

Please stand by for real time captions. Speed --

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>> Good morning. My name is Alan. I will also present along with Keith. We are talking about [Indiscernible] and how the library's can talk about this. One thing, I have three questions. In order to find information. Who cares about the information? And where do you find the information? And who is left out of the conversation? This is going to be an interactive workshop. We would like everyone to participate. We want to think about different groups and our community. I am a brand-new government commission library and. I always hear about value. And everyone just assumes that everything is available on the Internet and that everyone can find it. Especially being in a town like Boulder Colorado, -- [Indiscernible] and we want to find and -- an inclusive community.

>> This brings me back to my days of performance. Hello everyone my name is Kate. I want to thank you for coming. I want to ask you, a few questions for -- about your own political participation. I also want to go over some national statistics and figures that we should think about during a political issue. This is going to help us with the framework because we have our own perspective and background. And we will talk about what we do. How many voted in the last presidential election? It is almost 100%. The Boulder turnout, people who submitted a valid -- ballot was around 50%. There are reasons why people are not registered to vote. Does anybody want to know the reason why people did not cast their ballots? Why did register voters not want to vote. They did not like the candidates. 75% did not vote because they did not like any of the candidates. And that is a very scary number. And other responses is that they did not have transportation to the polls, and also other physical disabilities that People from the polls. Who has been engaged in some political activities? Did you ever post your opinion on a political candidate? And 72% of Americans have done this. How many went to a rally? It was about 39%. I would also like to see 100% of participation.

>> We can see where this divides America. Because only 48% of look for government services. And 35% have researched online for government research. We have a huge base of people that we need to work with. And this is my last one, have you used a library in the past year? There are a couple of aspects to all of this. About 53% of Americans reported they have visited a library or some kind of interaction. When you hear a talk about how millennial's are engaged -- [Indiscernible] and 19% of Americans have never visited a library. And if this -- and of this population the majority are males. This could be because a neighborhood does not have a library. Academic libraries. I remember as a freshman, I was terrified on how PA the library -- on how big the library was. In one study, freshman did not visit a library because they did not understand how the books were organized. And they were just overwhelmed because of all of the books on the shelf. And 36% found the library signage to confusing. It is difficult to disconnect yourself in that conversation. So I want to talk about political participation. I want you to understand the different experiences in this room. Most of us do vote and read articles online. And all of us here would use government information. But we do need to recognize that many of our colleagues do not have the same experience. We have may inadvertently make them feel uncomfortable. We might be living in a bubble. So we need to recognize our own perspective and our own biases. And we need to have a conversation. We hope that this activity will be interactive. I hope you enjoy this.

>> On your table, you have personas. These are fictitious people -- and we want you to think about this person. And talk to each other. And we will share in about 10 minutes. I would like you to discuss the following questions. And for those who do not have [Indiscernible] because you are all the way in the back is what you can do -- [Indiscernible--low volume]

>> We encourage you to be very loud.

>> [ Captioner standing by during small group exercise. ]

>> In a few more minutes I would like all of us to come back together.

>> I think I would like all of us to come back together. And we will have another chance to discuss all of these issues. Does anybody want to share what they found?

>> What we talked about, a 55-year-old patron who is disenfranchised because he has severe arthritis. And he has trouble getting to the library, and he needs help with the IRS form. And he struggles to get to the library so he struggles failing -- filling his IRS forms. How many of us still use a paper form? And he asked to come to the library to use the computer. And he does not like to use the computer nor does he have skills.

>> Does anybody else have this type of person? Do you want to at anything?

>> We will print out the forms for a person like that. Especially for people who do not trust putting information on the computer as well. And we let them make copies if they want to. And if they cannot come to the library we do send them the forms.

>> One thing, we do not say are you unable to come to the library rather we say are you comfortable coming to the library? And we will send the ball forms. -- send them the forms.

>> We assume that everyone can contact the library. And in our case, we are and our -- an hour away from Denver. So sometimes it is very difficult for people. And so we assume they have the ability to contact us but they may not.

>> Good morning. My question in this case, to what extent do we expect patrons to reach out to us? And the reason I ask this, if we make it available online, and at least let people know if they can call us we can mail that form to them. But how do we do this if we do not know this particular individual does not know how to use a computer so how can they reach out to us?

>> Sometimes we do not know -- I think some of that is all about empathy. We do need to realize that there are people like that out there. And so library's may have more knowledge about these people. But later on we will talk about practical solutions. But I think we need to acknowledge that we have limitations as well.

>> Does anybody else want to share with us?

>> Undergraduate students, who has a scholarship because of football. They have issues, and they have a tutor but they do not get along with the tutor. First I want to let you know I am from the University of South Carolina. My reaction, at our institution all of our athletes have tutors. If they came to me in the library, we have an area in our library where we can block the students -- I will call up the athletic active diet -- athletic academic advisor and let her know I want to block an athlete like that. And the people in the library with no that they should come to me at our university. So we keep a connection going.

>> My situation, we had an athletic scholarship at a community college. And the resources at a community college versus a big university are probably different. I will tell the child, to go to the library. But I do know library's -- [Indiscernible] and they do have a specific outreach for athletes. I think the library is a perfect institution and service to reach out.

>> Does anybody else want to chime in?

>> We talked about this one -- and what we Coming back to -- and what we kept coming back to, is that we need to tell every person that we have the services. And we want them to take advantage of them. But I think we could do a better job

>> And a student might exist in a culture where it can be difficult to reach out. Because sometimes it is difficult to recognize that you have a weakness. And so sometimes it is difficult for them to ask the library for help.

>> My name is Dave Morrison, I am from the University of Utah. Our library has specific programs for our athletes on campus. We will work with the individual, to help them to become comfortable -- and ask for help. Recently there has been a discussion about athletes being overprivileged. There could be a bug -- a bunch of backlash, because it might seem like athletes might have a free ride or something. But this is something that could come up. In our library, we will work with the athletic program throughout the year. And we make ourselves available to them.

>> When I was writing this persona -- I was thinking about some of the statistics of NFL athletes. Some of them did not have any support in their academic career. And how many of them have a hard time with things like writing skills. And that is what I was thinking about when I wrote this question. Sometimes they have never been in a library before.

>> Now we can move on to the next question. What are some practical things that we can do? I want you to talk of monks -- I want you to talk among each other. I would like to have everybody worked together because that would be fantastic. You can use [Indiscernible] or you can follow this link and you can see the questions there. And I would like everybody to come back together after you discuss this.

>> [pollev.com/allanvanhoye127](http://pollev.com/allanvanhoye127) .

>> I will rock -- walk around and help everybody.

>> [ Captioner standing by during small group discussion. ]

>> I also want to let people know that online you can also txt us. -- text us.

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>> We are going to spend about two more minutes and then I would like all of us to come back.

>> I will read some of the responses. And again I hate to interrupt such a great conversation. But we only have so much time. I will read down the line and we will go from there. The first one is to, take a step back and look at our patrons. And do not assume that we know something. It is so good not to assume. And also to have empathy. And we sometimes forget that it is hard to be a student. Also to work with disabled student services. And meet the students outside of the library. Especially in terms of reaching out to student services. And we should be more accessible. Outreach to the patrons. Offer expanded appointment time. Make the library more accessible. Have more training for public library staff.

>> I worked at the Aurora library which was very diverse. It was unbelievable to me how many students needed to use the library hotspots.

>> Helping the student find reading material. And to give support to the student who is using the library. Refer to a library and who has -- refer to the librarian has [Indiscernible] . Students with counseling services. I would say also, we need to recognize that sometimes the student does not want us to know they'd need help getting services. Connects students with military veterans. And looking at websites that are vitally compliant -- that are 508 compliant. And thinking how we can communicate in other ways. And figuring out, what is outside of the library and go there. And also to provide help online as well. We do have other Liberiens who go to other libraries. Having laptops available for students. And community engagement and outreach. And also building a good network. And we do have two big knowledge that we do have limitations -- and we do have to acknowledge that we have limitations. We also have to big knowledge that we have biases and that we have to confront them. Sometimes we heard her -- how [Indiscernible] cannot use technology. So we need to grow a good relationship with the student. Is there anything else you would like to act -- add?

>> How many are from an academic library? What about a public library? Because I think a lot of us will just focus on the academic student. But we do have a mandate to serve the public as well. I have a homeless gentleman that visits our library every day. I do not know what he is [Indiscernible] . He is actually studying and doing work. So we need to look at how we can help him. And we also need to know what is going on in their lives. And also we have government information library's [Indiscernible] .

>> I think we are also in a positioned to advocate for the student. I think advocacy for students and patrons who cannot be for themselves as well. Do we have any other comments or any other questions?

>> My name is Dave Morrison from the University of Utah. Your last comment about advocating for the public library. This is something that I am very aware of. When I was at the university I was working with patent and trademark -- also research and technology. I would help them figure out if they had something that could be patentable. And I became -- aware that there is only so much that I can do for them because I cannot practice law. But I can point them to resources. And what they should do with

their particular intervention -- invention. Also helping with tacks forms. -- tx forms. -- tax forms. I know there is a legal [Indiscernible] so I just wanted caution you on that.

>> The state of Colorado, does have free and reduced legal advice.

>> I am a new governmental library and -- librarian . I think it is very important that are staff, need to represent and show what we have. So are patrons can see people who are like them.

>> I do not know if we have time to get in to that discussion.

>> The athletic persona felt they did -- that the tutor did not understand them. But that is why we want inclusion. We also want to work with people that we can relate to.

>> IP we can -- I think we can advocate for people.

>> Thank you so much.

>> Here are all of our citations.

>> [ Event concluded ]