



Institutional governance/strategic level

- SDGs in research
- SDGs in campus operations
- SDGs in curriculum development
- SDGs in student engagement activities
- SDGs into community activities
- SDGs at a whole-institution level

Focus on

- Goal 1 - No poverty
- Goal 2 - Zero hunger
- Goal 3 - Good health and wellbeing
- Goal 4 - Quality education
- Goal 5 - Gender equality
- Goal 6 - Clean water and sanitation
- Goal 7 - Affordable and clean energy
- Goal 8 - Decent work and economic growth
- Goal 9 - Industry, innovation and infrastructure
- Goal 10 - Reduced inequalities
- Goal 11 - Sustainable cities and communities
- Goal 12 - Responsible consumption and production
- Goal 13 - Climate action
- Goal 14 - Life below water
- Goal 15 - Life on land
- Goal 16 - Peace, justice and strong institutions
- Goal 17 - Partnerships for the goals

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Summary

Glasgow Caledonian University's vision for 2030 is to be recognised as world-leading for social innovation, delivering transformative education and impactful research through purposeful partnerships as a globally connected University with an engaged University community committed to the Common Good.

EDI underpins this vision so we set out to ensure the library played its part in making Glasgow Caledonian a place where everyone is included.

The project had three strands looking at people, spaces and services. We recognised that we needed greater diversity in our staff and looked for ways in which we could provide opportunities for people from diverse backgrounds to engage with the library and information profession. We wanted our library to be known as an inclusive space where everyone is welcome. The Sir Alex Ferguson Library is one of very few academic libraries that is open to anyone, not just the students and staff of the university. There are no barriers to entry and anyone can join the library and make use of our services. We wanted to ensure our library resources reflected the diversity of the university community and to assist our academic colleagues in diversifying the resources they use in their learning and teaching practice. We wanted the project to be sustainable so our approach was to reuse, reconfigure and recycle wherever possible. We developed three workstreams for the project:

- Create a Graduate Trainee post, Student Library Assistant roles and placement opportunities to support diversity and inclusion by engaging people from diverse backgrounds with the library and information profession.
- Work with academic colleagues to create a reading list and to help them diversify the resources they use to support their teaching.
- Design and implement a wellbeing space in the library that supports Equality, Diversity and Inclusion

Outline the benefits of integrating this theme.

1. In a bid to increase diversity at Glasgow Caledonian and across the libraries sector, the Library Services team created a graduate trainee post as a "step on the ladder" and used the role to scrutinise and shake up the traditional recruitment process – a fundamental barrier to the sector for people from minority ethnic backgrounds. We recruited our first graduate trainee in June 2021. We also reviewed our library assistant recruitment and an exceptional cohort of Post -Graduate students from international backgrounds joined the team.

2. We offered placements in the library and the archives to give work experience to people from diverse backgrounds including people from the LGBT+ community and neurodiverse people. To support this, our staff took part in training in areas such as trans inclusion. Several Library staff attended the Employ Autism: Employer training and we worked with the GCU Foundation to create and advertise a paid internship for autistic individuals to work with the Collection and Discovery team as library assistants.

3. For developing our Anti-Racist Curriculum we engaged with academics to assist in diversifying their chosen reading for students and to think about who they choose to give a voice. We created a staff facing multimedia resource list so academics can develop through self-directed and guided

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reading aligned with Higher Education pedagogy and with the subjects taught. We followed up with tailored CPD sessions in person and online.

Outline the barriers encountered in integrating this theme and how you overcame these.

1. When it comes to the SDGs, there are different levels of knowledge, commitment and ambition across the University. Including performance against the SDGs as a KPI in our Strategy helps to address this, as it encourages focus on the SDGs.

Conclusions and recommendations to others

Our project has received excellent feedback, has had impact on teaching and learning in the institution, and has attracted people from diverse backgrounds into the library and information profession and helped them advance their careers.