

HYPOTHESIS

The Journal of the Research Section of MLA



Volume 20
Number 2
Summer 2008

HYPOTHESIS

The Journal of the Research Section of MLA

COLUMNS

Chair's Column	
Susan Lessick.....	3
Literature Review Column	
Ruth Fenske.....	4
The Research Mentor	
Jon Eldredge.....	5
Dissertation and Theses Round-Up	
Ellen Detlefsen.....	7

ARTICLES

Getting to Know the Doctors in the House: A Look at Research Section Members' Dissertations	
Kristine M. Alpi.....	10

NEWS

Research Section Participation in MLA '08	
Martha Earl.....	12
Fifth International EBLIP Conference in 2009.....	13
MLA Leaders & Research Section Identify Major Research Questions.....	13



Cover Art: Skeleton, Andreas Vesalius, *De Fabrica*, 1543. Vesalius's famous anatomy text was the first to be based on human dissection. This very rare first edition is one of the outstanding titles originally donated to UAB Historical Collection's Reynolds Historical Library. The image is courtesy of the Reynold's Historical Library, UAB Lister Hill Library of the Health Sciences. The image is also available from the NLM website.

Have an image you'd like see on the cover? Please let Co-Editor Lisa know!

HYPOTHESIS (ISSN 1093-5665) is the official journal of the Research Section of MLA. It is published three times a year by the Section: Spring (March), Summer (July/August) and Fall (November). Items to be included should be sent to the Co-Editors by the 15th of the preceding month (i.e., February 15th for Spring, June 15th for Summer, and October 15th for Fall). Copy is preferred by e-mail but will be accepted in other formats. HYPOTHESIS is indexed in the Cumulative Index to Nursing and Allied Health Literature™ and the CINAHL® database. HYPOTHESIS is available online at <http://www.research.mlanet.org/hypothesis>.

CHAIR'S COLUMN

Susan Lessick, MA MLS AHIP

Summer is definitely my favorite season but it is flying by way too fast. It seems like just a few weeks ago I was “connecting” with many of you in Chicago at the various Research Section (RS) annual meeting events. “Connections: Bridging the Gap” was such a terrific theme for the conference and left me recharged and excited about using new technology tools and developing new section initiatives. Our section’s dynamic and well-attended programs, the creative ideas flowing at the “Research Connection” and business meeting sessions, and the chance to network and share research ideas with all of you made for a truly stimulating and memorable meeting.

I’d like to highlight several major activities of the Research Section that took place at the MLA annual meeting. As you know, a key activity of the Research Section at every annual meeting is the judging for the research awards. Let me take this opportunity to congratulate our 2008 winners of the research paper and poster awards. Since the number of research-oriented papers and posters seems to grow every year, we also appreciate the work of the volunteer judges who spent much time and effort evaluating a large number of papers and posters prior to and during the MLA meeting. Be sure to check out this year’s winners.

The Research Section’s invited and contributed paper sessions were among the most widely attended at MLA; 125 people attended our invited paper session (“Developing a Research Culture in Your Organization”) and 170 people came to our contributed paper session (“Research Collaborations: Bridges With Impact”)! Three out of the five award-winning research papers were presented at RS-sponsored sessions! Roz Dudden, in her role as Chair-Elect, is heading the Program Committee for next year’s annual meeting, and plans are already well underway to continue to bring you compelling and intelligent research programming in Hawaii.

For those of you who did not get a chance to attend the Research Section Business Meeting in Chicago, we recognized all past Research Section Chairs as model

researchers and mentors and thanked them for their many contributions to our section. Check out the accompanying photo of the RS Past Chairs who attended the meeting to receive their certificates and well-deserved acknowledgement. Extra points if you can name everyone in the photo on page 20!

That’s enough looking backward...time to look ahead.

I believe that the Research Section is particularly well-positioned to support the role of research for improved information practice and to promote a culture of inquiry throughout MLA. The Research Agenda Committee is working hard on the analysis of the survey data to identify research topics of highest priority, which will provide the basis of a research agenda recommendation that we submit to the MLA Board of Directors this summer. A redesign of our Research Section website is in the works. The Program Committee is working hard on the 2009 programming for the Hawaii meeting. The Executive Committee has prepared the **Research Section goals and objectives** for the coming year. And last but not least, after a long hiatus, *HYPOTHESIS* is back! Let me pause to say thank you to Lisa Ennis and Kathel Dunn for agreeing to co-edit and publish our much missed journal and to all the other 2008/09 RS Executive Committee members for their fine efforts. Details of all RS projects will be shared as these projects move forward and we work together to support/develop the research efforts of our members.

I would appreciate hearing from you and any suggestions you might want to share with me about our section or research in general. I look forward to working with all of you this year. Watch the section listserv and *HYPOTHESIS* for more information and updates on our goals, programs, and new initiatives for the coming year.

LITERATURE REVIEW

Ruth Fenske, PhD AHIP

The Literature Review column will resume in the next issue. In the meantime, I thought I would tell you a little about the Literature Review column and how I prepare it.

The function of the Literature Review column is to summarize and critique several research articles which have appeared in the literature of library and information science which are potentially of interest to health sciences librarians. I also try to reflect on how the findings of each study might apply in the health sciences setting. On occasion, I also review articles that are about the process of research, rather than articles which report the results of research.

I am fortunate to belong to a number of library and information science associations which publish journals, and I have subscriptions to several other LIS journals. I also take *Academic Medicine* and *Harvard Business Review*, making a total of fourteen journals I scan in preparing the column. Basically, what I do is make a pile of all of my issues of these journals as they arrive. Normally, in a four month period, the pile is around 12-15 inches high. About three weekends before the *HYPOTHESIS* editors' deadline for submissions, I start looking through each issue, marking possible research articles. Normally I mark 30-40 articles as possibilities. I then scan each article I have marked, eliminating many of them and making a list by general topic of the candidates for inclusion. That results in a list of approximately 15 articles. I then go through the general topic lists, looking for sets of articles on a particular theme and write a comparative review of three to four of the best research articles that have appeared on one of the general topics. The remainder of my time is spent reviewing smaller sets of articles or single articles, typing, and proofreading.

In addition to calling these articles to the attention of health sciences librarians, as is done in many similar columns in LIS journals, I also view the Literature Review column as being my way to model good journal reading behavior among our members. Although we all scan many articles, when one reads them in depth one finds that just about every article raises questions.

Do the authors raise a new research question or is it just more about what we already know? Have they looked at all the relevant literature on the topic to be sure they aren't repeating what has already been done? As health sciences librarians, we might be tempted to confine our literature review to the *Journal of the Medical Library Association* and perhaps the *Medical Reference Services Quarterly* and the *Journal of Hospital Librarianship*. However, we all have access to PubMed, which indexes many other journals that might contain articles related to our topic. Depending on where we live, we also may be able to search ERIC, Library Literature, and Library and Information Science Abstracts. If we do not have access to these databases, certainly someone on medlib-l could run a search for any one of us.

Careful readers then need to think about how the authors studied the topic at hand. Did the authors choose a valid way to get at the research question they have posed? Is the group studied representative of the group to which the authors want to generalize? Have the authors designed variables that truly measure the concepts they are trying to study? Have they collected the data in a consistent and systematic way? Are the results reported completely, accurately, and logically or are things missing? Are the conclusions responsive to the research question and do the conclusions follow from the data presented? Do the authors overgeneralize?

Finally, the reader should think about how these results could be applied in his or her own practice of health sciences librarianship. Are there possibly other similar articles that could also be used in deciding how to proceed in solving a particular problem or in proceeding with a particular initiative?

Doing the Literature Review column for the past thirteen years is a natural outgrowth of my interest in research methods and statistics for library and information science. As a doctoral student at The University of Michigan from 1978-1981, I elected to take twenty credits of research methods and statistics for the social sciences. Over the next five years I taught fifteen sec-

tions of the required Research Methods course at the University of Alabama library school, while also doing my dissertation. Since then, I have taught several continuing education courses on statistics and have continued using research methods and statistics in doing my own research and in serving on the editorial boards of the *Journal of the Medical Library Association* and the *Annals of Family Medicine*.

I enjoy doing the column and am buoyed in knowing that people do read it. Obviously the column could be

improved by casting my net wider to cover LIS journals I do not see regularly and by systematically scanning the health sciences literature to see what is out there that would be relevant to our practice of health sciences librarianship. This could easily be accomplished by setting up a PubMed alert and by subscribing to an LIS table of contents service. Kris Alpi recommends the free version Arlene Eis' "Informed Librarian" as a source of table of contents for LIS journals. All this sounds like a fine retirement project for me in a few years.

THE RESEARCH MENTOR

Jonathan Eldredge, MLS PhD AHIP

Finding Time for Research

On a recurring basis colleagues have asked me: "How do you find time for research?" This brief article, the first for a new column on research mentoring, attempts to answer this pivotal question. Every researcher has his or her own individual strategies and tactics, but I have tried to offer my advice in as general terms as possible along with providing some specific examples.

The Daily Schedule Cycle

The first step in finding time for research consists of comprehensively assessing your weekdays and weekends to identify blocks of underutilized time. These blocks might occur in brief or in longer spans of time.

Do you commute by public transit? Do you have childcare responsibilities? Do you wait for your children at skate parks or at other athletic activities? Sit with your children while they finish their homework? Find yourself waiting in hair salons or outside health care providers' offices with time to spare? While waiting for dinner to cook? Do you eat any of your meals alone at times? Do you wake a little earlier or stay up a little later than other members of your household? Beyond the daily cycle of activities, do you occasionally find yourself waiting to board trains, buses, or aircraft when traveling any distance? How about during those times when you are traveling by air or train and possibly quite bored? Incidentally, this entire article was written while traveling by air between the Fourth International Evidence Based Library and Information

Practice Conference (EBLIP4) in North Carolina and my home in New Mexico.

I have found that all of these types of time slots can be useful for research-related activities. The observation about childcare or children's homework above might seem strange, but I have found that my children have been content simply to have me present at the kitchen table during homework periods or sitting nearby at a park while they play.

Perhaps surprisingly, I have come to realize that the daily cycle at work is particularly *non-conducive* for research. There are too many distractions at work requiring too much of my undivided attention.

A lot of research consists of reviewing a relevant literature when designing a research study, reviewing or classifying lots of the raw material, and reading to make sense of the results of your already completed research. All of these short-term activities can be channeled into the many brief time slots that occur during the daily cycle. When engaging in any high-level analysis or writing a manuscript, I usually have to devote at least two hours, even if on a weekend, to these more focused activities, however. Much of the time spent on other types of research activities, therefore, still can be completed in brief segments.

The Daily Physiological Cycle

Now that you have identified the times, whether long or short during your daily cycle, reflect next on how

you feel at these times of the day. When do you feel like you are in an information-absorption mode such as reading? When are you most likely to feel like analyzing fairly complex content material? We all feel a combination of both tiredness and alertness in different proportions during the day so determine when you feel most awake or tired. In the morning I find it best simply to drink tea and absorb information by reading whereas later in the day and evening I am wide awake and ready for managing more active tasks. Generally speaking, I do not drink any alcoholic beverages whatsoever if I am going to be engaged in research since it tends to contribute to any experienced fatigue. I also never engage in any research activities within an hour of bedtime since high-level mental activity can be hard to “turn-off” in one’s mind late at night.

Regardless of my schedule or my physiology, research questions occur to me throughout the daily cycle. I found it prudent to capture these questions at the moments they occur so I can recall the basic themes later when I have the time to reflect. It helps to keep a paper and pen ready, even when walking the dog at night. Of course, for every 30 or so questions I generate I might actually pursue only one question. For a more in-depth discussion of formulating research questions, please see a related article.¹

A Balanced Life

Throughout my career I have found it impossible to conduct research or prepare publications during regular work hours due to the many concurrent distractions. When I graduated from my professional degree program I vowed to pursue the lifelong learning goal of publishing an article at the rate of one per year. It should be noted as a disclaimer that while my early publications might have contained some elements of research in them, they really were professional communications that served to familiarize me with the publication process. At first I struggled with trying to prepare manuscripts during work hours. Finally, I realized that workplaces and research activity were fundamentally incompatible for me. I then looked for time outside the workday for my research and publication pursuits.

The pivotal question for living a balanced life between

personal, work, and research time becomes then “At what times do I need (or simply want) to pay attention to someone or something else other than my research?” As mentioned already, my children have proven to me from their infancy to their teenage years that they are content to have me simply nearby without requiring much interaction. Nowadays my thirteen year-old daughter prefers that I simply sit with her at the kitchen table during evenings while she completes her Spanish literature homework. I also have to complete my own “homework” that consists of reading for my research projects at the table, interrupted occasionally to offer her a translation or explanation when a dictionary will not suffice for her. The comedian Woody Allen has been credited with observing that “Eighty percent of success is showing up”² so perhaps the same can be said of much of our involvement in some of our multitasked activities? I tend to be the last to bed and up early in my household so I clear the kitchen table of everything except my research when no one else happens to be awake. Otherwise, my work remains in piles or in cardboard boxes stored in an unoccupied bedroom. I do try to keep an article or two handy-- just in case I find a spare moment or two to read.

You actually cannot be an effective researcher, in my opinion, if you do not lead a balanced life.

Why? Because, instead of focusing on your research when you have the time, you will expend psychic energy fighting your desire to pursue recreation since you will feel deprived of fun and relaxation. As professionals we all recognize the importance of producing relevant research to support decision making. If you are fighting with yourself, however, I doubt you can garner the necessary focus to be effective in your research. I have been fairly athletic over the years: skiing, surfing, boogie boarding, mountain biking, skateboarding, soccer, volleyball, baseball, hiking, and taking long walks. I have found it impossible to sit at a table trying to pursue any research-related activity when these sports have been beckoning to me. Social psychology research appears to confirm this observation on perceptions of the work/leisure balance and role ambiguity.^{3 4 5}

So, I recommend that you set aside time for fun in your schedule while identifying those leftover times for research. This balanced approach reminds me a little of

baking cookies. The priority activities in life—spouse, children, family, work and fun—are the pieces of dough that we shape with cookie cutters into the cookies. The numerous small spare pieces of dough leftover can become the times that we can re-mold into useful times for research. If you do maintain such a balanced life, I have discovered, you just might possibly come to the point that you develop an intrinsic joy for conducting research and communicating your results.

A Word About This New Column

This new column will provide mentoring advice on how to conduct applied research. Some columns will resemble this first thematic one while others will feature interviews that include advice from prominent researchers. Please contact the author to participate in this column at jeldredge@salud.unm.edu. I would like to thank University of North Carolina School of Information and Library Science doctoral candidate Martha Ingrid Preddie from Trinidad for interviewing me on this subject, thereby motivating me to focus on answering this question in more comprehensive terms.

The DISSERTATION & THESES ROUND-UP

Ellen Detlefsen, DLS

Earlier iterations of this column appeared in 2003, 2004, and 2005, reporting on masters' theses and doctoral dissertations (as listed in the ProQuest Dissertations & Theses (PQDT) database) that had appeared in those time periods. This list covers the period from 2005 to the mid-year of 2008. The keyword search used truncated forms of the words "librar?" and "inform?" and "medic?" and "healt?". I have only included dissertations in biomedical informatics that are related in some way to libraries or to information behaviors. The list includes work done world-wide, and thus includes a number of papers done in universities outside North America.

To obtain copies of any of these works or to see the citation/abstract or the 24-page preview sample from a dissertation or thesis, simply search the PQDT database with the AAT number or the name of the researcher to retrieve the citation. In the special case of the masters' papers from the University of North Carolina at Chapel

References

1. Eldredge JD. Evidence-Based Librarianship: The EBL Process. *Library Hi Tech* 2006; 24 (3): 341-354.
2. Allen W. [Quotation on success]. *The Quotations Page*. Accessed 12 May 2007. <<http://www.quotationspage.com/quote/1903.html>>
3. Juniu S, Tedrick T, Boyd R. Leisure or work? Amateur and professional musicians' perception of rehearsal and performance. *Journal of Leisure Research* 1996; 28 (1): 44-56.
4. Tang TL, Baumeister FR. Effects of personal values, perceived surveillance, and task labels on task preference: the ideology of turning play into work. *Journal of Applied Psychology* 1984 Feb; 69 (1): 99-105.
5. Elloy DF, Terpening W, Kohls J. A causal model of burnout among self-managed work team members. *Journal of Psychology* 2001 May; 135 (3): 321-34.

Hill (the citations are marked with an *), consult the index available at <http://sils.unc.edu/itrc/mpi/> where links to the PDFs of these theses are usually available.

The sorting and classifying of the retrieval is entirely and arbitrarily mine, as are the choices of topical areas under which to list these publications. The order within any subject cluster is reverse chronological.

As was the case in the past, there were far fewer theses or dissertations with a purely library focus. Many of the universities whose students are represented here do not have graduate programs in either Library/Information Science or in Medical Informatics. Apparently, graduate students in other disciplines have found problems in medical or health information to be of research interest. For example, there are three dissertations from the

University of Pittsburgh; one is from the LIS program in their iSchool, one is from the Department of Bio-medical Informatics in the School of Medicine, and one is from their Graduate School of Public Health.

My personal favorites in this batch are the dissertation on “Discovery and information use patterns of Nobel Laureates in physiology or medicine” , by KS Balcom, and the master’s paper on “Breaking new grounds: a case study of a prison hospital library, by MI Preddie.

Studies on the information behavior of patient populations

Control, health perceptions, and information seeking as correlates of risky behavior in the context of AIDS, by Acharya, Lalit Narasimha, Ph.D., University of Southern California, 2005, 111 pages; AAT 3180372

Health information-seeking behaviors on the Internet among diabetic and healthy women, by Broadway, S. Camille, Ph.D., University of Florida, 2005, 207 pages; AAT 3177949

Usability accommodations for older adults seeking online health information, by Chaffin, Amy J., Ph.D., University of Nevada, Reno, 2005, 219 pages; AAT 3209115

Information needs of the hearing impaired, by Jansen Van Vuuren, Jacoba Maria, M.Inf., University of South Africa (South Africa), 2006; AAT 0668056

Information seeking, screening and health behaviors of cancer survivors, by Mayer, Deborah Kay, Ph.D., The University of Utah, 2006, 277 pages; AAT 3231721

A wired waiting room: Interventions to enhance access to online health information, by Smith, Karen Louise, M.A., Simon Fraser University (Canada), 2006, 128 pages; AAT MR24338

Factors influencing health information-seeking behavior of Jordanian patients with cancer, by Akhu-Zaheya, Laila Mahmoud, Ph.D., State University of New York at Buffalo, 2007, 145 pages; AAT 3262028

*An exploratory study of the effects of mild cognitive

impairment on elderly Internet users, by Berkov, Joshua D , MSLS, University of North Carolina-Chapel Hill, 2007

Trends in health information seeking among cancer and non-cancer adults between 2003 and 2005: A descriptive analysis of Health Information National Trends Survey (HINTS) data, by Coker, Ololade G., M.P.H., The University of Texas School of Public Health, 2007, 92 pages; AAT 1445120

Information and the management of treatment in chronic illness: A qualitative study of people living with HIV-disease, by Hogan, Timothy P., Ph.D., University of Illinois at Urbana-Champaign, 2007, 348 pages; AAT 3290247

*Medication information management practices of older Americans, by Long, Trisha L, MSLS, University of North Carolina-Chapel Hill, 2007

Cancer information seeking on the Internet: Disparities among adults with personal cancer experience, by Gumataotao, Annemarie P, Ph.D., Fielding Graduate University, 2008, 96 pages; AAT 3296061

Studies on health information behavior in general populations

*The seeking behaviors of first and second year undergraduate students when searching online for consumer health information, by Good, Larisa V, MSLS, University of North Carolina-Chapel Hill, 2005

The information worlds of a disadvantaged community, by Hayter, Susan Andree, Ph.D., University of Northumbria at Newcastle (United Kingdom), 2005; AAT C826715

The impact of the Read To Me! program in the emergency department of the IWK Health Centre on family literacy practices, by Latimer MacDonnell, Charlene, M.A.(C.Y.S.), Mount Saint Vincent University (Canada), 2005, 125 pages; AAT MR17515

Consumer satisfaction with online health information: A theoretical model and an empirical study, by Bliemel, Michael, Ph.D., McMaster University (Canada), 2006,

223 pages; AAT NR20421

Communicating identities in health information seeking: Single African American mothers, preadolescent substance use prevention, and the Internet, by Warren, Jennifer Raquel, Ph.D., The Pennsylvania State University, 2006, 285 pages; AAT 3231178

Health information on the Internet: Influence of online sources on credibility and behavioral intentions, by Hu, Yifeng, Ph.D., The Pennsylvania State University, 2007, 179 pages; AAT 3284942

Access to health information and health care decision-making of women in a rural Appalachian community, by LeGrow, Tracy L., Psy.D., Marshall University, 2007, 114 pages; AAT 3278569

Health seeking behaviors: Life histories of African-Americans, who are older, have a low income, and live in rural south Alabama, by Poole, Leigh Ann Chandler, Ph.D., Duquesne University, 2008, 185 pages; AAT 3303025

Electronic (digital) health information competency: A comparative analysis of knowledge and skills of rural and non-rural freshman college students, by Redmond, Tara L., D.H.A., Central Michigan University, 2008, 115 pages; AAT 3303092

Studies of the information behaviors of health professionals and health professions students

Discovery and information use patterns of Nobel Laureates in physiology or medicine, by Balcom, Karen Suzanne, Ph.D., The University of Texas at Austin, 2005, 161 pages; AAT 3187664

Health information on the Internet: Who seeks it and how does it affect the utilization of physician services? by Burton, Tanya Michelle, Ph.D., University of California, Los Angeles, 2005, 123 pages; AAT 3175203

New directions in the quality control of epidemiological lectures on the Internet, by Linkov, Faina, Ph.D., University of Pittsburgh, 2005, 88 pages; AAT 3188965

The effect of risk attitude and uncertainty comfort on

primary care physicians' use of electronic information resources, by McKibbin, Kathleen Ann, Ph.D., University of Pittsburgh, 2005, 196 pages; AAT 3192987

Factors affecting access to and use of scholarly scientific information: A model for health science graduate students in Colombia, by Echeverri Posada, Margarita Maria, Ph.D., Tulane University, 2006, 195 pages; AAT 3210857

*A study of the information seeking behaviors of integrative medicine professionals, by Burns, Allison M, MSLS, University of North Carolina-Chapel Hill, 2007

Nursing informatics competencies required of nurses in Taiwan: A Delphi method, by Chang, Jieh, Ph.D., The University of Utah, 2007, 273 pages; AAT 3255204

Measuring Ovid MEDLINE information literacy and search skill retention in medical students by Just, Melissa L., Ed.D., University of Southern California, 2007, 121 pages; AAT 3278380

Internet, physicians, and traditional mass media as health information sources for increasing colon cancer screening, by Ledoux, Miyoung T., Ph.D., The Johns Hopkins University, 2007, 217 pages; AAT 3262458

ETSU medical residents' clinical information behaviors, skills, training, and resource use, by Wallace, Richard L., Ed.D., East Tennessee State University, 2007, 265 pages; AAT 3256797

A project to improve the information seeking skills and increase the use of evidence-based research in public health practice, by VonVille, Helena, M.P.H., The University of Texas School of Public Health, 2008, 106 pages; AAT 1450290

Studies in health sciences librarianship

*Usability study of an online PubMed tutorial for dental students, by Krampfl, Anna I, MSLS, University of North Carolina-Chapel Hill, 2005

A knowledge-based approach to scenario-specific medical free-text retrieval, by Liu, Zhenyu, Ph.D., University of California, Los Angeles, 2005, 117 pages; AAT

3209505

*Breaking new grounds: a case study of a prison hospital library, by Preddie, Martha I, MSLS, University of North Carolina-Chapel Hill, 2005

*Health news harvesting system: a rich site summary (RSS) storage and retrieval system for use in the University of North Carolina Chapel Hill Health Sciences Library and North Carolina AHEC Digital Library web sites, by Dodd, David A, MSLS, University of North Carolina-Chapel Hill, 2006

A collection decision model using academic health science library serials, by Kim, Giyeong, Ph.D., Rutgers The State University of New Jersey - New Brunswick, 2006, 237 pages; AAT 3249314

*Search patterns through a health-information site: considering the need for complex subject indexing, by Sokoloff, Jason K, MSLS, University of North Carolina-Chapel Hill, 2006

Modeling situated health information seeking and use in context: The use of two approaches to grounded theorizing as applied to 81 sense-making methodology

derived narrative interviews of health situation facing, by Song, Mei, Ph.D., The Ohio State University, 2007, 318 pages; AAT 3279782

Historical studies

*An analysis of citations to retracted articles in the scientific literature, by Gabehart, Mary E, MSLS, University of North Carolina-Chapel Hill, 2005

Bibliometric patterns in an historical medical index: Using the newly digitized “Index Catalogue of the Library of the Surgeon General’s Office, United States Army,” by Lussky, Joan Patricia, Ph.D., Drexel University, 2005, 169 pages; AAT 3167568

Spanish medical literature (“La Gaceta Medica Catalana”, 1900--1922), by Moya de la Calle, Marta, Dr., Universidad de Valladolid (Spain), 2005, 622 pages; AAT 3195416

The Tuskegee Syphilis Study: Access and control over controversial records, by Whorley, Tywana Marie, Ph.D., University of Pittsburgh, 2006, 280 pages; AAT 3232820

GETTING TO KNOW THE DOCTORS IN THE HOUSE: A Look at Research Section Members’ Dissertations

Kristine M. Alpi, MPH AHIP

When seeking inspiration to pursue a doctorate, look to the dissertations by members who came before. The Research Section roster provided a list of members in 2006. Searches focused on member scholars known to have completed a doctoral degree, yielding 19 dissertations from Dissertation Abstracts and 1 from the degree-granting library’s online catalog. Apologies to those whose dissertations are not included—please let us know about them for a future issue—the Section also has several members pursuing doctorates right now.

These illustrious members earned their degrees at many universities around the country. The top-producing school was the University of North Texas with three graduates. Two each graduated from the University of Michigan and Drexel University; and one each [in no particular order] from Portland State University,

University of New Mexico, University of North Carolina at Chapel Hill, University of Southern California, Simmons College, University of South Carolina, University of Pittsburgh, University of Texas at Austin, Georgia State University, Texas Woman’s University, Syracuse University, State University of New York at Stony Brook, and Case Western Reserve University. The most prolific advisor was Dr. Ana Cleveland who shepherded three members (7, 8, and 12) through the process.

Now for the fun! Match the dissertation title with its author. For bonus points, guess the author of the earliest dissertation (1979), and the most recent one (2005) and the writers of the shortest (109 pages) and longest (373 pages). Solutions appear on page 20.

1. Joan S. Ash	A. The use of library resources in problem-based medical education
2. Gary D. Byrd	B. Team effectiveness in academic medical libraries: A multiple case study
3. Alexandra Dimitroff	C. Characteristics of earlier adopters of telemedicine (assertiveness, interactive video)
4. Jonathan Eldredge	D. Individual differences in online search behavior: the effect of learning styles and cognitive abilities on process and outcome
5. Ruth E. Fenske	E. Schema theory in the representation and analysis of text (indexing, clinical trials)
6. Sherrilynne S. Fuller	F. Selected artificial intelligence techniques in information retrieval systems research
7. Gale G. Hannigan	G. An observational investigation of on-duty critical care nurses' information behavior in a nonteaching community hospital
8. Steven L. MacCall	H. Of mice and medical men: The medical profession's response to the vivisection controversy in turn of the century America
9. Elaine R. Martin	I. Factors for information technology innovation, diffusion and infusion in health sciences organizations: a systems approach
10. Julie J. McGowan	J. Empirical evidence supporting hypotheses generated by the major interest group theorists: an integrative research review based upon citation analysis with limited application of meta-analysis
11. Kathleen Ann McKibbin	K. Facilitating the use of information to prevent eating disorders among adult women: a content analysis of lay/popular literature (anorexia, bulimia)
12. Michelynn McKnight	L. Mental models and error behavior in an interactive bibliographic retrieval system (bibliographic retrieval, retrieval systems)
13. Mary J. Moore	M. A comparison of document clusters derived from co-cited references and co-assigned index terms (database partitioning)
14. Theodore A. Morris	N. A theory for the measurement of Internet information retrieval
15. Jocelyn A. Rankin	O. Professional socialization of beginning librarians as measured by involvement in professional activities (Michigan, Illinois)
16. Barbara A. Rapp	P. The extent to which common property academic health sciences library journal collections contribute to individual productive use of the biomedical journal literature
17. Linda C. Smith	Q. The informed physician: methodological differences in life-long learning between graduates of innovative and traditional curricula (innovative curricula)
18. Feili B. Tu	R. The effect of risk attitude and uncertainty comfort on primary care physicians' use of electronic information resources
19. Mary L. Westermann-Cicio	S. Structural relationships within medical informatics: A classification/indexing co-occurrence analysis
20. Nancy N. Woelfl	T. MEDLINE metric: A method to assess medical students' MEDLINE search effectiveness

RESEARCH SECTION NEWS

Research Section Participation in MLA'08

The MLA Research Section annually presents awards to recognize quality research-oriented contributed papers and posters. A \$100 cash award is presented for 1st Place for both papers and posters, and a \$50 cash award is presented for 2nd Place, 3rd Place, and Honorable Mention.

At MLA 2008 held in Chicago, IL, Research Section judges evaluated approximately 24 papers and 65 posters. Prior to the meeting, 6 online judges evaluated 132 contributed paper abstracts to select approximately 24 papers subsequently judged by 6 meeting judges. Also, prior to the meeting, 20 online judges evaluated 174 poster abstracts to select approximately 65 posters subsequently judged by 20 meeting judges.

Again, library students featured prominently in research projects. A PhD candidate from the University of Missouri-Columbia won First Place in the Contributed Papers division.

Contributed Papers

1st Place:

Donghus Tao and Sandra Erdelez. Using Theory of Reasoned Action (TRA) in Understanding Selection and Use of Information Resources: The Role of Reference Services

2nd Place

Ahlem Saleh, Nancy Tannery, Charles Wessel, Scott R. Herrle, Bruce Y. Lee, Megan S. Cunnane, Rosanne Granieri, Elizabeth Weinstein, and Raquel A. Buranosky. The Influence of an Evidence-based Medicine Focused Morning Report on Resident Physician Use of MEDLINE and UpToDate

3rd Place

Kalyani Ankem. Psychometric Instrument Evaluation for Understanding the Information Needs of Cancer Patients

Honorable Mentions

Edward J. Poletti, Dixie A. Jones, Priscilla L. Stephenson, Marvett S. Burns, Lola H. Purvis, Sara Blackwell, Felicia Little, Dianne B. Jones, Linton Swenson, and Sandra Todd. Connecting with Administrators: Demonstrating the Value of Library Services

Julia Esparza, Shannon Johnson, Michael Wade, and Miranda Woosley. Connecting through Quality: A Medical Librarian's Journey to Improving Patient Care through Six Sigma

Posters

1st Place

Barbara A. Rapp and P. Zoe Stavri. Qualitative Evaluation of the National Library of Medicine Associate Fellowship Program

2nd Place

Rick Wallace. Linking Medical Residents to Training: An Analysis of Training Needs

3rd Place

Shari Clifton, Betsy Tonn, Michael Coffman, Wyatt Ditzler, Mark Hopkins, and Jeffrey Richards. Connecting the Dots: An Analysis of Search Strategy Formation in Meta-Analysis

Hospital Librarian Research Award (poster)

Misa Mi, Sandra Swanson, and Marie Lise-Sams. Health Sciences Librarians in Michigan: Connecting to Emerging 2.0 Technologies

In addition to conducting the Research Awards, the Research Section sponsored two section programs: "Developing a Research Culture in Your Organization," and "Research Collaborations: Bridges with Impact," co-sponsored by the Complementary and Alternative Medicine SIG. The Research Section also co-sponsored "Only Connect: Research to Practice" with the Medical Library Education Section.

Submitted by Martha Earl, AHIP, University of Tennessee Graduate School of Medicine, Preston Medical Library Awards Committee; Martha R. Harris, AHIP,

Harris Abstract Service, College Station, TX; and Carole M. Gilbert, AHIP, FMLA, Helen L. DeRoy Medical Library, Southfield, MI, Awards Committee Chair.

Fifth International EBLIP Conference in 2009

The Fifth International Evidence Based Library and Information Practice (EBLIP) Conference will be held June 29-July 3, 2009 in Stockholm, Sweden. This Conference will be a wonderful opportunity to learn from, discuss, and network with other librarians and informaticists who share an interest in applied research.

The EBLIP 5 website provides information on the conference at <http://eblip5.kib.ki.se>. Lotta Haglund, MLIS, the principal local organizer for EBLIP 5 has created a lively YouTube video promoting the conference at: <http://www.youtube.com/watch?v=b-5nf2eEZPw>

The MLA Research Section has been a co-sponsor and financial backer of these international conferences since the second EBLIP Conference held in Edmonton, Alberta during June 2003. MLA itself became a

co-sponsor as well during the 2007 EBLIP Conference held in Durham, North Carolina.

As someone who has participated in all four previous EBLIP conferences, I highly recommend these conferences for all my MLA Research Colleagues. I always leave these conferences full of ideas, the names of new friends and potential collaborators, and the inspiration to become a better researcher. Feel free to contact me at jeldredge@salud.unm.edu if you would like to learn more about EBLIP 5.

Submitted by Jon Eldredge

MLA Leaders & Research Section Identify Major Research Questions

The 2007 MLA Research Policy “The Research Imperative” calls for the promotion of a culture of research and concrete initiatives to conduct and apply research in the practice of medical librarianship.¹

The Policy includes an action plan with two specific recommendations:

- MLA will ask the MLA Research Section to create a forum for identifying research priorities in the field;
- MLA will ask the Research Section to recommend annually to the MLA Board of Directors an MLA research agenda that suggests research topics of highest priority to the association

The MLA Research Section has charged the Research Agenda Committee with implementing these two Policy recommendations. The Committee conducted a survey

of MLA leaders and all members of the MLA Research Section during June 2008 to elicit the “most important and answerable research questions facing our profession.” The full research methodology as well as the results of this methodology will be published elsewhere. In the meantime, the full list of the original 62 questions that MLA leaders submitted to the Research Agenda Committee appears below. The questions are arranged by the primary topical domains to which they were assigned by the research team. The domains and their definitions were adapted from Crumley and Koufogiannakis² and Koufogiannakis, Slater and Crumley.³

The Original 62 Questions by Domain. Final 12 Questions are in bold typeface.

Collections

Definition: The building of high-quality collections (print and electronic) that are useful, cost-effective and meet the needs of users.

Questions submitted:

1. In two parts:
 - a. What are the permanent digital archiving options available to libraries that provide perpetual no-cost access to digital content (backfiles) “owned” (subscriptions paid) by the library? (This involves post-cancellation rights as well).
 - b. A follow-up question might be: Which publishers (and/or sources) provide perpetual access to digital content owned by libraries at no additional cost? (A so-called reasonable annual access fee for post-cancellation rights to owned library content is not defined as “no-cost”).
2. ROI: what return on the investment does the medical college receive from funding the medical library? The recent Elsevier white paper on this <http://libraryconnect.elsevier.com/whitepaper/0108/lcwp010801.html> might be a starting point. Certainly it’s vitally important and I think it’s answerable.
3. When you cancel an online subscription, do you lose the journal’s backfiles as well?
4. What are the best (evidence) medical information resources and how do we make sure our patrons/ users (physicians, nurses, medical students, allied health personnel, institutional staff, etc.) are aware of them and use them? What are the top ten in medicine/health care?
5. What value does an institutional subscription add to a journal to make it visible and desirable to future subscribers or future contributors? Can that value be factored into the price? Is there a loss in value (or impact factor?) of a journal if institutional subscribers drop their subscriptions, thereby making the journal less visible to potential subscribers or contributors?
6. How can the mandate and resources of the National Library of Medicine and the NN/LM be leveraged to provide equal access to all forms of healthcare information for all healthcare libraries?

User Education

Definition: Teaching methods, strategies to educate users about library resources and how to improve their research skills.

Questions submitted:

1. Do library outreach initiatives increase resource usage?
2. **Is there a direct relationship between a consumer/patient’s ability to access high quality and relevant information (search and retrieve) and their ability to make healthcare decisions that are beneficial to their long-term health?**
3. Besides employing surveys, how can we measure the effectiveness of our face-to-face classroom teaching? Do attendees become better searchers by attending one class? Are we answering the questions our medical populations really have? Are our examples clear or do we speak too much library jargon, etc.?
4. Do students and residents with superlative search skills and ability to find and appraise the medical literature make better doctors?
5. Does hands-on course-integrated library instruction lead to higher library search skills retention compared to non-hands-on basic orientation sessions?

6. What impact does the physician's ability to access and evaluate medical information - published literature, etc - have upon the patient's outcome?
7. **Does library/informatics training result in trainees then becoming more likely to engage in information-seeking behavior?**
8. Do clinical nurses in a hospital setting prefer librarians to conduct their literature searches or do they prefer classes/consults that teach them how to search use the best resources available to them?

LIS Education

Definition: Professional education of librarians (including continuing education and credentialing programs).

Questions submitted:

1. Do library schools teach what students need to learn in the real world (e.g., political skills, electronic resource management, IT skills, business skills, organizational behavior, etc.)? How do librarians, particularly those medical or special librarians in small libraries, learn these skills and what value do they place on these skills for their success--as opposed to the skills they were taught in library school?
2. What are the core skills and abilities that EVERY healthcare librarian should have (not just hospital, not just academic), and how can MLA create a certification program that is recognized by ALL healthcare employers and accreditation organizations as a MUST HAVE mark of expertise and excellence?
3. Is there a need to create and develop a medical librarianship certificate that coincides with an MLS?
4. How can we best measure "The MLA Research Imperative" competencies?
 - a. Test a representative sample of MLA members on their actual knowledge of research methods.
 - b. Compare above results with curricula of both 15-week academic courses and 4-8 hour MLA CE courses.
 - c. Explore possible correlations of results with academic/CE courses taken, and with time passed since education.

Information Access & Retrieval (I)

Definition: Creating information systems and methods for improved information retrieval and access.

Questions submitted:

1. **Is there any correlation between quality of care provided by physicians who have access to and regularly utilize the resources provided by a library/librarian compared with those who do not?**
2. How can public health librarians help health departments around the country transfer information more efficiently? Quick, reliable information about disease outbreaks, monitoring and statistical data could really change the health landscape. What can we do to facilitate the process for an overworked, underpaid, stressed constituency?
3. Indirect Cost (IDC) money is the money received by an institution as part of a grant or contract. It is the overhead money the host institution receives. Each institution negotiates its IDC rate and how it is allocated back to the institution. So, some institutions might send it all to their facilities departments for power, building maintenance, etc. while others may be more granular in their allocation. In this digital environment, with electronic accesses of our information in addition to physical use, how do we establish quantifiable numbers (percentages) directly related to the

percentage of time/effort/use of library information resources in the preparation and ongoing progress of the grant? What percentages of library resources are consumed by the research endeavor?

4. There are a variety of models for web interfaces for accessing library resources currently available, but what evidence exists about the effectiveness of any particular interface?
5. The profession should do the equivalent of a second generation Joanne Marshall study, but this time, focusing on resources that librarians license and aggregate (via a variety of technologies) vs. what people find on their own, via the Web, and its impact on patient care and/or health consumer decisions. The original survey involved interacting directly with librarians, but the users tend now to “do their own thing” with what they think are “free resources” but are actually carefully selected, filtered, licensed and delivered by librarians and library systems.
6. Do physicians who are exposed to current literature services make better decisions (e.g., treatments, diagnostic tests, etc.) than those not exposed?
- 7. What features (search options, presentation of results, etc.) do information specialists value in retrieval systems? What features do other information users value in retrieval systems?**
8. What will be the impact (financial, services, perceived value to the parent institution, etc.) of the open access trend on libraries?
9. What is the “best” catalog interface for self-discovery?
10. Does patient use of consumer health collections in healthcare institutions measurably improve patient well being (e.g., by reducing mortality, morbidity, and/or higher quality of life rating)?

Reference / Enquiries

Definition: Providing public services and access that meets the needs of the library’s users.

Questions submitted:

1. How can we obtain evidence/data from physicians on whether the information provided by a librarian was relevant to and affected their clinical practice? Did it confirm a current treatment, result in changing a test, etc.?
2. How can librarians make quantifiable contributions to the improvement in patient care outcomes and increase the practice of evidence-based methodology in healthcare by providing expertise and training at the point of care in a clinical setting?
3. **In what ways do library services improve or benefit health care education and patient care? Beyond providing the access to online resources, how do reference services, education services, etc. improve test results, papers, presentations of students or residents and patient care? Specifically:**
 - a. How do library services [may select specific service] improve or benefit patient care as measured by:
 - Change of treatment
 - Number of patients treatment with current best practice
 - Reduction of patient stay
 - Reduction of return visits
 - Patient satisfaction
 - Other
 - b. How does library education or instruction impact student or resident performance as measured by:
 - Performance on exams
 - Quality & variety of sources cited in exams

- Quality & variety of sources cited in presentations
 - Quality & variety of sources cited in papers
 - Number of presentations given by residents
 - Quality of patient care (as measured in question 1)
- c. In academic centers, how do library-provided literature searches impact research and publication as measured by:
 - Number of searches requested
 - Number of articles published by faculty/researchers requesting searches
 - Number of articles published by faculty/researchers NOT requesting searches.
 - Number of grants applied for by and number of grants awarded to faculty/researchers requesting searches
 - Number of grants applied for by and number of grants awarded to faculty/researchers NOT requesting searches
 - d. In hospitals having a librarian, is there a higher expectation to use evidence in practice versus hospitals having no librarian? Is there a difference between services provided by a ‘clerk’ and a ‘librarian’?
4. To what extent does the provision of professional information services improve the quality of health care (in terms of length of stay, reduced costs and/or reduced mortality) in institutions with medical libraries?
 5. What forms of support from information professionals/academic medical libraries do clinicians, researchers, faculty, etc. require in their every-day practical settings? What forms of support from information professionals/academic medical libraries do clinicians, researchers, faculty, etc. desire in their every-day practical setting?
 6. **How does the medical librarian, using the print and on-line resources in the library, provide information to allow the physicians and other staff to give the best evidence-based care to the patients? How does this information impact on length-of stay, nosocomial infections, drug interactions, outdated protocols, patient safety, etc.?**
 7. Which is more effective: chat or in-person reference? Under what circumstances might one mode be better than the other?
 8. Do patients who use quality information provided by a consumer health information service (or similar entity) have better outcomes (shorter hospital stay, lower health costs, less time away from work, greater satisfaction, etc.) than those who do not use such a service?
 9. What role can medical librarians transition themselves into to work in a mobile e-health information exchange world?
 10. Does the information researched by the medical library/librarian to explain or clarify a disease/condition for a patient in the hospital concerning their disease/condition reduce the length of stay in the hospital, the costs entailed with caring for the patient in the hospital, or readmission to the hospital? What is the financial impact a librarian’s work would have on helping a patient truly understand their disease or condition?
 11. What behaviors of information professionals facilitate access to health information for consumers? What resources of academic medical/health libraries facilitate access to health information for consumers? What behaviors of information professionals facilitate health literacy of consumers? What resources of academic medical/health libraries facilitate health literacy of consumers?
 12. **What librarians’ cognitive errors lead to poor answers to reference questions, and how can we educate ourselves to avoid them? Conversely, what cognitive strategies produce the most successful results?**

Management

Definition: Managing people, services, and resources within an organization.

Questions submitted:

1. We are asked to do more and more new things – but at the same time we are reticent to stop providing existing services. When an existing service is stopped or limited do we really see the patron dissatisfaction that we fear?
2. How can public health librarians shape or impact disaster planning and recovery (both to prevent disasters and coping with disasters)? Disasters occurring at international, national, community and neighborhood level.
3. How can concepts of “evidence-based librarianship” be effectively percolated to members of library staffs? What are some limitations of EBL as a philosophy, and what are the enduring barriers to full EBL in practice?
4. Are professional health sciences/medical librarians practicing evidence-based librarianship?
5. What is the future role of the library as “place” in the research process?

Marketing & Promotion

Definition: Promotion of the profession, the library and its services to both users and non-users

Questions submitted:

1. Because the most important issue facing hospital libraries is survival, how can we promote library advocacy and the means to demonstrate our value?
2. Beyond telling a story, what are the discrete, quantifiable measurements libraries can use to show a clear correlation of the impact of library services on patient care?
3. How can libraries best demonstrate their value?

Professional Issues

Definition: Exploring Issues that affect librarianship as a profession.

Questions submitted:

1. In a hospital setting, does having a professional librarian available result in more cost effective health care? In addition, I am aware of this study <http://nlnm.gov/mar/about/value.html>
2. What is unique and valuable in a librarian’s training and professional expertise that cannot be easily replicated by an administrative assistant, a clerk, a computer, etc.? How would you research it? Would you compare library school curricula and professional CE to that of other disciplines? Would you analyze the skills used by a professional librarian in the course of a day (week, month) and compare to those of administrative assistants or nurse educators or whatever to identify what is unique and uniquely valuable in the librarian’s knowledge base?
3. **As a profession, how do we measure our impact in our environment - be it clinical or academic - in such a way that it influences the decision makers in our institutions?**
4. What evidence should we collect and analyze to determine the outcomes of our work? Instead of merely compiling the number of search results we complete each year, how can we determine how those search results were used to support clinicians’ developing national practice guidelines, systematic reviews, changes in hospital procedures, etc.?

5. **What is the quantifiable evidence that the presence of a librarian, not just information resources, improves patient outcomes or increases research dollars, improves student outcomes (better board scores), hospital intelligence (do the top hospitals have access to hospital librarians/libraries?).**
6. How do we prove our worth to our institutions?
7. In hospital settings is there any evidence that demonstrates a link to length of stay, altered treatment plans, alternative therapies (where an MD changed her mind about treatment) and library involvement?
8. How do we demonstrate that medical (health sciences) librarians are a vital member of the health care team by demonstrating that information and access to it can improve patient outcomes?
9. Is there a correlation between the onsite availability of professional librarian services in hospitals and national recognized quality of care indicators?
10. **In an academic setting, are USMLE scores higher in schools where librarians were involved in the curriculum? Is there a correlation between library services and research?**
11. **How do we demonstrate the impact of librarian services on clinical care and research outcomes (e.g. infection rates; morbidity and mortality; grant dollars received, etc.)?**
12. In three parts:
 - a. To what extent does the provision of health information by librarians increase or decrease the gap in access to care/quality of care received by people in the united states?
 - b. Does the disparity in the provision of health information, as measured by the ratio of information professionals to health care professionals, mirror, exceed or fall below the disparity of access to health care professionals across the country?
 - c. Would increasing the availability of health information professionals within medically underserved regions contribute to reducing gaps in quality of care?
13. **How will professional librarians reengineer their skills to meet the growing challenges of embedded clinical decision support within electronic health records, data-mining and integrated knowledge management of huge research databases?**
14. What are, and how do you measure, the value-contributions a hospital/medical/health sciences *librarian* provides his/her healthcare facility/organization/educational institution (e.g., financial gain, liability avoidance, higher order contributions to research and education, improvements on patient safety and healthcare quality).

References

1. Medical Library Association. The research imperative: The research policy statement of the Medical Library Association. <http://www.mlanet.org/research/policy/>. Published May, 2007. Accessed August 19, 2008.
2. Crumley E, Koufogiannakis D. Developing evidence-based librarianship: Practical steps for implementation. *Health Info Libr J.* 2002;19:61-70.
3. Koufogiannakis D, Slater L, Crumley E. A content analysis of librarianship research. *J Inf Sci.* 2004;30:227-239.

Submitted by Martha R. Harris, Marie T. Ascher, Jonathan D. Eldredge (Chair)
 MLA Research Section. Research Agenda Committee

ANSWER KEY:

Getting to Know the Doctors in the House

Kristine M. Alpi, MPH AHIP

1. I	6. E	11. R	16. M
2. P	7. T	12. G	17. F
3. L	8. N	13. C	18. K
4. J	9. B	14. S	19. H
5. O	10. Q	15. A	20. D

Earliest (1979)	17. Linda C. Smith
Most Recent (2005)	11. Kathleen Ann McKibbon
Shortest (109 pages)	7. Gale G. Hannigan
Longest (373 pages)	5. Ruth E. Fenske

Research Section Past Chairs



Left to right: Jon Eldredge (2000-01, 2002-03), Ruth Fenske (1998-99), Molly Harris (2005-06, 2007-08), Joanne Marshall (1985-86), Mary Jackson (2006-07), Mark Funk (1992-93), and Ana Cleveland (1984-85).

HYPOTHESIS

The Journal of the Research Section of MLA

Co-Editors

Kathel Dunn
Associate Fellowship Coordinator
National Library of Medicine
kathel.dunn@gmail.com

Lisa A. Ennis, MS MA
Systems Librarian / School of Nursing Liaison
Lister Hill Library of the Health Sciences
University of Alabama at Birmingham
205-934-6322
lennis@uab.edu

Editorial Board

Kristine M. Alpi, MPH AHIP
William R. Kenan, Jr. Library of Veterinary Medicine
North Carolina State University
kris@jeffalpi.net

Ellen Detlefsen, DLS
School of Information Sciences
University of Pittsburgh
ellen@sis.pitt.edu

Ruth E. Fenske, Ph.D AHIP
Coordinator, Reference
John Carroll University
Grasselli Library
rfenske@jcu.edu

Leslie M. Behm
Turfgrass Information Center
Michigan State University
behm@msu.edu

Jonathan Eldredge, MLS PhD AHIP
School of Medicine
The University of New Mexico
jeldredge@salud.unm.edu

Ann C. Weller
Special Collections Department
University Library
University of Illinois at Chicago
acw@uic.edu

Officers & Executive Committee

Chair

Susan Lessick, MA MLS AHIP
slessick@uci.edu

Section Council Representative-Elect

Carole Gilbert, AHIP
carolemg@wowway.com

International Research

Jonathan Eldredge, MLS PhD AHIP
jeldredge@salud.unm.edu

Chair-elect/Program Chair

Rosalind F. (Roz) Dudden, MLS FMLA
duddenr@njc.org

Awards Committee Co-Chairs

Ruth Fenske, PhD, AHIP
rfenske@jcu.edu

Membership Committee Co-Chairs

Dee Jones, MLS, AHIP
djone4@lsuhsc.edu

Immediate Past Chair/

Nominating Committee Chair

Martha R. (Molly) Harris, MA MLS AHIP
aggie2005mom@yahoo.com

Kris Alpi, MLS, MPH, AHIP

kris@jeffalpi.net

Beatriz Varman, MLIS

beatriz.varman@exch.library.tmc.edu

Secretary/Treasurer

Gale A. Oren, MILS AHIP
goren@med.umich.edu

Bylaws Committee Chair

Peggy Mullaly-Quijas, PhD, AHIP
Mullaly-QuijasM@umkc.edu

Research Agenda Committee Chair

Jonathan Eldredge, MLS PhD AHIP
jeldredge@salud.unm.edu

Section Council Representative

Mary Holcomb, MLS, MA
mholcomb@ahsl.arizona.edu

Continuing Education Chair

Claire Twose, MLIS
ctwose1@jhmi.edu

Web Site Co-Editors

Allan Barclay, MLIS AHIP
abarclay@library.wisc.edu

Government Relations Liaison

Elaine G. Powers, MSLS
epowers@vcom.vt.edu

Nicole Mitchell, MLIS MA

anmitch@uab.edu