A Team-Based Liaison Approach to Science Coverage
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Overview
This poster presents a case study of a team-based liaison coverage model for STEM fields during an extended period of turnover and change. The poster identifies areas of need and expert level competences among the team-based liaison approach as an alternative to subject-specific expertise, in contrast to the typical liaison model. It identifies the weaknesses and areas of growth in this model, and discusses the ways that the team-based liaison approach to STEM field coverage contributes to high-impact, temporary library relationship-building with institutional priority disciplines.

Alternative Competencies
In addition to liaison duties, members of the team offer specific expertise and leadership in a variety of functional areas, including:
- Patents and trademarks
- Systematic reviews
- Research methodologies
- Outreach and marketing
- Collaborative purchasing

Members of the team cross-train to provide additional coverage of different areas. The team shares a listserv to facilitate shared coverage.

Institutional Priorities
Comprehensive coverage in the Sciences is necessary to support institutional goals, as outlined in the ClemsonForward plan. To that end, this model of liaison coverage supports the goals of:
- Research: Support for this goal includes the growth and sustainment of research infrastructure through library resources.
  ○ The team specifically supports five of the six innovation clusters outlined in the ClemsonForward plan.
- The Academic Core: Support for this goal includes instructional services and collections which target the enhancement of the classroom experience.
  ○ Additional support comes in the way of providing space and resources for interdisciplinary engagement.

Areas of Growth
Though the Science Team strives to provide collaborative library services, there are opportunities for improvement, including:
- Cross training in scaffolded instruction outcomes per discipline
- Analysis of Sciences collections to determine interdisciplinary gaps
- Internal and external outreach of Science-related programs and tools

Distribution of instruction and reference remains a challenge during staffing gaps.

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Liaison Timeline

Liaison Area Breakdown (2019 Data)

<table>
<thead>
<tr>
<th>College</th>
<th>Undergraduate Student Enrollment</th>
<th>Graduate Student Enrollment</th>
<th>Faculty (Instructional/Research/Public Service)</th>
<th>All Students + Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Agriculture, Forestry &amp; Life Sciences</td>
<td>1,854</td>
<td>337</td>
<td>159</td>
<td>2,350</td>
</tr>
<tr>
<td>College of Behavioral, Social &amp; Health Sciences*</td>
<td>1,194</td>
<td>194</td>
<td>71</td>
<td>1,459</td>
</tr>
<tr>
<td>College of Engineering, Computing &amp; Applied Sciences**</td>
<td>5,510</td>
<td>1,446</td>
<td>334</td>
<td>7,290</td>
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<tr>
<td>College of Science</td>
<td>2,678</td>
<td>633</td>
<td>262</td>
<td>3,573</td>
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<tr>
<td>TOTALS</td>
<td>11,236</td>
<td>2,610</td>
<td>826</td>
<td>14,672</td>
</tr>
</tbody>
</table>

*Public Health Sciences = School of Nursing Only
**Automotive Engineering not included