

## Audit of ED&I (Equality, Diversity, & Inclusion) related activities and resources at the Chemistry Library. Last updated October 2024

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Glossary

CUL Cambridge University Libraries

DRC Disability Research Centre

UMD University Managed Desktop

MFD Multi-Functional Device (printer, photocopier, scanner machine)

PPD Personal and Professional Development

RIG Research Interest Group

SSD Student Support Document

UIS University Information Services

Activity/Resource	Description	Action	Progress notes
<a href="#">Assistive Resources</a> page on library website	<ul style="list-style-type: none"> <li>Information for disabled readers and those with special requirements</li> <li>Section on library anxiety</li> </ul>	<ul style="list-style-type: none"> <li>Create accessible photographic route guides between the library and major entrances, including stair-free routes</li> <li>Update library floorplan and highlight locations of key resources</li> </ul>	Done
Extended loan period for books, no fines for overdue items	<ul style="list-style-type: none"> <li>For students who have completed a SSD with the DRC that outlines the help they need to support research and learning</li> <li>Library receives copies of SSDs and amends student borrower records ('Upgraded' status) on library management system</li> </ul>	<ul style="list-style-type: none"> <li>Mentioned in orientation sessions and on relevant library web pages</li> </ul>	Done

Activity/Resource	Description	Action	Progress notes
Training in ED&I for library staff	<ul style="list-style-type: none"> <li>• Sessions organised by CUL e.g. trans awareness, engaging with disabled users</li> <li>• Sessions organised by <a href="#">PPD</a> e.g. creating accessible documents, access for disabled users masterclass</li> <li>• ED&amp;I online course for all staff</li> <li>• Sessions organised by Department e.g. unconscious bias</li> </ul>	<ul style="list-style-type: none"> <li>• Library staff regularly attend and complete ED&amp;I training and will contribute to library and department ED&amp;I initiatives</li> </ul>	Done and continuous
Terms of Reference (ToR) for <a href="#">Committee for the Library and Scholarly Communication</a>	<ul style="list-style-type: none"> <li>• Includes ED&amp;I remit</li> <li>• ED&amp;I is a standing item on agenda</li> </ul>	<ul style="list-style-type: none"> <li>• ToR approved by Committee and revised</li> <li>• ED&amp;I is a standing item on agenda</li> </ul>	Done
<a href="#">Committee for the Library and Scholarly Communication</a> membership	<ul style="list-style-type: none"> <li>• Representation from RIGs, postgraduate and undergraduate students, post-docs, library staff</li> </ul>	<ul style="list-style-type: none"> <li>• Consider how to encourage more inclusive representation in line with Department goals e.g. <a href="#">Athena Swan</a></li> </ul>	Done
<a href="#">Wellbeing Area</a> for Department staff and students	<ul style="list-style-type: none"> <li>• Introduced as part of Department Wellbeing initiative in 2019. Includes jigsaws, colouring books, colouring pens, pencils, Lego, etc. as well as wellbeing literature</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Build collection of assistive equipment, e.g. reading rulers, magnifiers, document holders</b></li> <li>• <b>Respond to user feedback regarding desired content</b></li> <li>• <b>Continue expanding literature collection, tracking new publications and using other libraries' collections as inspiration.</b></li> </ul>	In progress

Activity/Resource	Description	Action	Progress notes
Graduate Education teaching by library	<ul style="list-style-type: none"> <li>• Compulsory IS3 Research Information Skills and IS4 Research Data Management in-person courses (synchronous) converted into online courses on Moodle (asynchronous) during pandemic. Moodle is accessible</li> <li>• IS1 Library Orientation delivered remotely during pandemic</li> <li>• CUL gives guidance for making teaching accessible e.g. on Moodle, during Zoom / Teams meetings, in course materials, teaching / learning styles (less focus on other ED&amp;I aspects than accessibility however)</li> <li>• 2024-25 Library orientation provided in delivered in person</li> <li>• 2024-25 RDM training currently provided via CUL</li> </ul>	<ul style="list-style-type: none"> <li>• Done for 2020-21 and 2021-22 cohorts. Consider whether to continue mode of delivery post-pandemic Extended to Moodle based for 2022-23 and 2023-24 due to staffing levels and CC secondment.</li> <li>• Activities can be made more accessible on Moodle</li> <li>• CC has used female chemists as examples during training and in course materials</li> <li>• Consider how else can be improved, attend any training offered on wider aspects of ED&amp;I</li> </ul> <p>2024-25 updates</p> <ul style="list-style-type: none"> <li>• <b>Gather feedback from in person orientations</b></li> <li>• <b>Ensure handouts are accessible</b></li> <li>• <b>Update IS1 Moodle to reflect new orientation</b></li> <li>• <b>Liaise with PG education office to provide training which covers IS3 and IS2</b></li> </ul>	In progress
Accessible documents for library committee	<ul style="list-style-type: none"> <li>• To maximise access to documentation for all</li> </ul>	<ul style="list-style-type: none"> <li>• In place since Michaelmas Term 2021</li> </ul>	Done

Activity/Resource	Description	Action	Progress notes
<a href="#">Library website</a> and images	<ul style="list-style-type: none"> <li>• Accessibility built in but there is best practice about accessibility that applies</li> <li>• Only a few images of people, which are inclusive. All images have alt text.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Increase font size, spacing and use of headings to improve accessibility</b></li> <li>• <b>Introduce contents section with anchor links on most webpages to reduce scrolling</b></li> <li>• <b>Apply <a href="#">SCULPT</a> framework</b></li> <li>• <b>Continue thinking of ways to break up 'text-heavy' web pages with more visual elements</b></li> </ul>	In progress
<a href="#">Proxy borrowing</a>	<ul style="list-style-type: none"> <li>• Allows someone else to borrow books on your behalf</li> <li>• Mentioned on the <a href="#">Assistive Resources</a> page</li> </ul>	<ul style="list-style-type: none"> <li>• Need to mention in orientation sessions and on other relevant library web pages</li> </ul>	Done
DRC's <a href="#">AccessAble</a> website describes physical access to the Department buildings: <a href="#">Chemistry Building</a> , <a href="#">Chemistry of Health</a> , <a href="#">Centre for Molecular Informatics</a>	<ul style="list-style-type: none"> <li>• Detailed descriptions of access to and around Department buildings, including library. Lists library services available for disabled users</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Consider prominence of links on website.</b></li> <li>• <b>Need to mention in orientation sessions and on other relevant website pages</b></li> <li>• <b>Review library information on AccessAble to see if accurate and amend where necessary</b></li> </ul>	In progress
Accessible furniture	<ul style="list-style-type: none"> <li>• E.g. can seating be adjusted? Adjustable height desks/ standing desks?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explore furniture at other libraries for inspiration on how this could be improved</b></li> <li>• Purchase standing desk converter</li> </ul>	In progress  Done

Social media ( <a href="#">blog</a> , X: <a href="#">@chemlibcam</a> )	<ul style="list-style-type: none"> <li>Used to promote library services and resources, Department research outputs</li> </ul>	<ul style="list-style-type: none"> <li><b>Use to promote new ED&amp;I resources/literature in the wellbeing area</b></li> <li><b>Engage with national and international ED&amp;I initiatives such as International Day of Women and Girls in Science, University Mental Health Day, Mental Health Awareness Day</b></li> </ul>	Continuous
Catalogue terminal giving access to <a href="#">iDiscover</a>	<ul style="list-style-type: none"> <li>Accessibility built in</li> </ul>	<ul style="list-style-type: none"> <li><b>Consider physical access to terminal e.g. desk height</b></li> </ul>	In progress
NPLD (Non-Print Legal Deposit) terminal (for <a href="#">e-legal deposit access</a> )	<ul style="list-style-type: none"> <li>Accessibility built in</li> </ul>	<ul style="list-style-type: none"> <li><b>Consider physical access to terminal e.g. desk height</b></li> </ul>	In progress
Self-issue machine	<ul style="list-style-type: none"> <li>Used for borrowing and returning books during department opening hours</li> </ul>	<ul style="list-style-type: none"> <li><b>Consider physical access to terminal e.g. desk height</b></li> <li>Proxy borrowers can use machine on behalf of others, or books can be issued / returned manually by library staff instead</li> </ul>	In progress  Done
UMD computers	<ul style="list-style-type: none"> <li>4 PCs managed by UIS, used for work, emailing, and sending print jobs to MFD</li> <li>UIS considers that most students install the assistive software they need on their personal computers</li> </ul>	<ul style="list-style-type: none"> <li>Consider any specific software needed on UMD service ASAP</li> <li>Consider physical access to these e.g. desk height / chairs</li> </ul>	In progress
Docking solutions	<ul style="list-style-type: none"> <li>6 docking stations (large monitors with dock for use with laptops)</li> </ul>	<ul style="list-style-type: none"> <li><b>Consider physical access eg. desk height, moveability of monitor, access to wiring and plugs</b></li> <li><b>Staff can assist if needed, promote this</b></li> </ul>	In progress
Printing, scanning, photocopying using MFD	<ul style="list-style-type: none"> <li>Requires user to present University Card to machine to log on, then place documents</li> </ul>	<ul style="list-style-type: none"> <li>Provide up-to-date information about how to print/top-up print balance</li> </ul>	Done

	<ul style="list-style-type: none"> <li>or books onto the glass plate</li> <li>• Touch-screen and buttons to control</li> <li>• Print jobs can be sent to the MFD remotely from a department networked computer or laptop</li> </ul>	<ul style="list-style-type: none"> <li>• Consider physical access to this</li> <li>• Increase signage directing users to the printer room and signposting how to seek assistance</li> <li>• Remote access beneficial to all</li> </ul>	
Signage in library	<ul style="list-style-type: none"> <li>• The library map has been updated to reflect stock reconfiguration</li> <li>• An online interactive version of the map provides guidance on the direction of the shelving system in different sections</li> <li>• There is temporary printed signage next to equipment and on the end of shelving bays</li> <li>• Shelf blocks have been introduced in the large QC and QD sections of the main library collection to make the shelves more navigable</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Continue to update and improve shelf signage, e.g. introduce shelf markers at regular intervals at eye level</b></li> <li>• <b>Ensure all signage is clear and standardised in format, style and language/ terminology used</b></li> <li>• <b>Breakdown section further using signage on every bay. Gather feedback.</b></li> </ul>	In progress
Events, new services and collections	<ul style="list-style-type: none"> <li>• ED&amp;I related events, services or collections</li> <li>• Themed displays have included collections of books, posters and e-resources for University Mental Health Day, International Day of Women and Girls in Science, and Mental Health Awareness Day</li> <li>• Social media has been used to promote the library's participation in these events</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Continue to develop collection of assistive equipment</b></li> <li>• <b>Consider adapting use of social media to more effectively reach and engage with library users.</b></li> <li>• <b>Continue to engage with the Department in expanding collections</b></li> <li>• <b>Engage with CUL Decolonisation working group</b></li> <li>• <b>Engage with CUL ED&amp;I groups</b></li> </ul>	Continuous

Last revised 31/10/24 - SW