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Foreign LIS Degrees in Contemporary U.S. Academic Libraries

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Abstract:

Purpose – This case study summarizes a task force's efforts to change the educational degree requirements for open librarian positions at a large Midwestern university.

Design/methodology/approach – Reviews the literature on degree requirements in academic libraries, and the nature of foreign LIS degrees. Analyzes 136 position advertisements for academic librarians by required terminal degree and the type and Association of Research Libraries (ARL) status of the institution.

Findings – Concludes that, while most position advertisements do not specifically address foreign Library and Information Science (LIS) degrees, many advertisements, especially those at ARL libraries, contain flexible language that allows for degrees that are “equivalent” to the American Library Association (ALA) accredited LIS degree. Literature review suggests that LIS education in many countries outside the United States is robust.

Research limitations/implications – The data collected from the relatively small sample of 136 job advertisements for academic librarians posted on the ALA Joblist and *Chronicle of Higher Education* websites was largely meant to be anecdotal.

Practical implications – Provides useful information for academic libraries in the United States receiving applications for professional positions from applicants with foreign LIS degrees.

Originality/value – Although the literature on the ALA-accredited Master’s of Library and Information Science (MLS) degree is extensive, no study considers the availability of positions to those with MLS degrees from other countries.

Keywords:

LIS Education, Librarian Credentialing, Accreditation, Foreign Degrees, International Education

Paper type:

Case Study

1. Introduction

Southern Illinois University Carbondale (SIUC) is a comprehensive university, founded in 1869. It is the larger of the two administratively separate campuses that comprise Southern Illinois University. In 2009, SIUC had an enrollment of 15,980 undergraduates, and 4,693 graduate and professional students (Schilling et al., 2009). Morris Library serves all departments on campus, with the exception of the School of Law and the School of Medicine, which maintain separate libraries. Morris Library is a member of the Association of Research Libraries (ARL), and it holds more than 2.7 million volumes and maintains 39,159 serial subscriptions (Schilling et al., 2009). It is organized into three departments: Information Services, Support Services, and Special Collections. Professional librarians and archivists at Morris Library have faculty status within a traditional tenure-track system and are members of the SIUC College of Library Affairs. The Library Affairs faculty currently consists of 28 members, with three open positions.

Non-administrative faculty librarians at Morris Library share governance of the library through the Library Affairs Faculty Operating Paper, which “sets forth the organization, procedures, and policies” (Library Affairs Faculty Operating Paper, 2009). The Operating Paper is regularly revised by a democratic process, usually at Library Affairs faculty meetings, which take place three times per year: in the fall, spring, and summer. The Operating Paper specifies the requirements for an individual to qualify as a member of the library faculty, including academic credentials. Prior to August 2009, the Operating Paper stated that

The academic preparation for appointment to the faculty in Library Affairs is the master’s degree in library science from an ALA-accredited library school. For faculty in Special Collections and the U. S. Grant Association and for instructional development faculty in Instructional Support Services, an advanced degree in an appropriate subject, as specified in the position description, may be considered in lieu of the master’s degree in library science. (Library Affairs Faculty Operating

Paper, 2008)

The language requiring a degree from an ALA-accredited school was questioned by certain members of the library faculty during a search process, as they were unable to consider applications from individuals with master's degrees in library science from foreign countries. The Faculty Executive Board, an elected library committee charged with researching and making recommendations on any issue of interest to the library faculty, was asked to investigate this issue, and proposed changing the first sentence in the academic credential section to

The academic preparation for appointment to the faculty in Library Affairs is the master's degree in library science from an ALA-accredited library school *or from an institution that has been identified by ALA as having an equivalent foreign accreditation (for current listing see ALA website's on Foreign Credentials Evaluation Assistance)* [emphasis added]. ("Summer Faculty Meeting," 2008)

This change passed, but certain members of the library faculty objected that the ALA website on Foreign Credentials Evaluation Assistance only acknowledges institutions in the United Kingdom, Australia, and New Zealand. Those individuals believed that the amendment was too narrow, and that the library faculty could increase diversity by allowing individuals with master's degrees in LIS from other foreign countries to apply. The Dean of Library Affairs, who has veto power over Operating Paper changes, agreed and asked the faculty to reconsider the issue. After further discussion, a Foreign Degrees Task Force (FDTF) was formed to investigate the issue.

Before the FDTF began its research, they noted that library faculty were unclear about a number of issues related to the foreign degree question: (1) whether or not the subject matter taught in foreign library schools prepares graduates for employment in U.S. academic libraries and whether or not the quality of foreign LIS education is equal to that of U.S. LIS education, (2) the protocol and/or language that other academic libraries use for degree requirements, and (3) the cost of using an outside organization to evaluate a foreign degree.

In light of these observations, the FDTF focused on three issues: the nature of foreign LIS education, how other academic libraries handle this issue, and the feasibility of interviewing and hiring foreign nationals at SIUC.

2. Literature Review: Credentialing of Librarians and Accreditation of LIS Education

There are no published studies that reveal how prevalent foreign MLS degrees are in American academic libraries. However, the literature suggests that there is a discourse about the nature and standardization of LIS education throughout the world. The evaluation of the suitability of foreign MLS degrees as preparation for work in American academic libraries has also been a matter of debate over the past several decades.

Outside of the United States, Canada, United Kingdom, New Zealand and Australia, there are no accrediting bodies for LIS education (Weech and Tammaro, 2007). As a result, there is no straightforward method for employers in these countries to determine the equivalency of LIS degrees earned abroad. As early as 1983, the International Federation of Library Associations and Institutions (IFLA) took the lead on finding a solution to this problem. IFLA formed a working group to determine guidelines for the equivalence and reciprocity of LIS qualifications and put out a number of publications which laid the groundwork for the discussion that continues today. The report entitled *Guidelines to Equivalence and Reciprocity of Professional Qualifications* (Fang and Nauta, 1987) was a follow up to the *International Guide to Library and Information Science Education: a reference source for educational programs in the information fields world-wide* (Fang et al., 1985) and laid out recommendations for reciprocal LIS education (e.g., academic level, program length and program content). The report included evaluation forms for those that implemented the recommendations, but, as Fang and Nauta (1991) reported, none of these recommendations or evaluation forms were used systematically. The issue continued to be a topic of concern through the 1990s and 2000s as a number of researchers presented papers related to degree equivalence and reciprocity at IFLA's Annual Conferences (Weech and Tammaro, 2007). Recent research sponsored by IFLA has focused on quality assurance of LIS education and the feasibility of international guidelines for equivalence and reciprocity of LIS qualifications (see Tammaro, 2005; Tammaro, 2006; Weech and Tammaro, 2007).

In the United States, LIS degree equivalencies were first determined by foreign credential evaluations provided by the Comparative Education Branch of the United States Office of Education. This service, which was terminated in 1970, evaluated foreign degrees of any type for any purpose (e.g., application to university, employment, professional licensure) and was the primary mechanism by which individuals with foreign degrees, including librarians, could have their credentials evaluated. After the end of government involvement in credential evaluation, and in the absence of a larger accrediting body for a specific field or profession, the evaluation of foreign degrees was done largely by Credential Evaluation Services (CES) (Dowling, 2007). In the library world, the ALA's International Library Education Committee created Country Resource Panels to act as a CES. The chairperson for the panel evaluated foreign LIS degrees on a case by case basis. The Directory of Chairpersons of Country Resource Panels contained names and contact information for 30 chairpersons for specific countries and regions (e.g., Australia, Burma, India, Latin America, Poland, United Kingdom, West Africa). Of the 30 chairpersons listed in 1975, 23 were affiliated with a School of LIS (Sarify, 1975). In 1996, after the legality of the Country Resource Panel opinions was questioned, the ALA stopped this practice and began referring foreign degree holders to the CES (Dowling, 2007).

After 1996, an ALA Committee on Education Task Force proposed that the language of the ALA policy on degree requirements be changed from "[t]he master's degree from a program accredited by the American Library Association is the appropriate professional degree for librarians" to "[t]he master's degree from a program accredited by the American Library Association (or from a master's level program in library and information studies accredited or recognized by the appropriate national body of another country) is the appropriate professional

degree for librarians." The new wording for degree requirements was implemented in 2000, but individual libraries are not required to honor this wording. Indeed, as Dowling noted, "most still require a degree from an ALA-accredited school only" (Dowling, 2007).

The literature addressing the importance of the ALA-accredited master's degree as preparation for academic librarianship in the United States is extensive. The "Standards for Libraries in Higher Education," published by the Association of College and Research Libraries (ACRL) in 2004, states that "librarians should have a graduate degree from an ALA-accredited program." However, the value and relevance of the ALA-accredited degree has been a point of debate in the literature for the past twenty years.

In the United States, LIS education faced a major crisis in the late 1980s. Between 1980 and 1990, twelve LIS programs dissolved (Bohannon, 1991). During this time, the ALA accreditation process received criticism for being time-consuming and expensive, while driving the development of library education that was seen as increasingly disconnected from the larger university environment, as well as the needs of the academic library profession. The literature from this time period reveals the extent to which the profession was concerned about library education; in 1990, the *Journal of Library Administration* devoted an entire issue to consideration of the ALA accreditation process. After years of debate among ALA members, the "Standards for Accreditation of Master's Programs in Library & Information Studies, 1992" was released. This was the first major revision of the Standards in twenty years. Although the 1992 Standards for Accreditation was more flexible than the 1972 version, the necessity of the ALA-accredited degree for the incoming professional continues to be a point of debate. In the 1990s and early 2000s, increasing enrollment in Information Science programs has led to further debate about whether any MLS is necessary for library professionals. Master's degrees in information science have been accredited by the ALA since 1999 at the University of North Carolina-Chapel Hill and Indiana University. However, academic libraries frequently hire graduates from programs such as the School of Information at UC-Berkeley, which does not seek ALA accreditation. In 2000, Julia C. Blixrud wrote that "it is clear that while ARL libraries have policies that indicate their hiring preferences are for an M.L.S. or equivalent, the 'equivalent' may become more prevalent," acknowledging of the increasing importance of non-LS graduate degrees in information studies.

In 2003, the Council on Library and Information Resources began funding a postdoctoral fellowship program for individuals with Ph.D.s to become academic librarians without earning an MLS (Johnson, 2003). Some critics believe that the professionalism of academic librarianship could be compromised by relaxing the MLS degree requirement, but CLIR continues to fund it, and participating universities include Yale University, the University of Illinois in Urbana-Champaign, North Carolina State University, and Princeton University (Council on Library and Information Resources, 2009).

In 2006, then-ALA President Leslie Burger convened the Presidential Task Force on Library Education to help define the "new normal for library education." One of her objectives was to define the core competencies for graduates of ALA-accredited programs, which she hoped

would "offer a library education experience that instills students with the core values of [the] profession, provides a foundation for understanding library service, and offers the tools and knowledge necessary to transform libraries for the next generation" (Burger, 2007). The result of Burger's focus on library education was the further revision of the Standards for Accreditation in 2008. In 2009, the ALA Council approved the "Core Competencies of Librarianship," a document that "defines the basic knowledge to be possessed by all persons graduating from an ALA-accredited master's program in library and information studies" (American Library Association, 2009c).

The ongoing discourse about library education suggests that there has never been a fully agreed-upon set of standards for the education of academic librarians in the United States. Although some see the ALA-accredited master's degree as the only appropriate preparation for academic librarianship, recent studies suggest that the profession is becoming increasingly diverse in terms of educational background. In 2008, Marybeth F. Grimes and Paul W. Grimes published a study analyzing job advertisements posted in *College and Research Libraries News* at five-year intervals between 1975 and 2005. They found that the number of positions in academic libraries requiring an MLS had declined over time. They did not analyze how many positions required ALA-accredited degrees; instead, they placed ALA-accredited degrees in the same category with "equivalent" MLS degrees (Grimes and Grimes, 2008). In 2000, ARL SPEC Kit 257, *The M.L.S. Hiring Requirement*, presented survey results showing that only 66% of ARL libraries represented required "an M.L.S. or equivalent library degree for all librarian positions" (Blixrud). Two earlier studies did analyze the prevalence of ALA-accredited degrees in job advertisements. The first, published by Mary Baier Wells in 1982, is similar to the Grimes study in that it analyzed job advertisements over a twenty-year period. Wells found that between 1959 and 1979, there was a significant increase in the number of positions requiring an ALA-accredited MLS, from 4.9% in 1959 to 77.2% in 1979. At the same time, the requirement of unaccredited MLS degrees increased significantly from 21.1% to 47.5%, but dropped over the next ten years as the ALA-accredited MLS requirement became more prevalent. In 1979, 20.4% of the analyzed advertisements allowed for unaccredited degrees. In another job advertisement study published in 1989, Alan D. Gabehart found that between September 1985 and August 1986, 83.1% of the job advertisements specified that the MLS must be ALA-accredited, while only 11.5% allowed for unaccredited degrees. The trends seen in these studies suggest that while an increased focus on professionalism in academic libraries in the 1960s, '70s, and '80s increased the significance of the ALA-accredited degree, technological changes in the 1990s and 2000s have decreased its significance somewhat, as academic libraries have chosen to hire more professionals with graduate degrees in disciplines other than traditional library science.

3. Data presented by the Foreign Degrees Task Force

Nature of LIS Education

The FDTF presented information which summarizes the nature of LIS education in regions of the world, including the US and Canada, Latin America and the Caribbean, the Middle East,

Southeast Asia, South Asia, East Asia, Africa, Russia and Central Asia, Europe, and Oceania. This information was compiled by the authors and is presented in Table 1. The literature reviewed for Table 1 revealed that, while many regions of the world focus on undergraduate education for LIS, most also offer master's level degrees. The task force argued that because the new wording calls for a master's degree, applicants with undergraduate degrees would not need to be considered.

Peer Library Policies

In order to determine how many academic librarian positions in the United States are available to individuals with foreign MLS degrees, the FDTF examined position advertisements posted on the *Chronicle of Higher Education* website and the ALA Joblist between October 1 and November 5, 2008. Advertisements that were posted on both sites, or posted more than once, were only considered once. For each advertisement, the required terminal degree was categorized as an ALA-accredited MLS, an MLS without an accreditation requirement, or another type of degree. The type of institution for each position advertised was categorized as a university, college, or community college, and ARL status for each institution was noted.

Between October 1 and November 5, 2008, 136 position advertisements for academic librarians were posted on the *Chronicle of Higher Education* website and the ALA Joblist. Of those, 57% required an ALA-accredited degree, 42% required an MLS without a specific accreditation requirement, and 1% required a non-MLS terminal degree. A majority of the advertisements were listed by universities, with only 15 advertisements from colleges, and five advertisements from community colleges. Among the advertisements from universities, 43% required an MLS without a specific accreditation requirement. Among the college advertisements, 34% allowed for non-accredited MLS degrees, and among community college advertisements, 20% allowed for non-accredited degrees. Institutions with ARL status accounted for 50 of the 136 advertisements. Of those, 60% of the advertisements allowed for non-accredited MLS degrees, 36% required an ALA-accredited MLS, and 4% required another terminal degree (see Table 2).

This data suggests that almost all positions for academic librarians require a graduate degree in library and information studies, but that the nature of that degree can be flexible. While advertisements specifically requiring an ALA-accredited MLS were prevalent, many advertisements signaled flexibility with language such as "master's degree in Library Science (ALA-accredited or equivalent)." Just as Blixrud noted in *The M.L.S Hiring Requirement* (2000), the use of the word "equivalent" to describe degree requirements is quite common. Although this data was initially collected in order to determine how many positions allowed for foreign MLS degrees, only two advertisements, both from the same institution, specifically addressed foreign degrees. In those cases, the advertisement stated the degree requirement as "ALA-accredited MLS or ALA-recognized foreign equivalent."

Foreign Credential Evaluation

The FDTF found that there are independent services that evaluate the validity of foreign education. The FDTF members believe that the use of such a service, which is affordable for Morris Library, would allow search committees to feel comfortable evaluating candidates with non-ALA-accredited degrees next to candidates with degrees from ALA-accredited institutions.

Although ALA addresses the issues of Foreign Credential Evaluation for employers it does not recommend a particular evaluation service and states that “if you want to hire someone who received his/her degree outside of the U.S., you may want to consider having the credentials evaluated by an independent agency” (American Library Association, 2009). However when addressing this same topic as a job seeker ALA recommends three potential credential evaluation agencies but states that their suggestions are provided for informational purposes only (American Library Association, 2009).

All three of the credential evaluation agencies listed on the ALA website are members of the National Association of Credential Evaluation Services (NACES), which has a total of 19 members (National Association of Credential Evaluation Services, 2003). “NACES was founded in 1987 and is dedicated to promoting excellence and committed to setting the standard of excellence for credential evaluation services” (National Association of Credential Evaluation Services, 2003). To become a member of NACES, credentialing services must apply for membership and maintain a standard of excellence including employees with no less than five years experience evaluating foreign credentials and maintain a current library of standard references in the field of international education with an emphasis on credential evaluation (National Association of Credential Evaluation Services, 2003).

Although library hiring committees can use credential evaluation services as needed, ALA also suggests that job seekers applying for library positions in the U.S. may have a CES evaluate their degree prior to applying for positions, so that they can include the resulting report with their other application materials. (American Library Association, 2009)

4. Recommendations and Conclusions

Based on the data summarized above, the FDTF recommended that the Library Affairs faculty change the language of their Operating Paper regarding the required terminal degree for librarians at Morris Library:

The academic preparation for appointment to the faculty in Library Affairs is the master’s degree in library science from an ALA-accredited library school. A master’s level degree in library and information studies that is not accredited by the ALA may be considered equivalent when combined with relevant coursework and/or experience. (Library Affairs Faculty Operating Paper, 2009)

This change passed and took effect in August 2009. Although the FDTF was formed to investigate foreign LIS degrees, the literature review and the data collected from the position advertisements suggested that there is an array of graduate level LIS degrees that are not ALA-

accredited, but may prepare an applicant for a professional position at Morris Library. In practice, each future search committee will have to determine what combination of education and experience might be considered equivalent to the ALA-accredited MLS. If a search committee chooses to pursue an interview with a candidate with a non-ALA-accredited degree, the committee members will decide whether they can evaluate the degree's equivalency on their own, or whether they will need to contract with a credential evaluation service. The FDTF recommended that search committees consider the term "equivalent" prior to writing the job description for the available position. These practical guidelines could be used at any academic library that allows candidates with non ALA-accredited MLS degrees to apply. In an increasingly globalized job market, academic libraries that allow for applicants with foreign degrees will place themselves in a strategic position to maximize flexibility and diversity in hiring.

5. Tables

Table 1: LIS Education Around the World, Compiled by the Authors

<i>United States and Canada</i>	ALA accredits 62 programs at 57 institutions in the United States, Canada, and Puerto Rico. Currently, there are 7 programs in Canada and a program at the University of Puerto Rico (American Library Association, 2009a). The Canada Library Association also certifies 18 undergraduate library technician programs (2-3 year degrees) (Canadian Library Association, n.d.). There are an additional 21 graduate programs in library and information studies which are not accredited by the ALA's Committee on Accreditation, including programs at the University of California-Berkeley, University of Delaware, Minnesota State University, Central Missouri State University, University of Central Arkansas, East Carolina University, Utah State University and Old Dominion (American Library Association, 2009b).
<i>Latin America and the Caribbean</i>	Johnson (2006) identified 100 institutions currently offering LIS programs in Latin America and the Caribbean. The countries with the most programs were Brazil with 40, Argentina with 15 and Mexico with 11. Gallardo (2007) found that Latin American librarians are most commonly trained at the undergraduate level, but that 17 master's programs do exist in the region. In regards to curriculum, archival science is taught as a completely separate subject from that of library science, and there has been a recent shift in LIS education from the traditional focus on librarianship to a broader information studies curriculum (Johnson, 2008). The University of the West Indies in Jamaica provides the English language LIS education for 10 different countries in the region (primarily Caribbean island nations). Countries in the region with no evidence of LIS education include Haiti, Nicaragua, Guyana and Suriname (Schniederjürgen, 2007).
<i>Middle East</i>	In the Gulf States, 7 universities in 4 countries provide LIS education (Saudi Arabia, Kuwait, Qatar and Oman). Education is primarily on the undergraduate level, with 4 universities in 3 countries offering a master's degree (Rehman, 2008). Three of those 4 graduate programs enroll a total of approximately 100 master's level students (King Abdulaziz University in Saudi Arabia, Sultan Qaboos University in Oman and Kuwait

	<p>University) (Marouf and Rehman, 2007). The master's degree at Kuwait University, the only practitioner-oriented program, is taught in English and is based on the ALA-accredited master's degree. There are more than 70 LIS departments in Iran offering degrees through the doctoral level (Fattahi 2007). Five universities in Iraq (University of Baghdad, Baghdad Technical Institute, University of Mosul, Mosul Technical Institute, and the University of Basrah) have LIS programs, ranging from the associate's to the doctoral level (O'Conner, 2007). Countries in the region with no evidence of LIS education include Jordan, Syria and Yemen (Schniederjürgen, 2007).</p>
<i>Southeast Asia</i>	<p>Six of the 10 member countries of the Association of Southeast Asian Nations (ASEAN) offer LIS education (Indonesia, Malaysia, Philippines, Singapore, Thailand and Vietnam). In Singapore, the only professional LIS program is a MSc in Information Studies from the Nanyang Technological University, established in 1993. Students in the program study part-time and must complete 6 core courses, 2 electives and a dissertation (Khoo, 2004). In Thailand, 16 universities have LIS education (Chaudhry, 2007), with 9 offering master's programs (Premssmit, 2004). Recent changes in LIS curricula have included the inclusion of knowledge management and information systems subjects in Malaysia and and Singapore and digital information and new media in Thailand and Vietnam (Chaudhry, 2007). Countries in the region with no evidence of LIS education include Brunei, Cambodia, Myanmar and Laos (Schniederjürgen, 2007).</p>
<i>South Asia</i>	<p>Four of the 8 member countries of the South Asian Association for Regional Cooperation (SAARC) offer LIS education (India, Pakistan, Bangladesh, Sri Lanka). Beginning in 1903, India was one of the first nations in the developing world to offer LIS education (Sharma, 2005). LIS education in India ranges from the certificate to the PhD level. In Pakistan, LIS education ranges from the bachelor's to the PhD level. In Bangladesh, LIS education ranges from a one-year diploma to the PhD level. In Sri Lanka, LIS education ranges from a certificate to a two-year master's degree (Singh and Wijetunge, 2006). The focus of LIS education in the region tends to be on the traditional side of library management (i.e., cataloging, information services). Countries in the region with no evidence of LIS education include Afghanistan, Bhutan, Maldives and Nepal (Schniederjürgen, 2007).</p>
<i>East Asia</i>	<p>In China, there are approximately 50 departments of library and information science and/or information management. Less than 20 of those 50 departments focus primarily on library science, enrolling about 1,000 graduate students in library science each year (Chu, 2001). In Japan, 296 colleges and universities offer a librarian training (certificate) program. A number of these institutions provide undergraduate degrees and an additional 8 offer a master's degree and 4 offer a doctoral degree (Ueda <i>et al.</i>, 2005). Of LIS programs in South Korea, 33 offer undergraduate degrees and 22 of those offer graduate degrees (Park, 2004). There is no evidence of LIS education in North Korea (Schniederjürgen, 2007).</p>

<i>Africa</i>	More than 50 LIS schools can be found throughout Africa, with the largest concentration in English-speaking countries (Ocholla, 2007). Countries with the largest numbers of LIS schools include: Nigeria (14), South Africa (13), Kenya (5), Sudan (3), Zimbabwe (3), Ethiopia (2), Tanzania (2) and Zambia (2). Botswana, Eritrea, Ghana, Malawi, Namibia, Morocco, Senegal, Sierra Leone and Uganda each have 1 LIS school. Programs are offered from the certificate to doctoral level (Aina, 2005). Ocholla and Bothma (2007) found 75 undergraduate, 26 master's and 16 doctoral programs in central, southern and eastern Africa. Countries in the region with no evidence of LIS education include Angola, Burkina Faso, Burundi, Cape Verde, Central African Republic, Chad, Congo, Djibouti, Equatorial Guinea, Eritrea, Gambia, Guinea Bissau, Lesotho, Liberia, Madagascar, Mauritania, Mozambique, Rwanda, São Tomé and Príncipe, Seychelles, Somalia, Swaziland and Togo (Schniederjürgen, 2007).
<i>Russia and Central Asia</i>	In Russia, there are 26 institutions of higher learning offering LIS education on both undergraduate and graduate levels (Donchenko and Kerzum, 2006). Kazakhstan has 3 LIS programs, with degrees offered on the undergraduate and graduate levels (Champeny and Bergalieve, 2006). Countries in the region with no evidence of LIS education include Tajikistan, Turkmenistan and Uzbekistan (Schniederjürgen, 2007).
<i>Europe</i>	Full professionalization of librarianship took place in Europe after WWII (and especially in the 1960s). In the 1970s, European LIS education was largely divided into two groups: theoretical education for librarianship and practical training for library work. The Bologna Declaration of 1999 calls for comparable degree requirements across all EU member educational systems; there has been much work towards this end in the LIS education sector (Juznic and Badovinac, 2005). Degrees are offered at all levels in almost every European nation. Numbers range from: the United Kingdom which has 14 universities offering LIS education (Lowe, 2006), Spain which has 16 (Chain-Navarro <i>et al.</i> , 2008), Portugal which has 17 (Ribeiro, 2008) and Greece which has 3 (Kyriaki-Manessi, 2008). Countries in the region with no evidence of LIS education include Andorra, Armenia, Cyprus, Georgia, Liechtenstein, Luxembourg, Monaco and San Marino (Schniederjürgen, 2007).
<i>Oceania</i>	In Australia, 10 universities provide LIS education. Five of those universities offer programs at both undergraduate and graduate levels, 4 offer graduate programs, and 1 offers only an undergraduate program. Library technician programs are also available from vocational institutes in Australia (Hallam, 2006). In New Zealand, 4 educational institutions currently provide LIS education (The Open Polytechnic of New Zealand, Te Wananga o Raukawa, Victoria University of Wellington and The University of Auckland). Two of these institutions offer certificates and bachelor degree programs only, while the other 2 offer master's and doctorate level programs (Library & Information Association New Zealand Aotearoa, n.d.). Countries in the region with no evidence of LIS education include East Timor, Kiribati, Marshall Islands, Micronesia, Nauru, Tonga and Tuvalu, Samoa, Solomon Islands and Vanuatu (Schniederjürgen, 2007).

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Table 2: Equivalent Degrees in Position Advertisements

	Equivalents Allowed	Not Allowed	Other	Percentage allowing
Community Colleges	1	4	0	20%
Colleges	5	10	0	34%
Universities	50	63	2	43%
ARL institutions	30	18	2	60%
Total	57	77	2	42%

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