



Faculty Handbook

Burrell College of Health Sciences



Photo depicted is of the Las Cruces (NM) Campus



Photo depicted is of the Melbourne (FL) Campus

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

Melbourne (FL) Campus
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Melbourne, Florida 32901

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Welcome and Introduction

This handbook is intended to provide information regarding policies and procedures that govern the conduct of the degree programs for students of the Burrell College of Health Sciences (Burrell College or the College).

The College reserves the authority to amend its policies and procedures, thereby modifying the contents of this Handbook. 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/institutional-policies/>

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

Mission, Vision, and Values

Mission

The Burrell College of Health Sciences educates a diverse osteopathic physician and healthcare 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!

Vision

The Burrell College of Health Sciences will be celebrated for preparing culturally competent healthcare professionals 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.

Values

- Service
- Excellence
- Community
- Inclusion, and
- Integrity

Our values reflect this mission and shape every aspect of the student experience. These values not only define who we are as an institution but also serve as the foundation for the personal and professional development we expect of every student, faculty and staff.

Licensure and Accreditation

Institutional Licensure

New Mexico Higher Education Department

The Burrell College of Health Sciences, Las Cruces (NM) campus, operates under the authority granted to it by the New Mexico Higher Education Department and agrees to operate in compliance with all applicable laws, statutes, and rules. Students and all members of the College community have available to them a process whereby they may file a complaint directly with the Higher Education Department regarding the operations of the College.

State rule provides a requirement that students or other parties with complaints or grievances against an institution first seek to resolve their complaint or grievance directly with the institution in accordance with the institution's complaint or grievance policy. A student or other party not satisfied with an institution's resolution of a complaint may submit a complaint to the Department in writing on the form referenced herein. A student must file a complaint with the department within three (3) years of his/her last date of enrollment.

-New Mexico Higher Education Department

In accordance with the Higher Education Opportunity Act, the College provides for the equitable treatment of its students if the College stops offering its educational program before all students enrolled in the program complete the program. For further information, please contact the Office of Institutional Effectiveness. Students wishing to file a grievance with the College may do so by contacting the Office of Institutional Effectiveness. The Grievance Policy and associated procedures may be found at:

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

If the College is unable to reach a satisfactory resolution to the grievance, the complainant may contact the New Mexico Higher Education Department at:

New Mexico Higher Education Department
Private Post-Secondary Schools Division
2044 Galisteo Street, Suite 4
Santa Fe, NM 87505
(505) 476-8400

<https://hed.nm.gov/students-parents/student-complaints>

Florida Commission for Independent Education

Burrell College of Health Sciences, Melbourne (FL) campus, is licensed and operates under the authority granted to it by the Commission for Independent Education, Florida Department of Education and agrees to operate in compliance with all applicable laws, statutes, and rules. Students and all members of the College community have available to them a process whereby they may file a complaint directly with the Higher Education Department regarding the operations of the College. If the College is unable to reach a satisfactory resolution to the grievance, the campus complainant for the Melbourne (FL) campus may contact the Commission at:

325 W. Gaines Street
Tallahassee, FL 32399
1-888-224-6684

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NC-SARA

The National Council for State Authorization Reciprocity Agreements (NC-SARA) is an agreement among member states, districts and territories that sets national standards for interstate offerings of postsecondary distance education courses and programs. Burrell College is an NC-SARA approved institution, and the New Mexico Higher Education Department (NMHED) is the SARA Portal Entity for New Mexico. The accreditation status of the New Mexico campus extends to the Melbourne (FL) campus thus is not considered a separate institution for purposes of SARA. Distance education students attending Burrell who desire to resolve a grievance should follow the established grievance policy and procedures described above. However, if an issue cannot be resolved internally, you may file an NC-SARA complaint with NMHED. For more information, please visit:

<https://hed.nm.gov/students-parents/student-complaints>

Accreditation

The Burrell College is accredited by the Higher Learning Commission (HLC) as its institutional accreditor. In order to maintain its current status with the HLC, the College must comply with the *HLC* published Accreditation Policies which can be found at:

<https://www.hlcommission.org/accreditation/policies/#policies>

The Doctor of Osteopathic Medicine degree program is accredited by the American Osteopathic Association's Commission on Osteopathic College Accreditation (COCA). In order to maintain its current status with the COCA, the College must comply with the *COM Continuing Accreditation Standards (2023)* published by the COCA. These standards may be found at:

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

The proposed Master of Health Science in Anesthesia program is awaiting approval by the HLC. Once approved by the HLC, the College intends to seek programmatic accreditation through the Commission on Accreditation of Allied Health Education Programs.

Accreditation information can be found on our website:

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

Complaints Regarding Accreditation

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

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

Any complaint regarding accreditation may be filed anonymously without fear of retaliation through the College's online reporting system (<https://burrell.edu/accreditation-complaint/>). If the complaint cannot be satisfactorily resolved or if the complainant prefers, complaints may be directed to HLC. The procedure for such filings may be found at:

HLC: <https://www.hlcommission.org/for-students/file-a-complaint-against-an-institution/>

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Employees in the Doctor of Osteopathic Medicine degree may also direct complaints to the COCA:

COCA: <https://osteopathic.org/wp-content/uploads/COCA-Complaint-Form.pdf>

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 Higher Learning Commission, Commission on Osteopathic College Accreditation (COCA) or other regulatory agencies as may be required by law.

Rights, Responsibilities, and Standards

College Bylaws

The College Bylaws define and describe the core infrastructure wherein rests the authority for the development and maintenance of the degree programs. The College Bylaws are subordinate to the Bylaws of the Board of Trustees of Burrell College of Health Sciences. The current bylaws may be found at:

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

Employee Handbook

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/>

Code of Professional Conduct

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/>

Faculty are expected to hold themselves and their peers to professional standards of behavior. Upholding the integrity of the academic environment goes beyond honesty and accountability in job performance; it extends to interpersonal relationships both within and external to the campus community, respect for academic freedom, ethical use of social media, and conduct within the law. This includes compliance with the Safety in Private Spaces Act, [Florida Statute 553.865](#). The College has adopted a general policy that describes the expectations it places upon its students, faculty and staff in exercising professional conduct. The complete Code of Professional Conduct policy may be found at:

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

Additionally, all faculty 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 be found at:

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

Non-Discrimination

The College does not discriminate in the conduct of its academic programs on the basis of race, ethnicity, color, sex, sexual orientation, gender, gender identity, national origin, age, disability, genetic information, religion, marital or veteran status in its educational programs, activities, admission, or employment policies and practices. The College further extends its non-discrimination policies to such other protected classes as may be identified and defined by statute.

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Anyone observing discriminatory actions by students, faculty or staff of the College or anyone who believes they have been the object of such discrimination or any discriminatory practices by the College or its affiliates should notify the Office of Institutional Effectiveness. Any allegation of discriminatory practice will be investigated. The reporting individual may remain anonymous and file such reports without fear of retaliation.

Policies of the College with regard to non-discrimination including a discussion of procedures attendant to these policies may be found at:

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

Title IX

Title IX of the Education Amendments of 1972, 34 CFR Part §106.31, addresses the specific instance of discrimination based upon sex. *Title IX* of the Education Amendments of 1972, 34 CFR Part §106.31 states the following:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

The College subscribes and adheres to the principles and requirements of *Title IX* and maintains such policies as are needed to ensure the protection of its students under this statute.

Anyone observing actions by students, faculty or staff of the College or anyone who believes they have been the object of such discrimination or any discriminatory practices by the College or its affiliates under *Title IX* should notify the College's Title IX Coordinator:

Teresa Garcia
Title IX Coordinator
tgarcia@burrell.edu | 575-674-2248

Any formal allegation of violation under *Title IX* will be investigated. Policies of the College with regard to sexual discrimination under *Title IX* including discussion of procedures attendant to these policies may be found at:

<https://burrell.edu/students/title-ix/>

Grievances

Burrell College has established standards to foster a safe and equitable environment conducive to learning and development. Any employee may file a grievance, reporting any alleged unauthorized or unjustified act or decision by an individual, which in any way adversely affects the status, rights, or privileges of a member of the College community. The Grievance Policy is available on our website:

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

Procedure

Informal Complaint

A College community member must first make a concerted effort to resolve the matter informally by discussing their concerns with the party against whom they have a complaint. If the College

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community member is unable to discuss their concerns with the party against whom they have a complaint, the member may contact the party's immediate supervisor for assistance. The College's Office of Human Resources (employees) or Student Affairs (students) is available for informal conflict resolution.

Formal Complaint

A College community member should first make a concerted effort to resolve the matter informally, possible. If the matter cannot be satisfactorily resolved informally, the complainant can submit a formal written grievance by completing the online form on the College's website:

http://burrell.edu/bcom_grievance_form/

The College ensures all such grievances are strictly confidential to the extent permitted by law. Any person filing a grievance will have the assurance of the involvement of an impartial representative of the College that is not directly involved in the area of the complaint. Any person filing a grievance can also be assured that no retaliatory action can be taken as a result of filing a complaint.

https://burrell.edu/bcom_grievance_form/

Once a written grievance is received, the grievance will route to the appropriate department:

- a. Academic student-related grievances: School of Osteopathic Medicine's Office of Academic Affairs or Office of Clinical Education; or the appropriate School of Health Professions Program Director.
- b. Non-academic student-related grievances: Office of Student Affairs
- c. Title IX-related grievances: Title IX Coordinator
- d. Employee/contractor-related grievances: Office of Human Resources
- e. Research misconduct-related grievances: Office of Research
- f. Discrimination-related (non-Title IX) grievances: Office of Human Resources or Office of Student Affairs

The department head will review the information submitted in the grievance form and determine if the grievance can be adjudicated through an informal resolution or if the grievance needs to be addressed and reviewed through a formal investigation process. Each office will follow its established review and adjudication procedures.

Once the grievance has been resolved by the appropriate department, a notification of resolution will be forwarded to the Office of Institutional Effectiveness. The complainant will be notified in writing of the resolution by the department to which the grievance was routed. If any party is not satisfied with the decision of the grievance review process, an appeal may be filed with the President.

If any party is not satisfied with the decision through completion of the grievance process, they may report the complaint to:

<u>Las Cruces (NM) Campus:</u>	<u>Melbourne (FL) Campus:</u>
New Mexico Higher Education Department Private Post-Secondary Schools Division 2044 Galisteo Street, Suite 4 Santa Fe, NM 87505 Phone: (505)-476-8400 https://hed.nm.gov/students-parents/student-complaints	Commission for Independent Education 325 W. Gaines Street, Suite 1414 Tallahassee, FL 32399 Phone: 1-888-224-6684 https://www.fldoe.org/policy/cie/

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Note: Any person with a Title IX complaint, please refer to the Title IX page on website for further information: <https://burrell.edu/students/title-ix/>

Note: The National Council for State Authorization Reciprocity Agreements (NC-SARA) is an agreement among member states, districts and territories that sets national standards for interstate offerings of postsecondary distance education courses and programs. Burrell College is an NC-SARA approved institution, and the New Mexico Higher Education Department (NMHED) is the SARA Portal Entity for New Mexico. The accreditation status of the New Mexico campus extends to an additional location campus thus is not considered a separate institution for purposes of SARA. Distance Education students attending Burrell who desire to resolve a grievance should follow this established grievance policy and procedures. However, if an issue cannot be resolved internally, you may file an NC-SARA complaint with NMHED. For more information, please visit NMHED's website at:

<https://hed.state.nm.us/students-parents/nc-sara>

Any student found to be in violation of HIPAA rules will be subject to disciplinary action including administrative withdrawal from the degree program.

Conflict of Interest

Conflicts of interest may arise in several situations. These include, but are not limited to, instances in which a faculty member or preceptor is responsible for assigning a grade to a student to whom they are currently providing, or have previously provided, patient care. A conflict of interest may also occur when a faculty has a financial or other personal interest in a corporation, firm, association, or entity involved in a transaction, contract, or matter related to the College.

Faculty are required to report any potential conflict of interest to the Office of Human Resources so that it may be reviewed and appropriately managed. Additional guidance may be found in the Conflict of Interest Policy:

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

Under no circumstances will a healthcare provider be asked, required, or permitted to make an academic assessment or academic decision about a student for whom they have provided clinical care, except in cases where the care was urgent and no other qualified provider was available. The full policy is available at:

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

Academic Freedom

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

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

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 Registrar or the Office of Institutional Effectiveness.

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/>

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.

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.

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Please see the AI Policy, SOP and Educational Usage Guidelines for additional information and permitted use:

<https://burrell.edu/policy-b2061/>
<https://burrell.edu/GA027/>
<https://burrell.edu/ai-chat-educational-usage-guide/>

Research

The Burrell College of Health Sciences (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/>

Faculty Council

The Burrell College of Health Sciences 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 purpose of the Faculty Council in representing the faculty interests at the College and to provide an organizational means through which 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. 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/>

Faculty Appointments and Promotions

Faculty Appointment Process

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. Rank will be determined by the Dean of the School upon the recommendation of the College's Faculty Appointment and Promotion Committee.

Faculty Categories

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.

Terms of Appointment

The initial term of appointment shall be determined by the School Dean upon the recommendation of the College's Appointment and Promotion Committee. 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.

Promotion in Rank

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

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<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 for School of Osteopathic Medicine

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.

<i>For Promotion to Associate Professor</i>	
Teaching and Education Leadership	• Founding faculty activities in development of the curriculum and practice program(s) • College/university teaching awards • Documented effectiveness in research training and mentorship of medical students, graduate students, postdoctoral fellows, and/or residents • Participation in thesis committees of masters and Ph.D. level students • Participation in medical student research projects and demonstrated success and accomplishments of trainees • Documentation of effective learning outcomes (student, self-reported outcomes, performance on exams, etc.) • Student performance on standardized exams e.g. Subject Exams, COMLEX and/or USMLE exams • Demonstrated use of "Best Practices" in pedagogies and instructional materials • Demonstrated effectiveness in curricular integration and/or use of highly innovative approaches • Development of educational technology • Development of effective formative and summative assessment tools • High ratings on student, peer, and/or supervisory teaching evaluations • High ratings on evaluations of faculty member clerkship, module, course director, or residency program director • High ratings on Program Evaluation Subcommittee reports • High ratings on evaluations of instructional and/or curricular materials

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	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
Service Activities and Academic Leadership	- Membership on departmental, college, and/or university committees - Membership on committees of affiliated institutions, such as IRB, QI committee, or residence selection committee - Participation in activities such as accreditation, assessment, or institutional effectiveness programs - Provision of continuing education programs for community and/or university - Recognition from regional or national societies - Service to local community and community organizations - Development of programs that promote diversity - Officer/leadership of regional academic, medical, or research organizations - Unpaid ad hoc reviewing of journal articles and/or grant proposals - Service as Department Chair - Service as Assistant or Associate Dean or Director of Program e.g. Director of Research - Service as director of laboratory or practice site (or other practice program-related leadership) - Demonstration of attainment of benchmarks for successful change (i.e., AAMC graduation questions) - Establishment of new institutes/programs that complement the mission of BCOM e.g. Health Policy and Research Institute - Participation and completion in leaderships/fellowships programs at the national or international level.
Scholarship in Research	- Experimental studies in education, basic science research and/or clinical research - Demonstrated effort/success with securing intra/extramural funding - Publication of original research findings in peer-reviewed journals - Publication of materials in peer-reviewed depositories such as MedEdPORTAL - Publication of book chapters - Publication of teaching tools - Publication of guidelines and/or protocols for patient treatment or delivery of care - Presentations at national/international meetings (with refereed published abstracts) - Invited seminars/lectures at other institutions - Peer evaluation of materials presented at meetings or published - Peer review of curricular materials - Peer review of manuscripts for major journals
Clinical Service	- Use of innovative clinical treatments - Effective clinical outcomes - High patient satisfaction scores - Evidence of safety and quality improvement - Involvement in clinical outreach, as evidenced by regional referrals for

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	- care and by recognition as clinical expert • Demonstrated practice of evidence-based medicine • 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 • Contribution to the development of a program that expands the services, productivity, revenue, and reputation of the College of Medicine • Participation in multi-center clinical trials, initiation of new clinical trials • Procurement of extramural support for clinical trials • Collaboration and participation in translational research
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<i>For Promotion to Professor</i>	
Teaching and Education Leadership	• National/international teaching awards • National recognition for educational activity e.g. curriculum development, evaluation, and/or integration • Adoption of course materials, curricular designs, novel technologies, etc. by other institutions • Documented effectiveness in research training and mentorship of medical students, graduate students, postdoctoral fellows, and/or residents • Sustained high ratings on teaching evaluations, teaching evaluations, evaluations of course materials, evaluations of mentoring/advising, etc. • 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 • Contribution to the development of a program that expands the services, productivity, revenue, and reputation of the college of osteopathic medicine.
Service Activities and Academic Leadership	• Membership on national/international academic, medical, committees • Chairing of departmental, college, and/or university committees • Officer/leadership of national/international academic, medical, or organizations • Recognition from national/international societies • Development of mentoring programs for new faculty • Organization of teaching workshops, seminars, and/or professional meetings • Member of accreditation site teams (NBOME, LCME, HLC, etc.) • Unpaid service as journal editor, book editor, or member of journal editorial board • Unpaid service on panels for professional agencies • Service as department chair, vice chair, assistant dean, or associate dean • Service as director, or associate director in established units
Scholarship in Research	• Citations in peer-reviewed journals • Membership on study groups • Publication of original findings in journals within one's field • Publication of invited review articles • Procurement (as PI) grant funding for research, curriculum development, or other scholarly activities • Authoring entire textbook or other books • Invited presentations at national/international meetings • Editor of text, research, or other types of books • Editor or member of editorial board of journals

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	• Member of review panels for major funding agencies or professional societies • Awards or other recognition for excellence in the scholarship of teaching and learning (SoTL) • Evidence of sustained scholarship • Evidence of sustained scholarship voted on by BCOM faculty council
Clinical Service	• National recognition for new patient programs and/or clinical innovation • National recognition for safety and quality improvement • Impact on care at national level • National referrals for care • 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 • Development, enhancement, or management of a program that expands the services, productivity, revenue, and reputation of the BCOM • Participation in multi-center teaching • Collaboration and participation in translational research • Achieve additional clinical training to enhance scope of clinical practice (i.e. certificate or fellowship in sports medicine, palliative care, geriatrics, etc.)

General Criteria for School of Health Professions

General promotion criteria are under development.

Faculty Work Assignment and Responsibilities

The College recognizes that high-performing faculty need the flexibility to complete assigned duties and to dedicate portions of their workload to the various components of the College's mission. The scope of academic, research, clinical, and service responsibilities expected of each faculty member, whether employed or contracted, is specified in their individual employment agreement or contract.

For employees, the allocation of effort across these responsibilities is further detailed and protected through Attachment A of the faculty contract. This attachment outlines the percentage of time designated for each component and is 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.

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.

Programmatic Learning Outcomes

Each academic program within the College establishes measurable learning outcomes that articulate the knowledge, skills, and competencies students are expected to achieve upon completion. Faculty members are expected to be familiar with these outcomes and to incorporate them into course planning, teaching practices, and assessment strategies. Faculty participation in the evaluation and refinement of learning outcomes is essential to maintaining academic quality and meeting accreditation requirements.

Academic Degree Programs

The courses that comprise the College's academic degree programs require the coordinated participation of faculty from multiple disciplines. To ensure consistency and quality in course delivery, all faculty are expected to follow the procedures established by the relevant Curriculum Committee and the associated academic offices responsible for program delivery. All courses undergo an annual review process, and course syllabi and schedules must be approved each year by the appropriate Curriculum Committee. Course directors, or designated representatives from the academic units supporting the program, are responsible for submitting required materials, participating in Curriculum Committee meetings, and responding to requests for revision in accordance with established timelines.

Course syllabi and instructional session materials must include clear learning objectives that describe the knowledge, skills, and attitudes students are expected to achieve upon completion. Summative assessments, including examinations, must align with the stated learning objectives. All session materials must be posted or submitted to curriculum coordinators by the designated deadline for inclusion in the course schedule and for timely student access. When applicable, lectures or instructional sessions are recorded and made available to enrolled students for 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 Student 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.