HYPOTHESIS

THE JOURNAL OF THE RESEARCH SECTION OF MLA

Contents

Evidence Based Librarianship Conference - The Award Winners
--Submitted by Andrew Booth

The 2nd Evidence Based Librarianship Conference, hosted by the University of Alberta in Edmonton, Canada on June 4th-6th constituted the first truly international opportunity to bring together a growing community of evidence based information practitioners. Delegates from Australia, South Africa, Saudi Arabia, Norway, the U.S., the U.K. and Canada attended with this cosmopolitan flavour being reflected in the winners of the four major research awards presented at the end of the Conference. Two of the awards went to presenters from Australia and South Africa with the remaining two going to the well-represented host institution.

The Awards panel, comprising six international assessors including Jonathan Eldredge for the MLA Research Section, was chaired by Andrew Booth (University of Sheffield, UK) as Chair of the International Programme Committee. Each presentation was assessed by two assessors with careful attention paid to avoiding conflicts of interest. Presentations were judged according to criteria based on those for the Thomas C. Chalmers Awards at Cochrane Colloquium, selected as a model of good scientific practice within the evidence based community. The four equally weighted criteria were originality of thought (IDEA); high quality exploration/investigation (EXECUTION); relevance for the advancement of evidence based librarianship (APPLICABILITY); and clarity of presentation (DELIVERY).

As evidence based practice involves both rigour and relevance, being located as it is at the pragmatic end of the research continuum, it was felt important to highlight both the Best and Runner-Up Research paper and the Best and Runner-Up Presentation. In this way delegates who had come along to be enthused and edified were able to depart well satisfied with the content and presentation of a well-organised and enjoyable conference.

HYPOTHESIS. The Journal of the Research Section of MLA
http://gain.mercer.edu/mla/research/hypothesis.html

Chapter Research Committees Report
— submitted by Priscilla Stephenson

Conducting Chapter-Wide Research: Combining Web-Based and Mail Surveys
by Mary C. Congleton and Shelley L. Paden

Web-based surveying is gaining in popularity in academia, business, and government. Beginning December 2002, we conducted a large survey research project in the Midwest Region on Loansome Doc, sponsored in part by a research grant from the Medical Library Association. While the grant provided much needed money to defray costs of the research, we needed to look for other ways to save money to reach a population spread across ten states. This article seeks to share our experiences.

We first considered web-based surveys as a way to reduce costs. Electronic surveys reduce paper, printing, and mailing costs. However, because we did not have e-mail addresses to contact our entire sample, we decided to use both web-based and mail surveys. Dillman[1] suggests multiple contacts with potential respondents as a way to achieve a high response rate. For our project, we initially sent either an e-mail with a linked web survey or a paper survey via U.S. mail, depending on whether we had an e-mail address or not. Approximately two weeks after the initial mailing, a reminder notice was sent by e-mail or mail. A final paper copy of the questionnaire was mailed to all who did not respond to the previous contacts, roughly one month after sending the reminder notice. These multiple contacts helped to maximize the response rate and to increase the validity of the study.

Microsoft FrontPage and Access were used because of our familiarity with these software packages. We created an electronic form with FrontPage and loaded it onto our web server. Next, we used Access to create a database file with fields that corresponded to the electronic form. The Access file was loaded onto a secure portion of the web server to maintain the security and confidentiality of our study. Once the files were linked, the data from each submitted survey was automatically sent directly into the database file.

We wanted to collect both quantitative and qualitative data. Our questionnaire was comprised of two types of questions. Multiple-choice questions required respondents to answer by selecting a radio button for the single most appropriate answer or checkboxes where any applicable answer could be chosen. We also included open-ended questions with text areas large enough to allow respondents to answer at length.

The web survey yielded other benefits in addition to cost containment. Electronically submitted surveys cannot become lost in the mail, misrouted, or lost in the paper shuffle on the recipient's desk. In addition, electronic surveys can be returned in a fraction of the time that it takes when they are returned via the U.S. mail. While response rates for web-based surveys tend to be equal to or lower than traditional mail surveys[2], we were able to maximize our efforts by combining web-based and mail surveys. In addition, we were able to import the data directly into a statistical package and reduce the likelihood of data entry errors.

Web surveys have great potential in today's library research arena. Our experience with them, although a learning one, was a successful attempt to collect data via the Internet while still utilizing the traditional paper survey.?

1 Dillman DA. *Mail and Internet Surveys,* (2nd ed.). New York: John Wiley, 2000.
2 Saxon D, Garratt D, Gilroy P, Cairns C. Collecting data in the Information Age: Exploring Web-based survey methods in educational research. *Research in Education* 2003; 69:51-66.

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2nd International Evidence Based Librarianship Conference
June 4th – 6th , 2003
Edmonton, Alberta

URL: http://www.asebl.ualberta.ca/EBL2003.html

Best Research Paper Award:

A Content and Citation Analysis of
Librarianship Research
*Denise Koufogiannakis, Ellen Crumley and
Linda Slater*

Aims: The purpose of this study was to examine published research in librarianship to determine which study types support the research efforts of librarians, and to identify resources that facilitate access to library research literature. Six proposed domains of librarianship (reference, collections, information access & retrieval, education, management, marketing/promotion) were also tested against the research literature.

Methods: Investigators independently employed inclusion-exclusion criteria to determine which journals would be included in the study. The contents of the 2001 publication year from included journals were analyzed to determine the proportion of research articles to non-research articles, the domain, research methods used, and author affiliation. Citation analysis was performed to determine frequency of cited titles, citation by format, and citation to publications outside of librarianship. Indexing and abstracting services that cover the most frequently cited titles were also recorded.

Results: Results will show where the research literature in librarianship is published and what types of research are being published. Investigators will determine whether there are any differences in the domain of research articles based on the study type. Citation analysis will allow for description of the literature that supports librarianship research by yielding information about the study type and titles most frequently cited.

Conclusions: This analysis will yield information that will assist librarians in selecting appropriate journals in which to publish the results of their original research. It will also enable librarians to build collections that will make research-based evidence accessible to themselves as well as to library school students and faculty members.

Best Presentation Award:

Practicing Evidence Based Practice:
The Impact of a Queensland
University of Technology Teaching Model on a
Culture of EBP in Librarianship
Helen Partridge and Gillian Hallam

Industry's current interest in Evidence Based Practice (EBP) relies upon effective cooperation between information professionals, library science educators and professional associations. This paper considers the role of library science education in ensuring the future of EBP within librarianship. Aware of its role to industry as a supplier of employees to the marketplace, the Queensland University of Technology (QUT) is continually reviewing its library science curriculum to more readily embrace the needs of current industry practice. This paper will discuss the teaching model that is being used at QUT to foster student awareness and understanding of EBP and its practical role in librarianship.

As a core unit of the Graduate Diploma, ITN336 Information Sources not only introduces the students to the broad field of reference and information work but is also used as the vehicle through which students can develop their research skills to inform their understanding of current industry practice. Specific project work encourages students to practice using EBP within a non-threatening learning environment. Importantly, the teaching and learning activities depend on the collaborative involvement of industry professionals in the academic program, enabling the effective transfer of learning between students, academics and practitioners.

This paper examines the experiences of both the teaching staff and the students in practicing EBP within an industry context and considers the contribution the course makes in developing an EBP culture. The implications of the existing teaching model are explored, highlighting opportunities for improvement and the potential application of the model in other teaching and learning situations.

Runner-up for Best Research Paper Award:

How the Patron Sees It: Two Evidence Based
Usability Studies at the
University of Alberta Libraries
Juliet Nielsen

To establish the usability of the newly redesigned University of Alberta Libraries web site and to prepare for a new interface for the Library Catalogue (SIRSI I-link), we are conducting two evidence-based evaluations: a label analysis/"card sorting" and a task-oriented/"talk-aloud" exercise. The label analysis approach is used to assess the library web site and in this method, names of items are printed on individual cards and participants group items in ways that make sense to them. This process improves our understanding of how participants comprehend the terms used to represent library concepts and the way that information is presented on the Library's Homepage. The task-oriented approach is used to assess the Library Catalogue and is the most common form of usability evaluation. In this method, each participant carries out a specified set of tasks on the web site while thinking out loud about what they are doing. Representatives of the campus community from a variety of backgrounds are included in the evaluations to create an inclusive picture of our patrons. This holistic approach is generating a broader understanding of patron perceptions. The evidence gathered will be applied directly to the enhancement of both our catalogue interface and the library web site. Carrying out the usability evaluations supports the development of patron-friendly web products and enhances access to the library collections and services.

Runner-up for Best Presentation Award:

A Web-Based EBM Information-Seeking Model
Glenda Myers and P.A. VanBrakel

Aims: To investigate whether a Web-based EBM information-seeking model could be designed to enhance the information-seeking skills of healthcare practitioners.

Methods: Various models in medicine and information seeking were examined, including Gruppen's model of clinical decision-making; Kuhlthau's model of the information-seeking process (ISP); and the O'Rourke, Booth & Ford model, demonstrating parallels between clinical management and literature searching. Faraino's flowchart, incorporating aspects of the Richardson "änatomy" of the clinical question, was also examined.

Results: It was found on comparison that the model of the clinical decision-making process accorded with all six phases of the ISP, whereas other information-seeking models correlated with the ISP only from the formulation of the problem onwards. Contrary to expectations that the clinical question formulation of a search strategy design is information-seeking practice, it was found that these are two separate processes.

Conclusions: A new evidence-based model of information seeking was devised, incorporating elements of clinical-decision making as well as Web-based browsing techniques and analytical searching of databases. This model also incorporates the "PICO" anatomy and database-specific help (practice guidelines) for evidence-based information seeking.   ?

EBLIC Research Award Criteria

Presentations at the Evidence Based Librarianship Conference, Edmonton, Alberta June 2003

1. Plenary presentations will be assessed by two assessors, parallel sessions will be assessed by at least one assessor. Assessors will be drawn from the International Programme Committee supplemented by Pam Ryan (ex officio) as the Poster Coordinator and Lisa Given from the Local Organising Committee.
2. Presentations will be judged according to criteria based on those for the Thomas C Chalmers Awards at Cochrane Colloquium. These have been selected as a model of good scientific practice within the evidence based community.
3. Presenters who are also assessors will not be eligible for Awards.

Date/Time: Title: Presenter: Assessor:

Criteria [12 = Exceptional achievement]
      a) originality of thought; (IDEA)
           0 - 1 - 3 - 5 - 6 - 7 - 8 - 9 - 10 - 12

      b) high quality exploration/investigation (EXECUTION)
           0 - 1 - 3 - 5 - 6 - 7 - 8 - 9 - 10 - 12

      c) relevance for the advancement of evidence based librarianship (APPLICABILITY)
           0 - 1 - 3 - 5 - 6 - 7 - 8 - 9 - 10 - 12

      d) clarity of presentation (DELIVERY)
           0 - 1 - 3 - 5 - 6 - 7 - 8 - 9 - 10 - 12

Medical Library Association
Research Section Business Meeting
May 4, 2003
Town & Country Hotel, San Diego, CA

I.   Call to Order – Jon Eldredge called the meeting to order at 7:30 am. Introductions were made.

II.   Eldredge responded to "How Can We Make Evidence-Based Librarianship a Reality as Envisioned by the MLA Leadership 1997-2003?" by leading a discussion of the Research Section's past and future contributions to this broad MLA goal. As part of their committee reports, each committee chair was asked to integrate future plans for achieving this goal.

III.   Committee Reports

   a.   Awards: Carol Gilbert asked for volunteers for additional reviewers.

   b.   Continuing Education: Kris Alpi asked if the Evidence-Based Librarianship (EBL): The Basics course could be offered at MLA. She reported the success of several electronic journal clubs and suggested the need for electronic journal clubs on EBL and Statistics & Epidemiology. An announcement will be placed in MLA Focus to solicit participation.

   c.   EBL Implementation: Jon Eldredge reported on the EBL Conference taking place in Canada. He also discussed Michelle Kirkwood's Delphi Analysis Survey techniques as applied to another upcoming worldwide compilation of important EBL questions.

   d.   Newsletter: Andrea Ball, *Hypothesis* editor, announced that the newsletter is now officially *Hypothesis: The Journal of the Research Section of the MLA*. Each issue was 16 pages in length. Print distribution remained the same, but Web access has increased circulation. CINAHL is selectively indexing the journal and negotiations continue with Library Literature and LISA. Three issues were published in the previous year at a cost of $1,743.21. Andrea will begin to track and report back web usage statistics for *Hypothesis*.

   e.   International Research Collaboration: Jon Eldredge indicated that all efforts are currently centered on the 2nd International EBL Conference to be held in Edmonton. The MLA Research Section is a major financial and logistical co-sponsor of this high profile international conference.

   f.   Nominating Committee: Beth Schneider reported that the following nominated slate of candidates was elected: Elizabeth Wood, President-elect; Elizabeth Connor, Secretary/Treasurer; and Ann Weller, Section Council Representative.

   g.   Practice Guidelines Advisory: Jon Eldredge reported for Molly Harris about the Research Section's advisory role to other MLA sections on the creation of Practice Guidelines.

   h.   Program: Alice Hadley announced that five presentations were scheduled for "Shoot the Pipeline with EBL" (MLA 2003) including the first systematic review ever to be presented at an MLA meeting and two cohort studies.

   i.   Research Results Dissemination: Jon Eldredge expressed the need for additional articles on research results. Chair Liz Bayley reports that this committee has completed their charge to establish structured abstracts for all submissions of poster or paper summaries for MLA annual meetings. A similar recommendation has been made to *JMLA, Health Information and Libraries Journal,* and *Biblioteca Medica Canadiana* (soon to be changed to *Canadian Health Libraries Journal*).

   j.   Secretary/Treasurer: Jo Dorsch reported that the current balance for the Research Section was $3,594.54. A discussion ensued about whether the Section can support annual meeting attendance for Section officers.

L/ISTEN UP: Research News from the Groves of Academe

— submitted by Ellen Detlefsen, DLS

Research Methods Course Syllabus—A Must-Visit Site

Mary Sue Stephenson, Senior Instructor and Chair of the MLIS Program at The School of Library, Archival and Information Studies of the University of British Columbia has an excellent syllabus available on the web at http://www.slais.ubc.ca/resources/research_methods/index.htm for a course in research methods. You will want to bookmark this careful collection of sites from many different disciplines and intellectual traditions.

Her hot-linked resources cover a wide variety of topics, including action research, case study research, content analysis, electronic journals, general qualitative research, general research methods, general survey research, historical research, internet research, measurement, validity & reliability, online books, qualitative analysis, qualitative ethnographic methods, qualitative group methods, quantitative analysis, qualitative & quantitative interviews, questionnaires, professional associations, research ethics, research software, and sampling. It was last updated in September of 2003, and carries this message from its creator:

These pages were originally created for the course ARST/ LIBR 590: Research Methods in Libraries & Archives. I've set this version up for students & working professionals world-wide. Please let me know if you find any broken links or have suggestions for new links:
 mss@interchange.ubc.ca

The hot-linked section listing online books about research alone is worth a visit; there are THIRTY-TWO individual titles, all of which are freely available on the web. The four sections covering qualitative research are especially well-done, and will inspire colleagues to attempt this area of research. There is a helpful page with nearly seventy links to the web pages for various research software products.

Her particularly strong page on Internet research techniques will be especially helpful for those interested in consumer health research or information behavior studies in medicine. Colleagues in the LIS education community and those who teach in a distance education format will be able to find much to use with their graduate students. LIS doctoral students in the throes of dissertation proposal preparation will find this website to be a time-saver!

Dr. Stephenson is not a medical or health information specialist, but her work will be of great use to colleagues and wannabe researchers in the health sciences arena. This is a must-visit website for all Section members. We are in her debt.   ?

The Editor of Hypothesis *and I continue to be interested in hearing about research projects underway by graduate students—doctoral and master's level—in LIS and related programs. If you or your students are embarked on a research project or dissertation or thesis, please let us know. We will maintain an archive of current projects that can be shared with MLA Research Section members. Please send details about your students' projects to Ellen Detlefsen at ellen@mail.sis.pitt.edu.*

ACRL's Research Agenda for Library Instruction & Information Literacy

The Research and Scholarship Committee of the Association of College and Research Libraries (ACRL) Instruction Section has completed a revision of the Research Agenda for Bibliographic Instruction originally published in 1980.

Like its predecessor, the current Research Agenda for Library Instruction and Information Literacy *presents questions that provide ideas and direction for ongoing research in the field*. The committee members envision the Agenda as a "living document" to be updated as new research is done and the instructional environment changes.

Full copies of the Agenda are available on the Research and Scholarship Committee's web site:

http://www.ala.org/Content/ContentGroups/ACRL1/IS/ISCommittees/Web_pages/Research/
Research_Agenda_for_Library_Instruction_and_Information_Literacy.htm
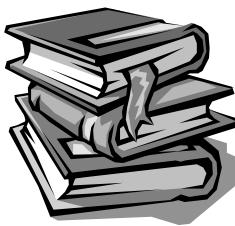
Literature Review

—submitted by Ruth Fenske, Ph.D.

Bhavnani, Suresh K. and Marcia J. Bates. **Separating the Knowledge Layers: Cognitive Analysis of Search Knowledge Through Hierarchical Goal Decomposition.** Proceedings of the 65th Annual Meeting of the American Society for Information Science and Technology. 39:204-219, 2002.

Drabenstott, Karen M. **Do Nondomain Experts Enlist the Strategies of Domain Experts?** Journal of the American Society for Information Science and Technology. 54(9):836-854, July 2003.

Pennanen, Mikko and Pertti Vakkari. **Students' Conceptual Structure, Search Process, and Outcome While Preparing a Research Proposal: A Longitudinal Case Study.** Journal of the American Society for Information Science and Technology. 54(8):759-770, June 2003.

Three articles address the question of expert vs. novice searching for information.

Bhavnani and Bates use the hierarchical goal decomposition method used in human-computer interaction to make "explicit descriptions of the knowledge involved in search competence." Goals are described at progressive levels of detail and then the knowledge required to perform each task is determined. One of the illustrations compares searching done by an expert medical librarian to someone with experience in searching the web but with no experience in searching for health care information. In this case, the expert first went to a reliable website (MEDLINEplus). Then she searched by topic, and then clicked on links until she found the answer. She then verified her answer by using a second, reliable source (the website for the company that manufacturers the vaccine). The experienced web searcher used only Google. After making five queries and using almost three times as much time, he found incomplete information in several unreliable sources. The authors conclude that the librarian knew the difference between reliable and unreliable sources of health care information on the web. She also knew that pharmaceutical manufacturers' sites give contraindications. She also knew how to sequence the search by searching first in one reliable source and then in a second reliable source. The novice health care searcher had neither the health care resource knowledge nor the procedural knowledge of the medical librarian. In order to search as effectively as the medical librarian, the web searcher would need to have been explicitly taught what the medical librarian knew through education and experience.

Drabenstott looks at domain experts, i.e. "library users who have expert knowledge in a subject domain or field of study" and nondomain experts who are "library users who do not yet have expert knowledge in a subject domain or field of study." Drabenstott says that today's information gateways give nondomain experts access to a wide variety of information seeking strategies formerly available only to domain experts. She believes domain experts tend to start with a known relevant document or ask colleagues, whereas undergraduates start with a subject search and then, in the case of in-house books, scan the shelves for other relevant works. The latter could not be observed in the design of this study.

In this study, Drabenstott recruited and paid fourteen undergraduate students to search a topic of their choice on the library's information gateway. Subjects first were interviewed by Drabenstott, then searched while talking out loud, and then were again interviewed by Drabenstott. Search sessions were captured, out loud thoughts were recorded, and Drabenstott took notes. She then used an elaborate codebook of states and substates to analyze each search.

Drabenstott says that domain experts would have used citation searching, or they would have searched specific known journals thought to offer relevant sources, or they would have done known-item searches. However, she did not put a set of domain experts through a data gathering session similar to that done by the students in this study.

Students did not use citation searching, possibly because it was not readily available through the gateway at that time. Searching complete journal runs was done by accident or at the direct suggestion of an instructor. Known-item searches also were done at the suggestion of an instructor.

This study has a number of problems, many of which she address in her limitations section. Her assumptions about domain expert search behavior were perhaps not valid in the era of library information gateways and the web. How do domain experts approach information seeking in the modern day world? Do domain experts ever do subject searches when confronted with questions similar to the ones students had or do they start with a known relevant document? Do domain experts even use the web or a library information gateway? When students ask instructors for help do they get known relevant document advice or subject search advice? How about if they ask a librarian? She reflects on the point at which an undergraduate is ready to move from nondomain expert strategies to domain expert strategies. Is it when they have perhaps done some preliminary work on a topic and are doing further, more in-depth work for a more advanced course? She even suggests, since undergraduates have trouble formulating queries, that possibly strategies such as looking through a run of a relevant journal, perhaps

one recommended by the instructor, might be a better approach for a subject novice undergraduate. Although this study suffers from a number of design problems, it does raise some interesting questions.

Pennanen and Vakkari looked at undergraduates' ability to search a traditional database. Twenty-two students in a three-month proposal-writing seminar were asked to search their topics in PsycInfo at the beginning and the end of the seminar. No one had previous experience with PsycInfo. It is not clear if keyword searching was allowed in the particular search interface they used. The researchers were specifically interested in relationships between conceptual constructs and search process and outcome. All measures were carefully defined and operationalized. Conceptual structure was measured by the number of concepts used, the specificity of the construct, and the ability of the student to translate the conceptual construct into query language. Prior to each search, subjects were given Kuhlthau's search process questionnaire and asked to describe their topic and draw a conceptual map of the central facets and their relationships. They were also asked about search goals. As they searched, they were asked to think aloud and the thoughts were taped. Transaction logs were made. As they searched they were asked to look at the retrieval. After the search, they were asked about the usefulness of the retrieved documents.

Data did show statistically significant changes in their stage in the information search process, as outlined by Kuhlthau, in self-reported familiarity with the topic, and in search goals. In both the first and second sessions, the ability to cover the conceptual construct in query language affected the success of the search. However, the proportion of concepts converted into proper query language was only about 50% in both sessions. Number of concepts and the specificity (as they define it) of the contracts were not related to search outcome. This is not surprising, considering that the number of concepts and specificity vary, depending on the topic. More concepts are not necessarily better. The researchers themselves realized this after looking at their results. Those with greater subject familiarly were better able to select additional terms from their retrieval and to adjust the search accordingly.

These three articles on the expertise of the librarian, the expertise of the domain expert, and the inability of novice undergraduates to search invite reflection on the status of our health sciences students as searchers and what and how we teach them about searching for information.

Voelck, Julie. Directive and Connective: Gender-Based Differences in the Management Styles of Academic Library Managers. portal:Libraries and the Academy. 3(3):393-418, July 2003.

Based on data from a stratified random sample of twenty-eight middle managers in public universities in Michigan, Julie Voelck clearly demonstrates "distinct, gender-based differences in management style in U.S. librarians." The thirteen male and fifteen female subjects were similar in personal and demographic characteristics. Subjects were asked to describe themselves in terms of twelve management traits found to be gender-neutral by previous researchers. There were no significant differences between male and female middle managers on these twelve gender-neutral traits. For twelve male management traits, there were seven significant differences between men and women and for twelve female management traits, there were five significant differences. Men described themselves as men are typically described and women described themselves as women. Qualitative results from semi-structured interviews were also very consistent. Men were more "assertive, competitive, and directive" and women were more "inclined to work collectively" and on "building relationships." Those with same-gender supervisors perceived their supervisors as being similar to themselves. Females with male supervisors perceived male supervisors to be very different from themselves and were critical of the males' management styles. Males who had female superiors, on the other hand, were more positive about their supervisors' management styles.

Voelck cites literature which documents the existence of a glass ceiling even in female-dominated professions, such as librarianship. She suggests that upper-level managers in universities need to be "educated" about the contributions managers with female traits could make at the highest levels of library management. This is an excellent study, based on her master's thesis in sociology.

Bell, Douglas S., Dianna M. Daly, and Paul Robinson. Is There a Digital Divide among Physicians?: A Geographic Analysis of Information Technology in Southern California Physician Offices. Journal of the American Medical Informatics Association. 10 (5):484-493, Sept/Oct 2003.

These authors mailed surveys in March 2001, to 307 Orange County physicians' offices that contract with CalOptima for the primary care of children on Medicaid. A clustering algorithm was used to categorize census tracks into four groups, each based on percent Hispanic, percent nonwhite, and percent below poverty level. Surveys were designed to be answered by the physician-manager, the nurse-manager, or the office manager. A copy of the survey is appended to the article.

Each of the 141 offices that responded (46% response rate) was assigned to one Hispanic category, one nonwhite category, and one percent below poverty level category. Comparing respondents to non-respondents, small offices were less likely to respond than larger offices. There were no trends in response by office location.

Ninety-four percent of the respondents had access to at least one computer in the office, 77% had web access, 29% had broadband Internet access, and 21% maintained a web page. Use was more for administrative purposes than for clinical purposes. High levels of interest and also a high level of concern were expressed about various potential online systems.

The authors conclude that "primary care offices located in poor and minority communities . . . had high levels of access to and interest in web-based systems." Access in these communities is comparable to a quoted 2001 survey which showed that 78% of physicians use the Internet. They do acknowledge that non-response bias could have affected the results but downplay it. It seems to me that offices with no computer access would be much less likely to answer than offices with computer access. However, it could also be that busy physicians who <u>do</u> have computer access also did not answer. All except three of the non-respondents were reached at least once by telephone. It is too bad the non-respondents were not even asked at least if they had a computer, when reached by phone.

Vaughan, K.T.L. Changing Use Patterns of Print Journals in the Digital Age: Impacts of Electronic Equivalents on Print Chemistry Journal Use. <u>Journal of the American Society for Information Science and Technology</u>. 54(12):1149-1152, October 2003.

K.T. Vaughan documents use of print journals before and after implementation of Science Direct in February 2000 at the Duke University Chemistry Library. Not unexpectedly, use of print journals for which electronic equivalents are available decreased considerably. However, use of print titles not also available electronically also decreased. This raises the valid issue of whether users now expect to find all relevant information online or if the remaining print titles are fringe titles, less important than the ones available online. These data do not show if users are continuing to use the older issues of titles now available online. Failure to use relevant older issues also would be a concern. This latter question needs to be answered in another study.

Although these data document the decline in use of titles having online equivalents, Ms Vaughan worries that increasing costs and declining budgets will necessitate return to print only for some titles. She also is concerned that users prefer online journals to the point of ignoring valid information in journals only available in print.

Proceedings of the 66th Annual Meeting of the American Society for Information Science and Technology. Vol 40, 2003. 556 p.

Finally, I would like to recommend the proceedings of the annual meeting of ASIST. Page after page of contributed papers are based on studies that either took place in a health sciences setting or could be applied in the health sciences setting.   ?

HAPPY HOLIDAYS!

The group agreed that although the treasury is stable, it could not support subsidizing meeting attendance.

k. Section Council Representative Report: Dixie Jones made several announcements from Section Council: each Section needs a representative on the Membership Committee; MLANET will host section Web space without a fee; Elizabeth Connor designed and made a quilt square for the Research Section to add to the MLA Section Quilt; and, three Section programs are planned for MLA 2004 plus a combined section on Wednesday on the topic of Innovation.

l. New Chair: Alice Hadley discussed MLA's goal of encouraging life-long learning and ways in which the Research Section can contribute to this goal. Gary Byrd added comments on developing a research agenda that draws from the Benchmarking and AAHSL databases.

IV. Adjournment –Jon Eldredge adjourned the meeting at 8:55 a.m. The next Research Section business meeting will be held at the 2004 annual meeting in Washington, D.C.

Submitted by Jo Dorsch, Secretary/Treasurer

May 21-26, 2004 • Washington, DC

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MLA '04
Seize the Power
Washington, DC
May 21-26, 2004

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*Research Section
Sponsored Presentations*

Sunday, May 23rd

Sponsor: Research. Co-Sponsors: Assessment and Benchmarking SIG, and Clinical Librarians and Evidence-based Health Care SIG

Title: *The Power of Evidence: How Benchmarking Can Make Your Point*

Format: Contributed and Invited papers

Description: Usage studies and benchmarking can provide the evidence you need to remain viable and prove your worth at the institutional, regional, and national level.

Monday, May 24th

Sponsor: Research Section. Co-Sponsors: Assessment and Benchmarking SIG, and Clinical Librarians and Evidence-based Health Care SIG

Title: *The Power of Evidence: Discovering Our Effectiveness with Outcomes*

Format: Contributed and Invited papers

Description: How can outcomes research help you in managing your library's services? How can you be more effective and efficient in using time and resources?

Tuesday, May 25th

Sponsor: Research Section

Title: *Evidence-Based Librarianship: Step-by-Step From Those Who Have Done It*

Format: Invited Papers

Description: Are you afraid to tackle a research project? Learn from others how to conduct a systematic review, a qualitative study, or a randomized controlled trial. Successful projects will be described by those who conducted them.

HYPOTHESIS

Andrea L. Ball, MLS, Editor
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