Dr. Harer convened the forum, outlined the purpose and structure of afternoon’s activities, and introduced ILS and MLS program faculty members present. He welcome attendees and asked for self-introductions from around the room.

He opened the meeting with an update on the program’s current accreditation status, announcing that the ALA-COA Evaluation Review Panel’s site visit had been delayed for one year, until October 2014. He invited questions and comments, and provided an overview of the accreditation process and the program’s progress, then took questions from the floor.

He introduced Alan Bailey, Associate Professor, Academic Library Services, who served as the discussion facilitator for conversations on four program issues.

**Should there be a requirement for a personal interview as part of the MLS admissions process?** (Not a requirement currently, but has been discussed by the faculty as an addition to the application process)

- This could be a benefit for students requesting admission by exception; they would have an opportunity to explain their previous educational experiences and express their level commitment to the program and the profession. (GPA and test scores may not always tell the whole story)
- Students may develop a better understanding of the time and work requirements of online learning and better prepare to meet them
- Students would be able to ask direct questions about the program, the profession, and the learn the significance of ALA accredited degree status in terms of career flexibility.
- How much weight would the interview carry in the admissions decision?
- It would take a lot of time for faculty to conduct interviews, but it would be useful for prospective students to meet the faculty before enrolling in classes

**What effective recruiting strategies would you suggest for the MLS program?**

- Send emails to current teachers with program information
- Contact county/district certification personnel and ask them to share program information with current teachers
- Do state-wide road shows and include alumni so they can share their experiences and personal stories
- Emphasize that the degree offers versatility, e.g., between school and public, between public and community college libraries
- Have a booth at NCSLMA and include alumni in booth staffing
- Offer a video presentation at the MLS program website for prospective students (this could be done by alumni)
- Participate at the DPI Collaboration Conference for Student Achievement—great opportunity, happens sometime in March
• Hold online sessions with prospective students to present a “snapshot” of the program (45 minutes)
• Presence at NCLA with alumni
• Reach out to school support staff, including those outside the library, e.g., secretaries
• Recruit through libraries/librarians
• Reach out to high school students/undergrad students
• Do more online promotion
• Reach out to military spouses
• Attend career fairs
• Consider library volunteers as prospective students
• Brand librarians as being younger
• Emphasize technology in program information
• Revisit the school library class (elementary through high school)

How can we strengthen our ALA Student Chapter?

• Have virtual membership meetings
• Email from faculty to members
• Have regional chapters in various part of the state
• The organization should be lead by students and faculty advisors
• Use social media to connect with students
• Increase the program’s FB presence; include job postings on the FB page
• Do more promotion of the FB page
• Add searchable FAQ’s so that you don’t have to click through so many levels to find information

What technical and/or computing programs, skills, abilities or knowledge do you wish would develop (or wish you had developed) during your time in the program?

• An in-depth understanding of a few basic tools
• Explore broad categories of tools to develop a more diverse view of technology
• The tech class (LIBS 6042) is a good introduction, but more technology courses should be required
• Do an online session on 90 tech tools in 90 minutes
• Web design and management (HTML for beginners)
• Practice training on different modules of Integrated Library System
• There should be several levels of technology courses
• If whole courses are too big, then offer a series of workshops (take advantage of former BITE faculty as workshop instructors)

Dr. Harer distributed handouts of the Tier Structure for all pathways, and a preliminary course rotation scheme, then led a discussion on degree requirements and the current curriculum. Questions and comments included

• Does it say on the program website anywhere that admissions are for fall and spring semesters only?
- How many hours must a student enroll in during a regular semester to qualify for financial aid?
- Restated that students who work full-time are strongly and emphatically encouraged by the faculty not to enroll in more than two courses during the fall and spring semesters.
- Could LIBS 6135 and 6137 be combined? Could LIBS 6142 and LIBS 6144 be combined? This would free up two more electives for school pathway students.
- The Electronic Resources course should be required
- Electives recommended for addition to the curriculum were preservation, grant writing, and a school technology class