Introduction
As Distance Librarian, I work with students, faculty, and staff from across the university. I have a 12-month appointment, and the majority of my duties are to support education at the University of Wyoming through providing and assessing off-campus library services to faculty and students at UW, providing reference and instruction services within Coe Library, and serving as liaison librarian to the Outreach School.

Practice of Librarianship
 Liaison Work
As a liaison, I work closely with the Outreach School. Every week the Outreach School holds Faculty TOUCH (Technology Online Universal Computer Help) sessions, which function like open office hours and encourage faculty to seek help with their courses. This semester I’m participating in these sessions along with Elbogen Center for Teaching and Learning staff. This gives faculty a single place to go for answers to questions about course design, delivery, and library resources. Through these sessions I’ve met faculty and learned about the issues they’re facing and new approaches they hope to explore. I also helped lead a library workshop for faculty on using library resources in their courses.

I have reached out to librarians at the community colleges. At the end of August I went to Casper College to introduce UWCC students to UW Library resources. I plan to travel to other community colleges around the state to work with librarians and students taking UW classes, starting with Central Wyoming College and Northwest College in late October.

Reaching out to outreach students directly, as well as through faculty, is an important part of my role. Students should be aware they can access library services regardless of whether their instructors prioritize library research. To this end, I updated the Off-Campus Students' Guide to the Library and included brief tutorial videos (with captions) to help students who prefer to see or hear, rather than read, information.

Teaching
I am involved with many forms of instruction, from co-teaching a credit course to embedding in online courses and teaching one-shot sessions.

This semester (Fall 2013), I am co-teaching the online L-course LBRY 3010 with Melissa Bowles-Terry. Students in the course choose a topic of interest to them and use a variety of techniques to research the topic. Teaching this outreach class has given me more insight into their challenges and ways to work with instructors in the future. My experience with LBRY 3010 led me to investigate research on effective ways to structure online discussions - one of the main ways students and instructors interact in this and other online courses - and to generally motivate students.

I’ve also been embedded in several other online courses. I have spent a couple of weeks checking in regularly to course shells for classes in botany, education research, and nursing, answering student questions and suggesting different avenues for their research. Without the time limitations of a one-hour in-person session more students have the opportunity to ask questions about their specific research within the class space. Since these conversations often take place within a discussion forum, other
students can learn from the exchange in a way that rarely happens if individual students come to a librarian with questions after an in-class instruction session.

My experience with Christi Boggs' online AGRI 300 course, intended to help nontraditional students develop their research and writing skills, has been especially rewarding. We developed some of the assignments together, and since students work through the class at their own pace, I was involved with this course for a longer period of time than with most others. It was also an excellent chance to see Canvas, the new learning management system for online courses, in action.

Professional Development
As a new librarian, I value connecting with other librarians and educators. I am participating in Open Online Experience 2013, a year-long connectivist program on using technology in education. Educators from elementary to college level discuss different ways they use technology and motivate students. I've come across some interesting new uses of technology as a result. Experiencing this style of online class as a student is also valuable. I plan to attend the Distance Library Services Conference in 2014 to connect with other distance librarians and learn about what they're doing.

Research, Scholarship, and Creative activity
My approach to library research comes from evidence-based practice - I want to explore ideas and gather data that will help improve my day-to-day practice of librarianship. Currently, the Outreach School surveys outreach students each semester about their experience with courses and their awareness and use of support services. In the summer 2013 survey, the vast majority of students were aware of the library, but only about half reported actually using library services. In the open responses, several respondents said they were unaware of what services they could access while other had inaccurate ideas about the same. I'd like to determine how students would like to receive information about support services in order to more effectively market them. Adding a question or two to the Outreach School survey would be a good way to reach students without contributing to survey fatigue. I hope to eventually publish or present the results.

I will present a digital poster on UW librarians' involvement with outreach courses at the Greater Western Library Alliance's Student Learning Outcomes Conference in November.

Professional Service and University-related Activities
I review nonfiction for Women in Libraries, a newsletter from the Feminist Task Force of ALA's Social Responsibilities Round Table.

In January I will join the Libraries' Web Team. Good library websites are important for all users, but especially so for off-campus users for whom it's the main point of contact with the library.

I plan to apply to serve on a committee for ALA's New Members Round Table in the spring.