Harer welcomed members of the Advisory Board, and thanked them for their service. He introduced himself, and Munde, who was serving as recorder. Members introduced themselves and shared information about their professional backgrounds, their library organizations, and the work challenges and opportunities present in the current library environment.

Harer reviewed the purpose of the Board, which is

Bringing valuable knowledge and experience from the field, Advisory Board members provide advice to program faculty and administrators on areas relating to its mission and strategic direction, with a primary focus on areas related to planning and curriculum.

Members who were present agreed to permit ECU and the MLS program post their names and affiliations on the departmental Web site. Personal contact information would not be provided.

Editorial corrections were made to contact information in the membership roster.

Harer presented the chair’s report and noted the following items of information.

**Accreditation Progress Report**

Harer provided an overview of the ALA accreditation process, which involves a period of pre-candidacy and then a two-year period candidacy. ECU had been in pre-candidacy status since 2006 before moving to candidacy status in November 2011. In order to prepare a successful candidacy application, the department and College of Education had conducted a national search for a permanent chair and engaged two external consultants who were experts in the process to provide feedback on the draft application. The application was submitted and reviewed by a sub-committee of the ALA Committee on Accreditation (COA) and defended by ECU faculty and administrators in a meeting with the full COA in Chicago in November, 2011. ECU will host a visit to ECU by the COA-appointed External Review Panel (ERP) in fall 2013. If the ERP recommends the program be fully accredited, and accreditation is granted by COA, accreditation status would be retroactive to December, 2012; that is, students graduating in December 2012 or later would have ALA-accredited degrees. COA has selected an ERP chair to lead the visit, and she is Dr. Linda Lillard, Associate Professor of Library Science at Clarion University of Pennsylvania.

Simpson inquired about the number and type of standards met by accredited programs, and Harer and Munde responded that there were six: Mission, Goals and Objectives; Curriculum; Faculty; Students; Administration and Finance, and Physical Resources and Facilities. Munde offered to send a PDF copy of ECU’s 2011 candidacy application to members.
Gravely asked if there were a way ECU MLS past graduates could take additional program hours and have their degrees accredited retroactively. Harer explained that students may be able to attend another accredited program and receive a second and accredited degree, e.g., North Carolina Central SLIS will accept 18 program hours from ECU toward their program. However, because an institution can only award a specific degree once, it would not be possible to graduate twice from the ECU MLS program.

Van Duinen asked if all ECU MLS graduates met the requirements for NC Public Library Certification. Harer responded that they would because every student takes a core course in the required areas of cataloging, reference, collection development, and library management. However, graduates who wish to work in one of the larger public library systems may not be considered qualified if the system requires an ALA-accredited degree.

Harer noted that one of the requirements of accreditation is to demonstrate that students are integrated into decision-making about program direction, and that the student body would be represented at a curriculum workshop scheduled for May 9, 2012. In addition, Harer has plans to hold focus group sessions with program alumni over the summer.

Faculty Personnel Update

Harer enumerated the current full-time program faculty members and their major teaching assignments (Yontz/Foundations, Munde/Administration and Management, Marson/Cataloging and Technology, Al Jones/Reference, Jami Jones/SLMC courses, Dotson/Internship, Valentine/Collection Development, and Harer/Foundations, Storytelling). Dr. Clark, who teaches children’s and YA literature is currently on medical leave and not teaching. The Department consists of nine full-time faculty equivalents—eight tenured or tenure-track positions, and one fixed-term Teaching Assistant Professor (Marson).

Harer had prepared a list of recent faculty accomplishments, but for the sake of time, noted that he would mail this list to members separately.

Harer explained that Dr. Elaine Yontz had recently stepped down as chair, and that he was now serving in the role of interim chair. Gravely asked if Harer would become the permanent chair, and he responded that he will likely stay as interim through the ERP site visit, then step down so a permanent chair could be hired.

Harer also noted that the department offices are moving from their current location in the Umstead Building to new offices in the Ragsdale Building. The move will begin May 9, but office phone numbers would not change.

Harer reported on the budget environment at ECU, noting that in academic year 2011-2012 there had been an 8% budget cut, and a 3% budget cut is expected for academic year 2012-2013. The Department of Library Science lost SPA and EPA full-time personnel. All UNC-GA system schools had undertaken self-studies in 2011-2012 to identify the costs and benefits of restructuring. As a result of this process, the department will merge with another department in the College of Education (Business and Information Technologies Education) during the next academic year. This will not affect our eligibility for or progress toward accreditation.

Recruiting
Harer noted that recruiting was priority for the program, and that he intended to increase publicity, have a series of meetings with potential employers of program graduates, and re-submit a grant proposal to the Institute for Museum and Library Services to fund student scholarships in December, 2012, and continue program “road shows.” Road shows are group faculty trips to locations within North Carolina to meet with current and potential students.

New Business

Members reviewed and discussed four documents provided prior to the meeting.

The first was notice of a change in MLS Program Goals approved by faculty earlier in the academic year. The change added a fourth program goal, which was “To engage continuously in scholarship and service.” This goal had been added to create better alignment with the College’s goals. There was a short discussion about whether this goal was for students or program faculty, or both, and if for students, was it accomplished through coursework or by offering a thesis option. The question was clarified by noting that the four goals were commitments made by program faculty, and scholarship had been absent from the traditional teaching, research and service functions of faculty. The four goal statements could be best understood when preceded by “Goals of the program faculty are:”

1. To teach the principles, practices and technologies of library science
2. To prepare professionals to meet the information needs of individuals and groups in a diverse global society
3. To engage continuously in scholarship and service
4. To impart the values of service, leadership, and partnership with communities and the profession as a whole

With this clarification, members agreed that the addition of the fourth goal was acceptable.

The second document was a table illustrating the curriculum structure, and composition of “tiered” or sequenced courses. The third document was a table of program objectives, linked to courses, and the evidences used to assess how well students had achieved each program objective. The fourth document was the compiled results of a curriculum survey administered to current students and alumni.

These documents prompted several points of discussion.

Noting that every student was required to serve an internship, Van Duinen asked how these internships were structured. Harer responded that internship was supervised by a cooperating professional at the site, and all internship experiences were coordinated by Dr. Kaye Dotson, the primary instructor of LIBS 6991 Internship: Seminar. Van Duinen noted that this program objective (9) had no evaluation evidence in the table, and inquired how the internship experience was evaluated. Munde responded that in addition to a course grade assigned by the instructor, site supervisors completed a lengthy evaluation of the intern’s strengths and weaknesses. The portfolio artifact from the course is a mediated presentation designed to teach a staff or professional development session for peer librarians or teachers.
Simpson noted that the results of the curriculum survey included many comments indicating that students did not think cataloging was an important tool. Her interpretation was that students didn’t seem to understand why cataloging was important beyond the ability to produce a catalog record. Perhaps they do not realize that understanding how materials are organized and how to interpret a catalog record for a patron was a basis of public service work. She suggested that students be provided with stronger rationales for understanding systems of cataloging and classification. Lewis agreed, and suggested further that Program Objective 5 be broadened to include newer systems of discovery and methods of classification, e.g., Google and other widely-used search engines. Gerakios noted that some school systems and school libraries were considering abandoning Dewey as a classification/location scheme; there was some interest in organizing materials along the lines of bookstores, or location and display by broad type or subject.

Harer noted the courses perceived as “best” by survey respondents were LIBS 6010, LIBS 6018 and LIBS 6991, and that the courses perceived as “worst” were LIBS 6012 and LIBS 6026.

Members had questions about LIBS 6012 and its placement in Tier I. After a brief description of the course artifact, Lewis and Johnson wondered if the course wasn’t too early in the course sequence. As the second course in the program, they wondered if students really understood why learning to do research was useful, and that perhaps the course was too difficult for students in their first program semester. They suggested it could be moved to Tier II. Regarding the course artifact, a conference presentation proposal, Simpson wondered what students in their second course would have to offer in terms of research to working professionals. She asked if it would be possible to trade LIBS 6012 with another course like LIBS 6014 or LIBS 6135. She wondered if having this course so early in the sequence wasn’t discouraging to students. Johnson agreed, and noted that she would like to be able to take the literature courses earlier than Tier III.

Simpson noted that the public library employer survey data reported in the evidence table had the lowest scores in terms of graduates’ skills, and were far too low. She inquired about the assignment for LIBS 7050 that provided evidence of meeting Program Objective 8. She asked if the was designed to “assess formal and information lines of communication in a real public library,” did that mean it was simply an interview with a public library director or department head. If so, she believe this was relatively easy to accomplish, especially when compared to the rigor required by the artifact for LIBS 6012.

Gerakios inquired about the members’ understanding of workforce trends in their library settings and the retirement outlook. Gravely predicted that many school personnel in his system would retire this year. He noted that some did not want to deal with the new common core standards or learn to use new technology, or they did not like the designation “teacher-librarian.” Gerakios agreed that technology is in the forefront of desired skills and will require greater emphasis in professional preparation.

Trudeau commented that flexibility in terms of functional work setting is very important for students. For example, he graduated from the program with a school media coordinator license, but found work as the director of a community college learning resource center.
Harer asked for additional comments via email so that he could take them to the department’s curriculum workshop scheduled May 9. He thanked the members for their participation in the discussion, and for their comments and suggestions.

The meeting adjourned at 3:30.