

[Users • Services]

Yu Xi

2026-07-24

ChinaRxiv

View the original and related papers at
<https://chinaxiv.org/items/chinaxiv-202607.00252>

Source: ChinaXiv. Machine translation. Verify with the original.

Abstract

The United Nations Sustainable Development Goals (SDGs) have had a profound impact on the development of all sectors worldwide and have also brought new development opportunities for subject services in university libraries. Carrying out SDGs-related subject services, especially subject data analysis, helps promote the in-depth utilization of library digital resources and further advances the development of librarianship. This paper outlines the current status and challenges of subject data analysis services in libraries, explains and analyzes the value and constituent elements of libraries' SDGs-based subject data analysis services, and presents the service practice of the Tianjin Normal University Library. Libraries' data analysis work oriented toward the United Nations SDGs aligns with national policy guidance, conforms to current trends in scientific activities, and promotes the enhancement of libraries' subject data analysis service capabilities.

Full Text

[Users • Services]

Research on Task-Driven Disciplinary Data Analysis Services Oriented Toward the United Nations Sustainable Development Goals*

Yu Xi

Tianjin Normal University Library, Tianjin, 300387

Abstract The United Nations Sustainable Development Goals (Sustainable Development Goals, SDGs) have exerted a far-reaching influence on the development of the world and of all industries, and have also brought new development opportunities for disciplinary services in university libraries. Carrying out SDGs-related disciplinary services—especially disciplinary data analysis—helps libraries make in-depth use of digital resources and thereby promote the development of librarianship. This article outlines the current situation and challenges of libraries' disciplinary data analysis services, explains and analyzes the value and constituent elements of SDGs-based disciplinary data analysis services, and presents the service practices of Tianjin Normal University Library. Libraries' data analysis work oriented toward the United Nations SDGs conforms to national policy guidance and to the current trends in scientific activity, and promotes the enhancement of libraries' disciplinary data analysis service capabilities.

[Keywords] University library; disciplinary service; disciplinary data analysis; SDGs; United Nations

[Chinese Library Classification Number] G252.6 [Document Identification

Code] A [Article Number] 1003-7845(2026)01-0089-06

[Citation Format] Yu Xi. Research on Task-Driven Disciplinary Data Analysis Services Oriented Toward the United Nations Sustainable Development Goals[J]. University Library Work, 2026(1): 89-94.

In September 2015, at the United Nations Sustainable Development Summit, 193 member states adopted the *2030 Agenda for Sustainable Development*, with 17 Sustainable Development Goals at its core (hereinafter referred to as the *Development Agenda*). The United Nations Sustainable Development Goals (Sustainable Development Goals, SDGs) cover major issues that urgently need to be addressed worldwide. In the *Development Agenda*, for the 17 SDGs, 169 specific targets and 232 specific indicators were proposed across the three dimensions of economy, environment, and society.[1] Since the United Nations promulgated the *Development Agenda*, government agencies, social organizations, academic institutions, civil groups, and others in various countries have responded actively, and the library community is no exception. The International Federation of Library Associations and Institutions (IFLA) has actively advocated for and participated in the implementation of the *Development Agenda*, linking library development with national development agendas. In response to the United Nations *Development Agenda*, since 2019 the *IFLA Trend Report* issued annually by IFLA has included SDGs-related content.[2] To advance the realization of the SDGs, IFLA revised the *Public Library Manifesto (1994)*; in the *Public Library Manifesto (2022)*, it placed particular emphasis on the concept of “sustainable development,” fully integrating librarianship into the SDGs.[3-4] It can therefore be seen that realizing the SDGs is both the responsibility and obligation of libraries, and serving the SDGs will also be a central focus of library work in the future.

Disciplinary data analysis services fall within the scope of library disciplinary services and constitute an important component of university library services. Universities have the functions of teaching, research, and service to society. Traditional disciplinary data analysis by libraries focuses on universities’ academic research or academic evaluation, reflecting their teaching and research capabilities. On the basis of disciplinary data analysis results, universities carry out structural adjustments, resource allocation, and funding distribution in order to improve their teaching and research levels. SDGs-based disciplinary data analysis is used to evaluate the contributions made by universities in practicing the SDGs, and represents another way of demonstrating university influence. It reflects universities’ ability to solve global problems and is an important manifestation of universities’ service to society.

Library research on SDGs-based disciplinary data analysis mainly includes collecting SDGs-related resources, providing support for SDGs-related literature resources, identifying a university’ s SDGs-related academic research outputs, and carrying out statistical and quantitative analysis of such identified outputs. Through SDGs-based disciplinary data analysis, it is possible to understand a university’ s capacity to solve social problems and its contributions to its region,

its country, and even the world. Therefore, disciplinary data analysis based on the United Nations SDGs is a new type of disciplinary data analysis service that differs from those of the past, and it realizes the transformation and upgrading of libraries' disciplinary data analysis services. On this basis, this study takes university disciplinary data analysis services oriented toward the United Nations SDGs as the research

* This article is one of the research outcomes of the Tianjin Municipal Education Commission Research Program Project (Humanities and Social Sciences), "Exploration of an Evaluation Model for Academic Achievements in Tianjin Universities Driven by Artificial Intelligence" (Project No.: 2023SK046), and the Tianjin Municipal Education Commission Research Program Project (Humanities and Social Sciences), "Research on the Application Mechanism and Efficiency-Improvement Paths of Journal Quartile Tables in Academic Evaluation" (Project No.: 2025SK034).

Author profile: Yu Xi, master's degree holder, associate research librarian; research interests include disciplinary services, data analysis, and scientometrics.

Date received: 2025-07-10 Responsible editor: Yang Qianzi

as the object, and, on the basis of expounding the current status and difficulties of library disciplinary data analysis services, analyzes the value and constituent elements of libraries' SDGs-based disciplinary data analysis services. It also presents the specific practice of Tianjin Normal University, with a view to providing reference and lessons for university libraries exploring SDGs-oriented disciplinary data analysis services.

1 Current Status and Difficulties of Library Disciplinary Data Analysis Services

1.1 Current Status of Disciplinary Data Analysis Services

Disciplinary data analysis is an important component of university library disciplinary services and is also a concrete embodiment of disciplinary knowledge services. At present, academia and industry have not yet provided a clear concept of disciplinary data analysis. By summarizing the existing literature, the author holds that disciplinary data analysis refers to data research carried out around disciplinary development in universities: various information sources in self-built and commercial data platforms are tracked over the long term, relevant data information is extracted, and multi-perspective, multi-indicator analysis is conducted through quantitative methods such as data mining and mathematical statistics[5]. Reports produced by disciplinary data analysis can be divided into multiple types according to different classification criteria (see Table 1).

Disciplinary data analysis provides an important reference basis for improving disciplinary development, optimizing disciplinary layout, determining the direction of disciplinary development, and allocating disciplinary resources[6]. With

the successive introduction and continuous advancement of national policies such as the “Double First-Class” initiative, the library community has witnessed a surge of interest in disciplinary data analysis, and many university libraries—especially those at “Double First-Class” universities—have launched this service. According to the disciplinary development of their institutions, libraries use commercial databases such as WoS, ESI, Scopus, and CNKI, as well as publicly available data officially provided, including patent data, funding data, and award data, to conduct disciplinary trend analysis, research performance analysis, disciplinary frontier analysis, and analysis of recruited talent from dimensions such as research output, funded projects, awards, and researchers[7][8], and publish the results in the form of brief reports or special reports.

Table 1 Types of Disciplinary Data Analysis Reports

No.	Classification Dimension	Report Type	Report Type	Report Type	Report Type
1	Degree of data processing	Data presentation type	Simple analysis type	In-depth mining type	—
2	Object of analysis	Talent evaluation	Patent analysis	Journal analysis	
3	Analytical perspective	Analysis of disciplinary development trends	Research-front analysis	Research performance analysis	
4	Number of disciplines	Comprehensive type (multiple disciplines)	Single type (single discipline)	—	—
5	Analytical indicators	Simple indicators	Complex indicators	Basic indicators	Innovative indicators

With the development of disciplinary data analysis services, scholars have investigated university disciplinary data analysis services from the perspectives of the department to which the service belongs, personnel, content, effectiveness, tools, and presentation. They have found that existing disciplinary data analysis services suffer from problems such as gaps in institutional development, incomplete data sources, homogenized analysis content, insufficient research depth, one-sided evaluation indicators, single-use tools, and inadequate display platforms[9]. Disciplinary data analysis services have entered a bottleneck stage of development and face challenges such as declining demand, content adjustment, and service transformation[10].

1.2 Difficulties Faced by Disciplinary Data Analysis Services

1.2.1 Insufficient Attention from Libraries Although the “Double First-Class” disciplinary development initiative has promoted the development of disciplinary data analysis, libraries still do not attach sufficient importance to disciplinary data analysis services. Many university libraries have not established dedicated systems for disciplinary data analysis work, including job responsibilities, qualifications, workflows, and evaluation systems. The number of disciplinary data analysts is insufficient, and assessment and incentive systems are lacking. Information related to disciplinary data analysis services is generally placed on secondary, tertiary, or even quaternary pages of library websites, and only a small number of university libraries display disciplinary data analysis reports on the homepage of their websites[11]. Some university libraries, such as Peking University Library, attach great importance to disciplinary data analysis services and have issued a large number of analytical reports with a certain degree of influence in the field. However, most university libraries, even those at “Double First-Class” universities, have not yet given sufficient attention to disciplinary data analysis services. According to research, among “Double First-Class” university libraries, public information on the official websites of only 13 libraries shows that they have launched this service[12].

1.2.2 Shift in National Policy Orientation In order to change undesirable tendencies in academic evaluation and reform and improve systems for evaluating achievements and talent, since 2018 relevant national departments have successively issued a series of policy documents related to “breaking the five-only” evaluation criteria. These documents point out that academic evaluation should adhere to classified evaluation and peer evaluation, emphasize paper quality rather than paper quantity, and implement a representative-work evaluation system. With the release of various documents, corresponding adjustments have been made to the application contents and evaluation indicators of various awards and evaluation activities, and some universities have also revised the assessment and evaluation contents in documents related to professional-title assessment and performance rewards. All of these have profoundly affected libraries’ current disciplinary data analysis work. Disciplinary data analysis services centered on academic evaluation are no longer receiving attention from relevant functional departments of universities, and disciplinary data analysis work has gradually been marginalized within libraries.

1.2.3 Lack of Unified Disciplinary Classification Standards Disciplinary data analysis cannot be carried out without disciplinary classification. To facilitate the effective management of literature, disciplinary classification has also undergone various changes and formed multiple classification systems. Chinese databases mostly use the Chinese Library Classification as the

Classification bases differ: foreign databases such as WoS, Scopus, EI, and ESI also each have their own classification systems, and the disciplinary granularity

of different classification systems varies. Taking Clarivate's InCites platform as an example, the platform includes 21 classification systems[13]. Among them are relatively broad classification systems such as GIPP and ESI, as well as more refined ones such as Citation Topics. Because disciplinary classification systems differ, before carrying out disciplinary data analysis, libraries must also conduct mapping among different disciplinary classification systems and evaluate the accuracy of such disciplinary mapping; all of this increases the difficulty of disciplinary data analysis. Since scientific research entered the fourth paradigm, disciplines have become highly intersected and integrated, and traditional disciplinary classification systems are no longer suited to the needs of current social production activities. A task-driven classification method oriented toward problem solving is more compatible with today's broader environment of interdisciplinary and cross-disciplinary research.

2 The Value of Developing SDGs-Based Disciplinary Data Analysis Services

2.1 Serving the SDGs Is a Key Task for Libraries

The establishment of the SDGs has launched global action for libraries to serve society. IFLA has also proposed that librarianship should be fully integrated into the SDGs and has called on libraries worldwide to actively participate in sustainable development actions. Developing SDGs-based disciplinary data analysis services is a concrete manifestation of libraries' service to the SDGs, and it is also the development direction of library disciplinary data analysis services under the new circumstances. Libraries should, in response to their universities' SDGs-related teaching and research needs, ensure the availability of relevant literature resources and carry out data analysis of related research outputs.

2.2 The SDGs Promote the Successful Transformation of Library Services

At present, there are still some shortcomings in libraries' provision of disciplinary data analysis services, and reforms in academic evaluation have also affected the status of this service within library work. To respond to the new requirements of current academic evaluation reforms, library disciplinary data analysis services must actively transform in order to seek survival and development. The SDGs provide an important opportunity for this transformation. By conducting SDGs-based disciplinary data analysis and evaluating universities' capacity and contributions in serving society, libraries can not only improve the level of disciplinary services and optimize service models, but also further promote the in-depth mining and effective utilization of digital resources.

2.3 The SDGs Make Up for the Deficiencies of Disciplinary Classification Standards

SDGs classification is not a new disciplinary classification system; rather, it is a classification framework constructed on the basis of social issues, taking whether social problems are solved as the evaluation criterion. Solving a particular social problem involves knowledge from multiple disciplines. SDGs classification no longer rigidly separates disciplines; it breaks disciplinary boundaries and eliminates disciplinary barriers. It is, in the true sense, a task-driven classification method aimed at problem solving and conforms to the development trend of contemporary scientific activity. At present, mainstream databases have correspondingly added SDGs classification systems. This entirely new classification method provides a direction for upgrading library disciplinary data analysis services; library disciplinary data analysis work should follow this trend and shift its focus toward the effectiveness and contributions of universities in SDGs practice.

3 Analysis of the Elements of SDGs-Based Disciplinary Data Analysis Services

SDGs-based disciplinary data analysis service is an emerging practice. It gives the traditional research scope of library science a new mission of the times, and it is also an important exploration by libraries in the transformation of disciplinary data analysis services. To carry out this type of service, it is necessary to systematically promote the coordinated construction of five elements: systems, resources, personnel, tools, and platforms.

3.1 System Elements

To develop SDGs-based disciplinary data analysis services, it is indispensable to establish scientific, standardized, and implementable related systems, including work systems, training systems, assessment and incentive systems, and evaluation systems.

- (1) Establish a work system. The sustainable development of university libraries should be closely integrated into the development blueprints of the country, region, and university. At the strategic level, libraries should proactively align with SDGs-related documents, as well as important national policies and guidelines concerning the construction of first-class disciplines in universities, the development of the “Four New” disciplines, and interdisciplinary research. Libraries should systematically incorporate the concept of sustainable development into the disciplinary data analysis service system; on this basis, they should improve relevant work systems, clarify qualifications, job responsibilities, and workflows, and provide institutional guarantees for the standardization of services.
- (2) Improve the training system. Libraries should formulate scientific librarian

training programs. Through multiple channels—such as regularly holding disciplinary data analysis exchange meetings, supporting participation in academic conferences and training workshops, and inviting data analysis experts to share experience—they should strengthen professional training, expand channels for cooperation, and comprehensively enhance librarians' competencies. Efforts should be made to build a high-quality service team with strong professional expertise, broad disciplinary backgrounds, and accurate data-processing capabilities, thereby providing solid talent support for libraries to carry out SDGs-oriented data analysis work.

- (3) Establish an assessment and incentive system. Regular professional assessments of disciplinary data analysis librarians may be carried out by organizing retrieval-skills competitions, data-analysis tool application competitions, and other forms of activities. Librarians who perform well should be rewarded in a timely manner, so as to fully mobilize their enthusiasm and initiative at work.
- (4) Establish an evaluation system. By comprehensively using user evaluation, third-party evaluation, and peer evaluation among librarians, the service team should be systematically assessed in terms of the effectiveness and comprehensiveness of the literature resources it provides for SDGs-related courses, as well as the comprehensiveness of data collection, the accuracy of data cleaning, and the scientific soundness of analytical content in data analysis reports. Feedback from the relevant service departments, schools, and functional offices should be used as an evaluation basis. At the same time, the evaluation system should be continuously optimized and improved in accordance with changes in work content.

3.2 Resource Elements

With the advancement of the SDGs, many universities in China have actively responded and engaged in practice, establishing relevant research institutions and offering series of courses and training programs. For example, Tsinghua University and Southern University of Science and Technology respectively established

the Institute for Global Sustainable Development at Tsinghua University[14] and the Shenzhen Institute of Sustainable Development[15], committed to conducting SDGs-based multidisciplinary and interdisciplinary research and to cultivating professionals in this field. Fudan University and Zhejiang University, through global summer schools, have carried out in-depth teaching and seminars on global health education under the Sustainable Development Goals[16] and on environmental governance issues[17]. SDGs-related courses cover a wide range of disciplinary themes. Under traditional disciplinary classification methods, literature organization and retrieval strategies have already become inadequate for effectively supporting access to relevant research resources; this points out a direction for libraries to explore new methods of literature organization and acqui-

sition. Libraries should actively support their universities' SDGs-related teaching and research services, including integrating library resource organization with the SDGs and collecting and organizing universities' sustainable-development research outputs.

(1) Integrate library resource organization with the SDGs. Systematically sort print and digital resources in the collection, covering journal articles, conference papers, patents, books, and so forth. Collect and track global SDGs literature resources, including relevant policy documents, materials from academic activities, scientific reports, and the like; integrate online resources and collection resources; and reorganize all types of resources according to SDGs classifications, so as to help universities conduct SDGs-related research. In conjunction with SDGs courses offered by the university, carry out resource-needs analysis, support-capacity assessment, and cost-benefit analysis, and continuously improve mechanisms for developing and evaluating SDGs resources. In the process of collecting and integrating resources, actively solicit opinions from domain experts and, with the help of their disciplinary backgrounds, judge whether the mapping between resources and the SDGs is accurate and whether it fits the university's SDGs curriculum.

(2) Collect and organize universities' sustainable-development research outputs. Libraries should, according to the content of the SDGs, classify and integrate universities' research outputs—such as monographs, papers, patents, and reports—under the 17 Sustainable Development Goals, build thematic databases, and update them continuously, thereby laying a foundation for subsequent data-analysis services. Through continuous accumulation and classification, libraries can help universities discover the quantitative distribution and research characteristics of their research outputs across different SDGs, clarify their own strengths and weaknesses, and provide references for future research planning.

3.3 Personnel Elements

SDGs-based disciplinary data analysis is a complex task. It requires practitioners not only to possess relevant disciplinary backgrounds and knowledge of library and information science, but also to have strong computer-based retrieval skills, the ability to process massive data in depth, data-mining capabilities, good communication skills, and a pioneering and enterprising spirit of sustained inquiry. Therefore, it is difficult to carry out SDGs-based disciplinary data-analysis services effectively by relying on only a small number of librarians. It is necessary to broadly involve professionals from within the library, within the university, and even outside the university, and to build a disciplinary data-analysis service team with broad disciplinary backgrounds, solid professional capabilities, and smooth communication. Team members should complement one another in knowledge structure and have a reasonable division of labor. The service team usually includes library subject librarians, data-analysis librarians, reference and consultation librarians, experts and scholars in relevant fields within the university, computer-technology support person-

nel, and professionals from off-campus information-service institutions, such as database vendors. The team should regularly follow the latest developments in the SDGs, deeply understand the specific content and indicators of the SDGs, and proficiently master the use of tools for data retrieval, processing, statistics, and visualization, thereby systematically improving the professional capabilities required for practitioners to carry out SDGs data-analysis work.

3.4 Tool Elements

SDGs disciplinary data analysis cannot be carried out without the support of relevant tools. The first and foremost requirement is that the library be able to provide retrieval tools and databases for SDGs-related literature. At present, a number of information-service institutions already provide services for obtaining SDGs-related literature. Elsevier was the first to release a list of SDGs-related subject terms, construct mapping relationships between keywords and the SDGs, develop retrieval strategies for the SDGs, and load them into the SciVal platform as predefined research areas, helping researchers and research institutions track achievements and progress made in the SDGs[18]. Clarivate's InCites platform has a built-in classification system based on Citation Topics, covering three levels: macro, meso, and micro. By establishing mapping relationships between micro citation topics and the SDGs, the platform can classify selected topics and related publications into the SDGs, supporting literature retrieval and analysis by specific goals as well as the calculation of various indicators[19]. EBSCO has integrated multiple resources and built thematic databases oriented toward individual SDGs, such as Diversity, Equity and Inclusion Resources; Alt Healthwatch; Food Science Source; Business Source Ultimate; Environment Complete, and others. The open platform Dimensions also provides functions for retrieving SDGs-related outputs. In addition to literature-retrieval databases, data-processing, statistical-analysis, and visualization tools are also needed, such as Excel, SPSS, CiteSpace, and VOSviewer.

3.5 Platform Elements

To carry out SDGs-based disciplinary data-analysis services, multiple platforms need to be established, including an SDGs data and information collection platform, an SDGs literature-resource support platform, an SDGs research-data management platform, and an SDGs service marketing and promotion platform.

(1) Establish an SDGs data and information collection platform. Publicize SDGs-related documents, activities, and developments. The content should cover SDGs-related policies and systems issued by the United Nations; service reports from the library community on promoting the implementation of the SDGs; research reports and typical cases released by institutions in other countries and regions; and SDGs-related campus activities, social practices, news publicity, and distinctive cases organized by the university.

(2) Establish an SDGs literature-resource support platform. Integrate collection

resources, publicly available online resources, and open-access resources, and manage them by classification according to the 17 SDGs, so as to facilitate user retrieval and use. Set up channels for users to recommend resources for purchase, and promptly supplement insufficient resources according to user needs. Continuously enrich and improve SDGs-related literature resources to support the university's smooth implementation of

provide support for SDGs-based teaching activities and scientific research.

- (3) Establish an SDGs research data management platform. Systematically collect research outputs produced by universities in SDGs-related fields, record information such as authors' research fields and affiliated departments, and at the same time integrate relevant courses offered by departments and SDGs research institutes. Establish linkages among courses, scholars, and research outputs, thereby forming a university-level SDGs research-output repository. Scientific data generated in the research process should be collected, stored, shared, and reused, so as to realize full-lifecycle management of scientific data.
- (4) Build an SDGs service marketing and promotion platform. According to dimensions such as time of generation, served school or college, and specific SDGs, the SDGs data analysis service reports compiled by the library should be classified and preserved, so as to build an SDGs data analysis product repository. Through the platform, various SDGs data analysis service products can be displayed to enhance their visibility, accessibility, and influence, prevent service products from becoming "one-off" achievements, and maximize their long-term value. A regular release mechanism should be established, and channels for feedback and evaluation should be provided. By combining user behavior data such as platform views, downloads, likes, shares, and comments with feedback and evaluations collected by telephone, questionnaires, visits, and seminars, the service content can be continuously optimized and user satisfaction improved.

4 Practice of SDGs Disciplinary Data Analysis Services at Tianjin Normal University Library

The Reference and Consultation Department of Tianjin Normal University Library has carried out the collection and organization of the university's research outputs based on the SDGs, and has explored practical pathways for obtaining relevant research outputs. This service consists of three stages: preliminary preparation, mid-term formation, and later improvement.

In the preliminary preparation stage, based on the university's disciplinary characteristics, development orientation, key disciplines, and SDGs courses already offered, an SDGs disciplinary data analysis service team was formed to sort out and integrate SDGs resources. At the same time, libraries that had already developed related services were investigated, visited, and studied, their successful experience was drawn upon, and extensive exchanges were conducted

within the library, functional departments, relevant schools and departments, and research institutions to understand user needs.

In the mid-term formation stage, a specific plan for SDGs disciplinary data analysis services was formulated according to user needs, and the data scope, retrieval tools, and analysis tools for investigation and analysis were determined. Because different SDGs literature retrieval tools differ in retrieval methods, applicable scenarios, retrieval results, and presentation formats, the working team first investigated and comparatively analyzed the results of the two retrieval tools InCites and SciVal. The study found that there were substantial differences between the retrieval results of the two tools

20

. In addition, it was found that SciVal contained errors in the description of institutional address information. In response to these issues, it is necessary to further standardize the writing forms of subject terms, and normalization of different variants can be achieved through regular expressions. To reduce false retrievals and missed retrievals during data searching, various variants of institutional names must be fully considered when constructing search strategies, and auxiliary retrieval should be conducted with the help of information such as addresses and postal codes. For bibliographic problems existing in databases, cross-searching across multiple retrieval tools and comparison of retrieval results can be used for correction and supplementation. For papers whose SDGs attribution differs across platforms, manual judgment is required; if the attribution still cannot be determined, experts in relevant fields should be consulted. After the retrieval results are obtained, subject librarians begin data cleaning. During the data-cleaning process, attention must be paid in a timely manner to institutional changes, and departmental directories must be continuously maintained and updated, so as to address data inconsistencies caused by changes in institutional names, differences in written forms, and the establishment, reorganization, or cancellation of schools and departments. Subsequently, the relevant data are further checked and standardized, including supplementing missing information, deleting duplicate and invalid information, and unifying data formats. The summarized statistical results are analyzed and discussed to form the first draft of the report. The report includes the number of SDGs-related papers among the university's research outputs, publication trends, and the distribution of outputs and research characteristics of the university across different SDGs. For each SDG, the number of papers, major secondary-level institutions, and publishing scholars are counted. The analysis found that the university performed prominently in SDG4—Quality Education. The university has submitted an application to participate in the Times Higher Education World University Impact Rankings, which is the world's first university ranking system to assess universities' contributions to the SDGs. In the 2025 ranking, the university was successfully included in the SDG4 outstanding-contribution institutional list, ranking 201–300 globally and second among universities in mainland China.

In the later improvement stage, the library sends the first draft of the report to users, who propose revisions according to their actual circumstances. The library then revises the first draft according to user suggestions and forms the final report. The final report is published on the platform for viewing by the entire university, thereby attracting more potential users. At the same time, resource development can be further optimized based on user feedback.

5 Conclusion

Promoting global sustainable development is a shared responsibility of society as a whole. Practicing the SDGs is an important manifestation of universities' fulfillment of their social service functions. As an important component of universities, university libraries should also assume their due responsibilities in advancing the SDGs. Carrying out data analysis services for universities' SDGs-related achievements not only conforms to China's policy orientation of "breaking the Five Onlys" and building world-class universities with Chinese characteristics, but also provides new perspectives and new ideas for libraries' disciplinary data analysis work. Against this background, university libraries should build on their own strengths, continuously expand service content and methods, and, through precise, personalized, and forward-looking disciplinary data analysis, play an information-leading role in universities' SDGs development. Library services can not only help universities implement the SDGs, but also promote the joint participation of institutions from all sectors of society and government agencies, contributing to the resolution of prominent global problems in the economic, environmental, and social domains.

References

- [1] United Nations Sustainable Development Goals and Indicator Framework Analysis [EB/OL]. [2024-11-21]. <https://sdg.js.org/>.
- [2] Zhou Yulin, Chen Fengping, Wang Yang. Review and Reflection on the *Library Service Declaration: An Analysis Based on the IFLA Trend Report* [J]. *Library Journal*, 2023(8): 14-20.
- [3] Zhang Yi. A Preliminary Comparative Study of the 2022 and 1994 Editions of the IFLA-UNESCO *Public Library Manifesto*: Based on a Personal Chinese Translation [J]. *Library Journal*, 2022(11): 78-84, 93.
- [4] Liu Jiaqin. The Social Value and Contemporary Mission of Public Libraries: An Interpretation of the IFLA-UNESCO *Public Library Manifesto (2022)* [J]. *Library Development*, 2022(6): 30-39.
- [5] Pan Xiangcen, Liu Fengxia. Investigation and Reflections on the Current Status of Discipline Analysis Services in University Libraries under the "Double First-Class" Background: Based on a Survey of 80 Universities Nationwide [J]. *Library Work and Study*, 2020(9): 33-37.

[6] Wang Xuelian, Kong Fanjing, Liu Wanguo, et al. Investigation of Discipline Data Analysis Work in “Double First-Class” University Libraries [J]. *Research on Library Science*, 2019(10): 68–74.

[7] Li Feng, Zhang Huili, Zhang Chunhong, et al. Processes and Methods for University Libraries to Conduct Discipline Competitiveness Analysis: Taking the *Peking University Discipline Competitiveness Analysis Report* as an Example [J]. *Library and Information Service*, 2020(16): 13–21.

[8] Zhang Chunhong, Wu Aizhi. Models and Methods of Discipline Information Services under the Background of a New Round of “Double First-Class” Construction [J]. *Information Studies: Theory & Application*, 2023(3): 134–140.

[9] Chen Xin, Yang Ting, Liu Yingxi. Research on the Current Status and Influencing Factors of Discipline Analysis in University Libraries [J]. *Shandong Library Journal*, 2021(4): 1–5.

[10] Liu Xia, Ma Haoqin, He Wen, et al. Exploration of the Transformation of Discipline Analysis Services in University Libraries under the Background of Academic Evaluation Reform: Taking Wuhan University Library as an Example [J]. *Library Journal*, 2023(3): 44–51.

[11] Guo Lina. Investigation and Analysis of the Current Status of Discipline Intelligence Services in “Double First-Class” University Libraries [J]. *Research on Library Science*, 2022(2): 60–67.

[12] Zhao Guorong, Yang Guang, Xiao Long. Survey and Research on Discipline Competitiveness Analysis Services in “Double First-Class” University Libraries [J]. *Library Work and Study*, 2021(11): 41–47.

[13] Research area schemas [EB/OL]. [2024-11-17]. <https://incites.zendesk.com/hc/en-gb/articles/20859100294289-Research-Area-Schemas>.

[14] Tsinghua University Institute for Global Sustainable Development [EB/OL]. [2024-11-17]. <https://thusdg.tsinghua.edu.cn/>.

[15] Shenzhen Institute of Sustainable Development [EB/OL]. [2024-11-17]. <https://sisd.sustech.edu.cn/>.

[16] Jiang Hong, Qian Xu. Discussion of Global Health Teaching in the Era of Sustainable Development: Based on the Experience of an International Summer School [J]. *Shanghai Journal of Preventive Medicine*, 2019(9): 778–783.

[17] School of Environment and Resource Sciences, Zhejiang University. SDG Global Summer School Preview | Climate Governance and Sustainable Development [EB/OL]. [2024-11-17]. https://mp.weixin.qq.com/s?__biz=MzA3NzUwOTcwNw==&mid=2649189161

[18] SDG research mapping initiative [EB/OL]. [2024-11-16]. <https://www.elsevier.com/about/sustainability/sdg-research-mapping-initiative>.

[19] Sustainable development goals [EB/OL]. [2024-11-16]. <https://incites.help.clarivate.com/Content/ResearchAreas/sustainable-development-goals.htm>.

[20] Yu Xi. Research on Retrieval Strategies for Publications on the United Nations Sustainable Development Goals [J]. *Journal of Documentation and Data Studies*, 2025(1): 72-85.

Research on Task-Driven Discipline Data Analysis Services for the United Nations Sustainable Development Goals

Yu Xi

Tianjin Normal University Library, Tianjin, 300387

Abstract The United Nations Sustainable Development Goals (SDGs) have had a profound impact on global development across all sectors and have also brought new opportunities for the development of subject services in university libraries. Conducting SDG-related subject services, particularly subject data analysis, is conducive to deeper utilization of library digital resources and promotes the development of librarianship. This article outlines the current status and challenges of subject data analysis services in libraries, clarifies the value of developing SDG-based subject data analysis services, analyzes the key components of such services, and presents the service practices of Tianjin Normal University Library. The study concludes that conducting data analysis oriented towards the SDGs aligns with national policy directives, corresponds to the development trends of contemporary scientific activities, and enhances the capacity of libraries in providing subject data analysis services.

Keywords University library; Subject services; Subject data analysis; SDGs; United Nations

Note: Figure translations are in progress. See original paper for figures.

Source: ChinaXiv. Machine translation. Verify with the original.