

## Emory 2020 COACHE Survey – Librarian FAQs

This document provides guidance for interpreting the survey sections and questions. It is structured according to the survey themes and addresses areas where additional guidance or clarification may be helpful. It is written for LITS librarians under the Handbook but is also generally applicable to Non-Series librarians or staff from other Emory libraries.

### Under “Section 1. Demographic Background,” how should librarians approach questions about “faculty” and appointment term?

- For the purposes of this section, the word **faculty** is equivalent to **librarian**. For example, “Visiting Librarian” is equivalent to “Visiting Faculty.”
- Given the structure of Emory Libraries' Promotion and Renewal process, all librarians are considered **Not-Tenure Track (NTT)**.
- While we have terms of appointment rather than contracts, for the purposes of the COACHE survey, librarians should consider their **appointment term** when asked about their contract. Please note: LITS librarian appointments under the Handbook are considered “**Fixed-term renewable**” for the purposes of this COACHE survey.
- In considering your rank, the LITS librarian rank structure is equivalent to the faculty rank structure (i.e., Professor = Librarian, Associate Professor = Associate Librarian, etc.). Since Visiting Librarians are not ranked, they are considered “Other” for the purposes of the COACHE survey.
- In describing your primary work responsibility, please feel free to select the answer you feel best represents your position. If you don't see yourself represented in the listed responsibilities, you may select “Other.”
- If asked about an administrative title, please select the answer you feel is most equivalent. If you don't see yourself represented, you may select “Other.”

### Section 2, Nature of Work – Overall, how should librarians interpret questions regarding teaching, administrative tasks, and departmental service?

- In this section, you will rate your satisfaction with each category separately. Depending on your answers, you may be asked follow-up questions.
- Questions regarding satisfaction with teaching are measuring satisfaction with aspects of teaching semester-long, credit-bearing courses. Teaching does not encompass library instruction sessions, workshops, etc.
- For librarians, the division between administrative tasks and departmental service are more defined than for many faculty members. Evaluate these two categories separately (i.e., department or program administration is considered an administrative task, not service to the organization).
- You may consider both service to the profession as well as service to the institution when contemplating your satisfaction related to service.

### For Section 3, Nature of Work – Service, what type of service is relevant?

- For this section, you may consider both service to the profession as well as service to Emory University Libraries.

### For Section 4, Nature of Work – Teaching

- This section is designed to measure satisfaction with aspects of teaching semester-long, credit-bearing courses. Teaching does not encompass library instruction sessions, workshops, etc. If you do not teach semester-long, credit-bearing courses, please select ‘Not Applicable’ for all questions in this section.

### How should a librarian approach Section 5, Nature of Work – Research?

- For this section, please consider any research activities you have done for professional development. In the context of the Handbook, this would include research associated with Scholarship & Creative Endeavors as well as research associated with Professional Development.

### **How should a librarian approach Section 7, Interdisciplinary Work?**

- Interdisciplinary work is work that spans two or more disciplines. This includes either traditional academic disciplines (e.g., English, Chemistry, etc.) or professional library disciplines (e.g., Information Literacy, Metadata, etc.) If you are unsure about whether or not you engage in interdisciplinary work, please feel free to reach out to the COACHE Champions for assistance.

### **Section 8 inquires about Collaboration. How should collaboration be viewed for librarians?**

- For the purposes of this survey, collaboration encompasses any work that you engage in with others regardless of discipline. This question is broader than the questions on interdisciplinary work.

### **Section 11A involves Shared Governance. How should librarians view this inquiry?**

- For this section, please consider governance at the university level. Examples of shared governance include both University Senate and Employee Council.

### **Questions in Section 12, Engagement, refer to departments and other criteria. How do these inquiries relate to the roles of librarians?**

- When considering the questions in this section the ‘department’ refers to the library as a whole.
- Apply the following equivalencies if they arise:
  - Non-tenure track equates to early career librarians (0-10 years)
  - Pre-tenure equates to mid-career librarians (10-20 years)
  - Tenure equates to late career librarians (20+)

### **What equivalencies should we draw in Section 14, Climate?**

- Non-tenure track equates to early career librarians (0-10 years)
- Pre-tenure equates to mid-career librarians (10-20 years)
- Tenure equates to late career librarians (20+)

### **Section 17, Global Satisfaction, refers to the chief academic officer. Who plays that role at Emory?**

- For this section, the “chief academic officer” is the Provost.

### **Your Privacy**

Emory and COACHE are committed to the integrity of the survey and safeguarding the privacy of our faculty. Responses are completely confidential and will be handled through the COACHE project team. Participants’ privacy will be maintained in all published and written data, and anonymity will be ensured in the broad, summary analysis that COACHE will share with our campus.