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Professional Tasks of Librarians at Small Bible College Libraries

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Professional Tasks of Librarians

at Small Bible College Libraries

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ABSTRACT

The author attempts to define professional library tasks by surveying small Bible college librarians to discover the tasks on which they spent the most time performing directly and which tasks they considered "professional." Respondents generally spent most of their time directly performing many tasks that they considered professional in nature. They apparently were unaware that they directly performed many tasks that they did not consider professional and did not directly perform many tasks that they considered professional. The author concludes that most professional tasks of small Bible college librarians tend to be indirect and long-range and that most of their time and energy should be spent on these tasks.

Peer Reviewed

Is librarianship a profession? If it is, what makes it so? What is the difference between a librarian and other library staff? And why is it important to distinguish the two? According to Rice-Lively (1997, p. 31), "An individual's role over time consists of a set of behaviors and functions based, in part, on cues received from the social system within which that individual acts." Duncan Smith (1993), then vice-president/president-elect of Continuing Library Education Network and Exchange (CLENE) Round Table of the American Library Association, wrote strongly about the need of replacing the emphasis on skills and competencies with a focus on tasks so that librarians could be better assessed and improve performance. Most would not limit the role of librarians to functions or tasks, but there are some functions or tasks that are so important that they should be done only by librarians who have the training, experience, and time to do them well. A library may survive without a librarian doing these tasks, but it will not be effective.

The focus of this article is determining which tasks in small Bible college libraries should generally be performed directly by librarians or which library tasks are professional by nature.

Literature Review

The author found no research about professional tasks that related directly to small Bible college libraries. However, since 1923 there have been many articles and books describing the professional tasks of librarians or discussing the tasks librarians perform and whether or not they are professional by nature. They are reviewed in chronological order to give a sense of their progression.

In *Training for Library Service: A Report Prepared for the Carnegie Corporation of New York,* Williamson (1923) wrote of the existing conditions of training for library work and made a point of distinguishing between librarians and nonprofessional library staff and the challenge of librarians doing tasks more appropriate for nonprofessional library staff. He affirmed that only those with a four year degree in general education and a one year degree in library work were qualified to do certain tasks. According to Williamson, librarians had to know more than the average college graduate about the literature and sources of literature in major fields of study and have a thorough knowledge of bibliographic tools to find information on any subject. They also had to have a knowledge and interest in "men and books." The tasks that they were to perform included administration, selection, acquisitions, cataloging, reference, bibliography, circulation, book binding and repair, library building maintenance, community relations, accessioning, indexing, government documents, and library work with children, special libraries, and books for the blind.

The American Library Association's Bureau of Public Personnel Administration (1927) and Committee on Classification of Library Personnel (1929) listed several examples of tasks or positions that required at least one year in a technical library school after graduating from a college or university or graduate work at an accredited library school. These tasks included: 1) Administration (interviewing new employees; instructing and supervising library staff; laying out work for library staff and seeing that their work is done in accordance with established policies and procedures; handling and making recommendations regarding appointments, transfers, promotions, salary adjustments, and other personnel matters; making work schedules; keeping record of personnel and finances; planning and conducting staff meetings; seeing that the necessary records are kept and properly used; making, administering, and implementing policies, procedures, rules, and regulations; serving on committees; preparing estimates of

expenditures and classification of expenditures by departments; preparing, submitting and explaining the budget; helping to plan new buildings; seeing that the building is maintained; maintaining discipline in the library; collecting, analyzing, and interpreting statistics; preparing reports and memorandums; attending library meetings and conventions; and handling correspondence), 2) Collection development (making recommendations regarding books, materials, and equipment; consulting with faculty in book selection; reading book reviews; overseeing the selection and ordering of library resources; developing the ordering work; comparing prices of books obtains through various means; visiting local book stores to find bargains and approval items; checking second hand book catalogs; seeing that no unintended duplicates are purchased; securing books and other materials for the library; keeping accounts of books purchased; making wish lists; seeing that the book collection is meeting the needs of faculty and students; visiting prospective donors and appraising their collections; and preparing books and periodicals for the bindery), 3) Cataloging (developing the catalogs and cataloging procedures; assigning subject headings, classification numbers, and book numbers; ordering Library of Congress catalog cards; typing or writing, proofing, sorting, checking, and filing catalog cards; and keeping accession records), 4) Circulation (overseeing circulation and shelving work, registering new readers, charging and discharging books, handling overdues and reserves, keeping circulation records and statistics, and revising and straightening shelves), 5) Reference and instruction (answering readers' questions and helping them use the library, compiling bibliographies on timely subjects, organizing training classes, and giving instruction in the use of the library), and 6) Marketing and public relations (making and maintaining publicity and neighborhood contacts; planning exhibits, special collections, and book displays; regularly contacting faculty for input on procedures to secure maximum use of the library; and directing library surveys).

In their study of five municipal libraries, Brewitt and Carter (1938, pp. 773-775) reported "that

professional librarians in the five libraries sampled [were] engaged in doing a large amount of non-professional work." They never defined professional work, but they reported that nearly all respondents considered "service to readers" and book selection as professional tasks. On the other hand, Land (1947, pp. 90-94) thought selection, reference work, and instruction should be done by "young scholars and graduate assistants chosen for their desire to teach" and that librarians should do the ordering, cataloging, classifying, shelving, and servicing of books and others materials and help users find "casual" information.

In the American Library Association's 1947 publication, *Classification and Pay Plans for Libraries in Institutions of Higher Education*, sample tasks were given for several positions that required at least a four year degree, "including one year of training in a library school accredited by the A.L.A." (ALA, 1947, 151). A year later, the Board of Personnel Administration of the Association (ALA, 1948) publication listed several duties or tasks common to "libraries of all kinds and sizes." Each of these tasks was classified as professional or nonprofessional. In a footnote, the Board admitted that individual library tasks classed as "professional" could be performed by "nonprofessional" library staff after training in specific techniques, but affirmed that a task that required "a thorough understanding of the principles and objectives" of that task and "its function in relation to the over-all purpose of libraries" was a professional task (ALA, 1948, pp. v-vi). A compilation of the two documents included the following tasks for professionals: 1) Administration (formulating and administering policies and procedures; classifying positions and analyzing jobs; justifying position and salary schedules; making recommendations regarding appointments, promotions, transfers, salary adjustments, and evaluation of library staff; recruiting candidates to hire; interviewing applicants; selecting and training employees; laying out assignments for library staff and seeing that they are effectively employed; maintaining personnel records; supervising work schedules; conducting staff meetings, and promoting staff esprit de corps and welfare; planning, organizing, and supervising activities; preparing

reports; planning, justifying, and controlling budget; planning and directing maintenance of library building, grounds, and equipment; planning for and purchasing supplies and equipment; preparing reports and memoranda; and handling correspondence), 2) Professional development (attending conferences and reading professional literature), 3) Collection development (formulating selection policies; budgeting book funds; studying school curricula; selecting materials from reviews, catalogs, lists, etc; preparing lists of needed materials in specific subjects; considering approval plans; examining dealers' stocks and publishers' displays; interviewing publishers' representatives; making final selections for regular orders; deciding on acceptability of gifts; controlling budget for acquisition; negotiating with publisher and dealers; handling orders and shipments; approving book bills, checking in and distributing serials; planning and organizing the work of gifts and exchange; appraising highly specialized and rare materials; determining whether books should be rebound, repaired, mended, or replaced; and supervising upkeep processes, and supervising and doing inventory), 4) Cataloging (assigning subject headings and other information to catalog records; ordering cataloging cards; typing, revising and filing cards; supervising physical upkeep of the catalogs; establishing and supervising catalog records; supervising and keeping shelflist; accessioning books; and participating in cooperative cataloging), 5) Circulation (checking books in and out, supervising interlibrary loan, supervising reserve book collections, supervising the sending of overdue notices and the collection of fines, planning shelving arrangements, supervising shelving procedures, and preparing statistical reports), 6) Reference (assisting readers in selection of books and use of the catalog, giving or supervising instruction in the use of the library, compiling bibliographies, making special indexes, informing readers about books related to their special interests, giving talks on books and other reading, coordinating and conducting book discussion groups and classes in the library, and arranging for the reproduction of research materials), and 7) Marketing and public relations (planning and conducting publicity programs

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and campaigns; participating in the forming of the school's educational policies; maintaining official relationships with president, deans, and business officers; making community contacts with faculty, students, and alumni; acting as chair or secretary of the library committee; participating in campus activities; planning and writing news stories, articles, library bulletins, newsletters, letters, and cards and plan for their distribution; scan local publications; planning displays and exhibits; sponsoring "Friends of the Library" group; and establishing and revising mailing lists).

Rothenberg, et al. (1971, pp. 320–325) surveyed 4,000 professional and nonprofessional library employees in 2,100 health science libraries in part to measure the professionalism of the work of each respondent. Each of 27 job tasks was rated for professionalism based upon "the extent of formal education needed to perform the specific task." Respondents indicated that policy determination, personnel coordination, program planning, budget preparation, choosing publications, choosing subjects, bibliography (reference), and formal library instruction were "high professional job tasks" and that descriptive cataloging, assisting readers, responding to information requests, verifying requests, and informal library instruction were "low professional job tasks." There was evidence that "a large number of persons in each group (professional librarians, nonprofessional personnel holding graduate degrees, nonprofessional personnel holding bachelor's degrees, and nonprofessional personnel without bachelor's degrees) were performing jobs inconsistent with their educational attainment."

In her *Task Analysis of Library Jobs in the State of Illinois: A Working Paper on the Relevance of the Study to Academic Libraries*, Canelas (1971) listed the following tasks as examples of positions that required an MLS degree: 1) Administration (determining plans and objectives for the library; determining and implementing written policies and procedures; developing and reviewing job descriptions; recruiting, hiring, supervising, training, and evaluating library staff; conducting weekly staff meetings to review problems, progress, needs, and new

developments in the library; determining library facilities, grounds, and equipment needs and maintaining them, determining budget needs, justifying and allocating budget, and managing and controlling budget; designing, developing, and writing proposals for funds; and evaluating the library and writing an annual report), 2) Professional development (participating in professional activities and associations, reading and scanning professional literature, and engaging in research and publication efforts), 3) Collection development (selecting library resources, reading reviews to determine library resources selection, consulting with faculty about collection development, dertermining priority of purchases, negotiating with vendors over acquisitions, conducting inventories, maintaining want lists, determining if titles need repaired or discarded, determining library resources to be weeded, appraising and setting value on rare books in the library collection, and evaluating the library collection), 4) Cataloging (assigning call numbers and subject headings to all new titles and maintaining an authority file), 5) Circulation (compiling circulation statistics, approving or disapproving interlibrary loan requests, and evaluating usage patterns for library resources), 6) Reference and instruction (providing reference services based upon user need, planning and developing training for users on the use of the library and its resources, helping users locate library resources, assisting faculty in curriculum planning, producing indexes as requested, and teaching undergraduate level courses in non-library fields), and 7) Marketing and public relations (generating faculty involvement by information contact, memoranda, and presentations; organizing annual orientation for new faculty members; informing faculty and library staff of new reference resources; attending and participating in faculty meetings; and making annual presentation to the board on accomplishments and needs of the library).

One recommendation of the authors of a case study of the libraries of Columbia University was that "[l]ibrarian positions should be redefined to consolidate meaningful professional tasks ... so that librarians will be less burdened by operating details and better able to focus precisely on professional tasks." According to the authors, these professional tasks involved 1) planning and developing library collections, programs, and services, 2) providing assistance to faculty members and researchers, and 3) assisting and participating in instruction and research (Booz, Allen and Hamilton, Inc., 1972, p. 19, 21).

Ricking and Booth listed tasks that were derived from Illinois Library Task Analysis Project's *Project Proposal and Summary.* These tasks were separated into professional, technical, and clerical tasks by consultants based on ALA's document, *Library Education and Management.* Ricking and Booth characterized the following tasks as professional: 1) defining the training and education of all library personnel, 2) managing library staff, 3) interpreting rules and procedures, 4) analyzing library problems, and 5) formulating solutions, and stated "that professional tasks are those which require a special background and education on the basis of which library needs are identified, problems are analyzed, goals are set, and original and creative solutions are formulated for them, integrating theory into practice, and planning, organizing, communicating, and administering successful programs of service to users of the library's materials and services. In defining services to users, librarians recognize potential users as well as current ones, and designs services which will reach all who could benefit from them" (Ricking and Booth, 1974, p. 116).

In her survey of college and university reference librarians, Duncan (1974, pp. 63-64) found

> that approximately 23 per cent of respondents' time was spent performing non-professional tasks ... [and that] the participants indicated during interviews that an even higher percentage of time was spent in non-professional work ... [Furthermore, they] felt that the amount of non-professional work required of them was one of the major deterrents to their providing more extensive and more intensive reference service.

In addition, university librarians tended to rank tasks higher in importance if they considered

them professional tasks (Duncan, 1974, pp. 107-110). When she had the respondents list the tasks in order of importance, they indicated that many of the tasks of administration, collection management, reference assistance, and bibliographic instruction were the most important. They considered professional development, public relations, and assessment as important tasks. Cataloging and circulation were the least important tasks to them.

In a book entitled, *Recommended Job Classifications and Salary Goals for Ohio Academic Libraries for 1974-75* (Ohio Library Association, 1974, pp. 3-7), certain tasks were listed under the category of "Professional Staff" and other tasks were listed under the category "Supportive Staff." Most of the tasks were distinct, but some tasks that were to be performed by the upper level of support staff were similar to tasks that were to be performed by professional staff. The following tasks were listed as professional: 1) Administration (encouraging communication and participatory management for all levels of staff; recruiting, interviewing, and orienting new personnel; selecting, training, supervising, and evaluating staff; handling employee relations; formulating and implementing plans and policies; preparing budget requests; designing new systems and facilities for improved service; coordinating library's participation in networks; and assisting in compiling statistical reports), 2) Collection development (participating in collection development for subject areas and performing order work), 3) Cataloging (performing original descriptive and subject cataloging and classification), 4) Circulation (performing circulation work), 5) Reference and instruction (answering reference questions and performing reference research; assisting readers in selection, organization, and interpretation of materials; maintaining and assisting with special files and indexes; developing profiles for SDI systems; conducting orientation lectures and tours; provide instruction in basic reference and catalog use; and teaching courses for academic credit), and 6) Marketing and public service (representing the library in implementing academic goals and consulting with library committee).

Divilbiss (1978) hoped his study would help professional librarians at the Library of Health Sciences at the University of Illinois at Urbana-Champaign realize how much time they were spending on activities so that they could perform more professional tasks and leave the clerical work to nonprofessional staff. The study showed that "the professional staff spends more time in professional activities such as reference, cataloging, and acquisitions" (pp. 22-23).

After lamenting the modest amount of time Reference Librarian spent actually answering research questions, Aluri and St. Clair (1978) stated,

> Reference librarians must carefully analyze their activities and delegate to paraprofessional employees those responsibilities that do not require extensive professional training ... [and] engage in activities that require high levels of skill, expertise, and training, including scholarly and teaching activities. (p. 83)

They suggested that paraprofessionals and student assistants should answer informational and directional questions so that librarians could spend more time and opportunity developing instructional programs to students and faculty. Furthermore, "[r]eference librarians' jobs should be periodically evaluated to determine the ratio of clerical to professional duties [to] reveal those activities that can be easily transferred to less educated and lower-paid employees without any loss of effectiveness" (p. 84).

Veaner (1982, pp. 1-7, 12-16) made an astute observation in his analysis of librarianship during the previous two decades. He concluded that there was a hesitancy to define professional and non-professional tasks and maintained "that new technological development constantly [drove] complex [tasks] downward in the work hierarchy while developing new complexities in the programmatic and decision making areas [challenged] professionals with new responsibilities as they shed [duties] formerly considered professional." Yet he claimed that some librarians continued to think that many

tasks were professional that were generally no longer considered professional and were done by non-professionals. For this reason, Veaner believed it was best to define librarians, not by the tasks they did, but by the expert professional judgment they brought to those tasks. He affirmed that the professional nature of tasks was at the abstract, intellectual, and creative level and that it was related to the gravity and scope of problems, determining policies and programs, and the development of complex integrating tasks and procedures. Despite this, he still maintained that librarians should be more concerned with certain tasks, such as planning, organizing, communicating, identifying needs, analyzing problems and formulating solutions for them, setting goals, programming matters, management, instruction, reference and research assistance, and administering programs rather than with production tasks. In his conclusion, he stated that librarians best support the university's mission when they

> analyze problems to formulate options, plans and strategies which result in resource allocation decisions at a variety of levels ..., establish program goals and objectives, manage funds for personnel and library materials, select library materials, administer major library service units, and design library systems and procedures ..., provide formal and informal bibliographic instruction ..., provide advanced reference assistance and research support ... [and] participate in creating and administering national and international standard systems for organizing and accessing materials from every country, in every language, and from all time frames. (Veaner, 1982, pp. 15–16)

Veaner correctly observed that "[no] professional in any field spends one hundred percent of his/her time doing completely professional things ..." but it was "the *upper limits* of the professional's expertise, not the lower limits, that [were] the criterion" (Veaner, 1982, p. 12).

In 1987 Black surveyed 91 members of ARL concerning their analysis of professional and non-professional positions at those libraries.

The author speculated that job analysis was being used to distinguish between professional and non-professional tasks.

> [D]istinguishing among professional and non-professional duties cannot be easily accomplished through an inventory of tasks…[since] much forethought, planning, and theory enters into actions taken by professionals. In addition, while some nonprofessional tasks are performed by librarians, these should not necessarily mean the shifting of professional positions to nonprofessional status ... Professionals are defined not only by the tasks they perform, but also by the decisions they make and the education and thought process that constitutes those decisions. (Black, 1987, Flyer 135)

In a report from one of these libraries, the following tasks were considered professional: 1) Administration (negotiating; developing, implementing, and interpreting policies, programs, or services; establishing procedures for implementing and coordinating activities; implementing and coordinating programs; training student assistants; dealing with user complaints and suggestions; maintaining budget and expenditure; gaining support for library services (grants and gifts); paying authorized bills; answering telephones; typing correspondence; monitoring library building to assure library users are following library rules; and compiling data for reports), 2) Collection development (recommending materials for purchase, getting faculty publications for the collection, weeding outdated materials from the collection, receiving donated manuscripts and letters, making a pamphlet or clipping file on specific subjects, receiving and checking in serials and preparing them for placement on shelves, preparing serials for binding, repairing books, preparing inventory, and ordering supplies), 3) Cataloging (doing all original cataloging, preparing and revising catalog cards, filing cards in catalog drawers according to filing rules, and assigning cross-indexing subject if subject matter should be filed under more than one heading), 4) Circulation (issuing and receiving materials for circulation or for use in library; receiving library resources

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and inspecting them for damage, verifying due-date, and computing and receiving fines; sorting and shelving books and periodicals according to classification code; receiving reserve list from faculty and locating materials and placing them on reserve; and monitoring entrance and exits in accordance with library access policy), 5) Reference and instruction (providing information to users of all library resources, searching catalog files and shelves to locate information, answering questions from library users and making referrals when appropriate, keeping users informed of availability of additional appropriate reference information at the library, giving talks to new residents about available library services, writing evaluative annotations of new books, and maintaining copy machine), and 6) Marketing and public relations (identify and defining the information needed and determine the appropriate level of response and providing current awareness to users of new journals) (Black, 1987, pp. 5-6, 44-48, 75-77). By contrast, the following tasks were considered clerical: 1) Collection development (maintaining the collection, maintaining a file of current review articles, photocopying articles selected by professionals, inventorying the collection, ordering and processing materials recommended by professionals, maintaining the pamphlet and clipping file, and compiling a list of faculty publications), 2) Circulation (assigning circulation status to new materials and carrying out circulation tasks in accordance with established policy), and 3) Reference and instruction (answering directional questions and routine reference questions in a limited subject and language area, locating simple bibliographic information, passing on information about additional appropriate reference information at the library when asked), and 4) Marketing and public relations (making a list of new book titles and arranging for library tours) (Black, 1987, pp. 75-77).

In an article entitled, "Paraprofessional Staff: A Review and Report on Current Duty Assignment in Academic Health Sciences Libraries in North America" (Makinen and Speer, 1990, pp. 135-140), directors of academic health sciences libraries in the US and Canada reported that they considered supervision over major functional areas, original cataloging, and in-depth reference work to be professional tasks even though they were assigned to paraprofessionals.

Oberg, et al. (1992) discussed the task overlap and role blurring of librarians and paraprofessional library staff. Many of those paraprofessionals surveyed performed the following tasks that the authors thought were usually considered professional: reference and database searching; copy cataloging, original descriptive cataloging, leading tours of the library, interlibrary loan, and supervising other library staff in circulation, acquisitions, periodicals, and cataloging.

In a compilation of ARL libraries job descriptions (Ray & Hawthorne, 1993), positions considered professional required a Masters degree in Library Science and included such tasks as: 1) Administration (recruiting, hiring, recommending salaries for, promoting, terminating, orientating, training, supervising, evaluating, and disciplining library staff; preparing and revising job descriptions; establishing operating, performance, and production goals and standards; conduct staff meetings; developing and implementing goals and objectives and setting priorities; developing, implementing, and interpreting library policies and procedures; preparing a budget and monitoring expenditures; seeking additional funding outside the school, if necessary; coordinating the grant writing process; initiating requests for supplies and equipment; evaluating equipment and supply needs; planning in use of the building space; and preparing memoranda, narrative, and statistical reports), 2) Professional development (conducting and participating in activities of the department, school, or professional organizations and committees, conducting independent research and publishing articles or books; leading seminars; and keeping abreast of developments in librarianship), 3) Collection management (developing collection development policies; planning, selecting, evaluating, appraising, purchasing, preserving, retaining, and organizing library resources;

advising faculty on collection management; and supervising the processing and organizing of library resources), 4) Cataloging (establishing classification and subject entries and performing cataloging, indexing, and bibliographic problems and projects), 5) Circulation (selecting and directing enhancements of circulation systems, 6) Reference assistance and instruction (developing familiarity with the reference collection and keeping up to date with new reference resources, assisting users in locating information and using available resources and services, directing users to relevant sources located elsewhere answer difficult reference questions, developing bibliographies and reference aids presenting library orientation sessions, and training and assisting users in online searching), and 7) Marketing and public relations (developing communication plans and creative strategies to promote the visibility and awareness of the library; developing an annual promotional calendar; corresponding and communicating with outside institutions, organizations, and donors; producing promotional materials; and planning exhibits and displays).

In a study of the affects of automation on job requirements and qualifications, Hong Xu (1996, p. 12) noted that technology had made circulation, interlibrary loan, and some reference work paraprofessional tasks. As a result, Xu concluded that librarians would be involved in tasks that involved some technological expertise.

Rice-Lively and Racine (1997, pp. 34, 36) considered the following tasks to be professional: "organizing and providing access to the storehouse of knowledge, and facilitating the process of information movement in the system of human communication... archiving material; acquiring, transforming, and repackaging information; producing secondary information; teaching and coaching [and] marketing new services and electronic resources."

Like Veaner (1982), Intner (1998, pp. 48-49) observed that the types of tasks performed by librarians have changed.

[Previously they would] type catalog cards, make duplicates by machine, buy printed cards from the Library of Congress, or ... use OCLC. [They] selected books one by one ... [Now librarians] supervise groups of computer-savvy paraprofessionals who find existing catalog records in online databases, make minor changes to suit local policies, and copy the records into their local catalogs ... Many tasks formerly assigned solely to degree-holding librarians are now passed to non-degree paraprofessionals, whom [a librarian] trains and supervises after the basic decisions on what should be accomplished – strategic plans – are made.

She also observed that other tasks that were formerly done by librarians, such as selection, bibliographic instruction, and reference, were being relegated to nonprofessionals. According to Intner, current librarians spent a lot of time analyzing needs, making plans, setting priorities, allocating budgets and other resources, engaging vendors and negotiating contacts with them, and directing, training, and evaluating their staffs.

Wilson (2003, pp. 79-86) reported the results of a survey of seven academic librarians in Lancashire, England, with the purpose of discovering which activities they considered most important. These included: staffing the help desk, cataloging and classification, ordering materials, making guides, orientation, presentations, planning and delivery of information skills to students and faculty, one-on-one training, attendance at curriculum meetings, assessment, and writing web pages. While importance of a task is not the same as the professional nature of a task, they are very closely related.

In an article about partnership between librarians with non-librarian faculty at the University of Manitoba, Ducas and Michaud–Oystryk (2004) claimed that the faculty status of librarians gave them the right and responsibility to give reference assistance. They stated that administrative tasks, such as committee work, and conspectus work were professional in nature and that equipment maintenance, circulation, bibliographic

checking, and orientation tours were not professional in nature. Of the librarians they surveyed, a strong majority indicated that collections, reference assistance, information technology assistance, cooperating in research, and teaching/instruction were important or very important tasks in their involvement with faculty.

A study of Canadian Libraries (8Rs Research Team, 2005, pp. 181-191) demonstrated that librarians performed significantly more of the following tasks than paraprofessionals: 1) Administration (training and development; managing library units/activities; supervision and evaluation of personnel; planning and decision-making; developing policy; handling human resources planning and management; budgeting and financial management; managing space, facilities, and building operations), 2) Professional development (participating in professional organizations, attending conferences and workshops, and researching and publishing in the field of librarianship), 3) Collection management (developing and evaluating the collection and electronic licensing), 4) Information technology (developing software and applications for the web), and 5) Marketing and public relations (performing liaison activities), and that Librarians performed no technical and bibliographic services tasks. On the other hand, paraprofessionals performed significantly more of the following tasks: 1) Collection management (handling copyright clearance and digitization of the collection), 2) Collection management (acquiring and making payment for library resources), 3) Preservation (processing bindery and materials and repairing and conserving library materials), 4) Cataloging (creating and maintaining bibliographic records and managing databases and the organization of information resources), 5) Circulation (processing interlibrary loan requests; sorting, shelving and filing of library materials), 6) Reference and instruction (advising readers on selection of library resources and supporting information and homework), and 7) Marketing and public relations (directing children's programming) and that Paraprofessionals performed no information technology, professional development, or administration

and management tasks. An approximately equal number of librarians and paraprofessionals performed the following tasks: 1) Information technology (supporting library systems, hardware, and software; supporting network management and technical support; and creating and maintaining databases), 2) Reference and bibliographic instruction (advising readers on selection of library resources; providing information services; giving research support for adults and teens; providing instructions in library use, resource, and research; and establishing programs and services for special populations), and 3) Marketing and public relations (raising funds and donor support). There was no equal share of tasks by librarians and paraprofessionals for collections, technical and bibliographic services, or professional development. From this study, the Research Team concluded that to increase efficiency and save money "librarians are increasingly required to assume managerial, business, and leadership roles" (p. 9) and that this has "meant that in many libraries, paraprofessionals have taken on some of the duties once performed exclusively by librarians" (p. 188). New technologies make it possible for "now routine menial work [to be] shifted onto paraprofessionals" so libraries can "better meet the needs of their changing client base" (p. 189). Furthermore, they insisted that "[t]he relative roles of professional librarians and paraprofessional staff, it was argued, need to be fluid and experimental to meet the changing needs of the library and its users" (p. 189).

The most recent article discovered that was relevant to this topic was by McAbee and Graham (2005). They compared the value of certain tasks of subject specialist librarians with the value they place on them. The subject specialist librarians indicated that they spent an average of 11 hours per week providing reference service at a reference desk and 4.34 hours per week providing bibliographic instruction. Only 1.14 hours per week were spent on publishing and scholarly activity. In the study they also indicated that the top five important tasks were 1) providing reference service at the reference desk, 2) providing library instruction in designated academic areas, 3) providing reference service in

office consultations, 4) developing the print collections in designated subject areas, and 5) serving as the library's liaison to faculty in assigned departments. By contrast, they thought the following five tasks were least important: 1) committee work for national organizations, 2) committee work for their state or region, 3) publication/scholarly activity, 4) assisting in the supervision and training of department support staff, and 5) serving on university committees. Again, importance does not necessarily mean professional, but they closely related.

The author noticed eight underlying themes in this literature review. 1) The librarians generally acknowledged the difficulty of defining the professional and nonprofessional nature of tasks, 2) but in spite of this they generally recognized that there is a distinction between professional and nonprofessional tasks. 3) The librarians generally acknowledged that some tasks which were once considered professional are no longer considered so due to technological advances and economic challenges. 4) The librarians often associated professional tasks as the most important library tasks, 5) and that it was importance to distinguish professional tasks from nonprofessional tasks so that they could spend their time performing those important professional tasks. 6) The librarians did not necessarily agree which tasks were professional or nonprofessional by nature, but they generally concurred that setting priorities, planning, developing policies and procedures, preparing and maintaining a budget, writing reports, being involved in professional development, marketing to teaching faculty and library users, meeting with committees, developing and managing the collection, doing original cataloging, assisting library users with research, providing bibliographic instruction, and doing assessment were professional tasks. 7) The librarians generally spent more time performing nonprofessional tasks than they thought, 8) and they admitted that the time they spend performing nonprofessional tasks prevented them from performing professional tasks.

Description

In the fall of 2006 small Bible college librarians were surveyed to discover the tasks on which they spent the most time performing directly and which tasks they considered "professional." In this survey, "small Bible college library" was defined as a library that supports a Bible college with less than 500 full-time equivalent (FTE) students. Professional tasks were defined as the tasks that the respondents thought should be performed by degreed librarians.

Method

Eight questions and a list of 53 library tasks were sent to librarians through the email discussion list of the Association of Christian Librarians (ACL). These questions were developed by the author with the help of library staff at the library where he worked and other ACL Bible college librarians of his library staff and other ACL Bible college librarians. The librarians were asked demographic questions about the numbers of FTE students, degreed librarians, paraprofessionals, student assistants, books, and paper periodicals. They also were asked to indicate which tasks they performed directly and which tasks they thought were professional. They were asked separately to indicate the percentage of their time that was spent on professional duties and the percentage of their time that was spent on non-professional duties.

Results

Thirty-one librarians responded to this survey. The average FTE students of respondents were 247.90, and the number of degreed librarians was about one per library. The average number of paraprofessionals in each library was 0.86, and the average number of student assistants was 2.89. The average number of books and paper periodicals was 45,318 and 257.39 respectively.

Tasks Performed Directly
(see Appendix B)

There was high agreement with nearly half (47.2%) of the tasks that the respondents performed directly. **All** respondents stated that they directly performed the administrative tasks of managing finances, planning, keeping statistics and writing, and training, encouraging, and correcting library staff.

Technology has also allowed complex tasks to be broken down into simpler tasks and done more quickly and with less professional involvement.

Additionally, over **90%** indicated that they directly performed other 1) Administration (communicating with other departments and the school's administration, writing and revising policies and procedures, and hiring new staff), 2) Collection development (selecting and weeding of library resources and purchasing information resources), 3) Reference and instruction (directly helping students and faculty use the library and giving presentations to students to better use the library), 4) Promotion (promoting library resources and services to students and faculty), and 5) Assessment (assessing library staff, learning resources and services, and facilities). Between **75% – 89%** noted that they directly performed other 1) Administration (serving on committees and attending meetings), 2) Professional development (keeping current about librarianship as it relates to higher education and our library, learning how to use library equipment, and learning how to use library computers and electronic resources), 3) Reference and instruction (teaching information literacy), 4) Marketing and public relations (passing on information to faculty in their academic area of interest), 5) Assessment (finding out the library needs of students and faculty and preparing for accreditation), and 6) Miscellaneous tasks (purchasing library supplies and giving out and receiving make-up exams).

There was less agreement with nearly a quarter (22.7%) of the tasks that the respondents performed directly since only **50% – 74%** of the librarians admitted to directly performing 1) Collection management (inventorying the collection and managing periodicals and doing preservation and disaster planning), 2) Cataloging (making original catalog records, copying catalog records from Library of Congress, OCLC, or some other source, and adding information to catalog records to make them more accessible), 3) Circulation (checking library resources in and out), 4) Reference and instruction (advising about copyright), 5) Marketing and public relations (updating the library website), and 6) Miscellaneous tasks (teaching regular college courses, counting money and sending it to the Business Office,

and making minor repairs to building and furnishings when needed).

There was little agreement on nearly a third (30.2%) of the tasks as they were performed directly by **less than 50%** of respondents. These tasks were 1) Professional development (writing articles for publication), 2) Collection management (supervising institute archives and processing information resources, repairing books, sending books and periodicals to the bindery, and dusting books), 3) Circulation (facilitating AV equipment, putting library resources on reserve, inputting names of students and faculty into the system and keeping them current, coordinating interlibrary loan, sending overdue and fine notices, and shelving information resources), and 4) Miscellaneous tasks (acting as an official adviser to students, cleaning the library, counting the number of students and faculty in the library each hour, and advising about the school yearbook).

Tasks Considered Professional
(see Appendix C)

There was high agreement on nearly a quarter (23.8%) of the tasks that the respondents considered professional as **over 75%** they regarded the following tasks as professional: 1) Administration (managing finances, planning, communicating with the school administration, writing and revising policies and procedures, training, encouraging, and correcting library staff, hiring new staff, and reports and statistics), 2) Professional development (keeping current about librarianship as it relates to higher education and our library), 3) Collection management (selecting information resources and weeding information resources), 4) Reference and instruction (teaching information literacy and giving presentations to students to better use the library), and 5) Assessment (preparing for accreditation, assessing library staff, learning resources and services, and facilities, and finding out the library needs of students and faculty).

There was, however, less agreement on one-fifth (20.8%) of the tasks since only **50% – 75%** considered the following tasks as

professional: 1) Administration (serving on committees and attending meetings), 2) Professional development (learning how to use library computers and electronic resources), 3) Collection management (purchasing library resources, supervising institute archives, and doing preservation and disaster planning), 3) Cataloging (making original catalog records), 4) Reference and instruction (directly helping students and faculty use the library and advising them about copyright), 5) Marketing and public relations (passing on information to faculty in their academic area of interest and promoting library resources and services to students and faculty), and 6) Miscellaneous tasks (teaching regular college classes).

There was disagreement as to the professional nature of the over half (51.0%) of the tasks as **less than 50%** thought the following tasks were professional: 1) Administration (communicating with various departments about needs), 2) Professional development (learning how to use library equipment and writing articles for publication), 3) Collection management (inventorying the collection, managing periodicals, processing information resources, sending books and periodicals to the bindery, repairing books, and dusting books), 4) Cataloging (adding information to catalog records to make them more accessible and copying catalog records from Library of Congress, OCLC, or some other source), 5) Circulation (directing interlibrary loan, facilitating AV equipment, putting library resources on reserve, checking library resources in and out, inputting names of students and faculty into the system and keeping them current, sending overdue and fine notices, and shelving information resources), 6) Marketing and public relations (updating the library website), and 7) Miscellaneous tasks (acting as an official adviser to students, giving out and receiving make-up exams, purchasing library supplies, counting money and sending it to the Business Office, advising about the school yearbook, making minor repairs to building and furnishings when needed, counting the number of students and faculty in the library each hour, and cleaning the library).

Tasks Performed Directly and Considered Professional
(see Appendix D)

It is interesting to compare the tasks that respondents indicated that they performed directly with their estimate of the professional nature of those tasks. Respondents generally spent most of their time directly performing **over half** (51.0%) of the tasks that they considered professional in nature. The only two tasks that all respondents performed directly that they considered professional were making original catalog records and teaching regular college courses. The other tasks on which they spent most of their time were 1) Administration (communicating with the school administration, managing, planning, writing and revising policies and procedures, hiring new staff, encouraging, and correcting library staff, and serving on committees and attending meetings, keeping statistics and writing reports), 2) Professional development (keeping current about librarianship as it relates to higher education and our library, and learning how to use library equipment), 3) Collection management (selecting information resources, weeding information resources, supervising institute archives, doing preservation and disaster planning, 4) Cataloging (adding information to catalog records to make them more accessible), 5) Reference and instruction (advising about copyright, directly helping students and faculty use the library, teaching information literacy, and giving presentations to students to better use the library), 6) Marketing and public relations (passing on information to faculty in their academic area of interest, updating the library website, and promoting library resources and services to students and faculty), and 7) Assessment (preparing for accreditation, finding out the library needs of students and faculty, and assessing library staff, learning resources and services, and facilities).

Respondents generally spent little time directly performing tasks that they considered nonprofessional in nature. These included dusting books and acting as an official adviser to students and for the school yearbook.

There was some inconsistency (**26 – 50 percentage points difference**) between the amount of time respondents spent directly performing over one quarter (28.3%) of the tasks and their estimates of the professional nature of those tasks. In other words, respondents spent time directly performing tasks that they tended to think were not professional. These included: 1) Professional development (writing articles for publication), 2) Collection management (processing information resources, purchasing library resources, inventory the collection, sending books and periodicals to the bindery, and repairing books), 3) Cataloging (copying catalog records from Library of Congress, OCLC, or some other source), 4) Circulation (directing interlibrary loan, shelving information resources, facilitating AV equipment, putting library resources on reserve, inputting names of students and faculty into the system and keeping them current, and sending overdue and fine notices), and 5) Miscellaneous tasks (cleaning the library and making minor repairs to building and furnishings when needed).

There was much inconsistency (**more than 50 percentage points difference**) between the amount of time respondents spent directly performing some (15.1%) of the tasks and their estimates of the professional nature of those tasks. In other words, respondents also spent time directly performing tasks that they definitely thought were not professional. These included 1) Administration (communicating with various departments about needs), 2) Professional development (learning how to use library computers and electronic resources and learning how to use library equipment), 3) Collection management (managing periodicals), 4) Circulation (checking library resources in and out), and 5) Miscellaneous tasks (counting the number of students and faculty in the library each hour, counting money and sending it to the Business Office, giving out and receiving make-up exams, and purchasing library supplies).

Respondents were also asked a general question about their opinion of the percentage of tasks that they performed directly which they considered professional in nature. Their answer was an average of 56.7%. They also indicated that 45.3% of the tasks that they performed directly were not professional in nature by their own admission.

Analysis and Conclusion

There were few differences between the list of tasks considered to be professional by respondents in this study and the list of professional tasks in the literature review. The key differences were that libraries of larger institutions had more librarians to do the tasks, and, therefore, librarians at those institutions specialized in various tasks. Most of the respondents of this survey were the only librarian at their library and so, it is assumed, they directly performed all or most of the tasks they considered to be professional.

This study supports the observations by Veaner (1982, pp. 1-7, 13-16) and Intner (1998, pp. 48-49) that some tasks that were once considered professional are no longer thought to be professional. According to Black (1987, flyer 135), "In many cases, duties previously performed mainly by librarians are now executed mainly by support staff." For example, at one time cataloging was performed by librarians, but now most cataloging is done by support staff using bibliographic utilities. Technology has also allowed complex tasks to be broken down into simpler tasks and done more quickly "and with less professional involvement" (Black, 1987, flyer 135). During this transition time, librarians have identified the following tasks as professional: administration (supervising, making decisions, and planning), collection development, original cataloging, and research reference.

This study, furthermore, supports the findings of Brewitt and Carter (1938, pp. 773-775), Rothenberg, et al. (1971, pp. 320-325), Oberg, et al. (1992), and Intner (1998) in that it found that librarians at small Bible college libraries were directly performing many tasks that they did not consider professional in nature, as well as, not directly performing tasks that they considered professional in nature. Not every

task a librarian directly performs is professional in nature (Veaner, 1982, p. 12), but the concern is that they may be too busy doing tasks that non-professionals could do and thereby neglecting professional tasks that they should do (See Morgan, 1996, p. 43, Aluri & St. Clair, 1978, pp. 82-84). The fact that respondents thought they spent more time directly performing tasks they considered professional than the time they actually spent demonstrates that they are unaware of this challenge.

This study also shows that there was a general consensus among these librarians about the professional nature of some tasks, but little consensus about others tasks. Defining a professional task is challenging. The fact that so many of the respondents disagreed about which tasks were professional in nature demonstrates that the definition of professional tasks is unclear to these librarians. The author defined a professional task in this study as that which a degreed librarian should do, but this did not seem to help. One of the purposes of this study was to determine which jobs librarians considered to be professional tasks. Are there similarities between the tasks that at least half of the respondents in this study indicated were professional? Yes, there are! The purpose of a library is to serve its users, but this entails tasks that serve users both directly and indirectly and in both short-range and long-range capacities. While there were exceptions, most of these tasks considered professional involved service that was indirect and long-range in relation to library users. The exceptions are helping students and faculty use the library, promoting of library resources and services, advising them about copyright, giving presentations, and teaching information literacy. Several librarians indicated that teaching regular college classes was professional, but in this the author agrees with Jesse Shera (2005, p. 7) that when librarians teach classes in disciplines other than librarianship "they are not acting as librarians, they are acting as teachers." This suggests that most professional tasks of small Bible college librarians tend to be indirect and long-range.

Recommendations

It may be a stretch to say that the more indirect and long-range a task is the more professional it is, but this may be accurate with the exceptions of some direct tasks, such as, helping students and faculty use the library, promoting of library resources and services, advising them about copyright, giving presentations, and teaching information literacy. It does imply that most of the time and energy of librarians at small Bible college libraries should be spent helping library users indirectly and long-range by such tasks as planning, hiring and managing library staff, staying abreast of the information needs of students and faculty, writing and revising policies and procedures, managing finances, collaborating with faculty, selecting library resources, cataloging. researching, and assessing. Those who are so inclined and able should write for publications. Some time also should be spent on helping students and faculty use the library and learning how to use it for themselves. This is not to deny the importance of tasks that directly and immediately serve users, but to emphasize the tasks on which these librarians should spend most of their time. These professional tasks should be directly performed by librarians with the knowledge and training to do them well. The other tasks should be done mostly by nonprofessionals and student assistants. This is a wise use of human and financial resources. Only librarians have the professional judgment, background, and "immediate knowledge of 'what-to-do-next' in situations varying from the usual pattern of activity is a factor which makes it a long-run economy to have some library processes carried through to completion by professional personnel ..." (ALA, 1951, 27). Making a transition to ensure that librarians of small Bible college libraries spend more time doing tasks that are indirect and long-range requires cooperative effort from administrators and librarians at these colleges. Administrators must be convinced that librarians spending a majority of their time with indirect and long-range tasks will help the library be more effective. They must also hire librarians who are capable of performing indirect and long-

range tasks and committed to this emphasis and support the librarians in hiring and maintaining a library staff to perform tasks that are more direct and short-range. Librarians at those schools should make it a priority to do "professional" tasks themselves and to delegate other tasks to nonprofessionals and student assistants whenever possible. ☩

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Appendix A – Survey Questions

Originally, the author asked respondents to give the following demographic information: FTE students, FTE degreed librarians, FTE paraprofessionals, FTE student assistants, Number of books, and Number of periodicals, and to indicate which of the following tasks they did directly and which of them they considered professional:

1. Budget – advocating for what is needed and monitoring expenses
2. Planning – short and long range
3. Reports and statistics
4. Training, encouraging, and correcting library staff
5. Communicating with the maintenance, housekeeping, information technology, and media departments about building, computer, and equipment needs
6. Selection of library resources – reading reviews, making database and bibliographies, deciding whether or not to keep gift books, seeking input from faculty
7. Weeding library resources – when worn, outdated, or inappropriate
8. Writing and revising policies and procedures
9. Directly helping students and faculty use the library
10. Giving and getting input from the Academic Dean (or supervisor) and the Library Committee
11. Giving presentations to students to better use the library
12. Hiring new staff
13. Promoting library resources and services to students and faculty
14. Purchasing library resources
15. Assessing library staff, learning resources and services, and building
16. Finding out the library needs of students and faculty – including surveys and focus groups
17. Passing on information to faculty in their academic area of interest
18. Keeping current about librarianship as it relates to higher education and our library
19. Purchasing library supplies
20. Learning how to use library equipment
21. Learning how to use library computers and electronic resources, like BibleWorks, EBSCOhost, FirstSearch, etc.
22. Inventory of the collection
23. Making original catalog records (when these cannot be found at Library of Congress, OCLC, or some other source)
24. Managing periodicals
25. Checking library resources in and out
26. Copying catalog records from Library of Congress, OCLC, or some other source
27. Adding information to catalog records to make them more accessible – what is on reserve, table of contents, more subject words or phrases, reviews, etc.
28. Counting money and sending it to the Business Office
29. Making minor repairs to building and furnishings when needed
30. Updating the library website
31. Inputting names of students and faculty into the system and keeping them current
32. Putting library resources on reserve
33. Interlibrary Loan
34. Sending overdue and fine notices
35. Repairing books
36. Processing library resources – labelling, stamping, etc.
37. Sending books and periodicals to the bindery
38. Shelving library resources
39. Counting the number of students and faculty in the library each hour
40. Dusting books (for preservation)

At the end of the survey, they were asked separately to indicate the percentage of their time that was spent on professional duties and the percentage of their time that was spent on non-professional duties. The following other tasks were suggested by respondents and were included in a follow-up survey to all respondents:

1. Teaching regular college courses
2. Serving on committees and attending meetings
3. Yearbook adviser
4. Supervise institute archives
5. Copyright adviser
6. Facilitate AV equipment
7. Giving out and receiving make-up exams
8. Act as an official adviser to students
9. Clean the library
10. Preservation and disaster planning
11. Accreditation process
12. Teach information literacy
13. Write articles for publication

Appendix B – Tasks Performed Directly

100.0% Managing finances
100.0% Planning
100.0% Reports and statistics
100.0% Training, encouraging, and correcting library staff
 96.8% Communicating with the maintenance, housekeeping, information technology, and media departments about building, computer, and equipment needs
 96.8% Selecting of books, periodicals, etc.
 96.8% Weeding books, periodicals, etc.
 96.8% Writing and revising policies and procedures
 93.5% Giving and getting input from the Academic Dean (or supervisor) and the Library Committee
 93.5% Hiring new staff
 93.5% Giving presentations to students to better use the library
 93.5% Directly helping students and faculty use the library
 93.5% Promoting library resources and services to students and faculty
 93.5% Purchasing books, periodicals, etc.
 90.3% Assessing library staff, learning resources and services, and facilities
 87.1% Finding out the library needs of students and faculty
 87.1% Passing on information to faculty in their academic area of interest
 83.9% Accreditation process
 83.9% Keeping current about librarianship as it relates to higher education and our library
 83.9% Serving on committees and attending meetings
 83.9% Purchasing library supplies
 80.6% Learning how to use library equipment
 80.6% Giving out and receiving make-up exams
 77.4% Teaching information literacy
 77.4% Learning how to use library computers and electronic resources, like BibleWorks, EBSCOhost, FirstSearch, etc.
 67.7% Making original catalog records (when these cannot be found at Library of Congress, OCLC, or some other source)
 67.7% Inventory of the collection
 67.7% Managing periodicals
 64.6% Preservation and disaster planning
 64.6% Copying catalog records from Library of Congress, OCLC, or some other source
 64.6% Checking library resources in and out
 58.1% Adding information to catalog records to make them more accessible
 58.1% Counting money and sending it to the Business Office
 54.8% Copyright adviser
 51.6% Teaching regular college courses

51.6% Updating the library website
51.6% Making minor repairs to building and furnishings when needed
45.2% Supervising institute archives
45.2% Facilitating AV equipment
45.2% Putting library resources on reserve
45.2% Inputting names of students and faculty into the system and keeping them current
41.9% Interlibrary Loan
41.9% Sending overdue and fine notices
38.7% Repairing books
35.5% Acting as an official adviser to students
35.5% Sending books and periodicals to the bindery
35.5% Processing books, periodicals, etc.
35.5% Shelving books, periodicals, etc.
35.5% Writing articles for publication
32.3% Cleaning the library
19.4% Counting the number of students and faculty in the library each hour
19.4% Dusting books (for preservation)
 3.2% Yearbook adviser

Appendix C – Tasks Considered Professional

94.0% Managing finances
94.0% Planning
90.3% Selecting of books, periodicals, etc.
90.3% Giving and getting input from the Academic Dean (or supervisor) and the Library Committee
90.3% Accreditation process
87.1% Writing and revising policies and procedures
87.1% Keeping current about librarianship as it relates to higher education and our library
87.3% Training, encouraging, and correcting library staff
83.9% Weeding books, periodicals, etc.
83.9% Teaching information literacy
80.6% Hiring new staff
80.6% Assessing library staff, learning resources and services, and facilites
80.6% Finding out the library needs of students and faculty
77.4% Giving presentations to students to better use the library
77.0% Reports and statistics
74.2% Directly helping students and faculty use the library
74.2% Passing on information to faculty in their academic area of interest
74.2% Preservation and disaster planning
67.7% Promoting library resources and services to students and faculty
67.7% Serving on committees and attending meetings
67.7% Making original catalog records (when these cannot be found at Library of Congress, OCLC, or some other source)

58.1% Purchasing books, periodicals, etc.
58.1% Supervising institute archives
51.6% Learning how to use library computers and electronic resources, like BibleWorks, EBSCOhost, FirstSearch, etc.
51.6% Copyright adviser
51.6% Teaching regular college courses
45.2% Communicating with the maintenance, housekeeping, information technology, and media departments about building, computer, and equipment needs
41.9% Adding information to catalog records to make them more accessible
38.7% Updating the library website
25.8% Acting as an official adviser to students
22.6% Learning how to use library equipment
19.4% Inventory of the collection
16.1% Copying catalog records from Library of Congress, OCLC, or some other source
16.1% Interlibrary Loan
12.9% Managing periodicals
 9.7% Giving out and receiving make-up exams
 9.7% Facilitating AV equipment
 9.7% Putting library resources on reserve
 9.7% Sending books and periodicals to the bindery
 6.5% Purchasing library supplies
 6.5% Checking library resources in and out
 6.5% Counting money and sending it to the Business Office
 6.5% Inputting names of students and faculty into the system and keeping them current
 6.5% Repairing books
 6.5% Yearbook adviser
 3.2% Making minor repairs to building and furnishings when needed
 3.2% Sending overdue and fine notices
 3.2% Processing books, periodicals, etc.
 3.2% Shelving books, periodicals, etc.
 3.2% Writing articles for publication
 3.2% Counting the number of students and faculty in the library each hour
 3.2% Dusting books (for preservation)
 0.0% Cleaning the library

Directly Done	Considered Professional	Differences	
67.7%	67.7%	0.0	Making original catalog records (when these cannot be found at Library of Congress, OCLC, or some other source)
51.6%	51.6%	0.0	Teaching regular college courses
54.8%	51.6%	3.2	Copyright adviser
93.5%	90.3%	3.2	Giving and getting input from the Academic Dean (or supervisor) and the Library Committee
83.9%	87.1%	3.2	Keeping current about librarianship as it relates to higher education and our library
3.2%	6.5%	3.3	Yearbook adviser
100.0%	94.0%	6.0	Managing finances
100.0%	94.0%	6.0	Planning
83.9%	90.3%	6.4	Accreditation process
96.8%	90.3%	6.5	Selecting of books, periodicals, etc.
87.1%	80.6%	6.5	Finding out the library needs of students and faculty
77.4%	83.9%	6.5	Teaching information literacy
96.8%	87.1%	9.7	Writing and revising policies and procedures
90.3%	80.6%	9.7	Assessing library staff, learning resources and services, and facilities
64.6%	74.2%	9.7	Preservation and disaster planning
35.5%	25.8%	9.7	Acting as an official adviser to students
96.8%	83.9%	12.9	Weeding books, periodicals, etc.
93.5%	80.6%	12.9	Hiring new staff
87.1%	74.2%	12.9	Passing on information to faculty in their academic area of interest
45.2%	58.1%	12.9	Supervising institute archives
51.6%	38.7%	12.9	Updating the library website
100.0%	87.0%	13.0	Training, encouraging, and correcting library staff
93.5%	77.4%	16.1	Giving presentations to students to better use the library
83.9%	67.7%	16.2	Serving on committees and attending meetings
58.1%	41.9%	16.2	Adding information to catalog records to make them more accessible
19.4%	3.2%	16.2	Dusting books (for preservation)
93.5%	74.2%	19.3	Directly helping students and faculty use the library
100.0%	77.0%	23.0	Reports and statistics
93.5%	67.7%	25.8	Promoting library resources and services to students and faculty
77.4%	51.6%	25.8	Learning how to use library computers and electronic resources, like BibleWorks, EBSCOhost, FirstSearch, etc.
41.9%	16.1%	25.8	Interlibrary Loan
35.5%	9.7%	25.8	Sending books and periodicals to the bindery
38.7%	6.5%	32.2	Repairing books
35.5%	3.2%	32.3	Processing books, periodicals, etc.
35.5%	3.2%	32.3	Shelving books, periodicals, etc.
35.5%	3.2%	32.3	Writing articles for publication
32.3%	0.0%	32.3	Cleaning the library
93.5%	58.1%	35.4	Purchasing books, periodicals, etc.
45.2%	9.7%	35.5	Facilitating AV equipment
45.2%	9.7%	35.5	Putting library resources on reserve
45.2%	6.5%	38.7	Inputting names of students and faculty into the system and keeping them current
41.9%	3.2%	38.7	Sending overdue and fine notices
67.7%	19.4%	48.3	Inventory of the collection
64.6%	16.1%	48.4	Copying catalog records from Library of Congress, OCLC, or some other source
51.6%	3.2%	48.4	Making minor repairs to building and furnishings when needed
96.8%	45.2%	51.6	Communicating with the maintenance, housekeeping, information technology, and media department about building, computer, and equipment needs
19.4%	3.2%	51.6	Counting the number of students and faculty in the library each hour
58.1%	6.5%	54.6	Counting money and sending it to the Business Office
67.7%	12.9%	54.8	Managing periodicals
80.6%	22.6%	58.0	Learning how to use library equipment
64.6%	6.5%	58.0	Checking library resources in and out
80.6%	9.7%	70.9	Giving out and receiving make-up exams
83.9%	6.5%	77.4	Purchasing library supplies