'This book is important and timely as libraries continue to cope with the disruptions of COVID-19 and consider their identity and purpose in a post-pandemic world. It presents multiple perspectives through which libraries can plan their future in responsible, social and sustainable ways. It points forward by presenting theory and practice and reflecting broader social influences and trends within the higher education sector and academic library community.'

Dr Mary Delaney, Head of Library and Information Services, South East Technological University, Carlow, Ireland

'This is an exciting book. Exciting because of the important contribution it makes to the new library story and how it aligns with developments within higher education. Under the general heading of the "social turn", it explores the relational networked role of the library within research and learning institutions, and how this role supports the collaborative, emergent redesign of the library and its scope. Refreshingly, it locates more practical and concrete accounts of library interests within wider organizational and social contexts. In this context, it surveys the literatures of social network theory, organizational development, social capital, management and marketing, among other areas. An especially important contribution is how it raises up the sometimes invisible relational work that libraries and librarians do, and places it very much at the center of library work and value.'

Lorcan Dempsey, independent library adviser and writer

'This is an exciting new edited collection that uses social capital theory as a lens to explore key aspects of academic library work. Grounding librarianship within questions of networks, communities and participation, this approach offers a novel perspective on traditional areas of librarian expertise. It also provides a guiding structure for the development of new and emerging areas of practice as libraries evolve to meet the demands of their local contexts. A must read for anyone interested in the past, present and future of academic library work!'

Dr Alison Hicks, Programme Director, Library and Information Studies, University College London, UK; Editor-in-Chief, *Journal of Information Literacy*

'This strategic assemblage of voices provides a unified and necessary framework for thinking about the future of academic libraries positioned within the broader campus context using social capital, social network and design thinking theory. The book recognizes the importance of libraries turning outward toward their campus communities, working together with college and university colleagues to redefine the evolving and valuable role of libraries within the academy. As academic libraries move from transactional toward a more relational and participatory culture, this book brings together theory with practice to provide useful new approaches to reimagining how the Library 3.0 can engage with the broader campus community to co-create a new vision for the academy's post-pandemic future.'

Nancy Kranich, Teaching Professor, Rutgers University School of Communication and Information; Special Projects Librarian, Rutgers University Libraries, USA; and Past President, American Library Association

'The social future of academic libraries is uncertain. In the uncharted waters of expectations that are disturbed by frequent change in academic library communities, *The Social Future of Academic Libraries* is a valuable lighthouse. Authoritative, stimulating and useful, it is a wonderful resource for academics and practitioners alike, providing timely thoughts on how to reorient academic libraries so that connections are prioritized over collections and space. This is the surest way to turn academic libraries into centers of knowledge for students and faculty in the twenty-first century.'
Tom Kwanya, Professor of Knowledge Management and Director, School of Information and Communication Studies, The Technical University of Kenya

'Recent years have been marked by multiple crises: COVID-19, market recession, and the major war in the centre of Europe that is deepening economic, energy, and ecological problems. The solutions will demand even more intensive collaboration on each level of society than before. This book explores the future role of academic libraries in terms of social engagement and participation through a collection of thoughtful essays and enticing stories with the focus on attracting multiple partners and trust building. It is both useful and necessary in the contemporary context.'
Elena Maceviciute, Professor, Swedish School of Library and Information Science, University of Borås, Sweden; Deputy Editor of *Information Research*; and Professor, the Faculty of Communication, Vilnius University, Lithuania

The
Social Future of
Academic Libraries

The
Social Future of
Academic Libraries

New Perspectives on Communities, Networks and Engagement

Edited by
Tim Schlak, Sheila Corrall
and Paul J. Bracke

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Figures, Tables and Boxes

A Note on the Online Glossary and Bibliography

Written in response to the dynamic social conditions challenging higher education, *The Social Future of Academic Libraries* charts the trajectory of academic librarianship from a traditional collections–services–space model to the communities–networks–engagement paradigm required for the 21st century. Combining thematic reviews and case studies with thought pieces and conceptual overviews, this multi-authored work offers a wide-ranging introduction to the application of social capital theory to academic library practice.

A key feature of the book is the provision of additional **downloadable resources** designed to help readers navigate the present text and accelerate future practitioner take-up of the perspectives and frameworks introduced in the narrative. The two resources each integrate an **authoritative glossary of key terms and concepts** discussed or referenced in the current volume with a **selective bibliography of classic and contemporary literature** suggested as further reading and thought starters for readers interested in exploring the application of the concepts and theories described to their own institutions and practices.

Each of our two 'biblio-glossaries' explains around 100 concepts and contains more than 125 bibliographical citations. They are designed for use both as an online companion to *The Social Future of Academic Libraries*, to help readers make sense of unfamiliar material as they go through the text, and as stand-alone tools, to support practitioner learning and engagement with vital new ways of thinking about academic library practice and research.

Rather than supplying our own working definitions, we have based our explanations of concepts and terms on the primary literature of the field, using the words and phrases of their originators (authors or translators) to explain meanings and bring out nuances that distinguish alternative interpretations of the same concept. In many cases you will find two or more definitions of terms that reflect different perspectives on a concept or illustrate its evolutionary development. We have also included cross-referencing and notes to highlight related terms and variant terminology. You can use the accompanying lists of references to gain additional insights into the concepts defined and to explore potential applications to your own practice and research.

The first glossary has a more theoretical focus on the terminology of intellectual and social capital scholarship, while the second resource has a more practical orientation on terms related to the social turn in higher education. Together they offer a ready-made

conceptual toolkit for colleagues motivated to engage with emergent capital-based frameworks that offer fresh perspectives on the social issues and problems facing contemporary academic libraries. Both resources can be downloaded from the Facet Publishing website at www.facetpublishing.co.uk/socialfuture. To facilitate navigation between the book and these companion resources, we have highlighted terms covered in the glossaries on their first use in each chapter, using **bold text** for terms in the *Intellectual and Social Capital and Networks* glossary and ***bold italics*** for terms in the *Social Development of Higher Education* glossary.

Key concepts in intellectual and social capital and networks

The conceptual landscape of intellectual and social capital is complex, pluralist and dynamic. The academic and professional literature reveals diverse perspectives, eclectic interpretations and continual development of new forms of capital as sub-components, specific combinations or rival versions of existing concepts that have been found wanting, which makes this a challenging and rewarding field of scholarship. Social capital concepts and theories have proven value as frameworks for understanding what is going on in higher education and how things could be done differently to achieve better outcomes, but so far have not been widely adopted in academic libraries. The case studies and supporting literature in *The Social Future of Academic Libraries* demonstrate that capital perspectives have the potential to enhance professional practice across many areas, including collection development, data services, information literacy, liaison librarianship, library fundraising, service design, space utilisation, subject specialties and student success. Our glossary aims to make social capital scholarship more accessible and valuable to academic librarians.

Key concepts in the social development of higher education

The social turn in higher education has been influenced and shaped by government bodies, student movements and university coalitions as well as wider social developments that have forced institutions to rethink their roles and responsibilities in the knowledge economy and participatory society of the 21st century. Commercialisation, digitalisation, massification and globalisation have transformed academic activities, professional practices and institutional relationships, generating new ways of doing things and novel vocabulary for changed modes of working, including the development of specialist terminology and adoption of particular meanings for everyday terms. Social trends are playing out differently around the world, but with common interests centred on community, democracy, engagement, participation, relationships and sustainability. Our second glossary defines the educational and social contexts forming the operational and strategic environment for academic librarians. It concentrates on current issues and concerns, but also includes terms originating in particular countries that are not widely used in other parts of the world.

Contributors

The editors

Paul J. Bracke is the Dean of the Foley Library and Associate Provost for Research and Interdisciplinary Initiatives at Gonzaga University. Prior to joining Gonzaga, he served in leadership roles at Purdue University and the University of Arizona. He holds a Master of Science in Library and Information Science degree from the University of Illinois and a PhD in Higher Education from the University of Arizona. His research interests are in organisational development for academic libraries and community-based infrastructure to support digital scholarship.

Sheila Corrall worked in public libraries and the British Library before moving into higher education where she directed library, information and technology services at three United Kingdom universities. In 2004 she became Professor of Librarianship and Information Management at the University of Sheffield and served as Head of the iSchool before moving in 2012 to the University of Pittsburgh as Chair of the Library and Information Science program. She retired in 2019, but continues to work on strategic issues for libraries, including data literacy, intellectual capital, open movements, professional development and reflective practice.

Tim Schlak is the former Dean of the University Library at Robert Morris University, where he now works as Associate Provost for Academic Alliances. He holds a PhD and Master's in Library and Information Science as well as an MA in Russian Literature. His research interests range from social capital and leadership development to organisational theory.

The contributors

Michael Brenes is Associate Director of the Brady-Johnson Program in Grand Strategy and Lecturer in History at Yale University. From 2017 to 2019, he was the Senior Archivist for American Diplomacy in Manuscripts and Archives at the Yale University Library. His writing has appeared in multiple outlets, including the *New York Times* and the *Chronicle of Higher Education.*

Andrew Dillon is the V. M. Daniel Professor of Information Science and former Dean of the School of Information at the University of Texas at Austin. His research interests focus on our understanding of human behaviours and experiences in an evolving information infrastructure so as to enable designs that augment all lives appropriately. He serves as co-editor of the journal *Information & Culture* and on the board of directors of Patient Privacy Rights, a group committed to enhancing individual privacy in the health domain.

Kathryn Dilworth is Professor of Practice for Philanthropy, John Martinson Honors College, Purdue University. She has worked as a frontline fundraiser in a wide variety of nonprofit sectors, including higher education, libraries, museums, conservation and hospitals. Her consulting practice, GoodRuption, is built upon her social capital-based fundraising model. She holds a PhD in Philanthropy from the Lilly Family School of Philanthropy at Indiana University, where she teaches in the Master's program. Her research is focused on fundraising practice and the role of philanthropy in community well-being.

Amanda L. Folk is assistant professor and Head of Teaching & Learning at the Ohio State University Libraries. Her research interests include the exploration of the development of undergraduate students' information literacy, as well as understanding the library experiences of student populations who have traditionally been marginalised in higher education in the United States. She was the recipient of the 2020 Association of College and Research Libraries Instruction Section's Ilene F. Rockman Instruction Publication of the Year Award and currently serves as editor-in-chief for *The Journal of Academic Librarianship.*

Scott Fralin is the Exhibit Program Manager and Learning Environments Librarian at the Virginia Tech Libraries, where he works directly with faculty and students to create exhibits based on the work students are doing in classes at Virginia Tech. His interests include creative place-making and devising new and interesting ways to share student and faculty works. He received his Master of Information Science from the University of Tennessee, Knoxville.

Alice Kalinowski is the Manager, Public Services, Research & Discovery at the Stanford Graduate School of Business Library. She was previously the Business Librarian at the University of Pittsburgh, where she received a Master of Library and Information Science. Her research interests include knowledge management and user experience in academic libraries.

Matthew Kelly holds a PhD in Library and Information Science from the University of South Australia. His research interests include bibliometric methods to improve public library collection management and the epistemics of librarianship. He is currently a

member of the editorial advisory board of the journal *Collection and Curation* and is the CEO of Library Management Australia.

James Kessenides is the Kaplanoff Librarian for American History at the Yale University Library. His research interests include the digitisation of historical materials, and scholarly communication and publishing in the humanities. He currently serves on the editorial board of Association of College and Research Libraries Publications in Librarianship.

Andrea Kosavic is Associate Dean of Libraries, Digital Engagement and Strategy, York University, Canada. Her research interests include scholarly recognition and communication, copyright, political economy, gift economies and social capital. She holds a Master of Information Studies from the University of Toronto and is a PhD candidate with the Department of Communications and Culture at York University.

Rebecca Metzger is Associate University Librarian for Learning & Engagement at UC Santa Barbara. Prior to receiving her Master of Library and Information Science from Simmons College, she was a public relations officer for various art museums, arts organisations and artists in New York City. Metzger has taught continuing education courses on library marketing, held leadership positions in the Library Leadership and Management Association and Association of College and Research Libraries and serves on the advisory board of the open access *Marketing Libraries Journal.*

Alice Rogers is currently manager of the Media Design Studios at Virginia Tech and has previously served as manager of the Active Learning Curation Program. Her interests are centred on bringing academic work to public spaces and creative storytelling through multimedia projects. She holds an MA in Ethnomusicology from University of Maryland, College Park.

Sara Sweeney Bear is the Fusion Studio Manager and Learning Space Assessment Coordinator for the University Libraries at Virginia Tech. She holds an MA Ed. in Higher Education from Virginia Tech. Her interests include developing environments and instruction to support collaboration and exploring the role of play in adult learning.

Minglu Wang is a Research Data Management Librarian at York University, Canada. Before joining York University Libraries, she had been a Data Services Librarian at Rutgers University for eight years with direct experience supporting Research Data Management (RDM) initiatives. She has published a number of book chapters, conference papers and research articles that are closely related to academic libraries and RDM services.

Foreword: Capital, Value and the Becoming Library

A welcome for the book

It is a privilege and a pleasure to write the foreword for this book on *The Social Future of Academic Libraries*, and especially kind to be invited to contribute from this side of the Atlantic to a work largely based on the thought and experience of United States (US) colleagues. Over the last twenty-five years my own practice and theory has been immeasurably enriched, and my life generally made more enjoyable, through association with North American colleagues, partners and friends. Writing the foreword to this volume allows me the indulgence of continuing that dialogue.

This work contributes to a tradition in our field that seeks to understand libraries as part of broader social worlds. Librarians have always been curious about their own world and willing to change it, despite the tropes often attached to the profession. In the earlier parts of the last century, as a result of the broader trend for understanding organisations using scientific methods, librarians also became driven with the idea of librarianship as a science and towards the adoption of what was termed scientific management. This was not unhelpful, but had a tendency to restrict library thinking to processes and systems within its own black box and for measurement of the social dimensions and impacts of library activity to be considered too difficult. Perceptive commentators were able to consider social aspects beyond that black box of internal processes, but these ideas were often, in Blaise Cronin's (2008, p. 466) description, 'inchoate'. Margaret Egan's (1955) contribution of the idea of social epistemology to build on European ideas of documentation recognised that social value is created through behaviour that develops social impact, and that the library could be viewed 'as a social agency . . . ultimately in support of the smooth functioning and continued progress of society' (Furner 2004, p. 802).

Egan records John Dewey's shock of realisation that social concerns were of relevance to the sacred core of information science in indexing, classification and retrieval. I encountered a similar reaction very early in my career when challenging the late Jack Mills on how he could talk about classification for an hour without once mentioning users and their own identities and beliefs as a contribution to knowledge organisation. Much of what interested thinkers in the past in that classical period of documentation research has now

been effectively outsourced in the contemporary academic library. Although Cronin rightly suggests that social philosophers whose work was cited in professional discourse indicated a sociological turn in information science, neither information science nor library philosophy theorists have yet constructed an encompassing social theory in which to base library practice or prove social value.

The very names of library science and information science are perhaps no longer as helpful as they were in earlier times. The period since the 1970s has been one of continuous adaptation to new realities for libraries. For those of us whose careers have coincided exactly with this period, a tightly bounded scientific model of libraries has not been sufficient to deal with changes in technology, society and, in particular, our users and their expectations. Our libraries were never merely clockwork, but always 'cloudy' in Popperian terms, however static and solid we may have tried to make them. The material, shape and design of libraries in the academy has always been formed by social pressures and influences, and not always for the better where these forces created injustice in collections, services and the management of people and patrons.

What is needed now are other ways of understanding the library, and one of these ways will be in a library social science. Gathering momentum since the early 1990s has been the need to form a better understanding of libraries through what might be called a social turn. The development and application of social theory and its associated methods of research and analysis to libraries has occurred as much through the enthusiasm and curiosity of individual librarians at all levels as through any concerted movement. To a girl or boy with a hammer, everything looks like a nail, and the fields of library assessment and performance particularly have been driven by practitioners who have found a new hammer from the available range of social theory and techniques with which to address individual local library problems. This admirable drive is well reflected in this book, providing evidence of a dynamic and expanding range of perspectives and experience towards a more developed intellectual framework for our social value. I therefore welcome this volume as an important addition to both the theoretical and practical understanding of libraries.

The editors

Libraries have responded to change much better over this period than many organisations or other parts of their parent institutions. We are by nature both a reflective and a practical profession, and leadership plays a key role in facilitating change through encouraging those at all levels in their libraries to explore, investigate and change libraries for the better. I have always thought it important that library leaders should also write in order to share their perspectives, assumptions, experience and resulting accrued wisdom. A long time ago a predecessor of Sheila Corrall as University Librarian at Reading University wrote about library power (Thompson 1974), decrying his contemporaries' failure to exercise their influence fully, and argued for a more elite corps of candidates for senior posts. Preparation for leadership has improved substantially since the early 1990s and this volume

demonstrates an effective partnership across its editors, combining their wise authority, energy and innovative thinking. They are all leaders with experience of success beyond their library within their respective institutions, and each of whom has engaged with study and research into our profession, as well as facilitating the contribution of other professionals to this volume to help them develop their own professional knowledge and understanding, and to share it with others.

My first association with Professor Corrall began in the early 1990s within the quality movement when we were both relatively new to library leadership positions and seeking to draw in contemporary management trends to the benefit of our own libraries and professional understanding generally. Sheila has consistently opened up library thinking to broader management theory, and our approaches since that time have been similarly driven by appreciation of library users and stakeholders. Sheila and I have been involved in some of the movements that have helped underpin this turn either theoretically or pragmatically: quality, information literacy, strategic appreciation and organisational leadership; and now to a broader understanding of library value as constituted by capital. A well-deserved consequence of her intellect and energy has been moves to direct two of the world's highest-rated library schools. Sheila thus occupies a unique position as research library leader, researcher and teacher with experience on both sides of the Atlantic. Her desire for successful libraries continues unabated.

Paul Bracke is the Dean of the Foley Library at Gonzaga University, with additional responsibility for the Office of Sponsored Research and Programs, and is also now Associate Provost of the new Institute for Research and Interdisciplinary Initiatives. He was a member of the Association of College and Research Libraries (ACRL) Leadership Fellows program. I became interested in Paul's work while he was at Purdue through his contribution to the International Performance Measurement conference. I was pleased to include his paper on relationship capital in the conference special edition of *Library Management*. This article pointed up the historic lack of appropriate measurement for library liaison activity and proposed social network theory as a potential model for future assessment. Paul has also been active in research data management, open access publishing, digitisation and scholarly workflows. He brings relevant and important appreciation to this volume as a key player in ACRL's current work on extending the open scholarly publication agenda towards social and ethical issues of diversity, equality and inclusion.

Tim Schlak also fulfils a leadership position at Robert Morris University. In common with the other editors, his role has gone beyond the library into joining the institutional leadership team, with a focus on academic alliances. Important to the ideas in this book have been his reflective thoughts on leadership in the *Journal of Library Administration*. Tim has also provided probably the most extensive and trenchant application of social capital to academic librarianship, via a series of articles in *Library Management*, the *Journal of Academic Librarianship* and the *Journal of Library Administration*. While most other authors have concentrated on developing social capital concepts for one particular constituency or context, Tim has applied the idea to library leadership and management, liaison

librarianship and faculty and student engagement. His most recent work on the significance of social capital to library leadership and its connections to trust and values brings an important appreciation to this volume.

All three editors have opened themselves up to learning from beyond the traditional boundaries of the library and information science discipline and have shown themselves not only to be good leaders but also thoughtful and reflexive researchers. In Paul's and Tim's cases it is pleasing to see members of a new generation of leaders coming through to take libraries forward towards the future and giving time to advancing professional knowledge in the process.

Libraries, social capital and value: a personal response

A particular strength of this book is its combination of theory and practice, creating a work of international significance for librarians, teachers and researchers. Kurt Lewin's dictum that there is nothing more practical than a good theory applies here, and in his terms this book can be seen as a compendium of applied action research cases based on a range of social theory. My own interest in this book is in its contribution to the search for a more developed (social) theory of libraries through this approach, and towards the end of demonstrating impact on institutions and communities. In our context it might be said that library theorists and theories have struggled to keep pace with the lived experience of library practice in the academy, suggesting a need for a deeper reflection on the contemporary role and value of libraries. At the same time there is much untapped work in the broader social science and management field that also to me cries out to be applied, or at least considered, as relevant to library practice. This book is important and timely to that process of sense-making of what libraries are, what they do and how they understand themselves.

My personal connection to this work has been through a desire to understand, project and advocate the value of libraries, from an academic library leadership perspective and in my research. This has been a 30-year journey through ideas and applications of quality in the 1990s, to value and impact with the Society of College, National and University Libraries (SCONUL) initiative in the first decade of this century, and ultimately to the broader social value of libraries expressed in a capital scorecard (Town 2018). Capital is a polysemic concept, and one of very long duration, since its origins are in the counting of heads of cattle. The economic term has been used in a material sense for the worth of goods used in the making of other goods at least since the 17th century, implying that a valuation can be made of these assets. Adam Smith extended the idea to the contribution of human agency, and over the last century a plethora of immaterial assets have become candidates for valuation from a broad range of social relations, institutions and human capabilities (Hodgson 2014). The building of social capital through libraries has been recognised at least since Nancy Kranich's term as President of the American Library Association (ALA) in 2000–2001 (Kranich 2020). The authors in this volume have come to ideas of social capital through different routes; some through Robert Putnam, some through Pierre Bourdieu and others through Bruno Latour. This work makes these ideas

seem more visible and relevant to libraries through collecting them together. There will be other strands of social science and philosophy in future to draw on to provide a more complete picture. The question of the full assessment of library value remains open, despite the dismissive response at US immigration when I said the purpose of a trip to the country was to speak to the ALA about library value, this being that 'everyone knows libraries are valuable'.

Following James Coleman, capital is inherent in relations between persons and among persons to make it distinct, and it is here where origins of value lie. David Graeber's (2013, p. 219) ethnographic perspective suggests that there is something out there called 'value' and that human beings organise their lives, feelings and desires around its furtherance: 'It is value that brings universes into being'. This suggests that we can see social worlds not just as a collection of persons and things, but as a project of mutual creation of value, as something collectively made and remade, and this is perhaps a good picture for thinking about the future of libraries. Natasha Gerolami (2015) almost uniquely in the library literature draws on Deleuze and Guattari (1988) to recognise the library-as-assemblage in this respect, although libraries have been thought of as assemblages for over a thousand years. The new concept of assemblage as a range of entangled heterogeneous entities in relation, in which each component has its own vibrant dynamic, provides a different set of metaphors for social worlds such as libraries, which might be as a mosaic or patchwork in transitory and exchangeable configurations. I think this volume begins to move the picture of the research library onwards from libraries beyond simply transcending traditional walls and boundaries, to libraries as a spectrum of agentic capabilities involving different people, materials, documents, tools, values and tangible and intangible capital assets, not all necessarily fully owned, tightly controlled or completely organised and managed in a traditional sense (Bennett 2010).

It is gratifying to see one's own work on library capital critically quoted in several of the contributions here, as this is the best way to develop and explain it further. The way I now see my own doctoral work on organisational value (Town 2018), building on Martha Kyrillidou and my original conception of a future-oriented capital scorecard (Town & Kyrillidou 2013), is as a hybrid but porous and enfolded set of dimensions feeding off each other in either a virtuous spiral of becoming, or a vicious spiral of decline. The idea of the library as a creative institution was a fundamental part of recognising momentum (the pace of innovation) within the scorecard. The main dimensions were differentiated to reflect a requirement for proofs of worth across two perspectives; the hybridity here reflecting the practical need for leaders to provide justification within increasingly neoliberal economic and managerial institutional values of tangible capital assets and competitive innovation, while retaining a balance that gives weight and worth to the more intangible but no less real value and impact of the library as a collaborative, virtuous and relational common good.

This book brings out some of the organisational tensions that arise from that hybridity. Most of those tensions have been considerably heightened since I wrote 10 years ago about the variety of cross-pressures on those who manage and seek measures to reflect the

contribution to that common good (Town 2011). Alasdair MacIntyre (1981) suggests that practices will always be in ethical debate with the institutions that contain them, and this seems to be increasingly true of libraries and their university institutions in this recent period of economic crisis, pandemic and publishing reformation. While my position is now within a management school, I took that role to try to develop my own understanding of the library as organisation. This is still driven by ideas of excellence, but more importantly now into ethical organisation, and its people being engaged in virtuous practice with that common good in mind. This also involves saying clearly what we do and linking it to society's broader ethical frameworks. The activities and services that form part of the library's total value proposition are well reflected in the chapter contributions here.

A suggestion for reading

The volume has been carefully curated in terms of blending the various contributions together in a logical sequence, and may be read to advantage successively in that way. Tim Schlak's Introduction provides an excellent digest of the content and it will not be my purpose to anticipate it. That contribution sets out the context, key ideas and also the tone and style of the work, which is maintained throughout by careful and sensitive editing.

I provide here a few thoughts from my own perspective as to one alternative way of how to read the contributions. Drawing on S. R. Ranganathan's laws, probably each chapter or group will have its own reader, related to particular precise needs and current concerns. Some readers will want to engage with theory first; others may be more eager to dip into favourite areas of practice.

The book is organised into a contextual and theoretical prelude in Part 1 to the empirical descriptions and analyses of Part 2. I found it fruitful in the first part of the work to follow each individual editor's chain of thought through their respective chapters. Sheila Corrall's contributions in Chapters 1, 3 and 5 provide a thoroughgoing review of the broader social influences and trends that are impacting and influencing libraries in the academy, moving from the broad societal level, through the changeful nature of the academy, to the social purpose of its libraries. Taken together, these position the book selectively in time, space and within trends in social ideology, identifying the potential existential threats we face. Tim Schlak in Chapters 4 and 6 provides the necessary grounding in core concepts of social capital together with a potential program to meet the required transformative challenge, placing organisational learning at its heart. Paul Bracke's Chapter 2 focuses on association, linking social network theory to libraries as both an essential ontological component and a vital epistemological method for analysis and understanding. Paul's Conclusion teases out the various strands of thought and practice provided by the contributors that will help the library's dynamic reconfiguration. The global pandemic's sharpening and accelerating influence on contemporary academic library social positioning and service trends is also covered here. The online BiblioGlossaries of terminology and concepts will be an essential help for those new to this field.

In Part 2 I found it useful to follow the threads of my own historic interests and managerial concerns.

Relationships

Given my own interest in the question of the relationship of academic fields to the library I started my selection on this topic. The organisation and people structures focused on relations with academic fields, disciplines and departments have occupied my mind as a library leader for over 30 years, but with increasing attention required over later periods with the advent of new research-related services and the resulting more direct library involvement in academic processes. The chapters by Metzger, Kalinowski, Kessenides and Brenes, and Kosavic and Wang seemed to me to provide a broad range of helpful thought and practice on those issues.

In Chaper 7 James Kessenides and Michael Brenes provide a useful historical review focused on US professionalism and subject specialism. I think this connects well with Alice Kalinowski's thoughts in Chapter 11 on the intersectionality of liaison relationships and turnover. When mapping is undertaken it is possible to see the vast unrecognised and undervalued hinterland of relationships and activities that libraries provide to underpin the academic enterprise. I was also forcibly reminded of the irritation of academic staff at the constant reorganising of academic liaison roles without consideration of the disruption of loss of knowledge capital. It is pleasing to see the practice of engaging faculty in recruitment of new liaison staff surfaced in print. The issue of loyalty is also raised, and this has become a key virtue in my own consideration of working lives in the academy. There are many stories still to be told here in terms of how these relationships are developed and created, to say nothing of the subcultures involved within and beyond the library, deserving more ethnographic investigation.

This approach figures in Chapter 12, in which Rebecca Metzger describes the experience of her own seven-year formation as an 'outreach and collaboration' manager. This autoethnographic story reveals some of the gaps in understanding and organisation that hamper the achievement of the 'engaged library' and provides an insightful commentary on the absorption of new theories into existing practices. In my experience it is both difficult and frustrating to be obliged to bind the library into institutional programs that are founded on weaker theories and practice than the library's own understanding and historical applications in this field. The lure of what Juris Dilevko (2009, p. 56) called the 'short-term patina of dynamic sexiness' of new terminology for old ideas seems irresistible to administration in the academy. Andrea Kosavic and Minglu Wang in Chapter 10 take a social capital perspective on structural approaches to the extension of the library's role to research data management. Interestingly, using a quantitative symbolic capital approach reveals some key issues and obstacles around rank and status. The unique positionality of the library in the academy, and the key role of the library director, is recognised here, and although I no longer have to make these decisions, I find myself still torn by the question of how much the library should structure itself around its market of academic disciplines,

or whether the demands of specialised knowledge for new processes and technologies should override this. The answer will probably be contextual, but having started my career as a medical librarian I still have an enduring sense of what a good subject specialist or liaison librarian can be.

Information literacy

It was also a pleasure to return to thinking about information literacy (IL), provoked by Amanda Folk's Chapter 8. Sheila Corrall and I worked together with others in SCONUL and CILIP two decades ago to champion and define the first national United Kingdom frameworks and models for information literacy, and so I appreciate attempts to sharpen and develop the concept. There is a justifiable critique here of lack of theory, and a concern which I share for the reductionism and commodification of IL programs to tools and skills. The recognition of IL as a component of the Bourdieusian social capital we try to develop in students extends beyond the idea of academic cultural capital into a form of wisdom as a habit of practice for life. The idea of IL as wisdom was central to the origination of the first SCONUL model in 1999. It is an enduring regret that this understanding was then largely submerged amid the political requirement to focus on the skills agenda, and the weakness of subsequent theorising, and pleasing to see it rediscovered in the deeper appreciation developing here.

Space

The current heavy investment in library as place in the academy is especially gratifying to those of us who lived through being told our libraries would become car parks. This is another area in which theory is struggling to keep pace with the creative acceleration of practice, and Andrew Dillon in Chapter 15 mounts a plea for incorporating more design thinking and practice. This provides a supporting theory and justification for the type of innovative and collaborative design activity that is a feature of the more strategically minded libraries in higher education. In my experience it is vital to temper the supposed rationality of architects and designers with a vision to create a variety of affective social spaces of wonder, creativity and enchantment. Alice Rogers, Sarah Sweeney Bear and Scott Fralin's Chapter 9 on the studio creation approach in their institution deploys social network analysis as a success measure in achieving these environments, demonstrating how social theory can be incorporated into the formality of program management.

Community

Social impact on our communities is vital to justifying the library. Kathryn Dilworth in Chapter 14 applies her Social Capital Fundraising Model (SCFM) as intentional leverage for fundraising activities. The lack of outside recognition of the library as an institutional fundraising unit can ring true in some environments. I was fortunate for much of my career to work in an avowedly entrepreneurial university in which all methods of earning additional income were understood as both the method and route to achieving a virtuous

spiral of increasing both tangible and intangible assets, as well as building the library's reputational capital.

Last in this brief personal review of the book's content, but by no means least, is Matthew Kelly's Chapter 13 contribution on community reading. This brought the empirical chapters to an end where the ending probably should be, in the library's role in developing the social capital of others. The recognition that libraries create social capital in their users puts them at the heart of forming and providing a mechanism for greater equality in society. Kelly is critical of distinctions between public and academic library collection policies. The boundaries between libraries serving different communities can and should be much more porous, and relationships formed to enhance integration are called for to move 'from clique to community'. A new sense of pride in our fundamental purpose seems an appropriate virtue to aim at here.

The becoming library

Two recent works on library history have pointed up the fragility of libraries (Pettegree & der Weduwen 2021; Ovenden 2020). While I share Richard Ovenden's anger at recent wanton destructions of libraries, there is also hope from the evidence in these stories of the library's long-term survival. The most recent pandemic seems more a story of resilient strength rather than fragility. While the vibrant but transient material nature of libraries is undeniable, outside accidents, it is power and ideology that usually dictates survival. A social world is a universe of presuppositions in which violence is a potential, and the presuppositions about libraries require positive influence through our own charisma and symbolic capital. Ovenden (2020, p. 225) suggests that 'The educational role of libraries and archives is truly powerful' and we need to deploy all our powers to counter current existential threats and violent disruption. Libraries continue to be one of the things that people find important in life, and, to persuade people to invest in our future, we will need a complete sense of our value beyond the economic. This will come from a fuller understanding of our social field (in Bourdieu's terms) as part of an armamentarium to be deployed against the contemporary pressures upon us. There is a continuing need to be able to offer a sense of our value that is not simply defined within our field boundary, but one that resonates and transcends politically and socially beyond, to our parent institutions and to our wider communities as we move into the future.

'Becoming' conveys at least two ideas in English. A library can thus be becoming in the sense of attractively suitable, and also in the ontological sense of prioritising changefulness over organisation as the current reality (Shotter & Chia 2002, drawing on *inter alia* William James and Henri Bergson). Attractive suitability seems a sensible aim for future libraries, and this reinforces the relevance of the positive ideas of social capital highlighted in this book, as well as prompting more consideration of the moral virtues that develop attraction, such as equity, fairness, justice, trustworthiness and wise leadership. In my experience, academic libraries have sometimes been held back from achieving organisational virtue through the academy's traditions of hierarchy, exclusionary behaviours and utilitarian

human capital policies, as well as by their own unwise ethical choices. There is a considerable challenge here in achieving the simultaneously virtuous and becoming library, with librarians successfully becoming the *animateurs* sought by James Thompson (1974) in creating the capital necessary to be a positive social force.

I should perhaps finish this preamble where I started, with dialogue. The future library will be an act of mutual creation achieved through dialogue. There will no doubt be much debate about detail, and between those in established practices, traditions and rituals as opposed to iconoclasts, innovators and the impatient; but I would suggest it is possible to be all of these simultaneously, as well as tolerant of others with different perspectives. Other streams of professional thought contributing include the assessment community of practice, and those engaged in the philosophy of librarianship and information. There is a growing role here for critical librarianship, as evidenced by the recognition of its contribution to critiques of existing hegemonies and hierarchies in the academy, in its recognition of the failure of library neutrality, and in the decolonisation of research library assumptions and collections. There is never likely to be a neatly agreed synthesis that interprets successfully the role of libraries in society, but that is no excuse for not seeking a fuller understanding. There is a consensus and unity achieved in this volume in understanding the problems and providing potential theories and practical methods for revealing relevant social truths. The book thus forms an important part of a beginning of the next phase of dialogue and debate, as well as an effective summary of progress so far. I commend it to the attention of all engaged in the present and future creation of libraries.

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Stephen Town MA PhD FCMI FCLIP
Honorary Fellow
The University of York Management School
May 2022

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Introduction: Charting a Course to the Social Future of Academic Libraries

Tim Schlak

The relationship between the user and the academic library has been the lifeblood of information and library work since the very beginning of libraries. Yet the interaction between users and library workers had long been tacitly accepted as an unchanging assumption about the nature of users' information needs. While previously out of the spotlight in favour of processes and services that emphasised efficient, demonstrable and tactile outcomes, the latest focus on social relations represents a sea change in the value proposition of academic libraries and foregrounds a subtle but fundamental shift in the dynamics between user and library. Where services and resources were previously reliable and predictable functions, they are now evolving and growing organisational outcomes that are driven by user behaviour around information, technology and pedagogy. The timeline of these changes is overwhelming: in just over two decades, libraries have gone from card catalogues to the digital shift, and now to the social transformation of the library and its staff into an interconnected and networked organisation. So important has the connection to users become that libraries as organisations unto themselves have had to grapple with a new kind of organisational learning: the library that fails to evolve may find itself relegated to a peripheral status relative to its peers and partners that it would not otherwise have chosen.

What this all means is that libraries find themselves as dependent on their users as the latter previously found themselves dependent on the former for good information. The very nature of the reciprocal agreement that libraries have maintained in some form with their user community is now almost entirely socially conditioned and interrelational. Libraries have kept up in practice by becoming adept managers of their social content in the context of social media and branding and by reimagining the mechanisms that deliver services and resources, including, for example, liaison programs, embedded librarians and a social media presence, among many others. In the wake of each of these innovations, a literature on best practices and implications has kept up to ensure other library workers have access to the latest information to design their own local responses.

Yet, where practice has kept pace, the broader intellectual framework in which libraries endeavour to engage their users has, regrettably, remained under-developed and lacking in strength and cohesion. The same forces of technological disruption and social connection through digital means that have pushed libraries towards greater social orientations to their communities have also long been at work in society at large. Indeed, entire academic domains have been spawned in trying to cope with and explain the immense upheavals and reorganisations societies worldwide have experienced since the dawn of the Information Era began towards the latter part of the 20th century. Social and intellectual capital as well as Social Network Theory provide the practical *and* theoretical underpinnings of the social changes that have upended and revolutionised the library profession. They also contextualise the social shift that has overtaken almost all aspects of library work and, in so doing, demonstrate how libraries can leverage contemporary social conditions for enhanced success.

A central tenet in the arguments put forth is that academic libraries possess numerous assets in addition to the information resources that have long been the bread and butter of library operations. Foremost among these assets is the social or relational capital that emerges from and in turn fuels the library, successfully supporting the evolving mission of institutions of higher learning as well as the sophisticated systems of interconnection that grow out of and are layered onto the networks of creativity and productivity that academic libraries increasingly serve.

Traditional assets such as print, archival and digital collections find new life as forms of intellectual capital when they are incorporated into the complex social environment of higher education as assets in service to knowledge production and sharing across the scholarly lifecycle and paradigms of student learning and engagement. Add to this emerging forms of intellectual capital and its creation, such as Open Access publishing models and an overwhelming perspective on library agency in the 21st century comes into focus. From this new vantage point, the library worker emerges as a social agent working within ever more complex constellations of connections, while the library itself can transform into a responsive learning organisation that could potentially be the organising force behind large swaths of the academy's pursuits. Within this overall schema, several key trends in academic libraries and higher education can be situated and form the foundation of the *social future of academic libraries* that is advanced in this book. Primary among these are:

- the historic turn to greater social engagement and presence that has transformed libraries from passive information warehouses based on a reactive, on-demand model of use to a transformative presence within institutions of higher education that relies on interpersonal relationships and social networks to fulfil its greatest potential;
- the concurrent broader institutional movement within higher learning towards a more entrepreneurial orientation to its surrounding environs as a way of remaining competitive in a shifting landscape where the perceived relevance and value of the product has diminished;

- the similar shift within academic libraries from an existence based on an assumed and stable value that libraries contribute to the institutional mission to a negotiated comprehension of services and resources where social and intellectual capital provide apt and useful frameworks for conceiving of the exchanges that occur between libraries, librarians, users, communities, institutions and other stakeholders.

The motivation for this volume grew out of a mutual interest in social capital and network theory in the context of academic libraries that the editors had previously expressed in a 2017 Association of College and Research Libraries biennial conference panel. Having spent large parts of our careers as library leaders in the United Kingdom and United States in aiding academic libraries and knowledge workers to embrace aspects of the *social turn* that this volume explores, we realised the potential for the frameworks of social/intellectual capital and social networks to serve as helpful frameworks in which to advocate for change and to undertake with greater foresight and intention the transformation of services and resources that the libraries we have worked in have been required to achieve.

Prior to the COVID-19 pandemic, we had observed the focus in academic libraries shifting in social directions such as partnership culture, student engagement and a burgeoning emphasis on networking. As the COVID-19 pandemic extends into its third year, with hopes of a resumption of some kind of normalcy, however new and negotiated, it would stand to reason that greater emphasis on the social nature of library work can help to balance the unbelievably swift advances towards digital work and collaboration that the pandemic ushered in. Moreover, it is also reasonable to expect a desire for even greater connection, thanks to higher acceptance of virtual work and the productivity gains that higher education will realise through the innovations that were forced upon us during the pandemic. After all, it is the nature of the work that has changed, from in-person to virtual, and not the internal constituents, which remain the same. These include information literacy, open access and educational resources, print and digital collections, readership and relationships with partnering libraries, student learning and engagement, among many examples of library practices that will certainly change but will still be recognisable when the acute portion of the pandemic has concluded.

It is a sure bet that the increasing socially driven dynamics of academic libraries will continue to develop not only in predictable ways such as prior to the pandemic, but in unexpected ways, thanks to new ways of working collaboratively and virtually. In this sense, this volume is even more urgently needed because no one has as yet provided the comprehensive grounding of various practices and theoretical causes that have pushed libraries in this direction, both willingly and at times by necessity. The unified view that emerges from this edited volume demonstrates the degree to which the profession relies on practices no longer rooted in traditional notions of resources and services. The profession is now completely undergirded by both the theories and practices that have emerged over the past 10–15 years and that are aimed at providing enhanced justifications for the

existence of and investment in academic libraries as socially responsive institutions that facilitate the scholarly and pedagogical lifecycle of higher education.

The goals of this book are:

1   to investigate the *social turn* that academic libraries have taken in ways that clarify professional practice and advance library theory around collaboration, partnership and engagement;
2   to provide a fuller framework for library practitioners to understand and explain their contributions and impacts in language that resonates forcefully outside of academic library circles;
3   to anticipate future directions and organisational imperatives based on past and current experiences and practices while introducing a new vocabulary for the work we are and will be doing in the reconfigured value propositions that are just around the corner.

Book organisation

This book is divided into three parts, each providing a different perspective on the social nature of library work. Part 1, Contexts and Concepts, presents the editors' contributions across six chapters that set the stage for the subsequent part by introducing key trends, theories and definitions. Social capital, intellectual capital and social network theory are introduced in considerable detail and explored both historically and as future possibilities for the further evolution of academic libraries along social lines.

Part 2, Theory Into Practice, is organised along a productive observation that grew out of this overall project. The social turn in academic libraries and the wider environment that Sheila Corrall explores in three different chapters can be conceptualised along a continuum of relationships separated by the degree of internal versus external focus. At its most inward, increased collaborations within the library to reposition services for greater engagement marks one end of the continuum. On the other end is the social means of engaging at or within networks of scale, such as national, international and global-level interactions within disciplinary and cross-disciplinary collaborations. In the middle of either extreme are initiatives like the development of transformed partnerships with campus faculty or staff. An additional demarcation is the locus of collaboration, which should be somewhat familiar in rough form to any library worker who lived through the phase of extending services beyond the library walls. Looking again at a continuum, we can position on one side collaborations that are fundamentally in a physical and/or virtual environment such as a centre or partnership that blossoms primarily in the context of the library's spaces, including digital. At the other end of the spectrum, we can locate collaborations that exist in a boundaryless context where the library is enmeshed in broader social networks on campus. To return to the opening point, not only have libraries always been an expression of their relationship to their users but the distance between the library/librarian and the user is a functional measurement of the degree of social orientation *and* that the

library/librarian's position relative to those users within productivity networks is an overarching consideration in understanding library-user dynamics.

The third part, Glossary and Bibliography, is provided online as a downloadable resource and gives added elaboration of the conceptual and theoretical frameworks introduced in Parts 1 and 2, combining a glossary of key terms and concepts discussed in the book with a bibliography of classic and contemporary literature. Our two 'biblio-glossaries' are intended not only to help readers make sense of unfamiliar material as they go through the chapters and follow up references, but also to stimulate further reading around concepts of interest and support their application to research and practice in academic libraries. We have used bold text to highlight terms covered in the glossaries on their first mention in a chapter to make it easier to navigate between the book and these additional resources.

Part 1

The broader questions this volume grapples with are not only about how we build the capacity to leverage the network position and intangible assets of our libraries but also to explore these reconfigured relations in ways that conceptualise them in productive terms that the layperson can intuitively grasp. In Chapter 1 Sheila Corrall reviews the seminal cultural and technological seismic shifts that began in the 1990s as the fuller implications of electronic communication technologies began to come into their own through mass availability and new habits of consumption and connection. Key themes are traced, beginning with the culture of participation that emerged prior to its consolidation and expansion with Web 2.0 technologies in the early 2000s that ushered in disruptive practices such as mass publishing. Blurred boundaries, role ambiguity and the re-constellation of business–stakeholder participation in the business world anticipate the chapter's presentation of a 'multicapitalist' lens that synthesises and expands existing models of capitalism. Through this holistic lens, social capital is situated in its strategic and operational context and its relation to human and moral capital is clarified, as well as its potential for entrepreneurship and innovation.

Paul Bracke in Chapter 2 adapts these types of interactions into a broader framework of social interconnection that academic libraries participate in and to which they contribute. Through introducing and foregrounding social network theory and social capital, the chapter aligns network thinking alongside academic libraries and situates recent trends in library collaboration that can be understood at a systems level as foundational to the future of academic libraries and the university itself. Trends that evidence the social turn are evolving professional roles where skills and/or expertise are concerned and assessment frameworks that capture intangible assets through an intellectual capital lens, among others. The network-level approach, with emphasis on social connectedness, enables a new look at existing concepts of librarianship and opens vistas onto library work as a reconfigured function in the academy that underpins research and learning networks.

In Chapter 3 Corrall follows up the *multicapitalist* framework with a consideration of how scholarly efforts over the past two decades have laid the foundations for a renewed

and revitalised social mission for higher education. In particular, she traces the evolving role that institutions of higher learning have played over the past half century, moving from an elite to a mass system of education that transcends parochial educational interests to encompass broad public concerns at national and international levels. The drivers of this 'social transformation' are vast in their complexity, but a manageable framework is developed that in turn explains the emergence of higher education's 'third mission', which comes to encompass a wide range of locations and commitments. By problematising and locating the tensions inherent in using a capitalist lens in higher education, Corrall explores the utility of both social capital and social networks as established yet evolving frameworks for looking at the factors surrounding student success.

A number of chapters that are included in this volume rely on foundational texts and articles on social and intellectual capital that originate outside of library and information science (LIS) literature in fields such as business and sociology. Over the past decade, these works have begun to permeate the theory, practice and scholarship of academic libraries in ways that help to triangulate library services and library workers with observations about the socially derived assets of the workplace and capital. In Chapter 4 Tim Schlak offers an exegesis on both this outside scholarship as well as its adaptation into library literature. Beginning with the social framework that critical American and French thinkers created in explaining what was previously conceived of as self-interested and rational action, his chapter contextualises how actors in a network of mutually held needs rely on trust, trustworthiness, reciprocity, mutuality and social/network norms to ensure outcomes that no one individual could alone achieve. Useful definitions of terms are offered and an important distinction is drawn between social and intellectual capital that will help the reader approach the many chapters that use these terms. In addition, an in-depth exploration of the implications of these theories is offered in terms of the shift from a transactional approach to librarianship to one that is transformational.

Moving beyond the 'basics', in Chapter 5 Corrall returns to the *social turn* to develop the key trends reviewed in Chapters 1 and 3 as foundational to emerging models of academic librarianship. These trends include: (1) a sharp shift in the library's relationship to its client base in terms of more holistic services around student orientation and career focus; (2) academic entrepreneurship and community engagement where innovation supports the fostering of global citizenship; (3) a transition towards internationalisation and multiculturalism; (4) a reconfigured focus on academic success and student well-being; and (5) new literacies and library pedagogies. Weaving all of these threads together are the intellectual and social capital perspectives that come together to form a conceptual framework around student success, community building and library assessment, among others. The chapter ends with an emphasis on the centrality of developing relationships, sustaining communities and strengthening belonging for marginalised groups, an emerging task for librarians moving forward.

Similar explorations are made in Schlak's Chapter 6 on forecasting a future for academic libraries. Engagement as a baseline activity of academic libraries is posited as a key driver

in the dynamic of organisational learning. The chapter brings together various areas of LIS literature to demonstrate how engagement can spark a model for continual improvement and evaluation of library services, thanks to cycles of mutuality and reciprocity. As academic libraries seek to position their work more centrally in the social enterprise of modern academic institutions of higher learning, greater organisational alignment with student engagement as understood outside of libraries as well as with forms of collaboration that continually and organically produce collective learning becomes possible. The skills and capabilities required to embark on organisation-wide changes are reviewed and theories from the business and information science literature are introduced to demonstrate the relevancy of this approach to libraries' strategic activities.

Part 2

As the location for the volume's contributed chapters, Part 2 explores how we can build the capacity to leverage the network position and intangible assets of our libraries through both theoretical and practical lenses. Each chapter relates substantively to the main theories at hand and proceeds to position the academic library in a new orientation to those it serves. By challenging the overly narrow conceptual distinction between functional and subject-specialist librarians, in Chapter 7 James Kessenides and Michael Brenes offer an expanded view of the subject specialist and the different values that they bring to teaching, learning and research at their home institutions. They also question the limitations of the current overly simplified understanding of the subject specialist as a traditional asset of academic libraries and posit that they have enduring and reconfigured value, thanks to a social capital lens that permits a novel analysis of the ways subject specialists and functionalists interact. Three primary values that subject expertise permits include: the development of trust and network expansion in teaching and research environments; the importance of subject knowledge in collection development as an intangible asset; and the enduring benefits that subject expertise represents in a knowledge-sharing capacity

In Chapter 8 Folk returns to the long-standing question of the value and limits of the one-shot instruction session to develop a broader framework for information literacy that includes sociocultural considerations in students making the transition to college-level research. This chapter introduces and synthesises several conceptual constructs to recap prior research by the author on first-generation college students and to extend a framework that incorporates communities of practice, social and cultural capital and academic literacies as foundational to student success. The accumulation of social capital is critical for these students in gauging the expectations for performance and in developing relationships with peers and faculty as they progress through their curricula. Academic literacies comprise one such space, and research assignments represent excellent opportunities for situated learning and developing the social capital to negotiate belonging in a learning community.

In looking at programs and services that have until recently been considered atypical for academic libraries, in Chapter 9 Alice Rogers, Sara Sweeney Bear and Scott Fralin

explore non-traditional uses of spaces to leverage engagement opportunities and express new articulations of library value. Social network analysis provides the theoretical lens to demonstrate the value of the three examples they relate in detail: Fusion Studio, the Course Exhibit Initiative and the Active Learning Curation Program. The interdisciplinary nature of the connections made and the way these connections can be leveraged provide fertile soil for a sustained discussion of their successes and lessons learned in the context of a socially expanded library system.

In Chapter 10, Andrea Kosavic and Minglu Wang present functional librarianship in the context of Research Data Management (RDM) as a factor in the creation of an academic library's social capital. The chapter summarises current RDM literature and finds strong evidence for tacit recognitions that greater social orientation on the part of librarians towards researchers will increase engagement of researchers with open science, thus advancing both the impact of RDM from within the library as well as the development of social capital. This last point is traced through various dimensions of the theories of social capital, including symbolic capital, normative ways of bonding and bridging connections, and a network approach that links individual mobilisation of resources in a network and their positionality inside it. In reviewing recent library literature on RDM services informed by a qualitative coding methodology, the authors arrive at several important findings related to symbolic capital, liaison librarianship models and approaches to project management which they discuss in detail.

Pivoting to a different dynamic distant from the previous chapter's expansion, Chapter 11 assembles a novel juxtaposition between liaison relationships and staff turnover. Alice Kalinowski develops a framework for understanding the organisational risks that staff turnover poses in losing the social capital inherent to relationship-based liaison roles and programs. Social capital theory advances the discussion to explore academic librarianship, management and marketing research for the implications of the boundary-spanning nature of liaison activity. This chapter makes clear the practical value that lies in comprehending an increasingly turbulent work environment, marked by turnover, for those leaders and managers looking to bolster supporting processes and procedures.

While new academic library positions around outreach, engagement and student success have proliferated from the early 2000s, organisational structure and matching vision and mission accommodations that are more strategic than reactive have been lacking. In Chapter 12, Rebecca Metzger introduces many of the programmatic steps implemented in a large university library setting in service to developing an Outreach and Academic Collaboration division. What is needed, the chapter argues, is greater leadership commitment to outreach so as to harness previously invisible work and to adapt that social work to new and strategic models of engagement. In listing the program goals and performance competencies, Metzger provides a much-needed skills-based inventory grounded in relational and social capital and subject liaison librarianship from an individual perspective following her professional successes in this area.

INTRODUCTION

In Chapter 13 Matthew Kelly offers a unique and rare linkage of academic and public libraries in terms of social and intellectual capital generation through a conceptual and theoretical treatise on the limitations of selection and collection development practices. The narrative takes up a sociology of knowledge perspective to model a public–academic library partnership that redresses the collection gaps that emerge from the respective institutional-type content-acquisition model for meeting users' information needs. Through a collaborative reorientation to our work driven by a renewed social conscience, librarians are in a position to redirect organisational energy and attention to a joint infrastructure of municipal and educational interests in service to a community development role where cultures of reading intersect. Such partnerships could produce libraries that furnish for readers the materials they wish to read while also making important contributions to the development of a civil society where lifelong access to wide-ranging collections offers readers more than the limits they currently face.

Kathryn Dilworth makes the case in Chapter 14 that an academic library's existing social capital is the foundation that enables successful fundraising. Integrating philanthropy research on giving within academic libraries, the chapter argues that philanthropic funding is a transformative mechanism for academic libraries that often assume they have no natural constituents, as compared to other units on campus such as academic schools. Research suggests, however, that even the largest institutions lack the capacity to reach their entire constituencies, making cultivation of students and faculty a long-term possibility for libraries. Library services become cultivation tools that are brought into the socially informed giving models of the day and result in benefits like information, knowledge and reconceived spaces. Dilworth also argues persuasively that a social capital model of fundraising requires a skilled fundraising practice underpinned by a long-term strategy and a team of dedicated professionals.

Design thinking offers a radically different approach from the service provision framing concepts that underline many of the chapters in this volume. In Chapter 15 Andrew Dillon brings design thinking into sharper focus alongside a framework of social and intellectual capital to question the implications of a sluggish field-wide response to the challenges raised by those in the last decade who implored librarians to more fully absorb the needs and preferences of users to make engagement the fundamental difference in the profession. Design thinking as a problem-solving process is introduced as a way of more deeply integrating the users' world into the practices of libraries and to suggest an alternative approach to change management that permits radical change in accordance with the work context, rather than forcing users into traditional but worn paradigms. When used strategically, this process enables libraries to create and maintain ties with existing partners and to explore relationships with better-resourced collaborators we may have struggled to work with in the past. Such an approach requires questioning existing practices but yields higher and/or different returns than tried and true methods that offer few prospects of a future that is different from the past.

Glossary and bibliography

Consistent with our goal of supplying a fuller framework for practitioners to articulate their contributions and impacts, two specialist biblio-glossaries complement the narrative content of the book with a keyword guide to the central concepts, theories and models referenced in the preceding chapters. The two downloadable resources that constitute the final part of the book provide explanations of both specialist terminology and familiar terms given particular meanings in sociological scholarship documenting the social turn in higher education, professional practice and community development. Our definitions are taken directly from primary, secondary and tertiary literature of the field, which then forms the basis of the supporting bibliographies, intended to serve as suggestions for further reading and thought starters for readers interested in exploring and adopting the perspectives and theories described in their own institutions and practices. The first biblio-glossary has a more theoretical focus on the terminology of intellectual and social capital scholarship, while the second biblio-glossary has a more empirical orientation, covering social developments in higher education and the wider environment. Together these two resources offer a conceptual toolkit for colleagues motivated to engage with intellectual and social capital and related perspectives and contribute to advancing academic library scholarship in exciting new directions. To make it easier to navigate between the book and these resources, we have highlighted terms covered in the glossaries when first used in each chapter, using **bold text** for terms in the *Intellectual and Social Capital and Networks* glossary and ***bold italics*** for terms in the *Social Development of Higher Education* glossary.

Sources of contributions and key themes

Our call for proposals was distributed in Spring 2019 via national and international e-mail listservs targeting academic librarians, educators and technologists. We received 22 abstracts spread across four continents and, following an editorial review process, we accepted 11 proposals. Two authors were not able to submit manuscripts, resulting in nine total submitted manuscripts in addition to the six chapters contributed by the three editors.

In addition to a diverse background of authors from a variety of institutions and locations, the contributions share practices and perspectives from a wide variety of institutional types, from small academic libraries to large research library systems to library and information schools. Whether at teaching or research institutions, our findings are consistent that social and intellectual capital as well as social network theory are powerful tools for investigating trends in librarianship and library work, indicating that a commitment to leveraging more than just the traditional assets libraries possess is an emerging framework held in common in the teaching and learning practices of the profession.

While the range of contributions is varied, we can collectively point to a number of touch points across all the chapters that point to developments in academic librarianship in the 21st century up to the disruptions of COVID-19 and that anticipate the kinds of challenges that await library workers upon return to a post-pandemic world. Most salient of these themes is the social impetus that increasingly informs the response academic

libraries make to the shifted dynamics between information need and information service in a world of ubiquitous information access at our fingertips that recognises authoritative institutions like libraries in reconfigured ways. A related theme that emerges is relationship building as a fundamental activity of today's knowledge workers who use this social skillset and their subject expertise to span boundaries across their institutions in pursuit of contributing to a changing value proposition of the academy as a research and teaching infrastructure. From this vantage point, many of the contributions substantiate the invisible work librarians perform as they 'bridge' and 'bond' connections weak and strong to and from the library across and beyond traditional boundaries. A view of the library worker as a form of human capital in possession of cultural and relational capital and working in service to producing intellectual capital that can be harnessed in mutually reinforcing cycles of reciprocity and mutuality emerges when these forms of capital are exchanged across social networks of productivity that constitute the mainstay of knowledge workers across the globe. Some of the primary intersection points of these forms of capital in this asset-based approach are information literacy, collections and research infrastructures, among many others, all of which are explored in the various chapters that follow.