THE IMPACT DRIVEN LIBRARY

Marydean Martin Library
Nevada State College
Located on a developing 500-acre campus in the foothills of Henderson, Nevada State College was established in 2002 as a new tier in the Nevada System of Higher Education, positioned between the two-year colleges and the doctorate-granting research universities. The college offers over 261 baccalaureate majors and one master’s degree.

Nevada State College is a public institution that was established to increase educational attainment in Nevada, particularly in high-need areas and among populations of students who, historically, have been marginalized in higher education. As of Fall 2019, Nevada State serves 4,900 students and achieved this enrollment at a historic pace, earning recognition from the Chronicle of Higher Education as the second-fastest-growing baccalaureate institution in the U.S. between 2007 and 2017 (The Almanac of Higher Education, 2019).

True to the college’s mission, this growth has resulted in a student population that is diverse in every sense of the word, including a sizeable proportion of first-generation (58%) and low income (47%) students. All Nevada State students currently commute to campus, and the majority (63%) attend college part-time, balancing their educational goals against a host of work, family, and life obligations. Historically underrepresented racial and ethnic groups comprise a higher proportion of the college population than the general population in Nevada, and Nevada State is designated as a Hispanic Serving Institution.
Student Demographics, Fall 2019

- Hispanics of any race: 37%
- White non-Hispanic: 25%
- Asian: 11%
- Black or African American: 8%
- Native Hawaiian or Other Pacific Islander: 2%
- Biracial or Multiracial: 5%
- Other/Unknown: 12%
As the first digital academic library in the state of Nevada, the Marydean Martin Library focuses its efforts on improving outcomes for the college’s largely first-generation, diverse, and underrepresented student population.

The library provides access to over 1 million ebooks and 14 million scholarly articles through a demand-driven acquisitions model. The library also provides over 2 million print books through rapid delivery from our partner academic libraries in Southern Nevada.

The decision to create an all-digital collection was the result of feedback from a variety of campus stakeholders, focus groups with the campus community, and careful analysis of our collection use. Our goal is to provide students with the best of both worlds: immediate access to a world-class collection of electronic content and fast, on-demand delivery of print content. The transition to a digital collection has also allowed us to focus on maximizing space for student collaboration.
The Evaluation Team commends Nevada State College on the Marydean Martin Library for fulfilling its mission by providing a responsive network of services, for its use of evidence-based measurements, and to create a student-centered learning environment.

- Northwest Commission on Colleges and Universities
2019 Mission Fulfillment and Sustainability Evaluation
Using Evidence to Enhance Team Performance

The Marydean Martin Library is a widely recognized campus leader in implementing evidence-based practices to enhance team development and performance. These practices include insights from Teresa Amabile and Steven Kramer’s research on the “progress principle” (Amabile & Kramer, 2011). Amabile and Kramer’s research found that managers can improve employee motivation and engagement by being attentive to the inner work life of their employees and fostering progress in their daily work. We make this principle the core element of our weekly one-on-one meetings between supervisors and direct reports. We attempt to help each other “make progress” in our professional goals by ensuring that we discuss solutions for overcoming any challenges to moving forward.
Our practices have also included insights from Marcus Buckingham and Curt Coffman’s analysis of data from Gallup surveys of employee engagement (Buckingham & Coffman, 2016). These insights include harnessing the benefits of setting clear expectations; ensuring people have the appropriate training/resources to complete their work; providing praise or recognition for good work; showing care and empathy for employees as people; and regularly discussing progress and growth opportunities. The recent campus-wide Climate Survey results capture some of the impact of our team culture. The library has had consistently high scores for:

- **Personal diversity value**
- **Importance of NSC diversity commitments**
- **Procedural justice**
- **Distributive justice**
- **Distribution of work**
- **Teamwork**
- **Relational closeness**
- **Open expression**
- **Feelings of morale**
- **Dedication**
- **Professional efficacy**
- **Life satisfaction**

### OKR Example

**Be recognized as a campus leader in creating inviting, accessible, and usable learning spaces.**

**Key Results:**

- Increase traffic across all library usage points by 5% above enrollment rate
- Score 100% on DOIT/IFLA/ADA accessibility checklists for resources and elements directly under library control
- Reduce the number of common pain points in study room reservation process to zero

### Project Management

To manage the completion of the team’s OKRs, the library team uses a lightweight project management methodology. The methodology provides a clear structure for the development and enhancement of the team’s leadership skills while establishing a high degree of team transparency by making it clear who is working on what at any given moment.

### Team-Wide Objectives and Key Results

Toward our focus on providing a high achieving team in a transparent working environment, the library uses Objectives and Key Results (OKRs) as an organizational goal setting tool. Each librarian is responsible for leading one library-wide objective and key result. These OKRs are developed as a team in the library’s annual retreat process and are incorporated in individual annual goals.
Each project/OKR uses a one-page project template that establishes:

**Project Name:** A unique name used for all communication about the project going forward.

**Success Criteria:** Answers the question “why do we want to do this project?”. The measurable value that will result from doing the project. The connection of the project to the college-wide strategic plan. This could be used to “sell” the project to college administration.

**Objectives:** An enumerated list of outcomes the project must achieve to be considered complete.

**Out of Scope:** A list of outcomes that the project will explicitly not address.

**Team:** The proposed core team roster, with projects roles attached to each name.

**Schedule:** A list of high-level milestones for the project, with proposed dates attached.

Projects also have the following checklist:

1. **Before the project begins**
   - Project Plan Complete
   - Project Sponsor Approval

2. **Kick-off meeting**
   - Risks and risk mitigation
   - Work breakdown structure (WBS) complete
   - Stakeholder register complete
   - Project uses for Basecamp

3. **Project closing**
   - Closure meeting and lessons learned

Everyone on the library team manages their projects in Basecamp. In addition to providing project management functions, the Basecamp software provides other benefits that significantly enhance team communication and camaraderie. While the entire library staff is currently housed in a single hallway of offices, we get tremendous benefit from sharing our progress via our weekly “last week/this week” status updates in Basecamp. These updates broadcast our progress to every member of the library, communicating our work in lay terms that will make sense for a library-wide audience. They focus on the highlights that are relevant to the team, rather than providing exhaustive details of every activity of our week. This means that the library team does not have any planned meetings that focus on updates or information sharing. Every in-person meeting in the library is focused on making a decision or making progress.
The Marydean Martin Library cultivates meaningful partnerships with classroom faculty through textbook affordability initiatives which have saved students almost $600,000 since 2017. The library provides individual consultations to teaching faculty, assistance with integrating library ebooks into the Canvas Learning Management System (LMS), and a summer institute to support instructors in their transition away from paid textbooks.

No-Cost Textbook Summer Institute

The library’s flagship textbook affordability program is the No-Cost Textbook Summer Institute which is sponsored by funding from the Office of the Provost and has been running for two years. Librarians lead a six-week institute to support instructors as they convert their course from a paid textbook to an open educational resource or library provided ebook. Over 15% of the full-time instructors at Nevada State have participated in the program. The institute includes support for evaluating resources, integrating them into Canvas, and understanding copyright and fair use. Feedback from instructors has been overwhelmingly positive.
$598,554
in Student Savings Since 2017

“The institute gave me the dedicated work time and incentive to follow through with changing my course to a free online textbook. Additionally, the information sessions were very helpful in allowing me to understand copyright, Canvas issues, and transparency in my courses.” – 2018 Institute Participant

“I had the opportunity not only to gather resources but to re-think my course design as I was choosing materials to include.” – 2019 Institute Participant

Participants in the 2019 No-Cost Textbook Summer Institute also had the opportunity to pilot the library’s new Usability Service, a developing project centered on demonstrably improving the usability and accessibility of course sites in Canvas. Instructors met individually with the User Experience Librarian to discuss what they expected students to accomplish on the course site. The courses were then tested using task-based usability testing and eye-tracking software. Instructors were able to view video playback of the eye tracking data and received individualized reports with actionable insights to improve the usability of their courses.

This eye-tracking heat map was taken from usability testing.
Improved Student Outcomes

While textbook costs can be a burden for students on any campus, they are especially impactful on a campus where many of our students struggle with the affordability of higher education as a whole. At Nevada State, nearly fifty percent of students receive need-based federal financial aid. A recent campus-wide student survey identified cost as the number one reason that students select Nevada State and the number two reason that they consider withdrawing from their program of study (Hanover, 2017).

Librarians at Nevada State view textbook affordability as an equity issue that impacts whether students can afford to be prepared for class. This philosophy is supported by our assessment data from the 2018 No-Cost Textbook Summer Institute. We analyzed course sections for instructors who converted to a no-cost textbook through the institute and compared them to previous semesters in which those same instructors taught the class with a traditional paid publisher textbook. The data indicates that 14% more students received a grade of B- or better in sections with a no-cost textbook and there was a 50% reduction in grades of D, F, or Withdrawal in sections where students were not required to purchase a textbook.
Assessment in Action

In 2015-2016 Nevada State was awarded a scholarship for participating in the ACRL Assessment in Action program. This program supports and features innovative outcomes-based assessment work in academic libraries. The Marydean Martin Library’s project examined EZProxy logs to determine if there was any relationship between library use and student success. As a digital library that requires authentication on and off-campus, we estimate that EZProxy logs capture the vast majority of collection use at our library.

Through a deep collaboration with the Office of Institutional Research, the Marydean Martin Library was able to demonstrate a statistically significant correlation between library use and numerous student success outcomes such as retention, GPA, and academic standing. We have also run an analysis confirming that there are no significant equity gaps in use of the digital collection by ethnicity, first-generation status, or gender (LeMaistre, Shi, & Thanki, 2018). This work is possible due to the innovative student data warehouse created and maintained by the Office of Institutional Research.

This work has received national recognition. Over 40 individuals from other libraries have contacted librarians at Nevada State for more information about the process of analyzing EZProxy logs and working with the campus Institutional Research department. A scholarly article about the research was published in portal: Libraries and the Academy and was later cited in ACRL’s 2018 Top Trends for Academic Libraries (ACRL Research Planning and Review Committee, 2018). This research on the correlation between library use and student success was also a key feature of a recent commendation that the library was awarded by our institution’s regional accreditation body, the Northwest Commission on Colleges and Universities.

Privacy

As librarians, we recognize the importance of protecting users’ privacy. Collecting use of the digital library poses a risk to student privacy that we seek to mitigate through various data security measures that build on the framework articulated in the NISO (2015) Privacy Principles. We have a Terms of Use and Privacy Policy that allow for students to opt out of data collection, and we are also responsible stewards of the data we collect. We limit that data to only date/time that a student signed into any library resource, not what resources they consulted. The Office of Institutional Research anonymizes the data and then aggregates it so that groups of five or fewer students cannot be analyzed. The Office of Information and Technology Services (ITS) has also been an invaluable partner to the library in actualizing our privacy goals. They have put into place robust encryption and data security measures. Staff in ITS have even written automated PowerShell scripts for safely storing, moving, and cleaning the data.
Technology Lending

Our technology lending program emphasizes democratizing access to technology. We have 80 PC laptops that we circulate with a seven-day loan period and 20 Chromebooks that we circulate with a same-day loan period. We also provide access to Kindle Fires, portable chargers, and headphones. Based on data from laptop borrowers we have found that the service is particularly important to low-income students as identified by their Pell-Recipient status.

Laptop Checkouts by Pell-Recipient Status

![Laptop Checkouts Chart]

Over 80% of laptop checkouts in the 2018-2019 academic year were from students who received Pell Grant funding.

In order to better serve low-income students, we recently updated our technology lending policies to reduce late fees and replacement costs by more than 70%. Our technology lending program is another area where our collaboration with the Office of Information Technology Services is essential. Their efforts in updating and maintaining this fleet of technology devices significantly increases the value of this service on our campus.

Student Feedback from 2019 Laptop Survey

“It is amazing how accessible it is to check out a laptop, Chromebook, and technology lending.”

“If my laptop broke I would be in desperate need of one. Knowing the library has one is comforting.”
Every librarian at Nevada State College supports information literacy instruction through in-person sessions embedded into courses. While one-shot instruction sessions remain a highly valued and rated service, the Marydean Martin Library has been coaching the campus away from this method of instruction to focus on other methods for improving student learning outcomes for information literacy.

One important way that we have accomplished this objective is through workshops on effective research assignment design. These workshops provide guidance to instructors on the Transparency in Learning and Teaching Framework (TILT). The Framework focuses on the why and the how of what students are expected to learn in their course of study (Winkelmes, et al., 2016). The transparency framework intervention has been shown to demonstrably improve the success of first-generation, low-income and underrepresented college students in multiple ways at statistically significant levels, with a medium-to-large sized magnitude of effect (Winkelmes, et al., 2016). The workshops have been very well-received by instructors.

“Thank you for a great workshop! This is one of the most worthwhile faculty enrichment activities I have taken part in during my 10 years at NSC.”  
- Dr. Peter La Chapelle, Professor of History

Our own experience with the framework closely matches the published research on its impact. The library’s semi-annual outcomes assessment work, based on the Nichols method of outcomes assessment (Nichols & Nichols, 2005), indicates that students who completed assignments in classes with instructors that had developed transparent assignments, had higher quality work across the three learning outcomes of communication of evidence, attribution of sources, and evaluation of sources.

<table>
<thead>
<tr>
<th>Question</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Librarian clearly explained what I would learn in this session.</td>
<td>4.8</td>
</tr>
<tr>
<td>What I learned today will help me complete my assignment(s) for this class.</td>
<td>4.81</td>
</tr>
<tr>
<td>The Librarian answered questions thoroughly and knowledgeably.</td>
<td>4.78</td>
</tr>
<tr>
<td>I feel more comfortable using the library in my research thanks to this session.</td>
<td>4.72</td>
</tr>
<tr>
<td>I will apply what I learned from today’s session in my future research.</td>
<td>4.82</td>
</tr>
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Average ratings on a 5-point Likert scale from Strongly Disagree (1) to Strongly Agree (5)
The Marydean Martin Library has fostered a strong relationship with the college’s student government, known as the Nevada State Student Alliance (NSSA). Librarians regularly attend NSSA Board meetings to provide updates and solicit feedback from student leaders on changes to library hours, spaces, and policies. As a result, the library has earned an excellent reputation for promptly acknowledging and acting on student feedback and suggestions. Student government leaders consistently name the library as a top campus unit in terms of responsiveness to student needs.

One function of NSSA is to develop engaging programming for the student body. The library has partnered with the NSSA Programming Committee to co-sponsor programs such as Study Breaks & Snacks. This popular program provides students with food to fuel their productivity and study break activities to promote wellness during Midterms and Final exams.
In 2019, the Outreach & Engagement Librarian assumed leadership of the college-wide Common Read Committee. The Common Read is a year-long program sponsored by the Office of the Provost and designed to engage the Nevada State community in a unified intellectual activity, sparking conversations and community-building. The book selected for the 2019-20 academic year is *Educated* by Tara Westover, a memoir about Westover’s experience as a first-generation college student. Given that over half of NSC students are first-generation, this book explores aspects of their own experience—from imposter syndrome to family conflicts and financial barriers—and is poised to inspire them in their own educational journey.

In partnership with the “I’m First Gen” committee on campus, the library and Common Read program co-sponsored a student and faculty panel on November 8th in observance of National First-Generation College Celebration Day. With courage and vulnerability, five students and one faculty member shared their first gen experiences, describing how they tackled hurdles such as growing up in a low resource environment, defying expectations of joining the family business instead of pursuing an education, and applying for college as an undocumented immigrant.

Their experiences resonated with students, faculty, and staff in the audience, who spoke up to share their stories as well. One non-first gen student attendee said, “Thank you for organizing this panel. It helped me realize what first gens go through and how I can help other students.” Following the event, another student posted on Instagram to share that “Today I attended a panel at my school with students and teachers who are all first-generation.... Their stories sounded much like mine and it felt good to feel some sort of belonging!” She then proceeded to share her own story of pursuing a college degree as a non-traditional student and the daughter of immigrant parents. Celebrating our students and highlighting their stories helps them to feel a sense of support, solidarity, and belonging with their community.

The library has also partnered with the I’m First Gen Committee to create “I’m First Gen” Buttons for distribution to students, staff, and faculty across campus. The goal of this initiative is to increase visibility of Nevada State community.
members who identify as first gen, which has led to conversations with many students who had not realized they were part of this large community on campus.

The library engages in targeted outreach to support departments, programs, and student organizations dedicated to serving our diverse and historically underrepresented student population. For example, the Outreach & Engagement Librarian has worked closely with the Nepantla program, which is dedicated to empowering first-generation college students through academic skills, access to resources, community building, and professional success through self-discovery. The Outreach & Engagement Librarian has performed welcome orientations and tours, attended the Summer Bridge program graduation, and distributed Common Read books and “I’m First Gen” buttons to all students.

Since its inception, the library has participated in Nepantla’s signature cultural event: a Día de Los Muertos celebration. The popular event is attended by families of NSC students and community members. In 2019 library student workers assisted with the creation of an ofrenda, or altar, dedicated to celebrating banned books written by Hispanic authors. The ofrenda served as a conversation starter about book challenges, censorship, and the freedom to read.

In 2017 the library participated in an initial retreat to help plan Cultivando Mentes (Cultivating Minds), a $2.7 million grant awarded to Nevada State College as part of the Developing Hispanic-Serving Institutions (DHSI) Title V Program. The Cultivando Mentes project focuses on expanding the teacher pipeline in Nevada schools by attracting more Hispanic high school students into Education, assisting students to pass the teacher competency exams, and decreasing students’ time to degree completion.

“It was awesome to have you be a part of yesterday’s HSI grant retreat. Your contributions were outstanding. Your positive spirit was uplifting. Clearly, there is a place for the LIBRARY in this initiative.” – Dr. Dennis Potthoff, Dean of the School of Education

As a result of the grant, the library has been able to increase support for Spanish and English Language Learning materials, as well as adding rich historical documents and collections related to Latin American history and culture. All of these materials help to promote a collection filled with diverse voices and viewpoints.
Like many small and medium-sized libraries, the Marydean Martin Library is heavily dependent on student assistants to provide services to our campus community. We view our student assistants as our most important ambassadors, shaping student and faculty perceptions of our services and value to the campus community. A growing body of literature (Supiano, 2018) indicates that a key element in retaining and graduating our college’s student population is to create a sense of belonging, a feeling that college is the right choice for them and that the institution cares about their success. In an effort to leverage the in-person interactions at our service desk, we have expanded the scope of our student assistants’ work beyond the traditional functions of checking out books/equipment and making referrals, to provide them with the training to facilitate a sense of belonging in the library space.

The literature on creating a “sense of belonging” in academic libraries is limited, so we sought out examples from less conventional sources. We were most attracted to the service philosophy and training methods of the luxury hospitality sector, most notably the The Four Seasons® hotel franchise. The Four Seasons® is consistently recognized as one of the premier service providers in the international luxury hospitality industry.

In examining their service philosophy (Hallowell, Bowen, & Knoop, 2002), we recognized many of the same goals that we had for serving our students, described in a way that is often difficult to convey in typical student training exercises.

We used the hotel franchise’s philosophy as the foundation for service guidelines and training exercises that can be applied to every in-person interaction in library users’ service experience. Our SERVE guidelines and training are designed to delineate a set of expectations that capture the spirit of good service.

### SERVE Guidelines

- **SMILE** (Active and Genuine)
- **EYE CONTACT** (Even in Passing)
- **RECOGNITION** (Using a Patron’s Name Naturally)
- **VOICE** (In an Appropriate Manner)
- **EXCEED** (Patron Expectations)

In a recent college-wide student satisfaction survey, the Marydean Martin Library achieved a 93% student satisfaction rating, leading all student facing units in achieving the highest rating across all student support services.

The service experience that is created by the SERVE guidelines has also been specifically mentioned in students’ comments about service quality in the library. For example, a student notes:

“...When I started I was very lost, especially when it came to computers. Now that I am graduating [...], I want everyone to know how much I have appreciated the help I have been given. [...] You all have talked to me, making me feel like I am someone special.”

The emphasis on how library staff made this student feel is particularly relevant to our efforts to serve the college’s student population. The service ethos that is developed through these guidelines adds to the college’s broader efforts to create an environment in which students feel valued and supported in their efforts to achieve their academic goals.
Library space is often described as providing a sanctuary-like experience for academic reflection and inquiry. The move to a digital collection has allowed the library to reimagine learning spaces for serving the needs of the college’s student population. An important element of this transition has been a focus on the restorative elements of library space.

The need for restoration and stress reduction initiatives is well-documented on college campuses. The Center for Collegiate Mental Health conducts an annual survey of students who have received campus mental health services. Over the past decade the demand for counseling services has seen a five-fold increase over enrollment growth (Center for Collegiate Mental Health, 2019).

The increases in student stress and anxiety are a significant barrier to students achieving their academic goals. On the Nevada State campus, a 2016 mental health survey revealed that students with higher levels of reported stress and depression were significantly more likely to consider withdrawing from college (Barber, et al., 2016).

In an effort to provide a restorative environment for these students, library faculty and staff worked to install indoor plants throughout the library space. Natural views and houseplants have been shown to increase productivity, improve air quality, and reduce stress in multiple settings (Lohr, Pearson-Mims, Goodwin 1996; Dijkstra & Pieterse 2008; Beukeboom, Langeveld, & Tanja-Dijkstra, 2012). A large body of peer-reviewed research also indicates that indoor plants improve research subjects’ sense of satisfaction and well-being (Kaplan 2001; Mayer, Frantz, Bruehlman-Senecal, & Dolliverand 2008). The project added approximately 400 plants to the space, with varieties that perform well in a low-humidity desert environment.

The reaction from students at our service point and in our space surveys has been overwhelmingly positive.

Qualitative comments at the service desk include:

- “The library is more relaxing with all the plants.”
- “It makes the library feel homey. I really like them.”

Qualitative comments in the space survey include:

- “I took this survey last time and I believe I wrote that I wanted plants in the library and I feel that I was listened to. I love the new decorations and plants and the library has always been a sanctuary for me where I can get my stuff done.”
- “The plants are an excellent and very welcome addition to the library. Thank you!”
his small but mighty team has been working hard to further our college’s mission. Below are letters of support from our campus community illustrating how well they believe we have achieved this goal.

Thank you for considering our application.
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Associate Dean, School of Liberal Arts & Sciences
October 28, 2019

Dear Members of the Awards Committee:

It is with the greatest possible enthusiasm that I write to support the Marydean Martin Library at Nevada State College’s application for the ACRL Excellence in Academic Libraries Award. Our Library team presents a compelling example of a college library making a significant positive contribution to the educational mission of its parent institution.

Our campus mission, focused on fostering educational opportunities for our largely underserved student population, is clearly visible in the Library’s focus on improving the academic success of our students. Along with a dedicated focus on serving the campus mission, the Library clearly embodies the campus’ recently adopted core values:

*Embrace the Journey*
We foster a culture of high-achieving teams and empower individuals to be the difference.

In an effort to develop a high performing college work environment, Nevada State completes a regular campus-wide climate survey. In reviewing these results, I have publicly joked that the “Library is like Disneyland [the happiest place on earth]”. The Library has been an academic leader in the following categories: importance of NSC diversity commitments, procedural justice, distributive justice, distribution of work, teamwork, relational closeness, open expression, feelings of morale, dedication, and professional efficacy. These results stem from the Library team’s emphasis on using evidence-based management to drive the work culture and decision-making processes in the unit.

*Blaze Trails*
If we think there is a better way, we look at the research, trust our instincts, and try it!

The Library has blazed new trails by opening the first all-digital academic library in the state of Nevada. The Library team, using a range of student and faculty data, persuasively made the all-digital case with faculty, students, and important college supporters that this model was the best way to serve our campus community. Building on this digital emphasis, the library has also received national attention for embedding information literacy modules into the campus learning management system. Impressively, students who use these modules show improved research assignment grades. Librarians from institutions such as Stanford and Penn State have sought guidance from NSC librarians on how to emulate this work.

*Climb Mountains*
We aspire to be experts in transforming the lives of our students and their families. We strive toward excellence in our jobs and advancement in our careers.
At Nevada State, we are inspired by the power of education to transform the lives of our students and the strength of our community. Toward this goal, the Library is deeply involved in our campus-wide efforts to improve retention and graduation rates. Nevada State is a state-wide leader in reducing textbook costs for Nevada State College students. In just over two years, the Library-led No-Cost Textbook Summer Institute has saved NSC students over $500,000 in annual savings. This innovative program has also shown exciting improvements in student grades and a reduction in DFW grades for students who are enrolled in the converted courses.

**Build Bridges**

Diversity is our strength. We treat each other with care and respect and help one another be successful.

Given our campus location in the Las Vegas Valley, with its focus on the hospitality and tourism industry, the Library has built upon this tradition of excellent service. The Library has innovatively developed service standards based on the Four Seasons® service philosophy. This philosophy has contributed to a 93% student satisfaction rating, the highest satisfaction across all student-facing campus units. This level of service helps to develop a “sense of belonging”, the feeling that college is the right choice for our largely first-generation student body. A wide range of evidence suggests that this feeling is critical for providing the support for students to complete their academic program.

In summation, the Marydean Martin Library uses a highly collaborative team-based environment to improve the outcomes of our student body. It has been a pleasure to watch the library grow into an important partner in fulfilling the College’s mission.

Sincerely,

Bart Patterson  
President, Nevada State College
Dear Ms. Middleton and members of the ACRL Excellence in Academic Libraries Awards Committee:

It is my privilege to support the Marydean Martin Library at Nevada State for the ACRL Excellence in Academic Libraries Award. Our Library’s application is distinguished by a rich and thoughtful team-based culture that is closely focused on improving outcomes for our College’s students. The College’s faculty, administration, staff, and students have a great deal of respect for and appreciation of the excellent and innovative services the Library provides to enhance the attainment of the College’s mission. The Library team contributes to the campus mission in a manner that closely aligns with the Award’s criteria.

The Library team is an exemplary model of a team-based organizational culture that creates outcomes that are more than the sum of its parts. In the College’s last two campus-wide organizational climate surveys, the Library has led the College in several categories that reflect their thoughtful approach to working together in support of student success. The Library faculty and staff report high scores on perceived fairness, support, value of diversity, and job-related attitudes. The Library team clearly get a great deal of enjoyment from working with each other and their relationships foster an environment where each member can realize their potential in contributing to the College’s mission.

Librarians at Nevada State are also highly proactive and productive partners with the College’s faculty and students. Librarians at Nevada State are academic faculty, and frequently exceed expectations in their impact and relationships with instructional faculty. A library faculty member currently leads the College-wide Common Read Committee, an Office of the Provost initiative to engage the NSC community in a unified intellectual activity, sparking conversations and community-building. Library faculty also meet regularly with the Nevada State Student Alliance (Student Government) to seek feedback and communicate improvements based on student feedback to library collections, spaces, and services. Library faculty, through a close collaboration with colleagues on the Faculty Senate Curriculum Committee recently secured two voting memberships on this important committee.

Our Library team is also a leader in developing and implementing exemplary programs that other libraries can emulate. Library faculty keep track of external requests for additional
information on their work. At last count, their small team has been contacted over 70 times in the last several years for requests about their work with assessment, integration of library content into the learning management system, and their customer service philosophy. Impressively, the scope of these requests indicates that their work is seen as relevant not only to teaching focused institutions, but is also seen as innovative by large, research-intensive institutions.

Perhaps the strongest element of the Library team’s application is their recognition in the College’s recent Northwest Commission on Colleges and Universities (NWCCU) 7-year accreditation visit. As noted in the FAQs for the Excellence in Academic Libraries Award, regional accrediting agencies are particularly valuable measures of program quality. These bodies closely review many different institutions and provide a powerful objective stamp of mission fulfillment. With respect to the Marydean Martin Library, we were very proud to learn that a 2019 NWCCU evaluation team awarded the Library the following compliments:

“The Marydean Martin Library is to be complimented for partnering with Nevada State College instructors to reduce student textbook costs, for its work in assessing student outcomes, and researching the correlation between the use of the Library and student success.”

The Commission also provided the following commendation, one of four awarded to the Nevada State campus:

“The Evaluation Team commends Nevada State College on the Marydean Martin Library for fulfilling its mission by providing a responsive network of services, for its use of evidence-based measurements, and to create a student-centered learning environment.”

Finally, the Library shows an impressive level of creativity and innovation in meeting the needs of our campus community. With sponsorship from the Office of the Provost, the No-Cost Textbook Summer Institute partners librarians with instructional faculty and other campus partners to reduce textbook costs for Nevada State students. To the best of our team’s knowledge, this type of intensive collaboration is unique amongst college libraries nationwide. Initiatives with this focus are particularly impactful on campuses such as ours. Nevada State serves a student population that includes a sizeable proportion of first-generation (58%) and Pell-eligible (47%) students. Not only has this partnership saved students over $500,000 in textbook costs, preliminary data suggests that students in courses without a paid textbook have halved the DFWI (grade of D, F, withdrawn or incomplete) rates and have significantly increased the percentage of students who score grades of B and above.
Thank you for considering the Marydean Martin Library team for this prestigious award. I am very confident that you will see that this team has developed a Library that is outstanding in furthering the College’s mission. Please do not hesitate to contact me with any questions.

Sincerely,

Vickie Shields, Ph.D.
Provost and Executive Vice President
Nevada State College
Letter of Recommendation for Marydean Martin Library

It is an honor to write this letter recommending the Faculty and Staff in the Marydean Martin Library for the Excellence in Academic Libraries Award. Most of my experience with the Library has been through my role as the Primary Investigator for the 2015, 2016, and 2019 Nevada State Organizational Climate Surveys (NSOCS). As such, I have a unique perspective about how the Library faculty think and feel about their work environment. In addition to reporting the trends in their data, I have met with Nathaniel and Tiffany (Director and Assistant Director) and their Faculty and Staff to discuss the NSOCS results. This letter provides the highlights of my experiences with the Library Faculty (and their data).

The Library consistently has the most positive ratings in the NSOCS, especially for interpersonal aspects of their job. Library Faculty unanimously reported no difficulty performing their job due to negative relationships with coworkers or supervisors, discrimination, harassment, or bullying. They also reported the highest mean level of teamwork ($M = 5.8/7$), sense of belonging ($M = 6.3/7$), and perceived fulfillment of diversity-related commitments ($M = 5.9$), and the lowest levels of quitting intentions ($M = 1.3/7$) and inadequate training ($M = 1/7$) compared to all other Academic Faculty.

The incredible leadership in the Library is a major contributing factor to their positive organizational climate. Based on the NSOCS, Library Faculty are extremely satisfied with their Supervisor. They reported the highest mean level of being informed by their supervisor ($M = 6.9$), understanding the performance criteria ($M = 6.8$), thinking performance evaluations are fair ($M = 7.0$), and feeling supported to pursue tasks and responsibilities that fit their competencies ($M = 6.6$).

Among all members of the Nevada State Leadership Team, Nathaniel (the Library Director) has been the most eager to work with me to improve upon anything from the NSOCS that is less than...
amazing. He invited me to speak to his Faculty and Staff without him present so they could speak freely, and they did. Although they expressed frustration with the lack of space and resources (that they so creatively find ways to work around), they all expressed gratitude for their tight knit Library team and Nathaniel (Director) and Tiffany’s (Assistant Director) leadership. The Library Faculty feel comfortable sharing ideas, trying new things, discussing their struggles, and working together to develop creative solutions to help our students succeed. None of that is possible without leaders like Nathaniel and Tiffany who carefully select, orient, train, and maintain collegial relationships with their employees.

The Library Faculty and Staff at Nevada State make a great team and provide exceptional service to the college. Thank you for considering them for the Excellence in Academic Libraries Award. If you have any questions, please do not hesitate to contact me at wendi.benson@nsc.edu.

Sincerely,

Wendi L. Benson, PhD
Associate Professor of Psychology
Nevada State College
Dear Selection Committee,

I’m honored to recommend the Marydean Martin Library to you for the ACRL Excellence in Academic Libraries Award. In NSC’s short history, the library faculty and staff have exhibited a consistent commitment to innovation in support of NSC’s mission, which includes serving a community of largely non-traditional and first-generation students.

To appreciate the Marydean Martin Library’s contributions, it is important to know about the history of Nevada State College. Founded in 2002, we are the newest public college in Nevada and Nevada’s first 4-year state college. Prior to our establishment, students who sought a public education could choose either a community college or one of our two universities (UNLV and UNR). At the time of inception, there was broad consensus about the need for a 4-year state college, but little interest in providing the required startup funds. Therefore, the college began in a refurbished warehouse, which had three classrooms, a few faculty/staff offices, and an extended classroom space we used as a library. It featured a small computer lab and a collection of approximately 4000 monographs. Our first class of 170 students increased dramatically each year, but owing to Nevada’s hardships during the recession, we were often unable to secure the funding needed expand the library proportionally.

In 2015, the library finally expanded into a space on the second floor of the newly built Rogers Student Center. While we were grateful for the increase in space and the central location, the library faced a very difficult decision. From 2005-2015, Nevada State College had become the second fastest growing four-year public college in the United States. The existing collection of monographs could fit into the new library space, but even with specialized storage technologies, there would be no way to maintain a physical collection that could accommodate for the college’s growth. Furthermore, advancements in the availability of eBooks presented NSC with a unique opportunity: instead of trying to follow an earlier model of library design (where a large collection of monographs are available if students or faculty need them), the library chose a more innovative solution, where electronic texts are available on-demand. Shifting to this model allowed the library to accomplish several goals, including:

- Providing access to 10 times the number of books we could hold in our physical collection;
- Expanding access to the many students at NSC that rarely attend classes on campus (NSC is an entirely commuter campus with about a third of its class offerings online);
- Embracing advancements in eBook technology and becoming Nevada’s first all-digital library.

Notably, the shift from a traditional library to a digital library required more than a reallocation of space and the purchase of eBooks. The change required NSC to embrace a shift in our academic culture. Even as a young college, many of our faculty come from well-established research institutions where they relied heavily on traditional library resources. To help the college navigate this shift, the Library Director and his team met with each unit on campus to explain the benefits of a digital collection and the accommodations the library would make for students/faculty who required texts that could not be obtained electronically. Some faculty were hesitant, but through strong communication and a good faith effort to improve our interlibrary loan services, the college has evolved to utilize electronic resources and embrace the access provided by our digital library.

The shift to an all-digital collection allowed the library to design its new space with a “commons” model, characterized by a large, open area with comfortable seating options, small tables, rows of traditional computers, and desks where students/faculty can use laptops. Various forms of
academic support surround the commons area, including a reference desk (which checks out laptops for student use), the Academic Success Center (which provides tutoring in various subjects), the TRiO-SSS Office (which supports non-traditional and first-generation students), and several small-group study rooms. The all-digital library has become a source of pride for NSC’s campus and an example of how we can reimagine long-standing educational models and reframe them to improve our students’ success.

In addition to the physical transformation, the library has been remarkably successful engaging in large-scale projects on campus that require coordination across multiple departments. A terrific example of such a project is the No Cost Textbook Initiative, which seeks to decrease the costs students incur each semester when buying required materials for their courses. In support of this goal, the Library developed a summer institute in 2016, where faculty from each of our three schools could meet regularly as a group to locate open-source materials, evaluate those materials, and redesign their courses to integrate the new texts. During each session, library faculty provide support and guidance. Each year, faculty who participate in this initiative have replaced their expensive texts with no-cost alternatives (or low-cost alternatives). Overall, we estimate these efforts have saved our students over half a million dollars. Initiatives like this are outside of traditional library functions, but they are an excellent example of how our library faculty use their expertise to help our students in meaningful ways. Some of the other examples of library innovation supporting our students include:

- **The creation of literacy modules that can be embedded in any Canvas course.** Library faculty designed these modules alongside teaching faculty during a summer teaching institute. They then completed a study to find that student participation in these modules correlates positively with the grades students received on research assignments.

- **Leading our Common Read program.** Library faculty manage a large-scale effort to connect our campus through a shared book. The book for this year is *Educated* by Tara Westover. The library helped to secure and distribute physical copies of the text to all faculty on campus and the students in our first-year college success courses. Faculty and students have been meeting to participate in discussions and a committee is planning special events. Like the No Cost Textbook Initiative, this is a great example of how the library faculty use their experience and passion for literacy to bring the campus together.

- **Intentionally supporting a healthy work environment.** Despite all the challenges of running an innovative library in a new college, our college-wide campus surveys show that the library faculty consistently report higher levels of job satisfaction than comparable units on campus. A shared vision, transparent decision-making process, and organizational efficiency make the library a positive work environment, which ultimately helps our students receive higher levels of support.

Overall, the Marydean Martin Library has a lengthy record of achievements supporting NSC’s mission. As a team, the library faculty and staff have worked together to provide excellent academic support with limited physical and financial resources. They’ve also gone well beyond the traditional role of libraries with projects such as the No Cost Textbook Initiative and the Common Read program. I’m very proud of the library’s commitment to our mission and I’m confident that they will serve as an excellent representative of ACRL values.

Sincerely,

Gregory Robinson, PhD
Vice Provost of Student Success
Nevada State College
Dear ACRL Award Committee:

I am pleased to submit a letter of support for the Library’s application for the ACRL Excellence in Academic Libraries Award.

The Marydean Martin Library is a tremendous asset to students at Nevada State College. The Library saves students money, time, and stress by providing access to resources including no-cost textbooks, laptop lending, and research support.

During my two-term tenure as President of Nevada State’s student government known as the Nevada State Student Alliance (NSSA), I have been privileged to partner with the Library in supporting student success, from advocating for resources to co-hosting programs.

The Library is a hub of student life on campus. Student space on campus is limited, and the Library provides a key space for students to study and collaborate. Students describe the Library as a peaceful place to be productive where they can escape the demands and distractions of life outside school, offering a relaxing environment with house plants, beautiful mountain views and natural light. When a student enters the Library, they are greeted by the friendly staff and immediately made to feel welcome and comfortable asking for help. The attentive service is reflected in the results of a recent campus-wide student survey. Impressively, the library led all campus units with an overall student satisfaction rating of 93%.

In my role representing and advocating for the student body, I particularly value how the Library is attentive and responsive to student needs. For example, they completed a whiteboard survey in 2018 and 2019 soliciting student input about what they liked about the Library and what could be improved. The Library acted on requests for more quiet study space and more computers by opening a computer lab for quiet study, adding over 40 additional laptops for checkout, and extending tech checkouts to a week for many items. The additional space and services have been heavily used and appreciated by students.

NSSA has also had the pleasure of partnering with the Library on student-centered programming initiatives. For example, we collaborate during Midterms and Finals to offer study breaks and snacks for students. One of the most popular events is the therapy dogs visit, which never fails to bring smiles to stressed-out students. NSSA and the Library are currently partnering to plan a Human Library event designed to spark meaningful dialogue between student leaders and faculty and administrators on campus.

Spaces. Services. Staff. Programming. In each category, the Library stands out as a campus unit that gives students a voice and prioritizes solving our problems. On behalf of the student body at NSC, thank you for considering recognizing our Library with this award.

Sincerely,

Nicola Opfer
Nevada State Student Alliance President
October 11, 2019

To Review Committee:

I am writing this letter in support of the Marydean Martin Library at Nevada State College’s application for the ACRL Excellence in Academic Libraries Award.

- The Library has a deep collaboration with the Office of Institutional Research that began in 2015
- I worked with the current Assistant Director, Tiffany Garrett, to create an innovative way of analyzing EZProxy logs to determine which students were making use of the entirely digital library collection
- By anonymizing that data and combining it with our larger student data warehouse we’ve been able to explore several significant research questions finding that:
  - There are no equity gaps in use of the digital library collection by gender, ethnicity, or first generation status
  - Students of a nontraditional age (25 and up), and low income students were significantly more likely to be users of the digital library.
  - There is a statistically significant correlation between library use and multiple student success outcomes including semester GPA, one-term retention, and good academic standing
  - These results were recently published in portal: Libraries and the Academy and cited by ACRL’s 2018 Top Trends in Academic Libraries
- Energized by these findings, we continue to work with the Library to incorporate data beyond digital collection use including use of online information literacy modules, technology checkouts, and attendance at in-person information literacy instruction sessions
- We also assisted them with a recent analysis on the impact of the no-cost textbook initiatives led by the library. We compared sessions taught with a no-cost textbook to sessions taught by the same faculty member in previous semesters with a paid textbook
  - 14% more students received a grade of C or better in the courses with a no-cost textbook
  - Half as many students received a grade of D, F, Withdrawal, or Incomplete in sessions with a no-cost textbook
  - 8% more of the students who took a class with a no-cost textbook assigned were retained to the next semester

The Library is a key partner in using data to improve outcomes for our College’s diverse and largely first-generation student population.

Sincerely,

Sandip Thanki, PhD
Director, Institutional Research
Associate Professor, Physical and Life Sciences
Liberal Arts and Sciences
(702) 992-2618
October 15, 2019

To: Selection Committee, Excellence in Academic Libraries Award
From: Dennis Pothoff, Dean, Nevada State College School of Education.

I am very pleased to write a letter of support for the Marydean Martin Library’s Excellence in Academic Libraries Award application. As Dean of the School of Education at Nevada State College, I have been exceptionally impressed with the quality of services and the strength of collections available. In the remainder of this letter, I will share three key indicators that illustrate why the Marydean Martin Library is deserving very serious consideration for the Excellence in Academic Libraries Award.

The Marydean Martin Library has truly pioneered the evolution in services associated with 21st century libraries in their pioneering this development of an all-digital collection. For a campus that is non-residential, the ease of access for all of our students is powerful. For a campus that is often resource-starved, the decision to purchase electronic resources has been incredibly efficient; our collection vastly exceeds what would be possible if all library resources were available in hard copy.

The Library is a willing and effective collaborator with academic units across campus. I offer two specific examples where the Library was a difference-maker for the School of Education. The Library was a key contributor throughout the planning stages of the College’s recently awarded $2.7 million Hispanic-Serving Institution (HSI) grant, Cultivando Mentes. This grant was the first HSI grant ever awarded to a Nevada-based institution. Following the grant award, the library purchased library resources to support Spanish-language and English language learners such as the Mango language learning platform and the Arte Público Historical Series databases. Librarians continue to work collaboratively with School of Education faculty who have launched the College’s first Master’s program in Speech Pathology by providing analysis and recommendations on collections to support the program. Librarians have provided library instruction sessions and research consultations to the College’s first graduate students, who have a higher degree of research needs than the undergraduate population that the campus is used to serving.

The Marydean Martin Library has been at the forefront of state efforts to reduce (or eliminate) textbook costs for students. For a campus that enrolls a very significant percentage of economically disadvantaged students, this work is particularly appropriate. This past summer, one of our School of Education faculty, Dr. Christine Beaudry (Assistant Professor of Social Studies Education) participated in the Library’s 2019 No-Cost Textbook Summer Institute to convert her EDU 250 Foundations of Education course to open educational resources. The impact of this project was impressive; in addition to reducing costs for face-to-face and online sections offered on our campus, this course is also delivered as a dual credit course for our high school-based Teacher Academies. Total enrollment in this course for 2019-2020 will be in the range of 250-300 students. Particularly for the high school students, this is a “game-changing impact” that solves a particularly tricky issue with providing course materials to dual credit students.
In conclusion, the Marydean Martin Library, located on the Nevada State College campus, has proven to be an unusually willing and productive partner with all campus units. It has modeled thinking and practices that are associated with 21st century schools and learning. The Library has gone all in for supporting and reducing college costs for our overwhelmingly first generation college student population. In combination, the three indicators noted in this letter are extremely powerful. From my vantage point (albeit a biased perspective), I cannot imagine a more deserving applicant for the Excellence in Academic Libraries Award! If you desire additional information, do not hesitate to contact me.

Dennis Potthoff, Dean
Nevada State College School of Education
Dennis.potthoff@nsce.edu
(702) 992-7525
November 11, 2019

Dear Committee for the Excellence in Academic Libraries Award:

My name is Dr. Lori Navarrete. I am a member of the Nevada State College (NSE) School of Education faculty. It is my pleasure to write a letter in support of the Marydean Martin Library’s application for the Association of College & Research Libraries’ Excellence in Academic Libraries Award. I have worked at NSC for 14 years and have been involved in several collaborations over the years with the library director and faculty, both as a former Dean of the School of Education and as a faculty member. The NSC library’s reputation for high quality resources and services coupled with the unit’s accessibility and curriculum integration are just a few things that make our library deserving of the award.

I have been a faculty member for over 25 years now at three different institutions. I have never been at an institution where the library offers summer workshops for faculty to develop strategies for embedding research into our courses, and for a stipend. I attended one such institute in 2016. The 2016 Summer Library Workshop for Assignment Design was an opportunity for faculty to improve the design of a research assignment. Participants were taught how to make the purpose, task, and criteria of research assignments clear to students. Since this workshop, I have designed all my assignments using the transparent assignment framework I learned in this course. I have found that students, especially first generation and under-prepared students, have greatly benefitted from the transparent assignment framework where instructions are easily understood, prioritized, and outcomes are clearly stated with evaluation criteria.

Another summer professional development opportunity that has been offered by the library staff over the last few summers is the No Cost Textbook Workshop. It fills up quickly by full- and part-time faculty. The college is founded on serving low income, first-generation, and diverse students. This is the exact student population who has a difficult time paying for college tuition and high cost textbooks. Learning to develop and teach courses using open access resources makes our courses more accessible to our student population as well as challenges faculty be resourceful in what we use to teach concepts and how we teach the concepts effectively. The library makes faculty think differently and creatively to make connections. The aforementioned outputs are just a couple ways our NSC library uses creativity and innovation to meet the needs of our academic community.

The NSC library is clearly a leader in developing and implementing exemplary programs that can be emulated by other libraries. The NSC library prides itself in being a 90% plus digital-only library. I was skeptical at first but now I am an avid user of the digital access we have to multiple collections, articles, books, reports, and media. A digital collection is not only an example of preservation and conservation but also it is accessible, offers an extension of library resources, and has no physical boundaries.

The NSC library has maintained substantial and productive relationships with classroom faculty and students. One example of this is the NSC library’s participation with the School of Education in supporting students’ efforts to study and pass the initial teacher licensing exam, the...
Praxis CORE, in order to admitted into the teacher preparation program. The NSC library has collaborated in purchasing study resources, practice exams, and developing online Praxis CORE resources for students to access and study. The percentage of college students choosing teacher education as a degree has steadily decreased over the last 15 years, nationally and in Nevada. Having the library partner with the School of Education to provide human and material resources to impact teacher education recruitment and retention has been a critical component the School of Education’s strategic plan to “grow our own” teachers and address critical teacher shortages in NV and elsewhere.

Campus-wide, the NSC staff regularly attend events. Their presence is noticed, and they are engaged. Personally, I have seen the library staff at Provost Lecture Series events, student council events, Scorpion’s Calling activities, Long Night Against Procrastination, and Open House, to name a few. The staff are active on faculty senate and the NSC Faculty Alliance. The library staff regularly attend convocation and graduation. The library staff can be counted on to judge at the annual Undergraduate Research and Creative Works conference.

The Director of the NSC Library, Dr. Nathaniel King, is a leader on campus. He is thoughtful and inclusive in how he contributes to campus policies, budget decisions, and curriculum priorities. His leadership on search committees is valued and appreciated. I served on the Library Advisory Committee in 2018-19. The members represented various units on campus. We provided input on the library’s personnel structure, collections, curricular integration, co-curricular involvement, and faculty and student needs. I felt my input was valued and appreciated. The evidence of the library making changes to address faculty and student needs has been positively noted in the campus climate survey and the recent accreditation visit. The library staff regularly conducts research on their engagement with and impact on students and faculty. They use data to inform decision-making and development.

The library staff members are innovative thinkers, student- and faculty-centered, and willing collaborators. The NSC library is deserving of the Association of College & Research Libraries’ Excellence in Academic Libraries Award. I humbly, but strongly, ask that you consider the NSC library for this award.

Sincerely,

[Signature]

Lori Navarrete, Ph.D.
Faculty, School of Education
To whom it may concern:

The Marydean Martin Library at Nevada State College has been an incredibly helpful, innovative, and productive partner with the teaching faculty, administration, and students at our institution. Moreover, the library’s creative and impactful programs serve the educational mission of the college and support the success of our unique students. For the reasons detailed below, I am extremely pleased to highly recommend our library for the Excellence in Academic Libraries Award from ACRL!

One of the clearest ways that the Marydean Martin Library has excelled in serving our students, faculty, and the mission of our college is through open educational resources (OER). An example of OER is low-cost (or completely free) textbooks that replace the existing overpriced options offered by large publishers. The library led our campus in adopting OER by creating the “No-Cost Textbook Summer Institute”—a program that guides faculty through nearly every stage of OER adoption and implementation. Specifically, the month-long summer institutes have included training and guidance from our expert library staff in the following areas:

1. Properly searching for and locating high-quality OER suitable for a wide range of disciplines;
2. Understanding copyright issues in relation to OER;
3. Individualized progress and work meetings with respective faculty/participants;
4. Incorporating OER into learning management systems (i.e., Canvas);
5. Utilizing transparent design in assignments and coursework.

Importantly, the outcomes from the OER summer workshops have been impressive. Our students have directly benefited from over half-a-million dollars in textbook savings! This is even more encouraging given that NSC serves a largely first-generation and underrepresented population of students. Campus leadership was so impressed with the first summer workshop that they were convinced to stipend faculty for their participation in future summers. Faculty feedback from the workshops has been equally impressive—they praised the library for providing the time and resources for faculty to properly embed the free or low-cost OER into their courses.

Inspired by the leadership of our library, I decided to transition several of my own courses to free OER textbooks and materials. Student evaluations in my courses, as well as unsolicited student feedback throughout the semester, reflected a sincere appreciation for the cost savings and ease of access that OER brought to students. Personally, I would have had a difficult time implementing OER in my courses without the help of our amazing library staff and the resources that they provided.
Although the No-Cost Textbook Summer Institute has garnered the most attention from campus, the Marydean Martin Library has also created many other workshops and initiatives to directly benefit both students and faculty on our campus. For instance, I was part of a 2016 Summer Library Workshop designed to overhaul existing course assignments/projects utilizing evidence-based tactics in course design and information literacy. During this multi-day workshop, the library trained and assisted faculty in: transparent design for research assignments; enhancing student learning outcomes; and creating information literacy outcomes for research projects. The students in my advanced research methods course reported having a much clearer understanding of the importance of information literacy as it related to our course and discipline, and that is due to the work I accomplished in the library’s workshop.

Finally, I believe it’s incredibly important that the library’s programs and initiatives have been aimed particularly at the core curriculum and other gateway courses in the college. As the associate dean of the School of Liberal Arts and Sciences (LAS), I’m proud (and lucky) to have such a strong and productive relationship with the Marydean Martin Library. LAS houses nearly all the core curriculum and runs approximately 75% of the FTE at Nevada State College; hence, the library’s endeavors with us have a significant, positive impact on students in their most critical years at our institution.

Taken together, the Marydean Martin Library has been an extremely valuable resource and partner to our college, particularly to the faculty and students in LAS. Their leadership in innovative and meaningful initiatives/programs continues to serve the mission of the college, propel the faculty in high-quality teaching, and ensure the success of our students!

Sincerely,

Jonathan Dunning, Ph.D.
Associate Dean
Associate Professor of Psychology
School of Liberal Arts and Sciences
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