

# Book Reviews

*Integrating Information Literacy into the Higher Education Curriculum: Practical Models for Transformation. Jossey-Bass Higher and Adult Education Series.* Ed. Ilene F. Rockman. San Francisco: Jossey-Bass, 2004. 260p. alk. paper, \$36 (ISBN 0787965278). LC 2003-27930.

*Integrating Information Literacy into the Higher Education Curriculum* consists of chapters written by nine different authors. Brief biographies of the authors are presented before the introduction. All have extensive backgrounds in conducting information literacy programs. Ilene Rockman, a well-known authority on information literacy, authored the preface, introduction, one of the seven chapters, and the conclusion. All but two of the authors are from academic institutions in California, so the examples are drawn largely from that state.

In her excellent forward, Patricia Breivik, who has among other titles, chair of the National Forum on Information Literacy, sets the stage on why this work is so timely. She also provides a concise set of characteristics of successful information literacy programs.

The preface gives a useful outline of the book and describes the intended audience. This audience includes administrators and other members of the academic community. Although there is much that would be of interest to academic administrators in the chapters, I would be hesitant to simply hand this book to a dean or provost. There is simply too much detail in many of the chapters. To reach the administrative audience, executive summaries at the beginning of each chapter would have been a useful addition. The introduction would be an appropriate piece to pass along to upper-level administrators.

The chapters vary in their approach, but all are written well. Some of the chapters are broad in scope, some are overviews of general practices, and a few are very specific descriptions of particular projects. Although this mix will be useful to people responsible for information literacy programs, the book may have limited appeal to a broader audience. The topics covered include: understanding the importance of information literacy, development of faculty–librarian partnerships, integration of information literacy into the curriculum, creation of freshman-level tutorials, integration of information literacy into interdisciplinary majors, determination of information literacy needs in a research setting, production of assessment tools, and assessment of information literacy initiatives. One of the strengths of this work is that outcomes-based assessment is a common theme.

The articles included contain references that are up-to-date and many include URLs for Web sites of various information literacy initiatives. They also include appropriate tables, appendices, and so on.

Rockman states in her preface that “The purpose of this book is to showcase practical examples of how information literacy programs and partnerships can transform the higher education teaching and learning environments.” This is a very ambitious goal that is largely achieved, the book showcasing very useful examples of information literacy efforts. It also places information literacy within the context of curricula and rightfully defines it as being much more than simply a series of traditional bibliographic instruction sessions.



This book is a useful resource for anyone involved in information literacy. Although it might not be the book that an academic administrator should read, it will certainly help information literacy advocates prepare their case to solicit administrative support for information literacy. I recommend it for all academic libraries planning or actively engaged in information literacy initiatives. — *Bil Stahl, Western Carolina University.*

**Kirp, David L.** *Shakespeare, Einstein, and the Bottom Line: The Marketing of Higher Education.* Cambridge, Mass.: Harvard University Pr., 2003. 328p. alk. paper, \$29.95 (ISBN 0674011465). LC 2003-49914.

**Geiger, Roger L.** *Knowledge and Money: Research Universities and the Paradox of the Marketplace.* Stanford, Calif.: Stanford University Pr., 2004. 321p. alk. paper, \$27.95 (paper) (ISBN 0804749264); \$70 (cloth) (ISBN 0804749256). LC 2004-1622.

"The business of America is business," observed Calvin Coolidge wryly in 1925. But what is the "business" of higher education? Eighty years ago, the notion that a university could itself be a "business" and capable of forming any type of alliance with commerce was surely anathema. Higher education's mission was solely to promote the House of Intellect. The only role for commerce was to donate buildings and laboratories and to endow chairs, scholarships, and book funds. The ivory tower and business were two entirely different worlds, incompatible and incommensurate—often even at loggerheads—in almost every way. Today's intimate connection of the two would have been incomprehensible in 1925. Yet, Coolidge's comment might well apply to the modern university where, within but a single generation, the entire concept of financing higher education has been radically transformed. No longer an academic enclave isolated and

insulated from society's mainstream, the modern university has become a very businesslike enterprise.

This far-reaching and rapidly evolving shift from ivory tower to marketplace is the subject of books by David L. Kirp and Roger L. Geiger, two scholars who have spent their careers studying higher education.<sup>1</sup> Kirp, who is Professor of Public Policy at UC Berkeley, received Ford Foundation support for his research. Geiger, Distinguished Professor of Higher Education at Pennsylvania State University, received support from the Alfred P. Sloan and Spencer Foundations. The result is two books of virtually the same length, each attempting to explain why and how research universities and some colleges have formed intimate alliances with industry. Both authors outline the consequences of these connections. Both books cover the same time period, 1980 to date, but the focus of each book is quite different.

Kirp's *Shakespeare, Einstein, and the Bottom Line: The Marketing of Higher Education* is a collaborative work of thirteen chapters, some cowritten by colleagues who are thanked in the acknowledgments and in the endnotes (but not on the title page or in the introduction). However, the first endnote to each chapter carefully explains the sources of their findings, usually personal or telephone interviews and e-mails to and from "trustees, administrators, professors and students" and "others knowledgeable about the institution." Five hundred and ninety-four endnotes exhaustively (but not always thoroughly or accurately) document the work.

Kirp and his associates have organized their book as case studies of some dozen or so major colleges and universities, plus one consortium, several Silicon Valley commercial firms that provide information technology (IT) certification, and a few other educational institutions within the greater San Francisco Bay area. It is