

## Community Collaborations: Activity Outcomes #CSGUK19



Groups were asked to discuss which potential collaborators could be most helpful to provide wellbeing support in libraries, and to plan an elevator pitch for senior managers on why and how your library should be supporting the wellbeing agenda, with one or more of these partners. Below are the ideas:

No:	Collaborators you want to work with:	Idea for collaboration:	Outcomes/ benefits:	3 main points for your pitch:
1	<ul style="list-style-type: none"> <li>National Autistic Society</li> <li>University Disability Services</li> </ul>	<ul style="list-style-type: none"> <li>Educating frontline staff</li> <li>Improving sensory experience and equipment</li> </ul>	<ul style="list-style-type: none"> <li>Greater awareness and conversation</li> <li>Better provision</li> <li>Increased engagement</li> </ul>	<ul style="list-style-type: none"> <li>Increasing accessibility for users we don't interact with as regularly</li> <li>Engagement - team of key contacts for ASD users</li> <li>Training and best practice</li> </ul>
2	<ul style="list-style-type: none"> <li>University</li> <li>Community Groups</li> <li>Other internal depts</li> </ul>	Informal drop-ins for International Students (inc. provision and information from partners). Open to all/UK students also.	<ul style="list-style-type: none"> <li>Reduced isolation</li> <li>Cultural exchange – food!</li> <li>Improved staff and student wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>The need exists: feedback from and observation of students shows isolation.</li> <li>Cheap, and undertaken when there is most capacity, i.e. vacations.</li> <li>Scalable; involving UK students who remain on campus, can invite other departments</li> </ul>
3	Everyone!	Wellbeing fair	<ul style="list-style-type: none"> <li>Increased awareness of services/support</li> <li>People could learn about new techniques/coping strategies</li> <li>Increase independence</li> </ul>	<ul style="list-style-type: none"> <li>Why prioritise on organisation when they are all important?</li> <li>Very definition of inclusive – open to everyone, useful to everyone</li> <li>Build on the feedback from fair to provide student led sessions/support/interventions, rather than institutionally led</li> </ul>

4	<ul style="list-style-type: none"> <li>• Student Support</li> <li>• Students Union</li> <li>• Chaplaincy</li> </ul>	Mindfulness session: “wobble week” for new students and exam time.	<ul style="list-style-type: none"> <li>• Stress management</li> <li>• Relief</li> <li>• Include library collections</li> </ul>	<ul style="list-style-type: none"> <li>• SU socialisation activities</li> <li>• Student support</li> <li>• Chaplaincy: meditation</li> </ul>
5	Police and NHS	Personal safety: <ul style="list-style-type: none"> <li>• At night</li> <li>• Alcohol</li> <li>• Getting travel organised</li> </ul>	<ul style="list-style-type: none"> <li>• Where to get help</li> <li>• Where to access travel</li> <li>• aware of alcohol/drugs</li> <li>• accessing (emergency) healthcare</li> </ul>	<ul style="list-style-type: none"> <li>• Being safe</li> <li>• Impact on services/raises profile/increases confidence</li> <li>• Health and wellbeing</li> </ul>
6	Internal wellbeing team	Revise and relax: drop-in and bookable sessions	<ul style="list-style-type: none"> <li>• Reduce stress</li> <li>• Motivation</li> <li>• Building relationships between students and the library and support services</li> </ul>	<ul style="list-style-type: none"> <li>• Improve student retention/wellbeing</li> <li>• Improve collaboration between staff and students and increase knowledge of services</li> <li>• Inclusivity</li> </ul>
7	Student Services (Wellbeing, disability teams)	Creating a sensory room	Dual purpose for students with a variety of conditions, e.g. ASD, anxiety, depression, bipolar	<ul style="list-style-type: none"> <li>• We don’t cater for these students at the moment in terms of study provision, e.g. lighting, privacy...</li> <li>• Equality of provision</li> <li>• More likely to be able to study in this space</li> </ul>
8	Mind, Samaritans	Drop-ins – library as venue	Charities come to space students are already present in	<ul style="list-style-type: none"> <li>• Promoting library as central venue of the University</li> <li>• Trusted venue and staff. Safe environment to have challenging conversations.</li> <li>• Promoting healthy study techniques and awareness of vulnerabilities of students in 24/7 space</li> </ul>

9	Pet Therapy, SU	Pet therapy – termly at exam time	<ul style="list-style-type: none"> <li>• Offer relaxation</li> <li>• Stress-free timeout</li> <li>• Help with concentration/exam success</li> </ul>	<ul style="list-style-type: none"> <li>• Free</li> <li>• Student wellbeing</li> <li>• Retention</li> </ul>
10	National Autistic Society	<ul style="list-style-type: none"> <li>• Training for staff (how to approach enquiries)</li> <li>• Use for advice on refurbishment</li> <li>• Produce a video!</li> <li>• Organise a family day</li> </ul>	<ul style="list-style-type: none"> <li>• Increased/improved student satisfaction</li> <li>• Attract and retain autistic users</li> </ul>	<ul style="list-style-type: none"> <li>• Increased/improved student satisfaction</li> <li>• Supporting students mental health and wellbeing – providing an inclusive environment</li> </ul>
11	Student Union	Library/SU joint project to provide out-of-hours peer support/buddies to attend students in need and spend time with them (on call/paid role	<ul style="list-style-type: none"> <li>• Crisis support out of hours for issues not at 999 level.</li> <li>• Prevent over or inappropriate use of security resource</li> </ul>	<ul style="list-style-type: none"> <li>• Using students as mentors – trained security blanket</li> <li>• Provision of safe space for them to spend time</li> <li>• Employability</li> </ul>
12	Local public library	Promoting wider range of reading material and activities.	<ul style="list-style-type: none"> <li>• Encourages wellbeing/mindfulness for students</li> <li>• Local community engagement</li> </ul>	