faculty, who must approve any changes or amendments. They are updated periodically as the College grows and diversifies the scope of its activities. However, they are intended to anchor the administrative practices of the college in order to promote stability and consistency. The current bylaws may be found at:

<https://burrell.edu/about-bcom/governance/>

### **Note on Subordination**

The College Bylaws are subordinate to the Bylaws of the Board of Trustees of Burrell College of Osteopathic Medicine as amended and such equivalent documents produced by and for BCOM Investment Partners.

Faculty are expected to be familiar with the contents of the *Employee Handbook* and refer to it for questions regarding their employment by or service to the College. Faculty should contact their department chair or the Department of Human Resources to resolve any matters that require further clarification. Please see the following link to access the Employee Handbook:

<https://burrell.edu/employee-handbook/>

## Grievances and Complaints

The College maintains procedures for the filing of any grievance regarding the conduct of the College's programs, operations, or the conduct of its students, faculty, or staff. Please review the Grievance Policy at:

<https://burrell.edu/policy-b2040/>

The College encourages all persons who may have complaints regarding its compliance with accreditation standards to bring their concerns to the attention of the Office of Institutional Effectiveness. For a description of the accreditation complaints policy and procedures for reporting please refer to:

<http://burrell.edu/policy-b2030/>

Any complaint regarding accreditation may be filed confidentially without fear of retaliation through the College's online reporting system. If the complaint cannot be satisfactorily resolved or if the complainant prefers, complaints may be directed to the COCA. For further information, please see the College's Accreditation and Licensure page:

<https://burrell.edu/about-bcom/accreditation/>

***All inquiries and complaints received by the College regarding accreditation shall be considered confidential. Any individual or entity making such inquiry or filing a complaint in good faith shall not be subject to retaliation irrespective of final adjudication of the matter. All records of such inquiries or complaints shall be held by the College and subject to review by the Commission on Osteopathic College Accreditation (COCA) or other regulatory agencies as may be required by law.***

## Highlighted College Policies

All employees and Board of Trustees members of the Burrell College of Osteopathic Medicine are required to adhere to the Conflict of Interest policy. This policy may be found online at:

<https://burrell.edu/policy-b1041/>

In no instance will a provider of health services be requested, required or permitted to provide an academic assessment or academic decision regarding a student for whom such care has been given unless the provision of care was deemed urgent and no other qualified provider was available. This policy may be found online at:

<https://burrell.edu/policy-b9070/>

All employees of the Burrell College of Osteopathic Medicine are required to adhere to Policy B5001, Code of Professional Conduct. This policy may be found online at:

<https://burrell.edu/policy-b5001/>

The Code of Professional Conduct, which outlines the College's expectations regarding professional behavior can be found on our website:

<https://burrell.edu/about-bcom/code-of-professional-conduct/>

Additionally, all faculty, students and staff engaged in the delivery of the Doctor of Osteopathic Medicine degree program shall be familiar with and agree to adhere to the Code of Ethics of the American Osteopathic Association as it may apply to their daily professional activities. The AOA Code of Ethics is stated herein and may found at:

<http://www.osteopathic.org/inside-aoa/about/leadership/Pages/aoa-code-of-ethics.aspx>.

### **AOA Code of Ethics**

The American Osteopathic Association (AOA) Code of Ethics is a document that applies to all physicians who practice osteopathically throughout the continuum of their careers, from enrollment in osteopathic medical college/school through post graduate training and the practice of osteopathic medicine. It embodies principles that serve as a guide to the prudent physician. It seeks to transcend the economic, political, and religious biases, when dealing with patients, fellow physicians, and society. It is flexible in nature in order to permit the AOA to consider all circumstances, both anticipated and unanticipated. The physician/patient relationship and the professionalism of the physician are the basis for this document.

The AOA has formulated this Code to guide its member physicians in their professional lives. The standards presented are designed to address the osteopathic physician's ethical and professional responsibilities to patients, to society, to the AOA, to others involved in health care and to self. Further, the AOA has adopted the position that physicians should play a major role in the development and instruction of medical ethics.

**Section 1.** The physician shall keep in confidence whatever she/he may learn about a patient in the discharge of professional duties. Information shall be divulged by the physician when required by law or when authorized by the patient.

**Section 2.** The physician shall give a candid account of the patient's condition to the patient or to those responsible for the patient's care.

**Section 3.** A physician-patient relationship must be founded on mutual trust, cooperation, and respect. The patient, therefore, must have complete freedom to choose her/his physician. The physician must have complete freedom to choose patients whom she/he will serve. However, the physician should not refuse to accept patients for reasons of discrimination, including, but not limited to, the patient's race, creed, color, sex, national origin, sexual orientation, gender identity, or disability. In emergencies, a physician should make her/his services available.

**Section 4.** A physician is never justified in abandoning a patient. The physician shall give due notice to a patient or to those responsible for the patient's care when she/he withdraws from the case so that another physician may be engaged.

**Section 5.** A physician should make a reasonable effort to partner with patients to promote their health and shall practice in accordance with the body of systematized and scientific knowledge related to the healing arts. A physician shall maintain competence in such systematized and scientific knowledge through study and clinical applications.

**Section 6.** The osteopathic medical profession has an obligation to society to maintain its high standards and, therefore, to continuously regulate itself. A substantial part of such regulation is due to the efforts

and influence of the recognized local, state and national associations representing the osteopathic medical profession. A physician should maintain membership in and actively support such associations and abide by their rules and regulations.

**Section 7.** Under the law a physician may advertise, but no physician shall advertise or solicit patients directly or indirectly through the use of matters or activities which are false or misleading.

**Section 8.** A physician shall not hold forth or indicate possession of any degree recognized as the basis for licensure to practice the healing arts unless he is actually licensed on the basis of that degree in the state or other jurisdiction in which she/he practices. A physician shall designate her/his professional degree in all professional uses of her/his name. Indications of specialty practice, membership in professional societies, and related matters shall be governed by rules promulgated by the American Osteopathic Association.

**Section 9.** A physician should not hesitate to seek consultation whenever she/he believes it is in the best interest of the patient.

**Section 10.** In any dispute between or among physicians involving ethical or organizational matters, the matter in controversy should first be referred to the appropriate arbitrating bodies of the profession.

**Section 11.** In any dispute between or among physicians regarding the diagnosis and treatment of a patient, the attending physician has the responsibility for final decisions, consistent with any applicable hospital rules or regulations.

**Section 12.** Any fee charged by a physician shall compensate the physician for services actually rendered. There shall be no division of professional fees for referrals of patients.

**Section 13.** A physician shall respect the law. When necessary a physician shall attempt to help to formulate the law by all proper means in order to improve patient care and public health.

**Section 14.** In addition to adhering to the foregoing ethical standards, a physician shall recognize a responsibility to participate in community activities and services.

**Section 15.** It is considered sexual misconduct for a physician to have sexual contact with any patient with whom a physician-patient relationship currently exists.

**Section 16.** Sexual harassment by a physician is considered unethical. Sexual harassment is defined as physical or verbal intimation of a sexual nature involving a colleague or subordinate in the workplace or academic setting, when such conduct creates an unreasonable, intimidating, hostile or offensive workplace or academic setting.

**Section 17.** From time to time, industry may provide some AOA members with gifts as an inducement to use their products or services. Members who use these products and services as a result of these gifts, rather than simply for the betterment of their patients and the improvement of the care rendered in their practices, shall be considered to have acted in an unethical manner.

**Section 18.** A physician shall not intentionally misrepresent himself/herself or his/her research work in any way.

**Section 19.** When participating in research, a physician shall follow the current laws, regulations and standards of the United States or, if the research is conducted outside the United States, the laws, regulations and standards applicable to research in the nation where the research is conducted. This standard shall apply for physician involvement in research at any level and degree of responsibility, including, but not limited to, research, design, funding, participation either as examining and/or treating provider, supervision of other staff in their research, analysis of data and publication of results in any form for any purpose.

The College strictly enforces a policy of non-discrimination in its educational programs, activities, admissions, and employment. The established policy complies with federal and state laws that govern equal opportunity in the workplace. Additionally, the College's policies and procedures conform to guidelines set forth by the **Commission on Osteopathic College Accreditation (COCA)**.



The College further prohibits harassment of any kind, declaring such behavior to be discriminatory by nature. The College encourages any individual who believes him or herself to be either a victim of discrimination or observes such in the workplace to report same to their supervisor, Human Resources where the matter will be handled in a discreet and confidential manner.

All Faculty, including those with affiliate or adjunct appointments, are required to be aware of and conform to the policies of the College when engaged in activities involving the college, its students, staff, other faculty or its sponsored programs. For further information please see the Non-Discrimination policy at the following website:

<https://burrell.edu/policy-b1040/>

For nondiscrimination policies regarding admission to the college, please see Policy B9901, Admissions at:

<https://burrell.edu/policy-b9001/>

For policies regarding sexual harassment and discrimination related to *Title IX of the Education Amendments of 1972*, please see Policy B1043, **Title IX: Sex Discrimination and Harassment** at:

<https://burrell.edu/policy-b1043/>

## Copyright and Fair Use

The College students, faculty and staff shall comply with United States Copyright Law as codified in Title 17, U.S Code and uphold the lawful use of copyright protected materials for teaching, learning, research or service activities. Such use shall include the application of Fair Use and other exceptions available within the law, as well as compliance with federal legislations such as Digital Millennium Copyright (DMCA) and the No Electronic Theft Act (NET). For further information, please see the College's Copyright Compliance Policy at:

<https://burrell.edu/policy-b5041/>

## FERPA

The College operates in compliance with the Family Educational Rights and Privacy Act of 1974, (FERPA), as amended. In compliance with FERPA, the College shall not disclose personally identifiable information contained in student education records, except as authorized by law. For additional information, please refer to the College's FERPA policy:

<https://burrell.edu/policy-b9040/>

For further information regarding compliance with FERPA or to report a FERPA violation, please contact the Office of Institutional Effectiveness.

## Research

The Burrell College of Osteopathic Medicine (College) ensures the protection of human subjects in research through the College's Office of Research and Sponsored Programs (ORSP). The ORSP provides administrative oversight of all research conducted at the College and ensures institutional compliance with appropriate federal, state, and local regulations as well as College policies. ORSP responsibilities include providing guidance, assistance, and training to Burrell researchers and providing administrative support for the College's Institutional Review Board.

The College's Institutional Review Board (IRB) operates in full compliance with the U.S. Department of Health and Human Services, and U.S. Food and Drug Administration regulations for the protection of human subjects as described in 45 Part 46 and 21 CFR Parts 50 and 56 as outlined by the College's policies for the conduct of human research. For more information regarding the College's IRB, please visit the website:

<https://burrell.edu/research/irb/>

For more information regarding the research program at the College and all related policies please see the Office of Research and Sponsored Programs website at:

<https://burrell.edu/research/>

## Appointment

The College seeks to assemble and retain a faculty that has acquired and demonstrated the skill and experience needed to assure excellence in the delivery of its educational programs, research enterprise and clinical services. The Department of Human Resources has adopted procedures designed to enable a comprehensive review of the credentials of all applicants to determine suitability for appointment. Upon receiving a recommendation for appointment by the academic department and approval by the Dean of the College the candidate's credentials are reviewed by the Faculty Appointment and Promotion Committee to determine faculty category and rank.

### Faculty Category

The college has adopted the following categories of faculty membership:

- Regular Faculty
- Affiliate Faculty
- Adjunct Faculty

The category to which each faculty member is assigned is intended to reflect their anticipated effort dedicated to the programs of the College. A full description of each rank may be found in the College Bylaws at:

<https://burrell.edu/college-bylaws/>

### Faculty Rank

At the time of initial appointment, a determination of faculty rank is determined. Consideration is given to the candidate's prior academic appointments and experience as an educator, researcher, and/or clinician. The College awards the following academic ranks to its faculty:

- Professor
- Associate Professor
- Assistant Professor
- Instructor

All ranks above the level of Instructor require the candidate to possess a terminal degree in their field.

### **Term of Appointment**

The initial term of appointment shall be determined by the Dean with the approval of the President and the Board of Trustees. Upon expiration of the initial term, subsequent terms will be subject to annual renewal for employed faculty. Adjunct faculty may receive multi-year appointments.

The College may, at its sole discretion, consider other attributes that will bring value to the institution and its academic programs when making a determination with respect to faculty category and rank.

### **Faculty Job Description**

The College provides a job description during the recruitment process and to each employed faculty member at the time of hiring. Faculty will be made aware of any subsequent revisions that may be adopted by the College at its sole discretion. The following describes the general duties and responsibilities of the faculty as they appear in the *Job Description*.

#### **Summary:**

This position demonstrates daily the Burrell College of Osteopathic Medicine's value for respect, trust, integrity, teamwork and a commitment to a *one team-one goal culture*. This position reports directly to the Department Chair and participates and assists colleagues in the planning, directing and implementation of college programs, policies and procedures, and to assist in the development of curriculum which integrates the different specialty areas in a team-based, large and small group learning environments.

The responsibilities for this position may include some or all of the following: teaching, student advising, research and creative activities, service, clinical practice, and administrative responsibilities. In addition, other responsibilities may include student recruitment, retention, and placement efforts.

#### **Essential Duties and Responsibilities:**

- Design, implementation, evaluation and revision of the curriculum.
- Instructional responsibilities, including: preparation of lectures or other teaching materials; time spent in the classroom, laboratory, clinical sites, or other teaching situations; maintaining and improving competence in subjects being taught; preparing teaching

materials; conferring with students on course materials; directing individual and group studies and practice; reviewing written examinations and papers; supervising independent study projects, and professional peer review are essential features of effective teaching.

- Contribute to the formulation of the policies and procedures for, and delivery the instructional, research and service programs of the College.
- Establishment of requirements for degrees and certificates. Make recommendations through the Dean and the President to the Board of those candidates who have fulfilled the requirements for degrees and certificates.
- Establishment of standards for examinations, grading, academic standing, and attendance.
- Contribute to development and promulgation of the academic calendar.
- Participate in establishment of regulations and procedures under which the Faculty operates.
- Advisement of students on issues relating to academic, curricular and career matters.
- Develop scholarly investigation, to include student participation in research and mentoring student-driven scholarship. and pursue external resource funding
  - ❖ Participate in institutional and departmental educational research activities including study design, data generation and analysis, manuscript preparation and submission.
  - ❖ Develop an independent program of scholarly endeavor (basic, translational, clinical, or educational research; educational materials/programs development, etc.).
  - ❖ Provide supervision and evaluation of medical students and their scholarly projects.
- Collaborate in research and scholarly activities with Faculty colleagues, as appropriate.
- Engage in clinical practice as appropriate to the percentage of time allocated to those faculty assigned to clinical practice obligations.
  - ❖ Burrell recognizes that a hallmark of quality clinical practice is continuing medical education and continuing professional development.
- Engage in administrative activities, to include responsibilities and assignments to the department, faculty committees, college committees, prospective student interviews, and other participation as directed.
- Participate in faculty development and meetings.
- Represent the College in a positive and productive manner in areas assigned by the Department Chair and/or the Dean.
- Obtain/maintain proficiency and literacy in the discipline/field.
- Be familiar and adhere to the College's administrative and academic practices, policies and procedures as set forth in the Faculty Handbook.
- Serve on departmental governing bodies and committees as professional service, which implies the use of academic and professional expertise to serve your profession and the community.
- Assist in establishing requirements for admissions; development of criteria and procedures for selection of students; and via the Admissions Committee, recommendation of student for admission.
- Demonstrate commitment to the principles of diversity and inclusivity of the departmental faculty and staff.

- Participate in and successfully complete all required training including, but not limited to discrimination/harassment and code of conduct.
- Perform other job-related duties and special projects as assigned.

**Essential Skills:**

- Demonstrate high level of academic instruction to the College’s students.
- Provide full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate and not interrupting at inappropriate times.
- Identify complex problems and review related information to develop and evaluate options and implement solutions.
- Demonstrate ability to work collaboratively and effectively across disciplines with administrators, faculty, and students.
- Must be in good standing among all professional and governmental organizations.
- Excellent communications, interpersonal, organizational, time management and presentation skills.

**Minimum Qualifications and Experience:**

- DO (from a COCA-accredited medical school), MD, PhD, or EdD, or a terminal degree in a related/educational/professional informatics field.
- Board certification by the appropriate AOA or ACGME specialty board, as required.
- Knowledge of instructional technologies is desirable.

**Preferred Qualifications:**

- Additional training or experience in educational theory and/or evaluation.
- A substantial record of success as an educator with experience in teaching foundational concepts which are relevant to medical education.
- Experience using innovative teaching methods which might include team-based learning, ‘flipped classroom’, problem-based learning, distance learning, interactive large group presentation, audience response systems, curriculum delivery systems (e.g. LEO), and proficiency in exam item writing (USMLE and/or COMLEX-style).
- Experience with curricular and instructional design.

**Physical/Mental/Visual Demands and Work Environment:**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals to perform the essential functions.

- This job is conducted in an academic work environment, requiring sitting and standing most of the time.
- Approximately 90% of this position’s duties require use of a computer.
- Must be able to exert up to 20lbs. of force occasionally.
- Some travel may be required.

### **Work Schedule:**

- Typically, Monday through Friday, 8am-5pm.
- Occasionally require evening and weekends for special events.

### **Work Assignment**

The College recognizes that high-performing faculty require the opportunity to complete work assignments and dedicate portions of their normal workload to all aspects of the College's mission. The extent to which faculty members will be providing academic, research, clinical and support services as part of their employment is memorialized in the annual faculty contract. The time equivalent of that effort is protected for each purpose as it appears in *Attachment A* of the faculty contract and described as follows:

Academic Service (ie. classroom teaching and preparation, tutorials, group facilitation, laboratory teaching, academic counseling, faculty development, test preparation)

(XX) work hours per week (approximately XX half days)

Institutional Service (ie. committee meetings, admissions interviews, community activity on behalf of Burrell)

(XX) work hours per week (approximately XX half days)

Clinical Service (ie. direct patient care in BCOM operated clinic or under Burrell professional services contract with another entity)

(XX) work hours per week (approximately XX half days)

Research and Scholarly Activity (ie. laboratory-based research, education research, grant preparation, manuscript preparation, presentations at scientific meetings, student research mentorship)

(XX) work hours per week (approximately XX half days)

Administrative Service (ie. preparation and execution of faculty or staff evaluations, budgets, purchasing, operations reports, accreditation reports)

(XX) work hours per week (approximately XX half days).

The protected time in each category is subject to modification during the contract year upon mutual consent of the College and the faculty to reflect changes in work assignment, receipt of extramural funding with designated work effort and other necessary accommodations that may arise. Annual evaluations of faculty will consider productivity that is in alignment with protected time.

## Procedures for Promotion in Rank

The College provides opportunity for faculty promotion. For additional information on criteria and deadlines, please see the Faculty Promotions webpage:

<https://burrell.edu/faculty-promotions/>

In its efforts to retain a high performing faculty, the College provides an opportunity for faculty to achieve promotion in rank subsequent to initial appointment. Promotion is intended to recognize excellence as an educator, researcher, or health care provider as those attributes are exercised and demonstrated on behalf of the College. Faculty may apply for a promotion in rank to coincide with any reappointment subsequent to their initial appointment. Department Chairs provide guidance to faculty through the annual evaluation program, mentor their development, and provide advocacy through the promotion process. Faculty are encouraged to maintain a contemporaneous portfolio of their accomplishments throughout their appointment at Burrell to include evidence of meeting the requirements of promotion to the rank being sought.

### **General Criteria**

Promotion in rank is granted at the sole discretion of the College as described in the procedures that follow. The faculty member being considered for promotion must excel in two of the four primary categories (Academic Service, Institutional Service, Clinical Service, Research and Scholarly Activity) and must demonstrate satisfactory activity in a third category to be eligible for promotion in rank. The following lists provide two sets of example activities/accomplishments that could be used to demonstrate excellence in a given area for the level of associate professor or the level of professor. Consideration will also be given to those activities attendant to the founding development of the College. Accomplishment of any or all of the performance criteria listed does not assure granting of promotion in rank.

***For Promotion to Associate Professor***

<p><b>Teaching and Education Leadership</b></p>	<ul style="list-style-type: none"> <li>• Founding faculty activities in development of the curriculum and practice program(s)</li> <li>• College/university teaching awards</li> <li>• Documented effectiveness in research training and mentorship of medical students, graduate students, postdoctoral fellows, and/or residents</li> <li>• Participation in thesis committees of masters and Ph.D. level students</li> <li>• Participation in medical student research projects and demonstrated success and accomplishments of trainees</li> <li>• Documentation of effective learning outcomes (student, self-reported outcomes, performance on exams, etc.)</li> <li>• Student performance on standardized exams e.g. Subject Exams, COMLEX and/or USMLE exams</li> <li>• Demonstrated use of "Best Practices" in pedagogies and instructional materials</li> <li>• Demonstrated effectiveness in curricular integration and/or use of highly innovative approaches</li> <li>• Development of educational technology</li> <li>• Development of effective formative and summative assessment tools</li> <li>• High ratings on student, peer, and/or supervisory teaching evaluations</li> <li>• High ratings on evaluations of faculty member clerkship, module, course director, or residency program director</li> <li>• High ratings on Program Evaluation Subcommittee reports</li> <li>• High ratings on evaluations of instructional and/or curricular materials</li> <li>• Contributions to the development or enhancement of a model program that is integral to the success of one's own departments or other departments of programs within the college of osteopathic medicine</li> </ul>
<p><b>Service Activities and Academic Leadership</b></p>	<ul style="list-style-type: none"> <li>• Membership on departmental, college, and/or university committees</li> <li>• Membership on committees of affiliated institutions, such as IRB, QI committee, or residence selection committee</li> <li>• Participation in activities such as accreditation, assessment, or institutional effectiveness programs</li> <li>• Provision of continuing education programs for community and/or university</li> <li>• Recognition from regional or national societies</li> <li>• Service to local community and community organizations</li> <li>• Development of programs that promote diversity</li> <li>• Officer/leadership of regional academic, medical, or research organizations</li> <li>• Unpaid ad hoc reviewing of journal articles and/or grant proposals</li> <li>• Service as Department Chair</li> <li>• Service as Assistant or Associate Dean or Director of Program e.g. Director of Research</li> <li>• Service as director of laboratory or practice site (or other practice program- related leadership)</li> <li>• Demonstration of attainment of benchmarks for successful change (i.e., AAMC graduation questions)</li> <li>• Establishment of new institutes/programs that complement the mission of BCOM e.g. Health Policy and Research Institute</li> </ul>



	<ul style="list-style-type: none"> <li>• Participation and completion in leaderships/fellowships programs at the national or international level.</li> </ul>
<b>Scholarship in Research</b>	<ul style="list-style-type: none"> <li>• Experimental studies in education, basic science research and/or clinical research</li> <li>• Demonstrated effort/success with securing intra/extramural funding</li> <li>• Publication of original research findings in peer-reviewed journals</li> <li>• Publication of materials in peer-reviewed depositories such as MedEdPORTAL</li> <li>• Publication of book chapters</li> <li>• Publication of teaching tools</li> <li>• Publication of guidelines and/or protocols for patient treatment or delivery of care</li> <li>• Presentations at national/international meetings (with refereed published abstracts)</li> <li>• Invited seminars/lectures at other institutions</li> <li>• Peer evaluation of materials presented at meetings or published</li> <li>• Peer review of curricular materials</li> <li>• Peer review of manuscripts for major journals</li> </ul>
<b>Clinical Service</b>	<ul style="list-style-type: none"> <li>• Use of innovative clinical treatments</li> <li>• Effective clinical outcomes</li> <li>• High patient satisfaction scores</li> <li>• Evidence of safety and quality improvement</li> <li>• Involvement in clinical outreach, as evidenced by regional referrals for care and by recognition as clinical expert</li> <li>• Demonstrated practice of evidence-based medicine</li> <li>• Contribution to the development or enhancement of a model program that is integral to the success of one's own department or other departments or programs within the College of Medicine</li> <li>• Contribution to the development of a program that expands the services, productivity, revenue, and reputation of the College of Medicine</li> <li>• Participation in multi-center clinical trials, initiation of new clinical trials</li> <li>• Procurement of extramural support for clinical trials</li> <li>• Collaboration and participation in translational research</li> </ul>

***For Promotion to Professor***

<p><b>Teaching and Education Leadership</b></p>	<ul style="list-style-type: none"> <li>• National/international teaching awards</li> <li>• National recognition for educational activity e.g. curriculum development, evaluation, and/or integration</li> <li>• Adoption of course materials, curricular designs, novel technologies, etc. by other institutions</li> <li>• Documented effectiveness in research training and mentorship of medical students, graduate students, postdoctoral fellows, and/or residents</li> <li>• Sustained high ratings on teaching evaluations, teaching evaluations, evaluations of course materials, evaluations of mentoring/advising, etc.</li> <li>• Development, enhancement, or management of a model program that is integral to the success of one's own department or other departments or programs within the College of Medicine</li> <li>• Contribution to the development of a program that expands the services, productivity, revenue, and reputation of the college of osteopathic medicine.</li> </ul>
<p><b>Service Activities and Academic Leadership</b></p>	<ul style="list-style-type: none"> <li>• Membership on national/international academic, medical, committees</li> <li>• Chairing of departmental, college, and/or university committees</li> <li>• Officer/leadership of national/international academic, medical, or organizations</li> <li>• Recognition from national/international societies</li> <li>• Development of mentoring programs for new faculty</li> <li>• Organization of teaching workshops, seminars, and/or professional meetings</li> <li>• Member of accreditation site teams (NBOME, LCME, HLC, etc.)</li> <li>• Unpaid service as journal editor, book editor, or member of journal editorial board</li> <li>• Unpaid service on panels for professional agencies</li> <li>• Service as department chair, vice chair, assistant dean, or associate dean</li> <li>• Service as director, or associate director in established units</li> </ul>
<p><b>Scholarship in Research</b></p>	<ul style="list-style-type: none"> <li>• Citations in peer-reviewed journals</li> <li>• Membership on study groups</li> <li>• Publication of original findings in journals within one's field</li> <li>• Publication of invited review articles</li> <li>• Procurement (as PI) grant funding for research, curriculum development, or other scholarly activities</li> <li>• Authoring entire textbook or other books</li> <li>• Invited presentations at national/international meetings</li> <li>• Editor of text, research, or other types of books</li> <li>• Editor or member of editorial board of journals</li> <li>• Member of review panels for major funding agencies or professional societies</li> <li>• Awards or other recognition for excellence in the scholarship of teaching and learning (SoTL)</li> <li>• Evidence of sustained scholarship</li> <li>• Evidence of sustained scholarship voted on by BCOM faculty council</li> </ul>
<p><b>Clinical Service</b></p>	<ul style="list-style-type: none"> <li>• National recognition for new patient programs and/or clinical innovation</li> <li>• National recognition for safety and quality improvement</li> <li>• Impact on care at national level</li> <li>• National referrals for care</li> </ul>

	<ul style="list-style-type: none"> <li>• Development, enhancement, or management of a model program that is integral to the success of one’s own department or other departments or programs within BCOM</li> <li>• Development, enhancement, or management of a program that expands the services, productivity, revenue, and reputation of the BCOM</li> <li>• Participation in multi-center teaching</li> <li>• Collaboration and participation in translational research</li> <li>• Achieve additional clinical training to enhance scope of clinical practice (i.e. certificate or fellowship in sports medicine, palliative care, geriatrics, etc.)</li> </ul>
--	--

## Instructional Responsibilities

Burrell faculty have a responsibility to establish and maintain a civil, productive, and inclusive learning environment. Faculty, as well as students, have an obligation to regard formal or informal learning sessions as a place for courteous discourse. Faculty are expected to accommodate students’ disabilities or cultural needs as determined and directed by the Office of Student Affairs. Student absences and student exam conflicts shall be accommodated in accordance with College policies. Additional obligations for teaching faculty include:

- Provision and publication of complete course information in a timely manner;
- Timely Communication of expectations and learning objectives;
- Provision of constructive feedback to students;
- Observation of and adherence to scheduled instructional times;
- Responsiveness to student questions and availability for educational consultation;
- Secure handling of student examinations and other education records in accordance with FERPA guidelines;
- Maintaining academic integrity and reporting scholastic dishonesty;
- Developing and employing evidence-based instructional methods.

The courses that comprise the Doctor of Osteopathic Medicine degree program require the participation of multiple faculty from varying disciplines. Hence, it is essential that all faculty conform to the procedures established for course delivery by the Curriculum Committee and the Offices of Preclinical and Clinical Education. All courses undergo annual review and course syllabi and schedules must be approved annually by the Curriculum Committee. Course directors or designated representatives from the Offices of Preclinical or Clinical Education must submit required materials, participate in Curriculum Committee meetings, and respond to requests for revision according to the timeline established by the Curriculum Committee. Course syllabi and instructional session pages must include clear learning objectives that identify the knowledge, skills, and/or attitudes that students are expected to demonstrate at the end of instruction. All referenced instructional materials including texts, journal articles, specimens and models, must be readily accessible for all students. Summative assessments, including course exams, must align with the learning objectives. All session materials must be posted or submitted to curriculum coordinators by the established deadline for the course in order to be made available for student access. All lectures are video recorded and made available to enrolled students for their review.

## Institutional Service

The College encourages faculty to provide service to the campus community and their profession. Most faculty receive protected time for these activities that is designated in their contract. Opportunities for institutional service include participation in the various committees of the college, interviewing prospective students, peer evaluation in hiring new faculty, and becoming a student advisor. Off-campus activities in Las Cruces and the neighboring communities also bring reputational value to the College. Professional service to national organizations that provide resources to the College and its students is also encouraged.

## Student Applicant Interviews

The College has continuing need for faculty to participate in the applicant interview process. Admissions procedures are directed by the Office of Enrollment Services. The interview and selection process are governed by the policies of the college and must adhere to state and federal statutes. Faculty who wish to engage in the admissions process may contact the Office of Admissions for more information.

Faculty are asked to consult with their department chairs to identify service opportunities and obtain approval for activities that they will consider as meeting employment obligations.

## Academic Freedom

The College respects the academic freedom of faculty, staff and students and maintain such procedures. For additional information, please see the Academic Freedom Policy:

<https://burrell.edu/policy-b2012/>

## Artificial Intelligence

The College values the potential benefits of generative artificial intelligence (AI) tools and expects faculty and staff to utilize AI tools in a responsible manner that upholds academic integrity in accordance with the College's Code of Professional Conduct. Use of generative AI tools is not a substitute for a person's own critical thinking and reflection. If generative AI is utilized, please be sure it complements your original ideas and is not used to compose your work. It is also expected that proper citation(s) are denoted for the AI program utilized.

The College supports the use of generative AI tools as a resource or consultant to augment learning, but not as a replacement for an individual's knowledge acquisition, analyses, and self-reflection. Students, faculty, and staff are reminded that AI has not been vetted for inaccuracies, biases, or unethical content. Students, faculty, and staff are responsible for any inaccuracies or misinformation resulting from the use of AI tools.

Faculty and staff are not permitted to input any copyrighted material and/or any intellectual property owned by the College or others into generative AI or other web-based tools consistent with the College's Copyright Policy and Intellectual Property Policy.

Required assignments must be authored by students directly unless specific permission is provided by the course instructor and/or course director to utilize generative AI tools. Course directors and instructors are free to establish additional protocols regarding student use of AI tools in their courses provided that such protocols are consistent with College policies. Protocols will be incorporated into course syllabi and clearly communicated to students.

When creating or submitting scholarly work for publication or presentation, inclusive of lecture materials, authors are expected to adhere to generative AI policies set forth by journals or organizations and disclose how the AI tools have been used, inclusive of providing AI tool citations.

## Faculty Council

The Burrell College of Osteopathic Medicine encourages faculty to engage in an open dialogue that promotes the free exchange of ideas to improve the academic environment of the campus and the quality of its programs. Toward that end the College supports the stated purpose of the Faculty Council as stated in its Bylaws:

*To support and represent faculty interests at Burrell College of Osteopathic Medicine, and to provide an organizational means through which the faculty can exercise their responsibilities in the shared governance of the institution.*

Faculty Council meets on a regular basis to achieve its purpose. A general meeting of all appointed faculty, the Faculty Assembly, is held annually. The Council assumes responsibility for coordinating appointments to the College's standing committees with the Office of the Dean. The Council convenes the Faculty Grievance Committee when the need arises. The President of the Faculty Council serves as an *ex-officio* member of the College's Executive Committee where interaction occurs with senior level academic administration.

Faculty are encouraged to actively participate in the important work of the Faculty Council. The Bylaws of the Faculty Council may be found at:

<https://burrell.edu/faculty-affairs/>