Highlighting Heritage: Promoting Collections through Pop-Up Libraries at the Multicultural Center

ARTICLE

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ABSTRACT

This article discusses a pop-up library program that was piloted at the University of Arkansas Libraries in collaboration with the University of Arkansas Multicultural Center. The goals of the program were to increase the visibility of library resources and services, to highlight diversity within library resources, to encourage interaction with students in a casual setting, and to invite students to inform future collection development. This article discusses the planning, implementation, and outcomes of the program. The inclusion of a button maker and a whiteboard were found to be particularly successful tools in encouraging student interaction. The authors also reflect on changes they would make to the program in the future to enhance student engagement and relationship building with student groups and campus organizations.

KEYWORDS

Libraries and archives are always exploring strategies to raise awareness about library resources and services. In recent years, libraries have experimented with expanding services into new spaces outside of the traditional library environment. During the 2019–2020 academic year, the University of Arkansas (UArk) Libraries partnered with the UArk Center for Multicultural Education (the Multicultural Center) to pilot a pop-up library program highlighting cultural diversity as part of the center's Cultural Heritage Months events. During the fall 2019 and spring 2020 semesters, the Librarian in Residence (LIR) and the Research & Educational Services Archivist (RES Archivist) curated a pop-up library each month featuring circulating materials from the Diversity Collection and original, primary sources from the Special Collections Division. These materials were paired with interactive, hands-on activities to encourage engagement, such as creating buttons from images in the Special Collections materials and answering questions or participating in polls on a whiteboard.

This pilot program grew out of the LIR's relationship with the Multicultural Center as the Diversity Liaison for the library; it provided the opportunity to highlight themes of diversity and inclusion with resources from the library's circulating collections and Special Collections. The goals of the program were to increase the visibility of the library's collections as well as the diverse groups represented, to encourage student interaction with library resources and staff in a casual setting, and to collect information from interactions to inform future

collection development. It is the authors' hope that the pilot program discussed in this article will serve as a model for similar programming at other institutions and might inspire others to seek out ways to highlight diversity and inclusion in their own public programming.

Literature Review

A review of library literature reveals an increasing move towards innovative outreach efforts that take place beyond the traditional library space. Pop-up libraries or pop-up exhibits have proven to be particularly useful forms of outreach and there is a growing body of literature about this type of programming. While the term "pop-up" has become the customary way to refer to short-term library displays or exhibits, there is no standard definition. For the purposes of this article, the authors have drawn on an abbreviated version of the definition offered by Davis et al. (2015) in their exploration of pop-ups in public library outreach efforts in Australia:

> A pop-up library is a collection of resources taken outside the physical library space to the public. These resources may be physical or digital. . . Pop-up libraries are about informal access to library resources. . . A pop-up library should be unexpected in the space it occupies, thus generating a buzz and garnering attention—this will be added to by the pop-up library's temporary nature (Davis et al. 2015, 97).

Literature on pop-up libraries highlights the ability of these temporary programs to increase the visibility of librarians and library services (Anderson, Bull, and Cooper 2014; Barnet, Bull, and Cooper 2016; Dera et al. 2019). The casual nature of the pop-up, the use of incentives such as prizes or free promotional materials (Anderson, Bull, and Cooper 2014; Barnet, Bull, and Cooper 2016; Dera et al. 2019; Gofman and Settoducato 2019; Empey and Black 2005), the hands-on engagement offered, and the incorporation of activities that encourage student interaction with materials and library staff are all considered to be elements that make pop-up libraries successful (Gofman and Settoducato 2019; Lotts 2015; Lotts and Maharjan 2018).

Pop-up programming has come to the forefront in discussions of library and archives outreach in the last five to ten years, though there is some disagreement on the origins of pop-up libraries. Some have suggested that they evolved out of pop-up culture in the private sector, such as pop-up restaurants or retail shops that are often tied to short-term events (Davis et al. 2015). Yarrow and McAllister, librarians at the Ottawa Public Library, argue that pop-up libraries are an extension of historical book wagons and bookmobiles, outlining a long history of librarians conducting outreach outside the physical confines of a library building (2018). The literature also points to organizations like Little Free Library (Davis et al. 2015), an international movement in which volunteers create mailbox-sized free libraries in their communities (Little Free Library, 2020), as inspiration for pop-up libraries.

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Whether pop-up libraries are an evolution of long-standing traditions in librarianship or a more contemporary phenomenon, they have become an increasingly popular outreach method. Pop-up libraries serve as a low-cost way to engage a wide range of individuals who may not normally visit the library (Settoducato 2017; Gofman and Settoducato 2019). This is especially important

for organizations that may not see the value in outreach programming, or that lack the resources to host traditional outreach events, which often require a significant amount of funding as well as dedicated public relations efforts on the part of the library (Fleming and Gerrard 2014).

One of the key aspects that differentiate pop-ups from other forms of programming is the ability to host them nearly anywhere, thereby reaching those who may not physically visit the library often or at all. The literature reveals that one of the most cited reasons for pursuing pop-up programming is to increase the visibility of the library—its collections and its services (Anderson, Bull, and Cooper 2014; Barnett, Bull, and Cooper 2016; Davis et al. 2015; Dera et al. 2019). For example, the University of Birmingham piloted a pop-up library within the main lobby of the University's Business School to reach a group of students who did not regularly use the library's resources and services but whose coursework required them to use business databases (Anderson, Bull, and Cooper 2014). Following the initial pop-up, the librarians have since experimented with hosting pop-up libraries in a variety of teaching, learning, and social spaces on campus (Barnett, Bull, and Cooper 2016). Of note, the University of Birmingham Librarians have found that not all spaces outside the library are well suited for pop-up libraries. Transitional spaces, such as large lobby areas of academic buildings, were found to generate fewer interactions than mixed-use spaces in which students socialized and/or studied, such as common areas (Barnett, Bull, and Cooper 2016). These findings were echoed by New Jersey Institute of Technology librarians, who found pop-ups to be more successful in mixed-use spaces than in exclusively academic or quiet study spaces (Dera et al. 2019).

Despite the challenges of determining where to host pop-up libraries, most librarians who have written about their programs have generally found them to be successful. Librarians at the New Jersey Institute of Technology hosted pop-ups to reach STEM students who did not often visit the library; they found that the pop-ups increased the visibility of the library and its collections and services (Dera et al. 2019). And despite the limitations of certain locations used in the University of Birmingham's pop-up program, the librarians ultimately considered the program to be successful due to the quality of interactions between staff and students, and the ability to reach students who reported not having visited the library (Barnett, Bull, and Cooper 2016). Pop-ups encourage more casual interaction between librarians and students who might be uncomfortable asking questions in more formal settings or may feel intimidated by the reference desk (Sharman and Walsh 2012). Essentially, pop-ups make libraries and librarians more approachable, which encourages students to engage with both library staff and materials (Settoducato 2017).

A common element across pop-up programming is the use of promotional materials and incentives. Of the literature reviewed for this article, five articles or conference presentations specifically cited the use of promotional materials (Anderson, Bull, and Cooper 2014; Barnett, Bull, and Cooper 2016, Dera et al. 2019, Empey and Black 2005; Gofman and Settoducato 2019). These materials included handouts about library collections or services (Anderson, Bull, and Cooper 2014; Barnett, Bull, and Cooper 2016; Dera et al. 2019) as well as swag like pencils or bookmarks from library vendors or from the library itself (Barnett, Bull, and Cooper 2016; Dera et al. 2019; Empey and Black 2005). These items offer an incentive to students to engage with the librarians staffing the

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pop-up display; they also serve to remind students about library resources and services after the pop-up has ended. However, many pop-up programs have relied so heavily on promotional materials that the pop-ups featured minimal or no actual library materials—in either print of digital forms (Anderson, Bull, and Cooper 2014, Barnett, Bull, and Cooper 2016; Dera et al. 2019). The lack of library materials in academic library pop-up programs is a notable omission, as it seems to contradict the goal of increasing the visibility of library resources, and it stands in contrast to the pop-up programs favored by public libraries, which rely heavily on physical library materials (Yarrow and McAllister 2018).

Another key feature of pop-ups is their participatory nature, which allows students and others to engage with materials in a variety of ways. Just as educators move towards active learning in the classroom, librarians have made efforts to move towards a more participatory model of library instruction and outreach (Casey and Savastinuk 2007; Ottoson and Green 2005; Johnson et al. 2001). One way to encourage engagement is through the availability of materials at the pop-up itself (Settoducato 2017; Gofman and Settoducato 2019). Students can pick up and flip through a library book, use a provided laptop to browse library resources online, ask questions of a librarian in real time, or engage with original historical materials from Special Collections—perhaps for the first time. Additionally, some advocates of pop-up libraries have suggested incorporating aspects of library "makerspaces" through activities such as posing questions on whiteboards, decorating holiday cards (Lotts 2015), and having a button maker on hand to enable students to make their own buttons (Lotts and Maharjan 2018). It is important to note that pop-up library hosts must be intentional when incorporating these "making" activities (Lotts 2015). For example, Lotts highlights how making activities must contribute to the overall goals, learning, or outreach outcomes that the pop-up aims to achieve (Lotts 2015). If activities are not aligned with the overall aims of the program, this type of outreach is likely to be less effective.

The integration of diversity and inclusion outreach goals and the incorporation of campus and community partnerships have not been covered extensively in current literature on pop-up programming. The authors' review of the literature revealed only one project that included an outreach goal related to diversity and inclusion. In their poster presentation at the meeting of the New England Chapter of the Association of College & Research Libraries (ACRL) in 2019, Gofman and Settoducato discussed a pop-up library project highlighting materials by and about people of marginalized identities, which they hosted each month over the course of the 2018 fall semester. In creating their pop-up, these librarians partnered with two organizations on campus: the LGBT Center and Student Accessibility Services. While collaborating with other organizations on campus or hosting a pop-up as part of an existing University event (Lotts 2015; Empey and Black 2005) have proven to be emerging trends in pop-up programming, Gofman and Settoducato's focus on furthering a mission of diversity and inclusion makes their pop-up program a unique contribution to this body of outreach work. Additionally, it reflects Gofman and Settoducato's commitment to highlighting social justice and diversity, and it positions the library as an important resource in that arena. Their program served as one of the primary inspirations for the pop-up library program at UArk, and it is the authors' hope that the UArk program will help to fill this gap in the literature and provide an additional model for similar programming.

Overview of the Roles, Programming, and Local Context

Founded in 1871, UArk is a public, land-grant research university located in Fayetteville, Arkansas. As the flagship campus of the University of Arkansas

System, it is the largest university in the state with an enrollment of 27,000 students. UArk Libraries comprise the David W. Mullins Library, which serves as the main research library on campus; the Robert A. and Vivian Young Law Library; the Fine Arts Library; the Chemistry and Biochemistry Library; and the Physics Library. Mullins Library houses most of the liaison librarians under the Research and Learning Division. It also houses the Special Collections Division, which was created in 1967 to encourage research and writing on the history and culture of Arkansas and the surrounding region.

The Librarian in Residence (LIR) is a post-MLIS, non-tenure track residency program at the UArk Libraries that was established in 2007 and designed to be an early-career introduction to academic librarianship. The current LIR began her residency in the summer of 2017 and will conclude it in 2020. In addition to completing rotations in several departments within the Libraries, the LIR acts as the outreach and engagement liaison for several groups across campus that support diversity initiatives: the Center for Multicultural and Diversity Education (Multicultural Center), the Office for Diversity and Inclusion, the Office for International Education, and various registered student organizations and community groups that serve or support underrepresented or historically marginalized populations. The LIR also manages the Diversity Collection—a grant-funded circulating collection of materials to support diversity and inclusion. The fund is not directly allocated to academic subjects or departments and can be used to purchase a broad range of materials with the goal of highlighting underrepresented stories, publishers, authors, and media. The Diversity Collection has been used to purchase translations of new authors, documentaries, and book club materials for registered student organizations, as well as monographs from independent book publishers focused on specific issues such as Indigenous sovereignty or Black feminism. Due to the flexible nature of the LIR program and the Diversity Collection, the LIR actively seeks out partnerships with campus and student organizations as part of a collaborative and responsive collection development practice in which staff and students are encouraged to suggest new purchases.

The Research & Educational Services Archivist (RES Archivist) is a tenure-track position in the Special Collections Division. Created in 2018 to help expand the division's instruction and outreach programs, the position provides research support to students and other patrons, oversees the division's exhibits team, and seeks new avenues for outreach on campus and in the wider Fayetteville community. While the RES Archivist does not play a liaison role for specific academic departments or campus organizations, one of the goals for the position is to cultivate new relationships with a wide range of campus and community stakeholders that have not traditionally accessed or been aware of Special Collections resources.

Background of the Project and Partnership with the Multicultural Center

The LIR's closest liaison relationship is with the Multicultural Center. The center hosts a broad range of programs and events for a diverse student body, including La Oficina Latina, a bilingual support program for Latinx students and families; LGBTQIA+ mentoring programs; a Safe Zone Allies training program; and a number of student-success and mentorship initiatives designed for students of color and first-generation students from Arkansas. Since 2017, the LIR has worked with academic counselors at the Multicultural Center every summer to review their tentative programming calendar for the upcoming academic year and to explore ways the library can support that programming. The Center celebrates six cultural heritage months over the course of the

academic year and hosts a variety of workshops, performances, lectures, and other events throughout each heritage month.

One of the most popular recurring programs at the Multicultural Center is First Fridays, which are usually cosponsored by registered student organizations and campus partners. The first Friday of every month, the center invites departments across campus to set up tables in an open programming space in front of the Multicultural Center. The events feature performances, contest giveaways, and a catered lunch. When the LIR met with the academic counselors at the center in the summer of 2019, she suggested piloting a pop-up library program during First Fridays for the fall 2019 semester showcasing Diversity Collection materials related to each heritage month. The academic counselors were enthusiastic about hosting the pop-up and agreed to reserve a table for the library during each of the First Friday events.

In August of 2019, the LIR reached out to the RES Archivist to discuss the new outreach program she was piloting and to invite the RES Archivist to participate in the program by providing materials from Special Collections. The RES Archivist did initial research into the collections for each heritage theme, then met with the LIR to discuss the types of materials they planned to include each month and how to assess the impact of the pop-up library program.

Goals of the Pop-Up Library Pilot Program

The goals of the pop-up libraries at the Multicultural Center were increasing the visibility of library resources and services, highlighting diverse library resources, encouraging interaction with students in a casual setting, and inviting students and staff to inform future collection development. An additional goal for the program was to help the LIR and RES Archivist to build new relationships with campus partners and registered student organizations. Creating displays of materials from the Diversity Collection allowed the LIR to showcase the collection and increase its visibility, as well as to informally survey students and staff on collection gaps to strengthen the relevance of the Diversity Collection.

Similarly, this pop-up series offered Special Collections a unique opportunity for outreach and potential collection development. The RES Archivist hoped these pop-up libraries would introduce special collections as a resource to a new student demographic and would demonstrate the diversity of individuals and communities represented by the collections. Additionally, the RES Archivist hoped the pop-ups would serve as an initial step toward working with student groups who might be interested in donating materials to the University Archives.

Planning the Pilot Program

Unique aspects of the UArk pop-up library program include the partnership with the Multicultural Center, the program's focus on themes of diversity and inclusion, and the interactive components. The section below details the primary factors that were considered in planning the pilot: location and timing, promotion, materials, and interactive components.

Location and Timing

One of the key considerations for piloting any new outreach or engagement program is the location and timing; many studies on the efficacy of pop-up programming have cited these factors as having an influence on a program's success (Anderson, Bull, and Cooper 2014; Barnett, Bull, and Cooper 2016). Partnering with the Multicultural Center provided the LIR and RES Archivist with an established and popular venue in which to test out this new outreach

**Highlighting
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the Multicultural
Center,** *continued*

program. The Multicultural Center is centrally located in the UArk Student
Union building and includes a conference room; a large student lounge with
booths, tables, and chairs; a classroom; and a programming space, as well
as free snacks and coffee. The spaces can be booked by student groups and
enjoy a heavy amount of traffic from passers-by as well as regularly scheduled
programming. The pop-ups were located in the communal area outside of the
center, a space that sees high levels of traffic during the day and where students
often study. As it's a place where students gather informally, this location for the
pop-up was particularly well suited to encourage casual interaction between
students and library staff.

The pop-up library was on display from noon to 1:30 p.m. on the first Friday
of each month from September through November and February through
March. Partnering with an existing catered program—the Multicultural
Center's First Fridays—was especially helpful in maximizing engagement
numbers for the pop-up as it attracted many students and allowed the LIR and
RES Archivist to reserve their programming budgets for other events.

Promotion

Advance promotion of pop-up libraries is a factor that has generated debate
in the literature. Some have suggested that the unexpectedness of a pop-up
generates its own buzz, thereby minimizing the need and effectiveness of
advance promotion (Davis et al. 2015). However, librarians at the University
of Birmingham received feedback from students recommending advance
promotion (though, notably, they found no evidence that students visited
the pop-up libraries as a result of advance promotion) (Barnett, Bull, and
Cooper 2016).

The Multicultural Center already had a robust promotion schedule for First
Friday events that included posters, social media posts, and direct marketing
via their GroupMe threads and e-mail listservs; thus, the authors decided to do
minimal promotion through the University Libraries. The LIR worked with the
UArk Libraries' Director of Public Relations in the summer of 2019 to integrate
promotion of the pop-up library into the Libraries' event calendar and
social media feeds at least two weeks in advance of each event. The director
then reached out to the Multicultural Center's PR coordinator to share and
synchronize their promotion schedules and materials before the academic year
started. For the fall 2019 pop-up, the Libraries' PR director designed a small
poster that outlined each of the dates of the pop-ups. This was found
to be redundant, however, given the Center's existing marketing, and a
poster was not designed for spring 2020. It was also decided that the pop-up
libraries would not be included on the Libraries' public events calendar to
avoid confusion since they were not being hosted in the Library. As day-of
social media posts have been shown to be the most successful promotion
mechanism (Barnett, Bull, and Cooper 2016), photos of the LIR and the RES
Archivist at the pop-up library were posted to the Libraries' Instagram and
Facebook accounts on the day of the events. Otherwise, the pop-up library
relied on the Multicultural Center's existing PR channels and materials to
promote attendance.

Materials

In order to encourage student interaction and to increase visibility of the
library's collections, each pop-up library featured a selection of books from
the library's Diversity Collection, as well as a display of original materials
from Special Collections that focused on the heritage theme of that month.
The inclusion of library materials was an important aspect of the pop-up as

the literature suggests the ability to physically interact with materials is key to the pedagogical impact of pop-up libraries. At the pop-ups, visitors interact with library materials in new ways, which sparks conversations with library staff and fosters a more equitable relationship between visitor and staff, rather than the traditional expert/novice relationship between librarian and student (Settoducato 2017).

The LIR selected books from the Diversity Collection based on a range of criteria, including accessibility of content and book cover design, with the thought that visually appealing materials might attract more students. Classic works (such as The Autobiography of Malcom X) as well as recently published works were included. At UArk, nearly all hardcover books have their book jackets removed during cataloging, so the LIR recreated these covers for the pop-up libraries in the hopes of enticing students' interactions with the materials. Digital materials such as e-books and documentaries streaming from the Libraries' databases were featured on an iPad included in the display.

Special Collections materials were selected according to similar criteria. The RES Archivist wanted to include a variety of materials from a range of time periods, such as handwritten documents, photographs, and ephemera. Only materials that were in suitable condition to be handled were included. Whenever possible, the RES Archivist made a point to include materials created by members of a specific community, rather than materials created by others about that community. This was an important distinction to make, given that one of the goals of the program was to demonstrate the diversity of the Libraries' collections. The RES Archivist did not include any written information about the objects at the first pop-up, but decided it was important to provide additional context for the materials in ensuing pop-ups. Written labels also allowed for more passive engagement from students if they preferred to browse rather than to talk with library staff.

The authors provided only limited promotional materials at the pop-up libraries lest they detract from the library materials and interactive components that were available. The RES Archivist brought promotional pamphlets about Special Collections to each pop-up library, as well as the business card of the University Archivist in an effort to encourage leaders of student groups to consider donating materials to the University Archives. Relatively few visitors chose to take either of these materials, however. The LIR brought promotional pencils to the first pop-up library, but promotional materials were not provided at the ensuing pop-ups due to limited supplies.

Interactive Components

Taking cues from the literature on pop-up libraries that feature interactive components (Lotts 2015; Lotts and Maharjan 2018), each pop-up library at the Multicultural Center included a button maker and a rolling whiteboard, which were used to encourage additional student interaction. This combination of interactive components offered both active (button making) and passive (whiteboard feedback) engagement options to accommodate a diversity of student preferences. Students could choose from a variety of button options featuring images from Special Collections materials, such as student newspapers and yearbooks, or different versions of the Razorback, the mascot of the University of Arkansas. The buttons served a dual purpose by offering an engaging activity for students and increasing the visibility of Special Collections as a resource.

The LIR wrote questions on a rolling whiteboard that was set up next to the pop-up library at each event and provided whiteboard markers for visitors to respond. Sometimes the questions were library-oriented: for Latinx Heritage

Month, students were asked about their favorite Latinx author; for LGBTQ History Month, students were asked about a favorite book that deals with LGBTQ issues. For Women's History Month, students were asked to name a strong woman they looked up to. Some months, the LIR invited visitors to suggest authors, books, music, or films to add to the Diversity Collection. In other months, the whiteboards were used to display posters the LIR created highlighting library resources. For Native American Heritage Month, the LIR designed a poster featuring films by and about Indigenous people; the poster included QR codes that linked to the library catalog entry so students could use their phones to access the films online. Black History Month included a poster that featured book covers related to Black history and culture from the Diversity Collection; students were provided gold star stickers to vote on books that should be included in a Black History Month reading list hosted on the library's website, and they could use sticky notes to suggest additional titles.

Assessment Methodology

Although two case studies from the literature on pop-up libraries utilized surveys to assess the success of their pop-up programs, the authors decided against administering a formal survey given the inconsistent completion rates of surveys by students (Anderson, Bull, and Cooper 2014; Barnet et al. 2016). Additionally, the authors felt that administering a survey would detract from the more casual atmosphere of the First Friday events at which the pop-ups were hosted. Instead, recording student interactions during each event was the main form of assessment for the five pop-up libraries. Student interaction was measured according to three metrics: the number of students who looked at the display, the number of students who spoke with staff, and the number of students who took promotional materials. The authors also recorded the total number of students who visited the pop-up. These metrics were based in part on Ari Gofman and Liz Settoducato's poster presentation at the 2019 ACRL New England Chapter Annual Conference. The metrics were designed to provide data on the intended goals for the pilot, specifically those related to increasing visibility of the collections and encouraging student interaction in a casual setting outside the library. During events, either the RES Archivist or the LIR tallied interactions on a form that included the name and date of each event and the three metrics described above. The UArk Libraries use the Springshare platform LibApps to record data for a range of measures, including outcomes of outreach events. Following each pop-up library, the LIR or RES Archivist recorded the information from the assessment form in a LibInsights electronic form. The same information was also recorded in Special Collections' LibWizard exhibits form, which is used to track Special Collections' exhibit work. The metrics for student interactions from each pop-up is in Table 1.

Pilot Program Outcomes

Total Student Attendance and Pop-Up Library Display Viewings

First Fridays were part of a recurring series organized by the Multicultural Center; thus student interaction with the pop-up library was relatively consistent across individual events with an average of forty-two students visiting the pop-up across the five events. The LGBTQ History Month and Black History Month events experienced the highest volume of visitors with fifty students, faculty, or staff visiting the pop-up at each event. A majority of visitors to those pop-ups—indeed, to all of the pop-ups—actively viewed the displays. The LGBTQ pop-up display attracted the highest number views with 100 percent of visitors (all 50 students who visited) looking at it.

The Native American Heritage Month event experienced the lowest numbers of visitors with twenty students, faculty, or staff visiting and viewing the display. This dip in attendance may have been affected by the timing of the event: the beginning of November tends to be a busier period academically for students with midterm exams and larger assignments due. Additionally, while most First Friday events are cosponsored by student groups, the Native

Pop-up theme	Looked at display	Talked to staff	Took promotional materials	Total students who visited the pop-up
Latinx Heritage	42	35	Not recorded	47
LGBTQ History	50	40	31	50
Native American Heritage	20	20	12	20
Black History	37	26	7	50
Women's History	40	38	38	45

Table 1. Assessment of student interaction at first Friday pop-up libraries, 2019–2020 academic year

NOTE: The Multicultural Center's Asian Pacific Heritage Month events were canceled due to COVID-19; no pop-up library was held.

American Student Association (NASA) did not participate in the Native American Heritage Month First Friday events due to a transition in NASA's student leadership in fall 2019, and to Indigenous Peoples' Day in October having occupied most of their programming capacity.

Verbal Interactions with Staff
Across all of the events, staff experienced meaningful verbal interactions with visitors; 75 percent of all students who visited the pop-up library also talked with the staff. Some of the best indicators of the success of the pop-up library came from students' comments, which tended to fall into one of two categories: (1) increased awareness of library resources and services and (2) suggestions of subjects, authors, and genres for the collections—a category the authors summarize as collection development. Many students relayed that they had been unaware of the Libraries' Special Collections or Diversity Collection and they asked for more information about accessing these materials. Over the course of the pilot, students suggested at least sixty new titles and authors for the Diversity Collection. The Multicultural Center also worked hard to ensure that the campus partners hosting tables at these events had meaningful engagement with students. During a few First Fridays, the center designed a kind of scavenger hunt where students who got their ticket signed by exhibitors could put their names in drawings for prizes. This encouraged students to not only view the items on the table but to have more substantial interactions with the LIR and RES Archivist.
Although the Black History Month event experienced the lowest rate of verbal interactions with staff (52 percent), the interactions that the LIR did have

with students were particularly meaningful, especially in terms of collection development. During the event, students recommended the names of forty authors and titles that were later added to the Black History Month reading list. Many of the authors were represented in the Diversity Collection, though specific titles from their oeuvres might have been missing. For example, Zadie Smith's 2000 novel White Teeth had been included as one of the covers the students could vote on, however many students suggested Smith's 2005 novel On Beauty also be included. Students suggested new avenues for the LIR to explore in terms of developing the collection, such as the Nipsey Hussle Marathon Book Club. Nipsey Hussle was an influential community activist and rapper based in the Crenshaw neighborhood of Los Angeles when he was fatally shot in March 2019. In response to his death, small reading groups formed in 2019 dedicated to reading the books that inspired Hussle or that he had mentioned in interviews or his music. These groups often refer to themselves as the "Marathon Book Club" after Hussle's influential brand (Jennings 2020). While no official chapter of the Marathon Book Club had been started at UArk, several student leaders mentioned this list of classic, contemporary, and independently published Black authors as being important and of interest to them. The LIR then sought out titles and authors from the Nipsey Hussle Reading List to fill potential gaps in the Diversity Collection (Malik Books 2020).

> "The authors considered events with lower attendance a success because of the quality of the interactions with visitors to the pop-up."

The authors considered events with lower attendance a success because of the quality of the interactions with visitors to the pop-up. The highest rate of interaction with staff among students who visited the pop-up (100 percent) was at the Native American Heritage event, although this event also had the lowest number of interactions recorded (20 students). Despite the lower overall student attendance at this event, the staff had meaningful interactions with students, Indigenous community members, and Indigenous faculty and staff for whom the pop-up library sparked conversations about their own experiences of being Indigenous at UArk. Due to the smaller size of the event, the LIR and RES Archivist were able to engage with everyone who visited the pop-up, which was more difficult during busier events when many visitors viewed the display simultaneously.

Engagement with Interactive Components and Promotional Materials

All but one First Friday event featured the Special Collections button maker and a selection of free buttons for students to take. The pop-up library in February did not include the button maker because the RES Archivist—who provides the tool—was unable to attend, but a small number of pre-made buttons were available. The inclusion of the button maker appears to have had a positive impact on student engagement with the pop-up, though data collected on this metric was incomplete, since the button maker was not available at the Black History Month event. At events where data on this metric was collected, 60 to 80 percent of all attendees took a button. On average, 65 percent of students who came to the table for a button had a substantive verbal interaction with the RES Archivist or LIR about library resources and services. Because of its inclusion in multiple library events, the button maker has become a recognizable feature for students, and several students began commenting that they had already "collected" the buttons that were regularly available. To meet this demand, the RES Archivist created a few new button templates to offer at the Women's History pop-up.

In addition to the button maker, the RES Archivist and the LIR utilized a rolling white board as an informal method of assessing student engagement, although specific numbers of how many students wrote on the board were not regularly recorded, and the questions and levels of engagement for the whiteboard varied each month. For example, during Latinx Heritage Month, the board asked "Who is your favorite Latinx author?" and over twenty-six names were written, from historical Latin American authors such as the Argentine novelist Julio Cortazar and Honduran writer Froylán Turcios, to contemporary authors Junot Díaz and Sandra Cisneros. While whiteboard interactions were not tallied during this pilot program, if the program were to continue, recording this interaction would yield valuable insight into students' interactions with the pop-up library.

During the Black History Month event, the poster designed by the LIR to solicit feedback on which books should be included in a Black History Month reading list saw high levels of interaction. Approximately thirty students voted by placing gold star stickers next to their favorite books listed on the poster. These titles were then compiled into a gallery on the Diversity and Inclusion Research Guide on the Libraries' website; a link to the reading list was distributed through the Multicultural Center's social media channels and the Black UArk faculty listserv, as well by email to the Black Student Caucus membership and the African American Studies Department. While posing questions or having students vote on topics using the whiteboard resulted in high levels of student engagement, the QR codes and digital content on the iPad were less successful. Given the time and energy it took to create QR codes and curate digital content, the authors are likely to skip this step in the next stages of planning. If by the end of a First Friday event the boards were full of thoughtful responses and comments by students, the authors considered the event to be a success.

Future Directions

Assessment

Upon reviewing the pop-up library pilot at the Multicultural Center in 2019-2020, the authors can offer suggestions for future directions. First, develop robust metrics to determine whether the pop-ups are driving more visitors to the library and its collections. Defining "outreach outcomes" is one way to do this: similar to learning outcomes, outreach outcomes are specific outcomes that allow for more targeted assessment and data collection (German and Lemire, 2018). For the pop-up pilot, the authors had broad goals; defining outreach outcomes would allow for the collection of more specific assessment data in the future. The authors would also collect data on the responses students left on the whiteboard as an additional assessment metric.

Second, examining the circulation statistics of the Diversity Collection to identify check-out trends related to heritage months and the circulation history of books featured in the pop-up libraries may also provide data on the impact of the program. Adding a portable method for students to check out books during the pop-up library would provide an easy way to track circulation statistics directly related to this programming. Assessing the impact in Special Collections may be more difficult, but the RES Archivist could use call slips filled out by patrons to track whether materials used in the pop-up libraries were accessed more frequently following the First Friday events. Patron registration could be tracked to determine if higher numbers of students were registering as users in Special Collections; however, to tie this information to the pop-up library, the call slip would need to be altered to collect information on how students heard about Special Collections. Many students access the

collections and it would be difficult to determine their reasons for visiting Special Collections.

Finally, while the authors chose not to administer a survey during the pilot of this program, designing a quick, easy survey that visitors could respond to during events would enable the authors to gather data directly from visitors. Having a work-study student or a third colleague tasked with recording more in-depth assessment metrics during a pop-up library event would allow the LIR and RES Archivist to focus solely on interacting with visitors, which may provide more accurate data on student interaction during the pop-up libraries.

Guest Curators

Seeking out partnerships with faculty, registered student organizations, and other campus partners to have guest curators for pop-up libraries could also increase engagement with library materials and add perspectives and voices beyond those of the LIR and RES Archivist. At the Tisch Library of Tufts University, librarians Gofman and Settoducato (2018) emphasized the ability of pop-up libraries to strengthen existing partnerships with entities on campus that support social justice and diversity initiatives. In future iterations of the program, the authors plan to reach out to diversity groups on campus such as the Center for Educational Access, the PRIDE student organization, or the Black Student Caucus, to do joint programming at the Multicultural Center and cross-promote the services and resources these organizations offer to the UArk community. Ideally, offering guest curator roles for credit as a part of coursework or as volunteer hours recognized by a registered student organization would ensure that guest curators are motivated and compensated for their time. The RES Archivist would also like to pursue involving student workers from Special Collections as guest curators in the future.

Social Media

As a part of the pop-up libraries events, the authors have largely relied on the existing strength and popularity of the Multicultural Center's outreach on social media to draw students to the pop-up library. In the future, the LIR and RES Archivist would want to work with the Libraries' PR director to be more proactive in promoting the pop-up libraries. Featuring the items on display in the pop-up libraries on social media both in advance of and after events may lead to increased interest and engagement in person and on social media platforms. Creating thematic social media content based on the Multicultural Center's recognized heritage months may also drive more awareness and traffic towards library resources, even if it did not drive up attendance at the pop-up library itself.

Takeaways and Conclusions

The pop-up library pilot program at the UArk Multicultural Center highlights several aspects of pop-up programming that others seeking to implement similar programs might consider in their own outreach efforts. Specifically, the authors found that including physical library materials, as well as a quick activity, had a positive impact on the level of engagement with librarians or library staff. Engaging with a library book, a primary source, or even a question posed on a whiteboard often leads to more substantial verbal interactions with library staff. Additionally, partnering with other campus or community organizations' events can help to increase library visibility and drive up the numbers of individuals one can reach in each outreach event.

The integration of diversity and inclusion goals served as a powerful factor in this pilot. It opened avenues for conversations with a diverse

group of community members who saw themselves and their communities represented in library materials. While the pop-up library program at the UArk Multicultural Center focused specifically on heritage months, the authors encourage those considering their own pop-up programs to include materials from a diverse group of authors, whatever the focus of their pop-up libraries might be.

Overall, the authors believe the pop-up library program piloted at the University of Arkansas' Multicultural Center's First Friday events during the 2019–2020 academic year was successful in many ways. Through the pilot, the authors were able to increase student awareness of Special Collections and the Diversity Collection as evidenced by the high levels of meaningful interaction the authors had with students during the events. Student recommendations highlighted collection gaps, which the LIR filled with strategic purchasing for the Diversity Collection. While the authors collected enough assessment data to draw initial conclusions about the positive impact of this pilot program, they seek to improve the quality of assessment data for future iterations of this program.

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