AMC collection was heavily weeded to ensure material wasn't unnecessarily reclassified and relabelled. Ian managed the weeding component of the project, and about 4000 items were deleted from the catalogue by Launceston R&A member Marg Mallett.

When the trial started, AMC had around 30 000 items, and 25 000 bib records. Systems staff extracted LC call numbers for items which had added copies in the UTAS system with LC call numbers, or where MARC 050 LC call number information was available. The unique nature of the AMC Library's collection meant added copies only accounted for about 8% of the reclassification. Another 54% came from MARC data and 38% was reclassified manually. New LC numbers were entered into the 050 field in the MARC records, and were subsequently extracted for label production.

The former AMC Librarian, Andrew Parsons, transferred to R&A shortly after UTAS/AMC integration. His knowledge of the AMC collection proved helpful in the manual reclassification phase of the project. The dedicated R&A team were, despite their normal duties, able to reclassify some 9000 titles in 3¹/₂ months.

The library worked closely with Leigh Mardon, which produced sets of labels that contained: an item barcode, a bib number, a short title, the old DDC number, and the new spine label. The labels were ordered in DDC shelf sequence. Once the labels were produced, Launceston staff took over the next phase of the project: relabelling.

Prue Senior investigated what had been done elsewhere in this area and worked with Steve Street to develop a methodology for relabelling and reshelving, which relied on careful planning, rather than chance. As we had all the LC call number data needed for all items to be relabelled, it was possible to sort this into LC call number order, and identify by shelf which items should be on which shelf. Call number range labels were added to each shelf, the collection was compressed to allow as many spare shelves as possible, and relabelling began. Each day relabelling progress was recorded in an Excel spreadsheet, and the next day Horizon was updated with the LC call numbers placed on items the day before. Staff worked in teams of two to make sure the correct items were relabelled, and after each sheet of labels (22 to a sheet), the items were reshelved into LC order. This proved to be very effective, with labels applied to some 25000 items and the collection readied in time for the start of semester on July 13th. The relabelling phase was comfortably completed within the six-week window of opportunity initially envisaged.

So the "how to do it" trial with AMC has finished, and the university has now given UTAS Library funding to reclassify the rest of its DDC collection. This time, the task is more challenging, with about 190 000 DDC items and 157 000 bib records to be reclassified and relabelled. Launceston and R&A staff are mobilising to meet the challenge to have the Launceston project completed by the beginning of Semester 1 2010. Stay tuned!

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Managing research data: a new direction for university libraries

Australia is at the forefront of international efforts to promote better management and re-use of data created by research. The *Australian Code for Responsible Conduct of Research* assigns joint stewardship of data to universities and researchers, and funding councils are starting to encourage data planning. In relative terms, the Australian National Data Service (ANDS – www.ands.org.au) – a national program to improve data practices, infrastructure, and services – is unmatched anywhere else in the world.

This policy landscape provides significant opportunities and challenges for university libraries. Many departments might support researchers with data management issues. Ideally, libraries, information technology services, archives, research offices, and graduate schools would all be involved, and, more importantly, work together. At Monash University, the library has a leading role in this institutional partnership. This is in line with a recent UK report that suggested that university libraries should strategically reposition themselves in three areas: awareness raising and outreach, archiving services through institutional repositories, and a new professional strand of practice, data librarianship.[1]

Some colleagues, both within Monash and at other institutions, express surprise at the library's lead role. It is possible to perceive research data management as an issue of compliance or technical support, rather than as part of scholarly communication and information management. There is no one 'right' way to support data management in an institutional context, but at Monash

University the library's willingness to take on new responsibilities is proving fruitful. Researchers trust the library and often have a long and positive history with it. They are willing to engage in discussions about their data that might not happen with more 'distant' support groups.

Early efforts at Monash University were prompted by involvement in national institutional repository projects. These projects offered a new career direction for some library staff, many of whom are now involved in ANDS. The library is exploring the concept of data librarianship further in an institutional context, by establishing a dedicated role, by providing staff with opportunities to add research data support to their portfolio of skills, and by working collaboratively with other groups.

In 2008, the library created a full-time Data Management Coordinator position in the Information Resources Division, where institutional repository staff are also located. The coordinator works across the institution on activities such as planning and policy, outreach, professional development, collaboration with other research organisations and national organisations like ANDS, and more hands-on data management initiatives with researchers.

The coordinator works with the library's faculty contact librarians. This group engages directly with researchers to improve the way research data is stored and managed. This requires tapping into their existing expertise and relationships, as well as providing opportunities to build new skills. Contact librarians learn about data management through attending regular meetings and seminars. Some conduct unstructured interviews to assess data management requirements and provide referrals for storage, management tools, and additional expertise. Others provide consultations with new PhD students and promote data services at faculty, department, and research cluster meetings.

The library works closely with the Monash e-Research Centre (MeRC). MeRC's Data Management Analyst has a library qualification and brings an information management perspective to this technology-oriented group. Contact librarians are working in project teams with MeRC staff on initiatives such as climate science and architecture. As part of a multi-disciplinary project team, librarians can provide guidance on data inventories and descriptive metadata standards, and contribute to communications and relationship management. MeRC staff focus on technical issues such as storage, data transfer, and the roll-out of software systems for managing and describing digital assets.

Professional development for researchers is a high priority. The Data Management Coordinator runs regular workshops with higher degree students. These sessions expose our future research leaders to data management concerns early in their careers. Next year some contact librarians plan to customise this workshop for their faculties. In the longer term the library may work with faculties to embed research data management within coursework, as has been done with other information literacy and learning skills. For more established researchers, professional opportunities are provided on an ad hoc basis at the request of the department or faculty.

At Monash University, data librarianship is evolving as both an opportunity for individual professional growth and as a way to support key institutional strategies. Our experiences suggest that librarians have much to contribute, including: familiarity with organising and describing information, reference interview techniques, an understanding of the methodologies and vocabularies used in particular disciplines, and teaching research and information skills. Personal qualities – curiosity, flexibility, and a genuine empathy with researchers and a desire to help them achieve their goals – are important also.

In a wider context, the future of data librarianship as a professional strand is not clear. Data management is not featured in postgraduate library courses, and career structures within institutions and the higher education sector as a whole are not yet well-defined. These barriers will need to be addressed in the coming years. In the meantime, 'on the job' involvement in data management provides a 'taster' of this exciting new area, in which demand for skilled professionals is likely to increase rapidly.
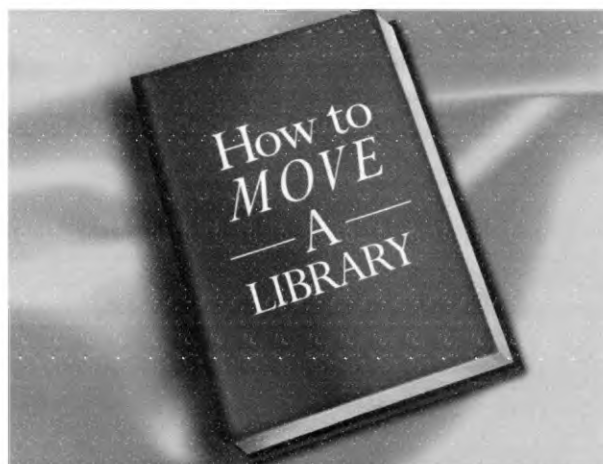
Research data management at Monash: **http://www.researchdata. monash.edu.au**

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Swan, Alma, and Sheridan Brown. *The Skills, Role and Career Structure of Data Scientists And Curators: An Assessment Of Current Practice And Future Needs*. London: Joint Information Systems Committee, 2008. **http:// www.jisc.ac.uk/media/documents/programmes/digitalrepositories/ dataskillscareersfinalreport.pdf**

Library design: giving the students what they want

In recent years the University of Newcastle Library has been actively using information gathered from client surveys to help shape library planning and design.

Since 1998, the University of Newcastle Library has been participating in a biennial customer satisfaction questionnaire, the Insync Library Client survey (formerly Ambit Insights and Rodski Survey Research). The library has been able to use the information provided by the survey and other customer service satisfaction markers to shape library planning and resource provision in ways that better meet the changing needs of our students.