



Roseman University of Health Sciences Policies, Regulations, and Financial Review

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How to read this document

- ❖ For all exhibits, effort has been made to link directly to specific policies within the roseman.edu website.
- ❖ In the event that a policy is not public and requires a password, it is indicated that it is present on the website and the policy has been provided in full in the Box file.
- ❖ For externally-facing Catalogs, such as the University Catalog or Student Handbooks, there are links directly to the appropriate page to provide evidence. For internally-facing Catalogs or Handbooks, such as the Employee or Faculty Handbooks, access has been provided to these in full, with specific page citations, in the Box file. In the event that the links are not operational, the Catalogs and Handbooks have been provided, in full, in the Box file, with references to appropriate page numbers in the text of the PRFR report.
- ❖ Lastly, an “Exhibit List” has been provided at the front of the Policies, Regulations, and Financial Report, and in the “PRFR Exhibits” file folder in the Box that shows where each exhibit resides.

Standard Two: Governance, Resources, and Capacity

The institution articulates its commitment to a structure of governance that is inclusive in its planning and decision-making. Through its planning, operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.

2.A Governance

2.A.1	The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.
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Roseman University of Health Sciences (RUHS) is a private, non-profit, 501 (c)(3) free-standing autonomous University. It is governed by a Board of Trustees which, per its By-Laws, consists of at least ten individuals and no more than thirty who hold various professional degrees and/or who possess identified expertise that fulfill Board responsibilities and/or the University's mission. The Board shall include adequate representation of the public interest and should not include a predominant representation by employees of the institution. The exact number of Board members may be fixed from time to time, within such limits, by approval of the Board. The authorized number of Board members of the Corporation, whether fixed or subject to a minimum and maximum number of Board members, may be changed by an amendment to these Bylaws which are approved by the Board. The Board of Trustees currently consists of 15 voting members. A list of the Board members and their primary professional affiliations is included as **Table 1**.

Although the Board of Trustees' By-Laws do not stipulate that members of the Board hold professional or corporate positions in a healthcare-related field, approximately three-fourths of the Board's current members represent some aspect of the healthcare professions. The remaining members represent a wide spectrum of interests such as city government, law, finance and accounting. This level of diversity assists in providing input on University issues from a variety of perspectives and helps to represent the needs and concerns of the public.

Table 1. RUHS Board of Trustees 2019-2020

BOARD MEMBER	YEAR OF INITIAL ELECTION	YEAR\TERM EXPIRES	PRINCIPAL AFFILIATION
David Dunn, Chair	2009	2022	Founder & President of Kingsbridge Wealth Management, Inc.
Rick Smith, Chair-Elect	2018	2022	President and CEO – RDS Enterprises, LLC
Mark J. Howard, Secretary	2005	2022	CEO Emeritus Mountainview Hospital
Robert H. Talley, Treasurer	2008	2020	Executive Director of Nevada Dental Association
Diana Bond, Chair Emeritus	1999		Consultant Pharmacist
Mary Greer	1999	2022	Pharmacy Consulting Services
Ron Memo	1999	2021	Business Consultant
Harvey Riceberg	1999	2022	Consultant Pharmacist
David Steinberg	2014	2022	Physician
Annette Logan	2018	2022	President & CEO Cure4the Kids Foundation
John H. Rich	2018	2022	Health Care Development Consultant
Carlene Walker	2010	2021	Former Utah State Senator
Holly Prievo	2008	2020	Walgreens Healthcare Supervisor LV
Jason Glick, past chair	2018	2022	Director of Pharmacy Services, St. Rose Dominican Hospital
Suzanne Cram	2008	2022	Healthcare Consultant
Renee Coffman, non-voting, ex officio member	N/A	N/A	President, Roseman University of Health Sciences
Harry Rosenberg, non-voting, ex officio member	N/A	N/A	Founding President Emeritus – Roseman University of Health Sciences

The RUHS Board of Trustees’ By-Laws are the agreed-upon rules by which the Board is empowered to act in its role in governance and oversight for the institution. The current By-Laws were revised and approved in 2017. Included in the By-Laws are the Board’s duties, responsibilities, organizational structure, and operating procedures. The By-Laws related to the Board of Trustees are published and accessible to the University community and is accessible within the Box file (**Exhibit 1**).

Organizational Structure of the Board of Trustees

Organizationally, the Board is led by a Chair, who is elected by majority vote of the Board members annually. The By-Laws stipulate that the Chair of the Board cannot be the President of the University. Also, neither the Secretary, nor the Treasurer may serve concurrently as President or Chairman of the Board. Ethical conduct requirement for Board Members are stipulated in the By-Laws, which also provide a mechanism by which Board membership may be revoked if sufficient cause has been demonstrated for

such action at a formal removal hearing. Board membership is on a voluntary basis and carries with it no remuneration, no contractual, employment relationship, or financial investment in the University. The chair has a term of two years. A chair-elect is selected by majority vote of the board every other year. The chair-elect becomes the chair at the end of the current chair's term. The position of chair is limited to one two-year term at a time, but an individual could be re-elected to the chair-elect position after his/her term as chair expires. Vacancies on the Board are filled from a list of candidates provided by the President of the University and approved by a two-thirds majority vote of the members.

The Board acts as a committee of the whole. The Board of Trustees meets quarterly to review institutional and board policies and procedures and review institutional goals and progress, and to gain feedback, input and guidance. The schedule this year for meetings is August 8, 2020, November 13, 2020, February 12, 2021, May 14, 2021, August 6, 2021, and November 12, 2021. The Board may grant limited and well-defined decision-making authority to the Executive Committee of the Board. The Executive Committee of the Board consists of the Board officers and additional members of the Board. Non-officer Board members of the Executive Committee are approved by the entire Board membership.

The members of the Board have the authority to establish standing committees and to designate the title, function, and membership of such committees. Standing committees must be specifically provided by the Board's By-Laws. Currently, in addition to the Executive Committee, there are four standing committees of the Board, the Investment Committee, the Finance/Audit Committee, the Governance Committee, and the Philanthropy Committee. Committees and their Chair Assignments is included as **Table 2**.

Table 2. Committee Chair Assignments 2019-2020

COMMITTEES	CHAIR
Executive Committee	David Dunn
Investment Committee	Harvey Riceberg
Finance/Audit Committee	Mark Howard
Governance Committee	Ron Memo/Jason Glick
Philanthropy Committee	Mary Gear

The President of the University may also establish ad hoc committees as deemed necessary. However, except as noted above, no member or committee has the authority to act in the place of the Board as a whole.

Duties and Responsibilities of the Board of Trustees

The duties and responsibilities of the Board of Trustees as defined by its current By-Laws include:

- ❖ Subscribes to, exemplifies, and advocates high ethical standards in overseeing the University and dealing with administrators, faculty, staff, students, the public, organizations, and external agencies;
- ❖ Regularly reviews and approves the institution's mission and goals. Ensures that the mission appears in appropriate institutional publications, including the catalog;
- ❖ The Board assures that the institution engages in effective short-term and long-term strategic planning and is appropriately involved in the planning processes that includes fiscal, physical facility and human resources planning.

- ❖ Approves all major academic programs of study, degrees, and diplomas;
- ❖ The Board establishes regular reviews, revises as necessary, exercises broad oversight and ultimately approves major substantive changes in institutional mission, policies, and programs, including those regarding its own organization and operation.
- ❖ Annually evaluates the Board's performance and revises, as necessary, its Bylaws to demonstrate to its constituencies that it carries out its responsibilities in an effective and efficient manner;
- ❖ Selects and appoints the President of the University and performs the President's annual evaluation;
- ❖ Ensures that the institution is organized and staffed to reflect its mission, size, and complexity;
- ❖ Approves an academic and administrative structure or organization to which it delegates the responsibility for effective and efficient management and preserves and protects academic freedom consistent with the Roseman University educational model;
- ❖ Selects an independent auditing firm and receives and reviews the annual audit report and ensures that plans to correct any deficiencies are enacted;
- ❖ Approves the annual budget and the long-range financial plan;
- ❖ Provides appropriate autonomy in financial planning and budgeting matters within overall mandates and priorities;
- ❖ Receives a regular report from the President about the financial adequacy and stability of the University;
- ❖ Approves clearly defined policies regarding cash management, investments and the use and limit of debt;
- ❖ Is knowledgeable of the institution's accreditation status and is involved, as appropriate, in the accrediting process;
- ❖ Confers degrees, including honorary degrees upon the recommendation of the President and the faculty;
- ❖ Represents the University's mission and activities to health professions, businesses, government officials, and the public; and
- ❖ Assists the President in fund-raising activities;
- ❖ Charges the President with the task of leading a strategic planning process, participate in that process, approve the strategic plan, and monitor its progress;
- ❖ Preserves and protects the institutional autonomy and academic freedom.
- ❖ Strategically recruits and approves board members with the requisite leadership necessary to ensure the Boards continued strength.

2.A.2	The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.
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RUHS is led by its co-founder, CEO and President, Renee Coffman, BSPHarm, PhD. Dr. Coffman has been fully involved in the development of the institution since its inception in 1999.

Assisting the President in the leadership and management of the University is her senior administrative team. This team consists of the Senior Leadership of Facilities and Management, Finance, Communication, Advancement, Human Resources, Information Technology, Quality Control and Intercampus Consistency, Student Services, Executive Affairs, Strategic Implementation and Engagement, as well as the Chancellors

of each of the three campuses, and the President of the Faculty Senate. These sixteen members make up the President's Administrative Council.

The University Leadership organizational chart is accessible within the Box file (**Exhibit 2**).

The Administrative Council serves as an advisory group for the President as well as a mechanism for planning and for communicating issues of interest to the campus community. The Administrative Council meets twice monthly. Agenda items include updates from academic programs, and reports from each member. Agenda items may be submitted by any member of the Administrative Council, and new business typically includes new initiatives, policy proposals, and matters of concern. The Council also makes recommendations to the Board of Trustees in matters for which the Board has the final authority, including the annual budget for the University, tuition and fee levels, and some policies. The Administrative Council follows Robert's Rules of Order, with decisions made following a motion, discussion, and finally a voice vote. Minutes of the meeting are recorded by the President's executive assistant and, once approved by the Council, are distributed electronically to all University employees.

Membership of the Administrative Council represent years of healthcare and higher education experience, and includes members who also bring not-for-profit, governmental and business experience to the Council. CV's of members of the Administrative Council are accessible within the Box file (**Exhibit 3**).

In 2019, the University established the President's Cabinet, a group convened quarterly to offer guidance to Institutional-level challenges and opportunities, provide input into the University Strategic Planning and Implementation process, to remove barriers and increase communication, and further build intercollege, intercampus, and interunit partnership. Membership of President's Cabinet includes all members of the Administrative Council as well as Deans from each college, all University-level Directors, as well as Chairs of the Strategic Planning Implementation Groups. This is a diverse group representing three campuses with both mid-level and high-level accountability, responsibility and authority for planning, organizing and managing the University's most critical activities.

While activities contributing to the University Strategic Planning and Implementation Process were ongoing prior, 2018 marked the formalization of this process. The success of this process depends upon participation from our President's Council as well as our Board of Trustees. These groups come together regularly to assess institutional achievements and effectiveness. This serves as an opportunity to step away from the day-to-day demands of the institution and take a more holistic look at the various inputs being gathered to assess institutional mission fulfillment. An overview of this process can be found in (**Exhibit 4**).

Exhibit 4. Strategic Planning and Implementation Process (SPIP)



Communication efforts are also enhanced by the President's regular Employee Forums. Typically, Employee Forums are held within a month of each Board of Trustees' meeting with the purpose of communicating Board decisions to all employees. Employees are encouraged to ask questions for clarification and to voice opinions on any and all items discussed during the Forum. Employee Forums are also called on an "as needed" basis when the President determines that particular issues should be communicated and discussed by all employees. For example, prior to submission of each fiscal year's budget to the Board of Trustees, the President asks the Vice-President of Business and Finance to provide all employees with a budget summary. The budget summary provides an overview of sources of revenue and operating and capital budgets for all University academic and service units. Employee Forums also typically include reports from each of the University's academic units and service units as needed. This communication is also complimented by weekly University updates, via RULife, that are sent to the University internal community as well as monthly University updates, via SpectRUM, that are sent to both our internal and external constituencies.

As the 2019-2020 academic year came to a close, it is important to note that as a result of this year's University Planning and Implementation Process, a revision to the University Mission statement has been made while a new Strategic Plan was developed. Timely, as the University concludes its 20-year anniversary, the new Strategic Plan looks forward from 2020 to the next five years. The process has been dependent upon the input and vision of the Board of Trustees, and President's Cabinet Members,

including all Deans, Directors, and the Administrative Council. After much hard work, the University is prepared and ready to take on the challenges and opportunities that lie ahead.

2.A.3	The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.
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The University's President and CEO, Dr. Renee Coffman, PharmD, BSPHarm is one of three founders of the Institution. She previously served as the University's Executive Vice President for Quality Assurance and Intercampus Consistency and the Dean of the College of Pharmacy. Prior to establishing Roseman University, Dr. Coffman became a founding member of the faculty at Western University of Health Sciences, where she also held the title of Facilitative Officer for Student Services. Dr. Coffman is a member of numerous National Industry Associations, and has worked to support pharmacy, education, and improved healthcare through her work with the Southern Nevada Medical Industry Coalition, iDO (improving Diabetes and Obesity in Southern Nevada), the Nevada State Board of Pharmacy Medication Error Discussion Group, and the Nevada State Board of Pharmacy Committee on Standards for Approval of Pharmacy Technician Training Programs. Dr. Coffman has received numerous industry and leadership awards, serves on several healthcare and community Boards, and is an active member of the healthcare and education community in Nevada and Utah. Dr. Coffman's CV is accessible within the Box file (**Exhibit 5**). As President, Dr. Coffman is an ex-officio member of the Board of Trustees, as found in its by-laws.

2.A.4	The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.
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Faculty Role in Governance

Faculty, Staff, Administration and Students are an integral part of Institutional Governance and part of the decision-making structures and processes in place.

The Faculty Senate, established in 2006, following development of its constitution and final approval by the Board of Trustees, included a census of the faculty to apportion representation to each academic unit. The constitution of the Faculty Senate (**Exhibit 6**) is accessible within the Box file. The Faculty Senate consists of at least two members from each academic program. For programs with more than 20 faculty, one senator is apportioned for each ten faculty members. Currently, the Faculty Senate consists of 10 members, including four from the College of Pharmacy and 2 from each of the other programs. The first Faculty Senate meeting was held in September 2006 during which the constitutional officers were elected. The President of the Faculty Senate sits on the University's Administrative Council. In its first year of operation, the Faculty Senate oversaw the draft of a University Faculty Handbook and it continues to oversee this handbook which is accessible within the Box file (**Exhibit 7**).

Faculty participate in all levels of decision making within their college, and at the University level. At the University level, faculty sit on important Committees guiding implementation of the University Strategic Plan, and those dedicated to student success. These include SLOcom, the Committee dedicated to analysis of Institutional student learning outcomes, as well as the Center for Innovation and Healthcare Education,

which is currently focusing on successful implementation of Roseman's teaching and learning model in order to increase both faculty and student success, as well as ad hoc Committees assembled to study specific areas needing attention within the University. The Committees often include representation of faculty across all colleges as well as Administration and staff, and updates and recommendations are made directly to the Board of Trustees. Deans of each college also meet twice a month with all University Directors as part of the Academic Council which facilitates discussion of key decisions being later presented at the Administrative Council.

Within the academic programs, faculty participate in all levels of decision-making, typically through the program's committee structure. Faculty have full purview over the curriculum and admissions requirements within their respective programs. Curriculum committees in each program review and approve all items pertaining to their curriculum. Approved items are then forwarded to the full faculty for approval at a faculty meeting. The details in composition and operating procedures have some variance among the programs, but the role of the Committee and faculty is consistent throughout. Similarly, the admissions process is overseen by an Admissions Committee, which approves aspects of the admissions process and submits items to the faculty for review and approval. The scheduling of faculty meetings varies among programs. Larger programs typically have one or two meetings monthly. The faculty as a whole also approves the list of graduates each year.

The University's Planning and Implementation Process previously outlined includes participation from both the Administrative Council, Board of Trustees, and the President's Cabinet which includes faculty, staff, Administrators, and Board Members. This inclusive process provides a forum to provide updates, gather input, and exchange ideas for high-level decision making and strategic planning.

Student Role in Governance

In 2007, the Board of Trustees approved a constitution which is accessible within the Box file (**Exhibit 8**) establishing the Student Governance Association. The SGA offices are: President, Vice President, Treasurer, and Secretary. At the beginning of each academic year, the student body will elect the four officers and each class at each location for each program shall elect one representative to the SGA. The first elections to fill these offices were held in September of 2008. Current students from any year in any program are eligible to hold these offices provided that they are in good standing as defined by their respective programs. The SGA reports to the Registrar/Director of Student Services who supervises SGA activities and serves in an *ex-officio* capacity at SGA meetings.

The Student Governance Association (SGA) provides governance for any matters which pertain to the student body at the University level. In 2012, SGA was charged with seeking nominations and recommending finalists for the graduation student speakers (one for each campus) to the Administrative Council for approval.

Students participate as voting members on a number of important programmatic committees. The Curriculum and Admissions Committees have student representatives typically elected from each class with a program. In most programs, each class also elects representatives to the Student Professionalism Board, the group charged with adjudicating alleged violations of the program's Code of Professional Conduct. Student representatives to the Student Professionalism Board have all of the same rights and responsibilities as faculty members of that Board.

Faculty and students are well-integrated into the governance of the institution, at both the institutional and programmatic level. The establishment of the Faculty Senate and the appointment of the President of the Senate to the Administrative Council ensure that appropriate structure exists for expression of faculty issues. A parallel institutional Student Governance Association (SGA) is ongoing and under the leadership of the Registrar/Director of Student Services. At the programmatic level, faculty and students have had and continue to have adequate mechanisms for participation in governance. In each program, the full faculty have final authority over all curricular and admissions matters.

A continuing strength of the University's leadership is the commitment to open communication and exchange of ideas. The leadership team is encouraged to speak freely on all issues at the Administrative Council, and the result is that frank and open discussions occur at this level on a regular basis. These discussions and the opportunity to hear from each of the constituencies that members of the Council represent, as well as the airing of differences of opinion in an environment of mutual respect lead to better, more informed decision-making. Moreover, because the minutes are distributed electronically to all employees, the process of institutional decision-making is transparent. Additionally, because Administrative Council and Board of Trustees' actions are communicated to all employees on a regular basis in the employee forums, where any employee can ask questions and voice opinions, employees are empowered with the opportunity to understand, provide input, and support institutional decisions.

2.B Academic Freedom

2.B.1	Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.
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A university is a forum for ideas, and it cannot fulfill its purpose of transmitting, evaluating, and extending knowledge if it requires conformity with any orthodoxy of content and method. Academic freedom is important in guaranteeing the existence of such a forum. Academic freedom applies to both research and teaching. Freedom in research is fundamental to the advancement of knowledge. Academic freedom in teaching is fundamental for the protection of the rights of the teacher in teaching and of the student in learning. It carries with it duties and responsibilities correlative with rights.

The principles of academic freedom and academic integrity are ingrained in the mission and core values of RUHS. In support of its commitment to academic freedom, the Institution has a well-defined Academic Freedom Policy (Exhibit 9) outlined in the Faculty Handbook and located on the University Website under general university policies, that entitles all faculty to full freedom in research and the publication of results, as well as freedom of instruction in their subject or field of expertise. However, faculty are expected to be accurate, exercise sound judgment, and respect the right of others to express opinions.

In addition to the academic freedom afforded to faculty, students have the right to be taught by competent instructors. They also have the right to intellectual disagreement with instructors, and to question them without fear of recrimination or punishment.

External speakers are granted the courtesy of an uninterrupted presentation but must accept the right of their audience to question or challenge statements in their address.

2.B.2	Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.
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RUHS has not received any reports of infringement of academic freedom.

RUHS is committed to institutional integrity through the policies and standards related to activities of its Board of Trustees, administration, faculty, staff, and students. These policies uphold institutional dedication to:

- ❖ Operate in a fair and ethical manner;
- ❖ Provide a work and educational environment that is safe, non-discriminatory, and free from harassment;
- ❖ Comply with all federal, state, and local legal requirements;
- ❖ Champion the ideals of academic freedom and integrity;
- ❖ Seek input from appropriate constituencies in decision-making processes; and,
- ❖ Represent itself clearly and accurately in all its activities.

RUHS, through its Core Values, supports independent thought in the pursuit and dissemination of knowledge. As stated in the University’s Core Values, “It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. RUHS ascribes to the foundational, cultural, and behavioral norms of all ‘best-in-class’ institutions of higher learning. That is; professionalism, integrity, diversity, accountability, collegiality, social responsibility, and ethical behavior are all integral to the enduring relationships RUHS maintains with the constituencies it serves.”

The Institution protects individuals within it to test and examine all knowledge and theories, thought, reason and perspective of truth, regardless of any one individual personal, social, or religious philosophy.

Roseman is an equal opportunity educational institution in all of its activities. Roseman, in compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 403 of the Rehabilitation Act of 1973, and Sections 102 and 302 of the Americans with Disabilities Act of 1990, does not discriminate on the basis of race, color, national origin, religion, handicap or sexual orientation, or gender identity or expression in any of its policies, procedures, or practices. In compliance with the Age Discrimination in Employment Act of 1967, and Section 402 of the Vietnam Era Veterans Readjustment Act of 1974, Roseman does not discriminate on the basis of age, ethnic origin, marital status, sexual orientation, gender identity or expression, because an individual is a disabled veteran or veteran of the Vietnam Era, or because of a medical condition in any of its policies, procedures, or practices as required by law. Within the limits of the law, Roseman does not discriminate on the basis of citizenship. This non-discrimination policy (**Exhibit 10**) covers admission, access, and service in the University programs and activities, and application for and treatment in University employment. This

policy is present on the University Website under general university policies as referenced earlier as **Exhibit 10** as well as in all University handbooks.

2.C Policies and Procedures

The institution develops and widely publishes, including on its website, policies and procedures that are clearly stated, easily understandable, readily accessible, and administered in a fair, equitable, and timely manner.

In 2019, the University completed a large-scale Policy Overhaul Project during which all University policies were assessed, updated, reorganized, formatted and housed in both a private Institutional repository as well as on the University website. While ongoing revisions to policies were being made on an as-needed basis, there was the need to take a more holistic view of all Institutional policies to be sure they were clear, easy to understand and interpret, fair, and processed by the Institution in a way that provided a contextual framework for a revision or introduction to a new policy, with adequate time and input to provide the best possible outcome. The culmination of the project outlined a new process for evaluating policy changes, and it also identified a team dedicated to maintaining the Institutional repository for all approved policies as well as the new page on the website dedicated to all policies. The University policies can be accessed on the University website (**Exhibit 11**). Relevant policies can also be found in the University Faculty handbook (**Exhibit 7**), employee handbook (currently under revision) (**Exhibit 12**), which are both accessible within the Box file, and University Catalog and student handbooks (**Exhibit 13**) for respective colleges (**Exhibit 13A – University Catalog; Exhibit 13B – College of Nursing Student Handbook; Exhibit 13C – MBA Program Student Handbook; Exhibit 13D – College of Pharmacy Student Handbook; Exhibit 13E – College of Dental Medicine Student Handbook**).

2.C.1	The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.
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Each academic program determines its transfer-of-credit policies. The transfer-of-credit policies (**Exhibit 14**) for each program are outlined in their respective Transfer Students section of the University Catalog on the University website and are linked below as well as provided within Exhibit 13A in the Box file.

- ❖ College of Nursing: Transfer Students from other Nursing Programs (Exhibit 13A – University Catalog – pg. 40);
- ❖ MBA Program: Transfer Students from Other Master of Business Administration Programs (Exhibit 13A University Catalog – pg. 49);
- ❖ College of Pharmacy: Transfer Students from other PharmD Programs/Post B.S. Enrollments (Exhibit 13A University Catalog – pg. 61)

The academic program's Admissions and Academic Affairs Offices communicate their transfer-of-credit policies to prospective and current students. Additionally, some programs, such as Roseman's College of

Dental Medicine, do not grant any transfer credit for credit earned at another College of Dental Medicine (e.g., students from another College of Dental Medicine are not allowed to transfer into the second, third or fourth year of Roseman’s College of Dental Medicine).

2.C.2	The institution’s policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.
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The University makes a distinction between academic and non-academic (e.g., unprofessional misconduct such as being disrespectful to an employee, making racists or sexist remarks, etc.) conduct. Academic and professional misconduct outlines the expectations of students to maintain academic integrity and professionalism including honesty, cheating fraud, misrepresentation and conduct. Each academic program establishes the process for how it handles a student performing academically poorly, including the appeals process for didactic grades and experiential evaluations. The student rights and responsibilities regarding academic performance/conduct are documented in each academic program’s Student Handbook on the University website and are linked below (**Exhibit 15**) and, when applicable, Experiential Learning/Clinical Rotation Manual. Appeals regarding academic probation are resolved at the Dean/Associate Dean level.

- ❖ [College of Nursing: Academic and/or Professional Misconduct \(Exhibit 13B Nursing Student Handbook – pg. 41\);](#)
- ❖ [MBA Program: Policies and Procedures Pertaining to Professionalism \(Exhibit 13C MBA Student Handbook – pg. 15\)](#)
- ❖ [College of Pharmacy: Policies and Procedures Pertaining to Student Professionalism \(Exhibit 13D Pharmacy Student Handbook – pg. 15\);](#)
- ❖ [College of Dental Medicine: Policies and Procedures Pertaining to Student Professionalism \(Exhibit 13E Dental Medicine Student Handbook – pg. 40\)](#)

The academic program also establishes the process for how it manages the process for when a student is alleged to have engaged in non-academic misconduct. This process, including the appeals process (**Exhibit 16**), is documented in the academic program’s Student Handbook on the University website and are linked below. However, in contrast to the management of unsatisfactory academic performance, regardless of the student’s academic program, all Roseman students alleged to have engaged in non-academic misconduct have the right to request a review of their case by the University’s Student Professionalism Board (USPB). The role of the USPB is limited to determining if the student was more likely than not to have engaged in the unprofessional misconduct. If the USPB determines that the student was more likely than not to have engaged in the misconduct, the academic program’s administration is responsible for imposing any sanctions on the student. In the cases of termination for professional misconduct, all students, regardless of academic program, have the right to appeal this decision up to their academic program’s University Chancellor. The decision of the respective Chancellor is final.

- ❖ [College of Nursing: Appeals, Grievances \(Exhibit 13B – Nursing Student Handbook – pg. 45\);](#)
- ❖ [MBA Program: Student Appeal Process \(Exhibit 13C – MBA Student Handbook – pg. 20\);](#)
- ❖ [College of Pharmacy: Student Appeal Process \(Exhibit 13D – Pharmacy Student Handbook – pg. 21\);](#)
- ❖ [College of Dental Medicine: Student Appeal Process \(Exhibit 13E – Dental Medicine Student Handbook – pg. 32\)](#)

The University's Vice President for Student Services monitors and tracks the number of students placed on non-academic probation, suspension or termination as well as the number of USPB hearings. The Vice President for Student Services gives a report about the frequency of student non-academic misconduct and USPB hearings to the University's Chancellors, Deans and Program Directors every two years.

The University's Student Services Office is responsible for managing the process for requests for accommodations from students with disabilities (ADA). The ADA process can be found both on the Student Services section of the [University website \(Exhibit 17\)](#) and within the [University Catalog \(Exhibit 13A – pg. 20\)](#). Each academic program's Admissions Office encourages incoming students to contact the Student Services Office if the student believes the student needs to request ADA accommodations. Current students may be referred to the Student Services Office to discuss the ADA process by an academic program's administration and/or faculty. The Vice President for Student Services facilitates the interactive process between the student and the student's academic program as required by the Office of Civil Rights. Students unsatisfied with the results of the ADA accommodation process have the right to request that their academic program reconsider the ADA accommodations approved by their academic program. If necessary, the Vice President for Student Services can request a meeting with the student's Dean/Program Director and Chancellor to review the ADA accommodation.

2.C.3	The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.
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Roseman University does not have a centralized admissions process - each academic program is responsible for establishing and disclosing their admissions and placement policies to prospective students. An academic program's admissions policies and procedures (**Exhibit 18**) are posted in the University Catalog on the University website and are linked below and in the admissions section of each program's admissions page on the website.

- ❖ [College of Nursing: Admissions, Criteria, Policies, and Procedures \(Exhibit 13A – University Catalog – pg. 37\);](#)
- ❖ [MBA Program: Admissions Requirements and Processes \(Exhibit 13A – University Catalog – pg. 48\);](#)
- ❖ [College of Pharmacy: Admissions, Criteria, Policies, and Procedures \(Exhibit 13A – University Catalog – pg. 58\);](#)
- ❖ [College of Dental Medicine: Admissions \(Exhibit 13A – University Catalog – pg. 75\)](#)

Additionally, each academic program creates and manages the process for students to progress or to be re-admitted into the program in the individual program student catalogs on the website which are linked below (**Exhibit 19**). For example, an academic program may designate a specific committee to be responsible for making a recommendation if a student with poor academic performance should be re-admitted and, if so, the specific point in the curriculum. As noted in section 2.C.2, the academic program's

Student Handbook and Experiential Learning/Clinical Rotation Manual explain the process for a student to appeal decisions unsatisfactory academic performance.

- ❖ College of Nursing: Conditions for Re-Admission (Exhibit 13B – Nursing Student Handbook – pg. 40);
- ❖ MBA Program: Conditions for Re-Admission for Students Withdrawing Not in Good Academic Standing (Exhibit 13C – MBA Student Handbook – pg. 19);
- ❖ College of Pharmacy: Conditions for Re-Admission for a Student Withdrawing Not in Good Academic Standing (Exhibit 13D – Pharmacy Student Handbook – pg. 20);
- ❖ College of Dental Medicine: Conditions for Re-Admissions for Students Withdrawing Not in Good Academic Standing (Exhibit 13E – Dental Medicine Student Handbook – pg. 29)

2.C.4	The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.
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The Registrar's Office and Student Service Office have worked with the University's Technology Services Office to assure the protection of the confidentiality, release and backup and retrievability of student information. The University has emergency plans to assure that students have access to their information. For example, the University's experience with the COVID-19 pandemic has shown that the Registrar's Office can operate remotely and provide services to students such as posting grades, updating contact information, releasing of transcripts, enrollment and graduation verifications. All data is backed up daily on external hard drives in secure locations in both Nevada and Utah. The University has several policies which govern computer and network acceptable use as well as acceptable email use and abides by Nevada State Law to assure compliance of secure retention of student records.

NAC 394.640 Student's records: Contents; maintenance; inspection. (NRS 394.411, 394.421, 394.441)

1. *An institution's records concerning a student must include the following verified information:*
 - (a) *A completed and signed copy of the contract or agreement of enrollment.*
 - (b) *A record of all payments made by the student to the institution and all refunds made by the institution to the student, including evidence that the student received receipts for the payments.*
 - (c) *A record of attendance.*
 - (d) *Copies of all correspondence with the student pertinent to his or her education.*
 - (e) *A list of the appointments made by the institution to assist the student to find employment, if applicable.*
 - (f) *Evidence that the student met the requirements for entrance to the institution.*
 - (g) *Evidence that a student receiving an associate's or bachelor's degree has passed an examination upon the constitutions.*
2. *The student's complete record must be retained for 5 years after the end of the student's training or his or her withdrawal or dismissal from the institution. After 5 years, only the file required by subsection 3 must be maintained for each student.*
3. *In addition to the files maintained pursuant to subsections 1 and 2, each licensed institution shall establish a separate file for each student who enrolls in the institution which contains only the transcript of the student. These files must be maintained in alphabetical order separate from all other files.*

4. *The records described in this section must be kept in this State and made available for inspection by the Administrator during the institution’s regular business hours unless, for good cause shown, the Commission provides otherwise.*

[Comm’n on Postsecondary Educ., §§ 7.510-7.540, eff. 2-28-80]—(NAC A 11-28-83; 6-23-86; 9-1-93)

2.D Institutional Integrity

2.D.1	The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.
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RUHS strives to represent itself clearly, accurately and consistently to all of our constituencies: prospective students, employees, alumni, prospective donors, governmental agencies, the profession of pharmacy, the profession of nursing, the profession of dental medicine, other healthcare professions, and the general public. All announcements, statements, and publications (University Catalog, informational brochures, the RUHS website) are scrutinized regularly for accuracy. All public communications and news releases are also reviewed to ensure that they accurately represent the institution to the community at-large. As part of the review process, the University mission, programs and services are updated to ensure accuracy and integrity in all representations. As part of the Administrative Council’s responsibilities, all catalogs and list of graduates are reviewed to ensure accuracy and integrity.

2.D.2	The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.
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As an institution that has as its primary mission to prepare competent healthcare practitioners, RUHS has been sincerely committed to the highest ethical standards since its inception. Honesty, openness, and fairness have been the hallmarks in the treatment of students, faculty, preceptors, and staff, as well as in relationships with the public, governmental regulatory agencies, and accrediting agencies. Ethical conduct is ingrained in the institutional culture by means of its foundational guideposts—the Core Values Statement, and the Policies that support professionalism, conflict of interest, and equal opportunity for all.

The Core Values Statement is published in the University Catalog, on its website, and in other University documents as appropriate (**Exhibit 20**). The values statements were drafted in conjunction with the institutional Mission and Vision Statements and provide key values and principles to guide RUHS in all areas of operation. Among the values iterated in this statement is the institution’s commitment to maintain our integrity through principled action and ethical decision-making.

RUHS is committed to instilling the importance of personal and professional integrity in our students. As such, the institution has adopted policies and procedures pertaining to professionalism for its students, which are published in the Student Handbooks and in the University Catalog. As an institution, RUHS intends for its graduates to uphold and maintain the level of confidence and trust the public has placed in healthcare practitioners. Consequently, upon accepting admission into the University, each student agrees to abide by the basic standards of honesty and integrity in academic and professional activities.

Other policies which provide for the fair and equitable treatment of students, faculty, administrators, staff and other stakeholders and constituencies can be found in the University Catalog and on the University website. RUHS has made these policies accessible within the Box file **(Exhibit 21)**.

- ❖ Academic Freedom Policy
- ❖ Consensual Relationships Policy
- ❖ Equal Opportunity Policy
- ❖ Harassment Prevention Policy
- ❖ Non-Discrimination Policy
- ❖ Procurement Policy
- ❖ Requesting Reasonable Accommodations Policy
- ❖ Sexual Misconduct Policy
- ❖ Statement of Principles of Free Expression

Grievances

Faculty Grievances may be addressed by processes created in the Faculty Handbook. A Special Review Committee will be established by each College or Academic Program for the purpose of mediating faculty grievances. "Grievance" does not include matters related to disciplinary sanctions, dismissals, terminations, or non-renewals. Actions or conditions subject to grievances are administrative decisions affecting terms and conditions of employment, such as promotions, salary adjustments, developmental leaves, assignments/duties, and working environment. A grievant shall initiate, within a reasonable length of time, the grievance process with the Dean/Program Director only if the grievance cannot be resolved by 1) communicating with the person whose decision is the subject of the grievance, 2) then discussing the grievance with the subject's immediate supervisor, and 3) exhausting other applicable grievance processes. The Special Review Committee shall consist of the following three members: a. A faculty member chosen by the grievant; b. A faculty member chosen by the person(s) whose decision is the subject of the grievance; c. A faculty member elected by the faculty. The Special Review Committee shall attempt to resolve the grievance on an informal basis. Should the grievance remain unresolved, the Committee shall make its recommendations in writing to the grievant and the Dean/Program Director. The Dean/Program Director shall inform the grievant of his/her decision concerning the grievance after consideration of the Special Review Committee's recommendation. Should the grievant continue to be unsatisfied, he/she may appeal, within 30 days, to the Chancellor of the respective campus. If still unsatisfied, he/she may appeal to the President. If he/she is still unsatisfied, he/she may appeal the President's decision to the Board of Trustees whose decision shall be final.

Student Grievances

Please see University website for further information regarding the Process for Complaints **(Exhibit 22)**.

Reporting Suspected Misconduct

For further information regarding Reporting and Investigative Process for Allegations of Employee Non-Academic Misconduct please access within Box file (**Exhibit 23**).

2.D.3	The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.
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RUHS recognizes that its employees may be involved in external activities that are beyond their assigned responsibilities to the institution and that enhance their professional skills or constitute public service. The University also recognizes that such activities may lead to a conflict of interest. To avoid potential conflicts, RUHS has an effective conflict of interest statement in place which precludes faculty, students, administrators, staff, and Board of Trustees members from participating in activities in which “the individual has a pecuniary interest in, or derives a profit from authorization of a contract or purchase by the University”. The University also has specific language defining conflict of interest in its procurement policy which applies to all institutional purchases as well as vendor selection. The University also has an effective policy regarding consulting and outside activities. These policies are on the University website and are also published in the Faculty Handbook. The University Conflict of Interest Policy is located on the University website and has been made accessible within the Box file (**Exhibit 24**).

2.E Financial Resources

2.E.1	The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.
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Roseman University looks to its Board of Trustees Bylaws and board committee oversight for university wide financial policies. Internally, the VP for Business and Finance is responsible for implementation under a best practices approach within the higher education industry. The executive leadership of Roseman University maintains an excellent working relationship with the Board of Trustees.

The Board has designated two committees, the Finance and Audit Committee and Investment Committees to serve as primary oversight for all financial affairs of the University. Board committees meet regularly throughout the year. The financial committees receive quarterly financial statements and narrative reports from the VP Business and Finance and other staff liaisons. Reports, notes and financial decisions are discussed, documented and approved by committee vote and then sent to the entire board for review and approval as necessary.

The University board of trustees is required to review and approve the annual budget, annual financial audit reports, investment decisions for the endowment and related transfers, tax exempt bond financing and related covenants, and capital and special projects. Roseman University utilizes a robust financial management system to implement, monitor and report on board approved financial policy and decisions.

Cash balances are monitored weekly within the Business and Finance Unit. Cash flow statements are provided with each annual financial audit. The most recent financial audit is located within the Box file (**Exhibit 25**). Cash flow reports for the last three years are available in the Basic Institutional Data form

embedded within the Evaluation of Institutional Effectiveness report that will be submitted in conjunction with this report.

2.E.2	Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.
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Roseman University performs an annual operating budget preparation process including meetings, analysis of historical performance and future projections by all units. These budgets are presented to Roseman University’s Budget Committee for review, editing and approval. Final approval for all budgets is provided by the Board of Trustees at its regularly scheduled May meeting. Capital budgets are prepared after the FY close following an assessment of available funds – thus capital projects are approved in September-November timeframe with each FY. Based on a review of all available funds, funds are appropriated to capital projects to ensure short and long term financial stability and sustainability.

Roseman University performs an annual insurance and risk management analysis comprising of a review of all policies, determining adequate insurance coverage and limits, and maintaining and certifying required insurance coverage and limits for existing bond issues. Roseman manages risk on an ongoing basis by providing required training for faculty, staff and students in the areas of employment practices, OSHA, safety, emergency operations, CLERY, Title IX, and other pertinent areas. The analysis is performed primarily under the direction of the Vice President for Operations. The Vice President for Student Affairs serves as the Title IX officer and works with the Vice President for Operations as needed. Roseman is proactive in analyzing future risk to determine potential exposure. Where potential exposure is identified, Roseman proactively looks for ways to mitigate.

Financial policies are approved either by the University’s Administrative Council or the Board of Trustees as appropriate. Policies related to financial management and oversight are accessible within the Box file (**Exhibit 26**). Board Approved Policies will be discussed below in 2.E.3.

2.E.3	Financial resources are managed transparently in accordance with policies approved by the institution’s governing board(s), governance structure(s), and applicable state and federal laws.
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The Roseman Board of Trustees serves as the sole governing body for the University (i.e. there is no system or other entity that shares the authority of the Board). The Board approves policies related to the financial management of the institution and those policies are executed under the leadership of the Vice President for Business and Finance. Within the business and finance unit, the Controller oversees operations of the accounting unit and generates all financial reports. The Bursar oversees all student accounts. Both the Controller and Bursar report to the Vice President for Business and Finance. At the time of this writing, the Vice President for Business and Finance is vacant and being filled on an interim basis. It is expected that this position will be filled by the time of the upcoming site visit.

All electronic fund transfers are reviewed on a weekly basis and EFTs require several levels of approval prior to transfer. Refunds for tuition are provided in accordance with the University’s Tuition Refund Policy and in compliance with applicable state laws. A description of internal controls is accessible within the

Box file (**Exhibit 27**). Operations are performed in compliance with policies approved by the Board of Trustees. Among these policies are the Cash Management Policy, the Debt Policy and the Investment Policy. These policies are maintained by the appropriate Board Committee as noted above in Section 2.E.1 and are accessible within the Box file (**Exhibit 28**).

2.F Human Resources

2.F.1	Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.
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Faculty, staff and administrators, and all Roseman employees, are apprised of all aspects of their employment through Roseman’s Employee Handbook and through ADP Workforce. The Employee Handbook outlines all employee policies, conditions of employment, and rights and responsibilities of all employees. As mentioned in Section 2.C, this handbook is currently being revised by the institution, but is accessible within the Box file (**Exhibit 12**). ADP Workforce Now capabilities include human resources management, payroll, benefits, talent management, compliance, time and labor management, and analytics and benchmarking. In early 2020, the Human Resource Unit initiated a project to ensure all employees had an up-to-date job description, and in doing so, allowed all employees to contribute their own thoughts to their job descriptions. This opportunity for reflection resulted in more accurate job descriptions and aided supervisors in delineating areas where additional support may be needed or where efforts were no longer needed. Job descriptions outline work assignments, key responsibilities, and expectations of each assignment. Each Spring, all employees participate in the Annual Performance Review (APR) during which time they are evaluated against published criteria and within a process as seen in the APR Guide published and distributed by the Human Resources department and is accessible within the Box file (**Exhibit 29**).

As outlined in the Faculty handbook, regular faculty appointments carry those responsibilities and privileges traditionally identified with academic positions. While a minimum of specific restrictions are imposed on the activities of a faculty member, they are under obligation to render to the University the most effective service of which they are capable. Moreover, they are expected to increase their depth and range of competency with increased length of service. All members of faculty have a responsibility to develop their professional proficiency. Faculty member obligations fall into five broad areas: 1. academic instruction; 2. research and other scholarly activities; 3. service; 4. administrative and related duties; and, 5. professional development.

Those appointed to faculty positions have the right to information regarding their appointment. a. The terms and conditions of a faculty appointment are specified in the position announcement, in the letter offering the position, in subsequent contract forms, and the University Faculty Handbook. b. At the time of hire, the appointee shall be provided with a Faculty Handbook, which contains the process for evaluation of faculty, as well as minimum expectations for promotion and advancement to 5-year renewable contracts. The Dean/Program Director of the academic unit to which the individual is appointed, or his/her designee will be responsible for providing these documents to the appointee. c. The terms and conditions of renewal appointments, or other appointments, should be provided no later than May 15. d. Faculty appointment shall be evidenced by contract which shall state on its face whether the appointment is probationary, 2-year continuing, 5-year renewable, or special. Probationary and

special contracts are issued for a maximum of one year. e. All contracts issued must contain: (i) the nature and duration of appointment; (ii) rank of appointee (iii) annual salary (iv) fringe benefits applicable to appointee (v) any special conditions of appointment.

Faculty Promotion and/or Five-Year Contract, criteria and procedures for Promotion, as well as Composition of the Faculty Promotion Committee and Five-Year Contract Committee are all accessible within the Box file (**Exhibit 7 – Faculty Handbook – pg. 35**).

Non-renewal (**Exhibit 7 – pg. 31**), Termination (**Exhibit 7 – pg. 32**) and Dismissal (**Exhibit 7 – pg. 32**) procedures may also be found in the Faculty handbook which is accessible within the Box file.

2.F.2	The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.
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The University understands that it is only as strong as the skills, talent and experiences of the faculty and employees within it. As such, RUHS supports employees in all facets of their professional growth and development and builds a culture that enables individual and collective achievement.

In the past three years, Roseman’s Human Resources Unit has made a deliberate effort to increase the quality and quantity of employee opportunities for professional growth and development through monthly learning opportunities that cover a wide range of topics. In any given month, employees have the opportunity to participate in a number of opportunities such as Harassment Training, Understanding Diversity and Inclusion, Overcoming Unconscious Bias, Coaching and Feedback, Understanding the Employee Lifecycle, and Financial Literacy education. Employees take advantage of these opportunities for growth and development. RUHS also supports all employees wishing to pursue additional educational opportunities inside or outside of the University. Through the Employee Tuition Assistance and Remission Policy (**Exhibit 30**), which is accessible within the Box file, employees can receive remission for tuition for coursework or pursuit of a specific degree. Faculty may also take advantage of the Professional Development allowance (**Exhibit 12 – Employee Handbook – pg. 38**), which offers them a yearly allowance to participate in professional conferences or enrichment opportunities of their choosing.

2.F.3	Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.
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As Roseman celebrates its 20th Anniversary, the institution reflects on organizational achievements while devoting time to envisioning the future of the University. In the twenty years of its history, RUHS has experienced enormous change and growth. The Institution has grown from three founders, each starting the University with \$5,000 and its first class of PharmD students, to an institution which provides patient care, conducts research, and offers to its students a variety of healthcare degrees while contributing to the communities which we serve. With this growth and evolution of the Institutional mission, new programs and services, RUHS has expanded its workforce both in number of employees but also in the skills, qualifications and experiences needed to successfully operate at high levels of success. With

this growth however, it is interesting to note that while RUHS' workforce has evolved, the Institution also maintains a number of employees who have been with the University for 5, 10, and 15+ years.

As part of the new Strategic Plan, the University will embark on an evaluation that examines if the collective RUHS workforce is both rightsized with the required skill sets and qualifications to meet the growing needs of those we serve – students, patients and families, and the community, while also examining if the workforce, and specifically our service units, are adequately serving the needs of our faculty and administration and the work that must be done to meet organizational responsibilities, reach educational objectives, establish and oversee academic policies, and ensure the integrity of our programs.

That said, Roseman's workforce has historically been adequately sized for the Institution's needs. Our workforce also has within it the appropriate mix of skill level, qualification, experience and talent. The university employs 550 employees across three campuses, and our analysis of our current workforce indicates that that among our full-time faculty, 75% are at the doctoral level. In early 2020, the Human Resource Unit initiated a project to ensure all employees had an up-to-date job description, and in doing so, allowed all employees to contribute their own thoughts to their job descriptions. This opportunity for reflection resulted in more accurate job descriptions and aided supervisors in delineating areas where additional support may be needed or where efforts were no longer needed. Job descriptions outline work assignments, key responsibilities, and expectations of each assignment.

In lieu of an Academic Organizational Chart, please refer to University Leadership Organizational Chart (**Exhibit 2**) which is accessible within the Box file.

2.F.4	Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.
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In accordance with RUHS's institutional mission and goals, educational objectives, and policies and procedures, all employees are evaluated annually each Spring prior to the end of the academic year. The annual performance review (APR) is part of the Human Resources annual cycle. The APR is dependent upon self-evaluation, as well as assessment of 12 key criteria as outlined in the Staff Evaluation. In January of each year, all employees are first provided with an APR Guide to creating Evaluations. The APR Guide contains valuable information, including the criteria for assessment, a timeline, and a Q&A section for additional learning. As stated in section 2.F.1, the APR Guide is accessible within the Box file (**Exhibit 29**). Employees are also provided with an updated version of the Staff Evaluation and are asked to complete their own self-evaluation in ADP Workforce Now. In March, Supervisors complete the Staff Evaluation in ADP Workforce Now according to the written criteria in the evaluation. In April, Supervisors meet with their direct reports and the Evaluations are shared. Employees are given feedback and encouragement and enrichment opportunities are discussed. Employees may provide feedback in person or in writing while providing acknowledgement of receipt of their evaluations through ADP Workforce Now. ADP Workforce Now houses all evaluations for reference and provides an organizational mechanism to ensure that evaluations have been completed for all employees. The Evaluation cycle closes mid-April each year. All evaluations (employee, faculty – by college: College of Nursing, College of Medicine, College of Pharmacy, College of Dental Medicine) are accessible within the Box file (**Exhibit 31**).

2.G Student Support Resources

2.G.1	Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.
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Roseman's Student Services Office focuses on these areas to support student learning and success: monitoring student mental health and wellness and providing resources to students when necessary, providing an option for students to comply with the academic program's requirement to have health insurance, working with the academic programs to allow students to create student organizations, and facilitating the interactive student disability accommodations process and supporting students receiving accommodations.

Roseman's educational model and philosophy creates an environment that supports student learning. The block system catalyzes faculty-student interactions and provides students with multiple opportunities throughout a typical instructional day to for students to interact with a faculty member.

Roseman's academic programs focus on tailoring specific services for their students. Examples of these services include providing peer tutoring services (College of Pharmacy), career mentoring (College of Dental Medicine) and career placement (College of Pharmacy).

2.G.2	The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.
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The University Catalog provides information required by the Northwest Commission. Additionally, the University Catalog and all academic program Student Handbooks are reviewed and approved at least every two years by staff from the Nevada Commission on Postsecondary Education. The University Catalog and Student Handbooks are also reviewed by the Veterans Administration to make sure these documents comply with VA policies and procedures. The University also publicizes its policies and procedures on its website.

The required elements can be found in the University Catalog, Student Handbooks, or on the University website. **Table 3**, located on the next page, indicates locations of required elements and directly links to associated elements as well as provides specific page numbers to these references in the catalogs and handbooks.

Table 3. Publication of Information

Element	Publication	Location
Institutional Mission	Exhibit 13A - University Catalog – Mission Statement	<u>Page 10</u>
Admission Requirements and Procedures		
	Exhibit 13A - University Catalog – University-wide Admissions Req.	<u>Page 27</u>
	Exhibit 13A - University Catalog – College of Nursing Section	<u>Page 37</u>
	Exhibit 13A - University Catalog – College of Pharmacy Section	<u>Page 58</u>
	Exhibit 13A - University Catalog – College of Dental Medicine Section	<u>Page 75</u>
Grading Policies		
	Exhibit 13A - University Catalog – Competency-based Education	<u>Page 11</u>
	Exhibit 13A - University Catalog – Transcripts	<u>Page 23</u>
Academic Program Information		
	Exhibit 13A - University Catalog – College of Nursing Section	<u>Page 36 – 46</u>
	Exhibit 13A - University Catalog – College of Pharmacy Section	<u>Page 62 – 72</u>
	Exhibit 13A - University Catalog – College of Dental Medicine Section	<u>Page 80 - 96</u>
Student Learning Outcomes		
	Website - https://www.roseman.edu/student-learning-outcomes/	<u>Student Learning Outcomes</u>
Faculty	Exhibit 13A - University Catalog – Directory	<u>Page 111 - 114</u>
Conduct, rights, and responsibilities		
	Exhibit 13B - College of Nursing Student Handbook	<u>Page 41 – 50</u>
	Exhibit 13D - College of Pharmacy Student Handbook	<u>Page 15 – 19</u>
	Exhibit 13E - College of Dental Medicine Student Handbook	<u>Page 40 – 45</u>
Tuition, fees, and other program costs	Exhibit 13A - University Catalog – Tuition and Fees	<u>Page 29</u>
Refund policies and procedures	Exhibit 13A - University Catalog - Withdrawal	<u>Page 32</u>
Financial Aid	Exhibit 13A - University Catalog – Financial Aid	<u>Page 32</u>
Academic Calendar	Exhibit 13A - University Catalog – Academic Calendar	<u>Page 8</u>

2.G.3	Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.
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The University Catalog and the health science academic programs, e.g., Dental Medicine, Nursing and Pharmacy student handbooks describe the requirements for professional licensure requirements. College of Dental Medicine, Nursing and Pharmacy faculty and administration provide opportunities throughout

the curriculum for students to learn about opportunities for post-graduate residencies and how to prepare competitive applications for post-graduate residency programs. Specific information regarding licensure are in each college's student handbook on the University website and linked below.

- ❖ [College of Nursing \(Exhibit 13B – Nursing Student Handbook – pg. 12\)](#)
- ❖ [College of Pharmacy \(Exhibit 13D – Pharmacy Student Handbook – pg. 27\)](#)
- ❖ [College of Dental Medicine \(Exhibit 13E – Dental Medicine Student Handbook – pg. 49\)](#)

2.G.4	The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.
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RUHS provides access to federal, state, and institutional financial aid options to current and prospective students through a number of formats. Detailed information about a variety of financial aid options (such as scholarships, grants, loans, and work-study) is available via a financial aid flyer available in-person at each campus, as well on the [University financial aid page \(Exhibit 32\)](#). Financial aid personnel present information about financial aid options available at in-person admissions interviews to assist prospective students with understanding their options prior to enrolling at RUHS. In addition, financial aid personnel present information, specifically strategies on reducing student loan debt, at new student orientation as well as required orientation for each academic year for continuing students.

2.G.5	Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.
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RUHS Financial Aid Office publicizes the annual student loan default rate on the [University website's](#) Financial Aid section. **(Exhibit 33)**. Average debt load by academic program is monitored at least annually and is communicated to students via optional as well as mandatory meetings with the Director of Financial Aid. Students are provided strategies to limit their debt as well as frequent reminders on how to return loan funds that they do not need. Students are also required to attend in-person group exit counseling with the Director of Financial Aid to understand their obligation to repay the loan, as well as the various repayment options available to them. Students are also offered individual meetings with the Director of Financial Aid to discuss borrowing and repayment strategies as needed.

2.G.6	The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.
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Each academic program is responsible for providing academic advising to its students - the University's Student Services Office does not provide academic advising services to students. Each academic program describes its academic advising policies and procedures **(Exhibit 34)** on the University website via the

specific college's student handbooks and are linked below and are accessible within the Exhibit 13 Box file.

- ❖ College of Nursing: Class Advisor (Exhibit 13B – Nursing Student Handbook – pg. 54);
- ❖ College of Pharmacy: Academic and Career Advising (Exhibit 13D – Pharmacy Student Handbook – pg. 4);
- ❖ College of Dental Medicine: Academic and Career Advising (Exhibit 13E – Dental Medicine Handbook – pg. 8)

The College of Dental Medicine and College of Pharmacy require all faculty members to be available to mentor students. Additionally, the College of Dental Medicine and College of Pharmacy also encourage their students to contact any of their administrators (e.g., Dean, Associate Deans, Assistant Deans, Directors).

The College of Pharmacy also assigns students in their P1 and P2 years to a specific faculty member in the PHAR 495 and PHAR 595: Continuing Professional Development courses to serve as a mentor for the student for academic and career advising.

The College of Nursing assigns a full-time faculty member to a specific campus class cohort to help each student in the class graduate from the program. The class advisor is responsible for employing a variety of strategies including counseling individual students experiencing academic difficulties and/or to promote the growth and development of appropriate professional behaviors. An advisor can only advise one campus class cohort at a time. Faculty may volunteer for this role or be assigned by the Dean.

Academic program administrators are responsible for providing faculty members with an orientation about the program's curriculum, overall program and graduation requirements. Faculty are encouraged to contact an Assistant/Associate Dean if a student asks them questions that they aren't prepared to answer.

2.G.7	The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.
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With the enrollment of the Master's of Science in Nursing/Family Nurse Practitioner (MSN/FNP) program in January of 2020, Roseman has enrolled its first cohort in a majority online/distance education program. Prior to 2020, Roseman has offered a hybrid program (accelerated BSN) and a limited number of online courses to MBA students. However, in both of these cases, all such students were enrolled in programs with a majority classroom-based curriculum and were on campus at orientation. Thus, the MSN/FNP program represents the first majority online program to admit students at Roseman. Currently, the program includes 26 students many of whom are alumni from the BSN programs. Verification of identification is carried out by the Office of the Registrar. The Proof of Identification process (Exhibit 35) is on the University website within the University catalog (Exhibit 13A – pg. 27) applies to all students in all programs and is linked above.

2.H Library and Information Resources

2.H.1	Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.
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The Roseman University Library Services unit supports the institution's mission, programs, and services by providing access to relevant online and print information resources and employing personnel qualified to assist students and faculty in the use of those resources. The Library endeavors to identify and respond to the changing information needs of the academic programs; provide for the professional development of library staff to enhance their expertise and skills; maintain currency with emerging information resources and technologies; and promote the advancement of education and scholarship within the university community. Library personnel offer reference services, information literacy instruction and literature research guidance. University Library locations on the Henderson campus and South Jordan campus are maintained as physical environments conducive to supporting academic and scholarly success.

Information Resources

The Library's collection of physical and online resources focuses on supporting the educational and research needs of the academic programs. Decisions about adding new resources, changing subscriptions, or withdrawing non-superseded physical materials are coordinated with each college's Educational Resources Committee (ERC) by members of the Library's Collection Development Team who have liaison responsibilities. The ERC members, in turn, keep the library informed about changing needs for information resources related to the curriculum. New title suggestions rely on academic program required and suggested reading lists, recognized core subject lists (Doody's Core Titles, AACP Basic Resources for Pharmacy, Medical Library Association Dental Section Booklist, etc.), and recommendations by licensing boards and professional organizations. Faculty, students, and staff may make purchase suggestions to a program ERC member, to a library staff member, or by completing the [Suggest a Purchase](#) form available on the library website. Students may provide additional resource input and suggestions through written comments in the annual Support Services Student Survey. Title or author suggestions are also accepted for the small lease-book collection on each campus that provides recreational reading opportunities for the university community.

Keeping in line with the [Library Collection Development Policy \(Exhibit 36\)](#), library staff employ usage data and publisher information about new editions to keep existing materials current. An annual inventory of the physical collection is conducted, and missing items are replaced as needed. In FY19 the library moved all remaining print journals to online-only subscriptions excepting one library publication per campus for library staff use and one local newspaper that has since been cancelled for lack of use. E-Journal usage statistics and turn away figures are tracked by the E-Resources Librarian and evaluated annually by the Collection Development Team. Library recommendations are reviewed with the relevant ERCs for title subscription additions or cancellations. E-Books are primarily available through subscribed resources, but in FY20 the library began purchasing individual titles as well. Efforts are made to control costs by taking advantage of book sales, LYRASIS consortia licensing offers, multi-year subscriptions, and package deals. Donated materials are occasionally added to the collection as outlined by the [Library Gift Materials Policy \(Exhibit 37\)](#).

Table 4. FY19 Annual Inventory

Library Collection as of June 30, 2019			
Physical Materials		Online Resources	
Books	6,694	E-Books	3,537
Media (A/V)	665	E-Media	0
Print Serials	4	E-Serials	34,826
		Databases	28

Access to Information Resources

Students and faculty have 24/7 access to online resources. Links to resources are provided on the [library website](#) through the [All Databases & Online Resources A-Z](#) list, as well as through individual subject guides (LibGuides) tailored to the needs of each academic program. Access is authenticated on and off campus based on network logins through the OCLC-hosted EZProxy service. Resources may be selected and searched individually or through using the EBSCO Discovery Service ([Discovery](#)) that integrates searching of the majority of the library's online resources with the library catalog. A link resolver (EBSCO Full-Text Finder) facilitates access to full-text articles available in subscribed databases from within Discovery or from public resources such as PubMed and Google Scholar. Preceptors for the College of Pharmacy who do not have network logins are authenticated for access to resources licensed for their use through individual OpenAthens accounts via an interface maintained by the College of Pharmacy.

Physical materials are available for checkout at the library locations on the South Jordan and Henderson campuses. Items are also shipped between campuses on request. The length of checkout varies by borrower status and item type in accordance with the [Library Circulation Policy \(Exhibit 38\)](#). Faculty may request that physical materials provided by them, or owned by the library, be put on reserve to increase the availability of the materials to a greater number of students during the compressed time period of a single course block. Borrowers can login to the online catalog remotely or on-campus to renew checked out materials, place hold requests, and manage their library account.

Articles, books, and other materials not available through existing subscriptions or collections may be requested through interlibrary loan (ILL) using the Clio ILL system in accordance with the [Library Interlibrary Loan Policy \(Exhibit 39\)](#). As of July 1, 2020, there is no charge to current students or Roseman employees for this service. The Library is a member of the National Library of Medicine Docline ILL service.

Table 5. FY 2018-2019 Library Circulation/Usage Statistics

Library Circulation/Usage Statistics FY 2018-2019	
Physical Materials	3,117
Online Resources	29,620
Interlibrary Loans Borrowed FY 2018-2019	
Monographs	0
Journal Articles	214

Physical Libraries

The University Library operates physical locations on both the Henderson, Nevada campus and the South Jordan, Utah campus. Both locations offer open student seating, group study rooms, quiet study areas, student use copier/printers, computers, small equipment, WiFi access, collection shelving, a service desk for requesting assistance, and staff offices. The Henderson library occupies 10,294 square feet and the South Jordan library occupies 8,138 square feet. Each has seating to accommodate at least 25% of the student population at any one time as recommended by library building planning standards when not following COVID-19 social distancing protocols. All technology is supported by the Technology Services Help Desk at each campus. The [Library Use Policy \(Exhibit 40\)](#) states behavior expectations for users of the physical libraries, as well as consequences for non-compliance with the policy.

During the regular academic year, the libraries are open 82 hours per week: 7 a.m. – 11 p.m. Monday – Thursday, 7 a.m. – 5 p.m. Friday, and 10 a.m. – 6 p.m. Saturday, except for holidays and special circumstances that may require earlier closures. During the summer months the libraries are open 74 hours per week: 7 a.m. – 9 p.m. Monday – Thursday with the Friday and Saturday hours remaining the same. Dates for summer hours and holiday closures are noted on a linked [Library Hours](#) webpage from the Library website.

Table 6. FY 2018-2019 Library Door Counts

Library Door Counts FY 2018-2019	
Henderson Campus	56,112
South Jordan Campus	44,522

Library Instruction and Research Support

Librarians on each campus teach information literacy skills such as literature search strategies, critical evaluation of scientific literature, and citation management. Library instruction integration into the academic curricula and participation in classroom instruction is based on defined programmatic needs and specific faculty requests. The library's Research and Learning Team meet regularly to plan the library's instruction and research support services. Asynchronous online instructional tutorials are available within the Canvas Learning Management System (LMS) and within subject guides accessed through the library website. In-person and online sessions introducing students to library resources and services are offered whenever new student orientation occurs for each program and cohort. Librarians also provide one-on-one support for students who require assistance with fulfilling class assignments related to evidence-based practice, as well as providing research consultations for faculty and students conducting more intensive literature reviews.

Table 7. FY 2018-2019 Instruction and Consultation Statistics

Instruction and Consultation Statistics FY 2018-2019		
Session Type	Henderson Sessions	South Jordan Sessions
Orientation	9	7
Classroom Instruction	9	5
Faculty Development	1	0
Research Consultation	23	6

All library staff are involved in providing reference services and assisting with information retrieval, particularly when working at the library service desk. Online reference services through Springshare LibAnswers, including live chat and text messaging, are offered via the [Ask the Library](#) link on the library website during all library hours of operation. Having campus library staff in two different time zones extends the hours of availability for the service.

Table 8. FY 2018-2019 Reference Statistics

Reference Statistics FY 2018-2019			
Method	Count	Question Type	Count
In Person	88	Reference	97
Phone	18	Research	29
Email	25	Citation	30
LibAnswers System	22	General	21
Chat	22	Other	0
Text message (SMS)	2		
Total	177		177

Library Staff

A team of five professional librarians and six support staff on the Henderson campus (11 total) and two professional librarians and five support staff on the South Jordan campus (7 total) work collaboratively across the physical distance to provide resources and services for the university community, while maintaining a working and learning environment that is welcoming and supportive. The library relies on staff teams to manage various library functions such as strategic planning, collection development, interlibrary loan, research and learning support, cataloging, and promotional activities. The Library Planning Team helped plan the reopening of the libraries following closure due to COVID19 and are currently working on a new library strategic plan based on the university’s revised mission statement and 2020-2021 strategic plan initiatives.

In addition to multi-week on-the-job training for new staff members, all library personnel are encouraged to participate in ongoing training opportunities through free online webinars, library-created training in the Canvas LMS, training sessions offered by other university units, and use of dedicated budget funds for fee-based online courses. Librarians are provided generous financial support to attend off-site training, CE courses toward AHIP accreditation, conferences, and professional meetings, and are active in library organizations such as the Medical Library Association (MLA), Association of College and Research Libraries (ACRL), regional medical library groups, and statewide groups of health science librarians. Librarians also participate in user groups sponsored by our EBSCO vendor and the Koha open-source software community.

The Roseman University Library staff espouse the following core values:

- ❖ Reliability: We value providing information that is thorough, accurate, and timely
- ❖ Respect: We value equity, inclusivity, empathy, and meeting the needs of the individual
- ❖ Teamwork: We value good communication, collaboration, and mutual support

- ❖ Curiosity: We value openness, a desire to learn, and innovation
- ❖ Responsibility: We value good stewardship and being accountable to students, faculty, staff and ourselves

Library staff participate in university committees as opportunities are presented, and librarians with liaison responsibilities actively engage with faculty in their respective academic programs to stay current with changing curricular and instructional needs, including attending faculty meetings and offering faculty development sessions as invited.

Student Satisfaction

Library Services regularly solicits feedback from students through an annual Support Services Student Survey that includes sections for Library Services, Technology Services, Financial Aid and Student Services. In the section on Library Services, students have an opportunity to respond to various questions about library resources, services, technology, and the physical space that are tailored each year to areas of interest to library staff. Open comment boxes give an opportunity to provide additional feedback. The library holds prize drawings in conjunction with the survey to encourage responses. In the FY2018-2019 survey, 71.54% of responding students indicated that library resources and services meet their needs all or most of the time, and 80.57% of respondents said those needs are met either mostly or completely.

Table 9. FY 2018-2019 Support Services Student Survey Responses

Student Responses FY 2018-2019 Support Services Student Survey		
In general, how often do the Library's resources and services meet your needs?	Percentage	Count
All the time	31.39%	43
Most of the time	40.15%	55
Some of the time	18.98%	26
Hardly ever	5.84%	8
I have not used Library resources or services	3.65%	5
Total respondents		137
To what degree do the Library's resources and services meet your needs?		
Completely	30.66%	42
Mostly	49.91%	67
Somewhat	9.49%	13
Not Much	4.38%	6
Not at all	0.73%	1
I have not used Library resources or services	5.84%	8
Total respondents		137

In the open comments section, seven students expressed their appreciation of the staff and four had positive comments about the physical library space. Concerns included things the library has no control over such as having more study rooms in Henderson, but the request to have more comfortable seating in South Jordan was able to be addressed in FY19-20. The FY 2019-2020 Support Services Student Survey was not administered due to COVID-19.

2.1 Physical and Technology Infrastructure

2.1.1	Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution’s mission, academic programs, and services.
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University Facilities

The Facilities Management Unit, directed by the Vice-President for Operations, manages the University’s facilities and physical infrastructure. The Unit is responsible for assessing sufficiency of the University’s physical facilities and ensuring the safety, comfort, and usability of all University spaces. As part of the Institution’s annual Strategic Planning and Implementation Process, reflection, assessment and identity of needs and priorities are raised and factored into the spring budget planning cycle. Each campus employs a Director of Facilities and support staff, including Maintenance Technicians, Facilities Engineers, and an Administrative Assistant, who carry on the duties of building maintenance and repair, construction, project coordination, and systems management. The University outsources janitorial services, including a full-time day porter on each campus. Security services and some mechanical maintenance services are also contracted with a third party. The Facilities Management Unit uses an electronic work order system to manage campus work orders, preventative maintenance schedules, and facilities space reservations. All University facilities are new, clean, free of obstacles or impediments, and in compliance with the Americans with Disabilities Act.

University Facilities Safety and Security

For the safety of our students and employees, all campus buildings are secured by controlled card access. Security cameras are located on each campus and provide 24-hour video surveillance with views of the interior and exterior of the buildings. Security camera footage is recorded and retained for 90 days. The university contracts with a third party for security guard service. Guards are located on each campus and provide security services 24 hours a day, 7 days a week. Guards regularly patrol building interiors, parking lots, common areas, clinics and monitor security cameras.

The Facilities Management Unit maintains record of all campus crime statistics and issues reports in compliance with the Campus Security Act. The unit also manages the emergency operations for the University and provides annual training for campus emergency management teams, online training for employees and students, and conducts drills and tests of the Emergency Operations Plan on an annual basis.

The Facilities Management Unit provides and maintains facilities that meet statutory and educational requirements. Records of compliance with licensing requirements, Material Safety Data Sheets, and inspections are maintained by the Facilities Management Unit. Various committees of the Faculty have also been created to address the issues of campus and laboratory safety including the safety in handling of hazardous substances.

Current Facilities

Roseman University of Health Sciences has three campuses with a total of (10) ten campus facilities. The Henderson, Nevada campus is the main campus for the University and has (6) six buildings with a total square footage of 185,662. The South Jordan, Utah campus has (2) two buildings with a total of 244,000 square feet. The Summerlin, Nevada campus also has (2) two buildings with a total square footage of 327,290. The university also operates (3) additional off-site facilities with a total of 12,290 square feet. The campus locations, building square footage and allocations are summarized in **Table 10** on the next page.

Table 10. Campus Locations, Building Square Footage, and Allocation Summarization

Address	Total Sq. Ft.	Allocated to:
Henderson Campus		
11 Sunset Way Henderson, NV 89014	100,000	COP-Offices and Classrooms
		CON Offices and Classrooms
		CON-Skills Labs
		NV Administration
		NV Support Units
		Library and Student Commons
4 Sunset Way, Bldg. A, Henderson, NV 89014	10,699	Faculty and Support Unit Offices
		Future Expansion of Clinic Space
4 Sunset Way, Bldg. B, Henderson, NV 89014	11,937	CODM- Clinic
		CODM – Clinic Future Expansion
4 Sunset Way, Bldg. C, Henderson, NV 89014	11,932	Orthodontic Program and Clinic
4 Sunset Way, Bldg. E, Henderson, NV 89014	14,094	MBA– Offices and Classrooms
		CON – Offices and Skills Lab
14 B Sunset Way, Henderson, NV 89014	37,000	Research Laboratories
		Research and Grants Offices
		Future Expansion
South Jordan Campus		
10920 S. River Front Parkway, South Jordan, UT 84095	119,000	COP-Offices and Classrooms
		CON- Offices and Classrooms
		MBA – Offices and Classroom
		UT Administration
		UT Support Units
		Library and Student Commons
		CON – Offices Future Expansion
10894 S. River Front Parkway, South Jordan, UT 84095	125,000	CODM – Offices & Classrooms
		CODM – Clinics & Research
		CODM – Clinic Future Expansion
Summerlin Campus		
10530 Discovery Drive, Las Vegas, NV 89135	184,000	COM- Administration & Research
		COM - Future Expansion
1 Breakthrough Way, Las Vegas, NV 89135	143,290	Clinic, Research and Offices
Off-Site Locations		
901 Rancho Way, Las Vegas, NV 89106	1,759	Clinical Faculty Offices
10001 S. Eastern Ave, Henderson, NV 89052	2,012	Clinical Faculty Offices
5380 S. Rainbow Blvd, Ste. 120, Las Vegas, NV 89118	8,519	Medical Clinic
Key		
COP = College of Pharmacy		
CON = College of Nursing		
CODM = College of Dental Medicine		
MBA = Masters of Business Administration		

Technology Services Unit

Technology Services unit is managed by the Vice President for Technology Services. To help manage the day to day operations, the unit has four divisions where each has a designated Director: Multimedia, Network and Server Infrastructure, Operations (software and information systems), and User Services (Help Desk). Technology Services has contracts with several vendors that can provide as-needed support on large projects or niche technology.

Support requests from students and employees can be requested through its online ticketing system, email, or telephone. The ticketing system is automated and forwards requests to the designated technology personnel based on the selected categories and locations.

Technology Services has several policies that outline requirements as well as best practices for employees and students to follow. They include:

- ❖ Computer and Network Acceptable Usage Policy (Exhibit 41)
- ❖ Computer Hardware Policy (Exhibit 42)
- ❖ Roseman and Dell Programs for New Students (Exhibit 43)
- ❖ University Email Use Policy (Exhibit 44)
- ❖ Student Technology Fee Policy (Exhibit 45)

Hardware Summary

Computers:

To accommodate varying needs in administration, instruction, and research computing, while avoiding excessive variability and cost in equipment software, the university's computing purchases are standardized to Dell computer equipment (Windows Operating Systems). Specific hardware requests are reviewed on a case by case basis and approved by the Vice President for Technology Services.

Data:

All buildings are connected via the Multiprotocol Label Switching (MPLS) network, which covers phone, data, and internet. Communication between campus locations including videoconferencing and voice over internet protocol (VoIP), access to external resources such as the internet, scalability for future growth, cost efficient bandwidth, and quality control capabilities were key factors in the decision to deploy a MPLS solution between the Utah and Nevada campuses.

Henderson Campus:

- ❖ The main campus has 1 GB connection to the MPLS;
- ❖ Building 4C has a 1 GB connection to the MPLS;
- ❖ Buildings 4A, 4B, and 4E are connected via buried multimode fiber to Building 4C;
- ❖ Building 14 is connected via buried multimode fiber to Building 11;
- ❖ Delta Point has a 100 MB connection to the MPLS; and,
- ❖ St. Rose has a 100 MB connection to the MPLS.

Summerlin Campus:

- ❖ Building 10530 has a 1 GB connection to the MPLS; and,
- ❖ Building 1 Breakthrough Way is connected via buried multimode fiber to Building 10530.

South Jordan Campus:

- ❖ Building 10 has a 1 GB connection to the MPLS; and,
- ❖ Building 11 is connected to Building 10 via buried multimode fiber.

All locations also have a backup broadband circuit in case of a network outage.

Server and Network Appliances

Each building is equipped with a dedicated intermediate distribution frame (IDF) or shared electrical/communications room that houses either a wall mounted or full-size floor-mounted telecommunications rack. Each IDF is equipped with a network-monitored, uninterruptible power supply (UPS) that can provide network uptime up to twenty minutes in the event of a power failure. All buildings are equipped with Cisco Power-Over-Ethernet (POE) switches that provide 1 to 10 GB powered port to each data jack within the buildings. In addition to the wired network infrastructure, Roseman has a secure campus-wide 802.11a/b/g/n based wireless network. Wireless connectivity is available in all buildings.

All network traffic to and from the main campus is secured through a Cisco ASA security appliance. Buildings 11 (Henderson), 4C (Henderson), 10530 (Summerlin), and 10 (South Jordan) each have a Cisco ASA firewall in place.

Protection from Malicious Software

Technology Services has a number of methods to combat malicious software, e.g., ransomware, malware, viruses. Malwarebytes Endpoint Protection is the university's primary application for protection against viruses. However, the Help Desk has several applications that are used to strip any other malicious programs that it may not catch. Technology Services reviews anti-virus programs on an annual basis to ensure that the university is using an effective product.

In the fall of 2016, Technology Services made the decision to move away from mapping network drives on employee computers and transition to a new distributed file system (DFS). The main reason for this change was due to the rise of ransomware (where individuals take the company's data hostage until a sum of money is paid). By no longer having mapped drives, this eliminated any data loss because the drives will not be accessible to the attackers. Because these malicious programs evolve continuously, Technology Services will monitor ransomware threats to ensure this process remains secure.

All Roseman data stored on servers and network drives is backed up nightly. For disaster recovery purposes. Servers at all locations are backed up to 11 Sunset and then replicated to South Jordan for disaster recovery.

Email Security

Email security is managed by a third-party vendor, US Internet, where the majority of the spam and phishing emails are blocked.

As an added layer of security and in order to help accommodate HIPAA and FERPA needs, Technology Services added a feature on email where employees can send encrypted emails via Office 365. Further, rules have been configured as a failsafe where the email system will automatically encrypt the emails if

there appears to be sensitive information, for example, student IDs, social security numbers, and credit card numbers.

Password Management

Employees are required to change their passwords every ninety days, must be a minimum of 8 characters, and cannot use the last two passwords. All passwords must contain characters from three of the four categories:

- ❖ At least one English uppercase character (A through Z)
- ❖ At least one English lowercase character (a through z)
- ❖ At least one base 10 digit (0 through 9)
- ❖ At least one non-alphabetic character. This includes the following characters !@#\$%^&*()-_+=

The purpose of this policy is to ensure employees are using strong passwords to prevent attackers from gaining access.

Network Monitoring

Technology Services utilizes a program called SolarWinds to monitor the daily network activities. This program monitors network traffic, sends alerts for high bandwidth usage, and monitors performance of the network controllers and wireless access points.

Varonis has also recently been implemented (March 2020) to further monitor security in regards to email, network access, file server activity, and data classification. Rules will be configured to automate certain tasks, e.g., shutting off immediate access to compromised accounts.

The employee wireless access is restricted by a password and is changed annually or on an as-needed basis. The student network is not password protected, but restrictions are made on the controller to limit activity (e.g., Netflix streaming, Peer-to-Peer file sharing) that may interfere with Roseman business.

Software

All data within the information systems hosted on-site are stored in encrypted Microsoft SQL or Oracle databases. Access to these databases is restricted to select Technology Services personnel.

Increasingly, more software that the university uses is transitioning to the cloud (software hosted by the vendor). These third-party vendors invest millions of dollars into server security and maintenance, data redundancy, and disaster recovery plans. This hosted option gives the university added strength to its data.

Audits

Technology Services meets with the financial auditors on an annual basis to review security or the applications and network. Any recommendations are made in the final management letter. Technology Services also worked with the Business and Finance unit on PCI DSS (Payment Card Industry Data Standard) compliances. In 2016, the bank certified Roseman to meeting all PCI DSS compliance

requirements. Technology works with Business and Finance unit to maintain this compliance certification. In 2017, the university hired an audit firm to complete a penetration test. Through Varonis's reporting capabilities, Technology Services will provide summative data for the university's auditing firm to demonstrate risk assessments and resolutions as the software is actively scanning and monitoring internal and external malicious activities and HIPAA and FERPA data and automating as-needed tasks.