

ANNUAL REPORT ^{2020/21}



The
University
Library.



The
University
Of
Sheffield.



WELCOME

The challenges of Covid continued throughout the year, for our students, our researchers and our staff. This makes me even more proud of the commitment and hard work of Library staff and colleagues we work with across the University which has ensured that our libraries have remained open throughout even the darkest times of the pandemic.

In the face of all the disruption and uncertainty faced by our students, it is very heartening that we have been able to continue to provide safe, welcoming and inspiring study spaces.

In particular, as we opened up our spaces to more and more students as restrictions eased, I was touched by the expressions of gratitude - chocolates, cards, verbal thanks - so well deserved by our staff who have been on campus throughout.

Although Covid has continued to play a large part in 2020-21, the year has also been one of substantial and exciting progress towards a more open research culture in support of the University's Statement on Open Research. These included: significant achievements for our open data repository (reaching 1000 deposits); our inaugural Sheffield open research prize; and as part of the University's REF2021 submission, over 4000 articles added to our open access repository (White Rose Research Outputs WRRO)

and three open access monographs published by the White Rose University Press, a partnership between the University Libraries of Sheffield, Leeds and York. As a Library, we are committed to sharing knowledge as widely as possible for the benefit of all, as well as working with institutions across the sector, including the N8, Russell Group, JISC and RLUK (Research Libraries UK) to strive for a fairer, more sustainable and transparent, scholarly publishing environment. Our Comprehensive Content Strategy published in June, sets out our values and aims, and 2020/21 saw the first major test of this strategy with the initial phases of the negotiations with Elsevier, the largest commercial scientific publisher.

Alongside this progress in supporting open research we have made significant strides in our ambition to open up our special collections and archives for teaching, research and the wider community with the implementation of a new online catalogue 'Discover our Archives', and working with national and international partners to make our digital collections more widely available. Whilst access to our physical collections was affected by pandemic restrictions for much of the year, community engagement online continued successfully.

We can be proud of our achievements in 2020/21, and we also have much to look forward to as we develop our five year plan in response to the University's new vision and defining even further our core roles:

- at the centre of the student learning community;
- championing and facilitating the embedding of an open research culture;
- increasing the impact of, and access to our unique special collections;
- working in partnership to reimagine education and scholarship for an open, hybrid and data-intensive world.

I hope you enjoy reading our report.

Anna Clements

Director of Library Services &
University Librarian



HIGHLIGHTS OF THE YEAR

YOUR LIBRARY
ESSENTIALS
LAUNCHED

SEPTEMBER

OCTOBER

WHITE ROSE UNIVERSITY
PRESS RELEASES
'CAPABILITY BROWN'

NEW UNIVERSITY
VISION
PUBLISHED

NOVEMBER

JANUARY

IMPROVEMENTS
TO THE LIBRARY'S
READING LIST SYSTEM

REF2021:
4000 ARTICLES
95% OA COMPLIANCE

FEBRUARY

MARCH

'RESEARCH SKILLS &
CRITICAL THINKING'
OFFER LAUNCHED

1000TH OPEN
DATA SET
DEPOSITED
INTO ORDA

APRIL

MAY

READING
FOR DIVERSITY PILOT
WITH BOOK SOCIETY

LAUNCH
OF COMPREHENSIVE
CONTENT STRATEGY

JUNE

JULY

INAUGURAL OPEN
RESEARCH PRIZES
AWARDED

DISCOVER
OUR ARCHIVES
LAUNCHED

AUGUST

THE LIBRARY IN NUMBERS

12,000 PER WEEK

BOOKABLE STUDY
SPACE SESSIONS

23,000

ENQUIRIES ANSWERED

8,000

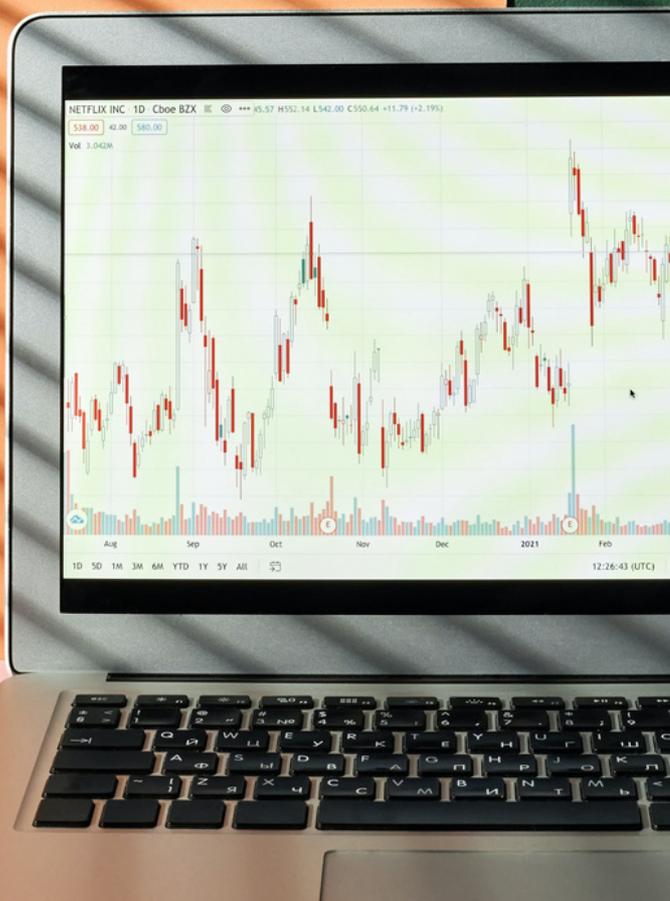
HOURS OF
INFORMATION &
DIGITAL SKILLS
TRAINING RECEIVED

79%

OF STUDENTS AGREED
THAT 'THE LIBRARY
RESOURCES HAVE
SUPPORTED MY
LEARNING WELL'

4,000

ARTICLES IN OPEN
ACCESS REPOSITORY
TO SUPPORT THE REF



THE LIBRARY IN NUMBERS



A 1000TH

OPEN DATA SET
DEPOSITED

4KM

OF SPECIAL COLLECTIONS
AND ARCHIVES MANAGED

£900,000

SPENT ON OPEN ACCESS
PUBLISHING

900,000

EBOOKS

1 MILLION

PHYSICAL ITEMS

5.8 MILLION

JOURNAL ARTICLE
DOWNLOADS

3840

STUDY SPACES ACROSS
5 SITES

RESEARCH AND INNOVATION

Throughout the 2020–21 academic session the Library has focused significant energy on advocacy and support for the University's open research culture ambitions, which were clearly articulated in [the University's statement on Open Research](#) published in spring 2021. We continued to support the University's REF2021 submission, working closely with researchers and Research Services colleagues to achieve the required 95 percent open access compliance rate, with over 4,000 articles added to our repository [White Rose Research Online](#) (WRRO). There are now over 100,000 downloads from WRRO every month.

We also launched a new prize to support and encourage open research and our open data repository, ORDA, reached the milestone of 1,000 datasets. See [here](#) for download and viewing statistics.



As the sector makes further progress towards developing the infrastructure that facilitates the [Plan S](#) aims of immediate and affordable open access, including new policies from UKRI, the EU and Wellcome Trust, we continue to support our academic colleagues by adopting efficient workflows and providing expert advice and guidance, including preparations for open access monographs.

Despite the difficult circumstances of the past year, we continued to prioritise community engagement. New interpretation panels were created to allow visitors to engage with the University's history, while the National Fairground and Circus Archive's outreach programme centred on education.

OPEN RESEARCH AND SCHOLARLY COMMUNICATIONS: ADVOCACY AND SUPPORT

Elsevier negotiations

Library staff have been working hard to support the sector's negotiations with Elsevier, the largest publisher of academic content. As the sector-led negotiations progressed, a Library working group prepared for the potential impact on teaching and research of failure to reach an agreement. This involved analysing journal usage and reading list content across the faculties, and also working with other institutions in the N8 and Russell Group to improve the efficiency of inter-library loans. Regular communication and consultation with departments ensured that staff and students were kept informed of the progress of negotiations, and that their concerns were addressed.

The value of this activity will be seen in the sector's strengthened position following the outcome of negotiations, and in the improvement of services to our community. In line with the principles of our Comprehensive Content Strategy, we will be better placed for future negotiations with publishers as we seek to constrain costs for our student body.

Mediated research service

During the past year, members of the Library's Faculty Engagement Team have introduced a mediated literature search service for University of Sheffield researchers. The service allows academic staff to request a literature search, undertaken by expert subject librarians, in order to support systematic reviews, funding bids, and research publications.

Librarians meet with academics to discuss their research and determine the most appropriate search strategy, which is then run across multiple databases. Results are shared with the academic to determine if any further refinement is needed. The service has contributed to successful grant applications, departmental guidelines, and research for publication. It has also presented an opportunity for the librarians involved to develop new relationships with academics.

OPEN RESEARCH AND SCHOLARLY COMMUNICATIONS: ADVOCACY AND SUPPORT

Open access monographs

The Scholarly Communications Team and the Faculty Engagement Team have worked together to raise awareness of open access (OA) monographs, and provide researchers with information about publishing options. This has become increasingly important in supporting open research in the arts and humanities, as more options for OA monographs are being developed, and monographs are coming into the scope of funder OA policies for the first time.

We have produced [online guidance](#) for researchers, and have delivered tailored sessions to arts, humanities and social sciences staff, highlighting in particular low-cost funding models. We have embedded information about OA monographs into our standard PGR training (Introduction to Copyright and Open Access), and have developed model answers for email enquiries which point researchers in the direction of alternative and innovative publishers. We have also recently undertaken a review of open monograph publishing options, so that we can support researchers with more detailed information about costs and green OA policies. One of these options is the [White Rose University Press](#).

Open research prize

In spring 2021, the Library demonstrated support for the University's new [Open Research Statement](#) by inaugurating its Open Research Prize, and distributing over £1,000 in prizes to researchers who had made their research open in different ways. Open research is the practice of making the processes and outputs of research transparent and freely accessible whenever possible. Entries from researchers at various career stages were judged by a panel including Professor Sue Hartley, Vice-President for Research, and Dr Tom Stafford, University Research Practice Lead. The overall winner, Dr Tim Craggs from the Department of Chemistry, developed open source software and hardware to hugely reduce the cost of performing experiments for those in his research area.

The Library worked with the winners to develop a [series of case studies](#) showing how they had used various open research techniques, the impact this had, and future plans. We intend to run the prize again to celebrate those who expend extra effort to make their research open.

OPEN RESEARCH AND SCHOLARLY COMMUNICATIONS: ADVOCACY AND SUPPORT

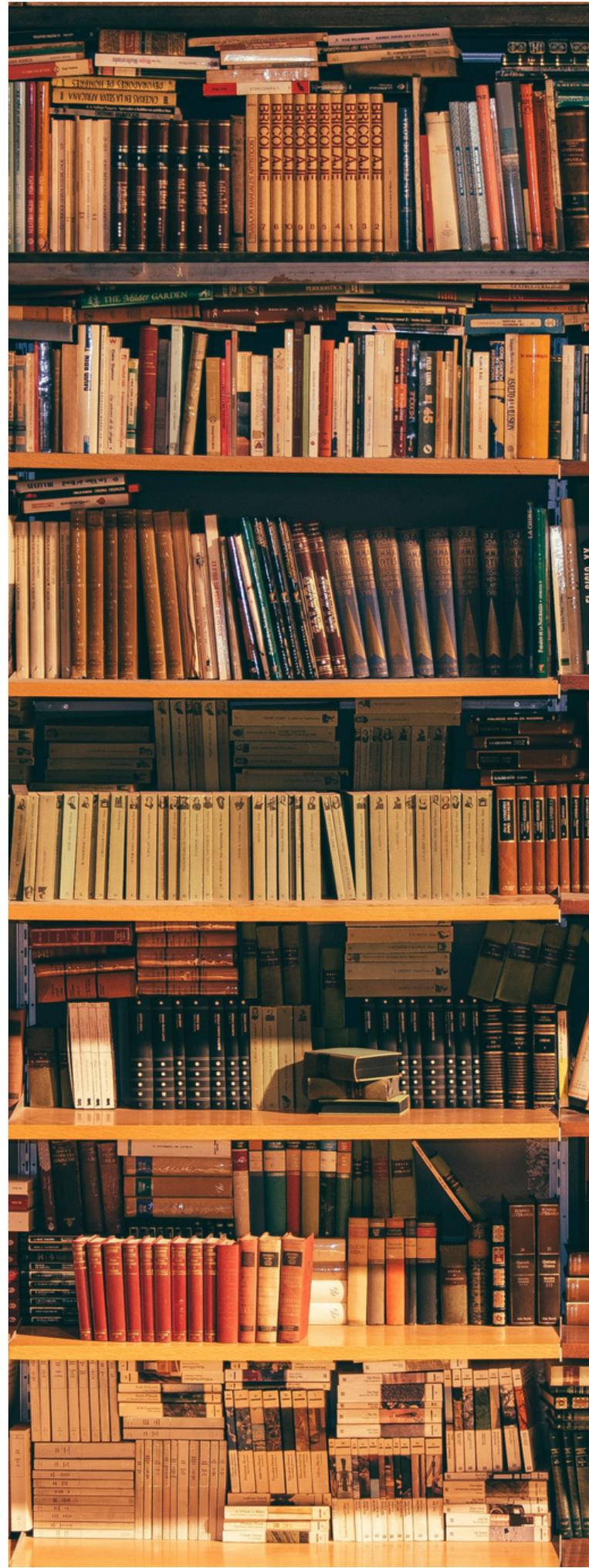
White Rose University Press

White Rose University Press ([WRUP](#)) continued to develop in the period September 2020 to August 2021 and is in a good position to further support the OA monograph ambitions of all three founding institutions, the Universities of Leeds, Sheffield and York.

WRUP offers high-quality open access routes for scholarly monographs, journals, and teaching resources. Three monographs were released in 2020, all of which were submitted to REF 2021; [Capability Brown](#) (October 2020) and [Sheffield Castle](#) (September 2020) were part-authored by Sheffield academics.

Since publication, these titles have each seen combined views and downloads of between 4000 and 5000. They also received strong reviews in academic journals, a testament both to their scholarly quality and the quality of WRUP's publishing services.

To date, WRUP has seen over 90,000 views and downloads from 185 countries across its eight published monographs, with over 30,000 in this review period. July 2021 also saw the first call for papers from [Writing Chinese: A Journal of Contemporary Sinophone Literature](#), WRUP's fifth fully open access journal.



SPECIAL COLLECTIONS AND ARCHIVES: ACCESS AND IMPACT

Community engagement

During the lockdown the National Fairground and Circus Archive (NFCA) continued its commitment to supporting communities and using its collections for the benefit of the wider society. The NFCA was invited to join the charity 'Inspiring the Future', which works to widen the employment and career horizons of school children from disadvantaged backgrounds across the country. Through this initiative, the NFCA delivered talks about education and career paths into archives and heritage to schools in Doncaster and Aberdeenshire.

The NFCA also participated in events related to research into, and in support of the education of travelling communities. Partners in this work included Leeds Beckett University, Buckinghamshire University, Sunderland University, The Royal Borough of Kensington and Chelsea, the Advisory Council for the Education of Romany and other Travellers, and the Showmen's Mental Health Charity.

Digitised collections available internationally

Special Collections, Heritage, and Archives' participation in the Jisc-JSTOR Open Community Collections initiative has allowed us to share digitised images from the Devey Collection of nineteenth-century architectural drawings and photographs, the Firth Ballads, the Knoop Far East Photographic Collection of images dating from 1913 to 1914, and late nineteenth- and early twentieth-century photographs from the Sanger Circus Collection. The images were harvested from National Fairground and Circus Archive Digital, and Digital Special Collections, and are now freely available and searchable via the worldwide JSTOR platform; between December 2020 and August 2021, over 3,500 images were viewed or downloaded.

This is in addition to the access our own websites provided, which reached over 28,000 users and 1 million page views over the year. JSTOR Daily chose one of our collections for a highlight article, 'Vintage Circus Photos from the Sanger Circus Collection'.

SPECIAL COLLECTIONS AND ARCHIVES: ACCESS AND IMPACT

Discover Our Archives

In 2021 the Library launched Discover Our Archives, a new online catalogue for archival collections held by Special Collections, Heritage, and Archives. Behind Discover Our Archives is the software ArchivesSpace, a web-based, open source Archive Management System with an international user community. This new system allows staff to undertake collections management activities as well as providing a public interface for a global audience to explore our unique collections.

Discover Our Archives currently contains collection-level descriptions of 370 collections from the National Fairground and Circus Archive, Special Collections, and the University's institutional archive. It also includes descriptions of individual files and items, more of which will be migrated as part of the current phase of the project to review, update and import legacy catalogue descriptions.

Future phases of the project will include integration with NFCA Digital and Special Collections Digital allowing users to navigate seamlessly between descriptions and digital content.

Supporting the University's Heritage

Three new heritage interpretation panels for Firth Court have been created by an MA History student. The research project supported the degree programme and was extended to a paid summer internship. The panels provide information about the portraits in Firth Hall, and the University War Memorial.

The student researched the memorial and the Sheffield Pals Battalion, then looked through the archives held in Special Collections to collate personal stories of four University of Sheffield graduates who had made significant contributions to the First World War effort.

The student also created an introductory panel providing further information and context about the twelve portraits on permanent display in Firth Hall. The panel includes a QR code that gives visitors more information about each sitter, their achievements towards research and the University, and about the artist.

These panels aim to inform students, staff and all visitors about significant areas of the University's rich heritage.

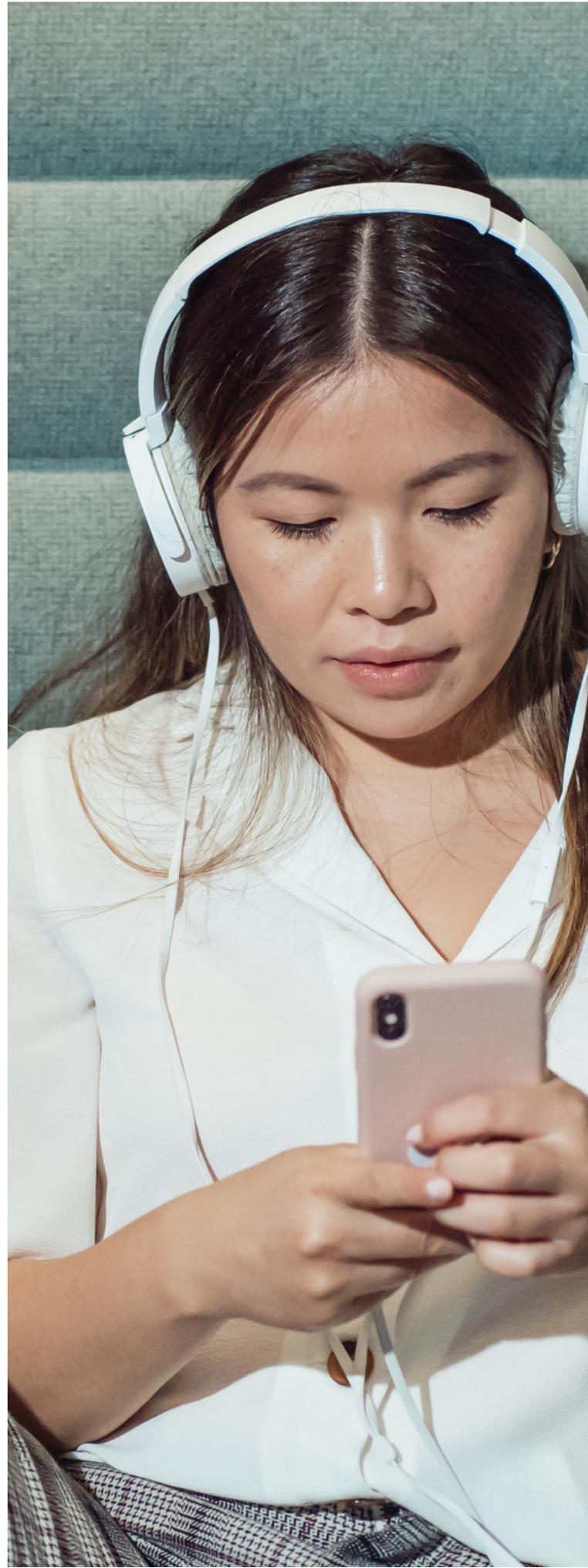
SPECIAL COLLECTIONS AND ARCHIVES: ACCESS AND IMPACT

Unlocking our sound heritage

The British Library's '[Unlocking Our Sound Heritage](#)' project is committed to help preserve and make available unique and at-risk sound recordings from across the country. Both Special Collections and the National Fairground and Circus Archive submitted material from their holdings to the initial digitisation phase, which was carried out at a centre located at Tyne & Wear Archives. Special Collections contributed archive cassette and reel-to-reel recordings from collections relating to dialect studies, children's play, and alternative theatre, whilst the NFCA contributed oral histories and interviews, including a study relating to the education of travelling fairground children.

During the summer, the recordings, along with 500GB of digitised files, were returned to the Library. The recordings will be made available via the British Library's online sound hub, ensuring greater accessibility and a longer life for this unique material.

[CLICK TO LISTEN
TO THE HULL
FAIR PROJECT -
ORAL HISTORY
\(25 MINUTES\)](#)



EDUCATION

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call (2min)
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10pudrov 10-20kr
20-40kr
(3min)

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7'0"
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1 + 2
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5'0"
5'0"

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- аирабун
- шогура + широз
- 20 дит лема,
14+10
11(14)

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3) Прокане
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THE LIBRARY AT THE CENTRE OF STUDENT LEARNING EXPERIENCE

Despite the many challenges and restrictions, Library physical sites were able to remain open to students throughout the past academic year, including the period of national lockdown announced on January 4, 2021. In addition to the provision of essential study spaces, we were able to provide access to critical print collections to staff and students via postal or collection services. For many students who were living and studying in Sheffield, the Library provided connections with the campus and an inclusive learning community.

Library staff worked collaboratively and creatively to make the best of the physical environment for those students in Sheffield.

At the same time they ensured that our extensive digital library—with close to a million ebooks and over 60,000 journals—supported by online information, digital literacy tutorials, and a specialist virtual advisory team, continued to support the university community, wherever in the world they were.

During the summer, we awaited the results of the National Student Survey (NSS), which gives students the opportunity to reflect and comment on their university experience. Given the year of challenges driven by the pandemic, we were delighted to learn that 79 percent of students who answered NSS Question 19 for 2020–21, agreed that ‘The library resources (e.g. books, online services and study spaces) have supported my learning well’. This placed us sixth in the Russell Group and well above the sector-wide average of 75 percent.

DEVELOPING STUDENTS' INFORMATION AND DIGITAL SKILLS

Following the refresh of the Sheffield Graduate Attributes, our information and digital literacy offer was rebranded to align with the revised framework. Now delivered as 'Research Skills and Critical Thinking' and 'Digital Capabilities' as part of the [My Learning](#) graduate attributes, this change reflects language recognised and understood by students. We launched a Library Skills Room in the Information Commons to deliver the co-curricular offer, using language and visuals mirroring these refreshed graduate attributes and we continue to collaborate across the institution to support the Employability Action Plan, including by embedding our skills offer into the academic programme.

The Library supports the development of students' research skills, critical thinking, and digital capability in an information environment.

This year we continued to develop our suite of online resources to support research skills, critical thinking, and digital capability, advancing the University's aim to deliver a rich and inclusive digital education environment that supports excellent teaching, and enables all students to engage effectively in their learning.

Our screencasts were viewed over 21,000 times during the period, an increase of 35 percent on the previous year. Our referencing guides were accessed over 651,000 times, an increase of 7 percent on the previous year.

[CLICK TO READ
OUR BLOG POST](#)

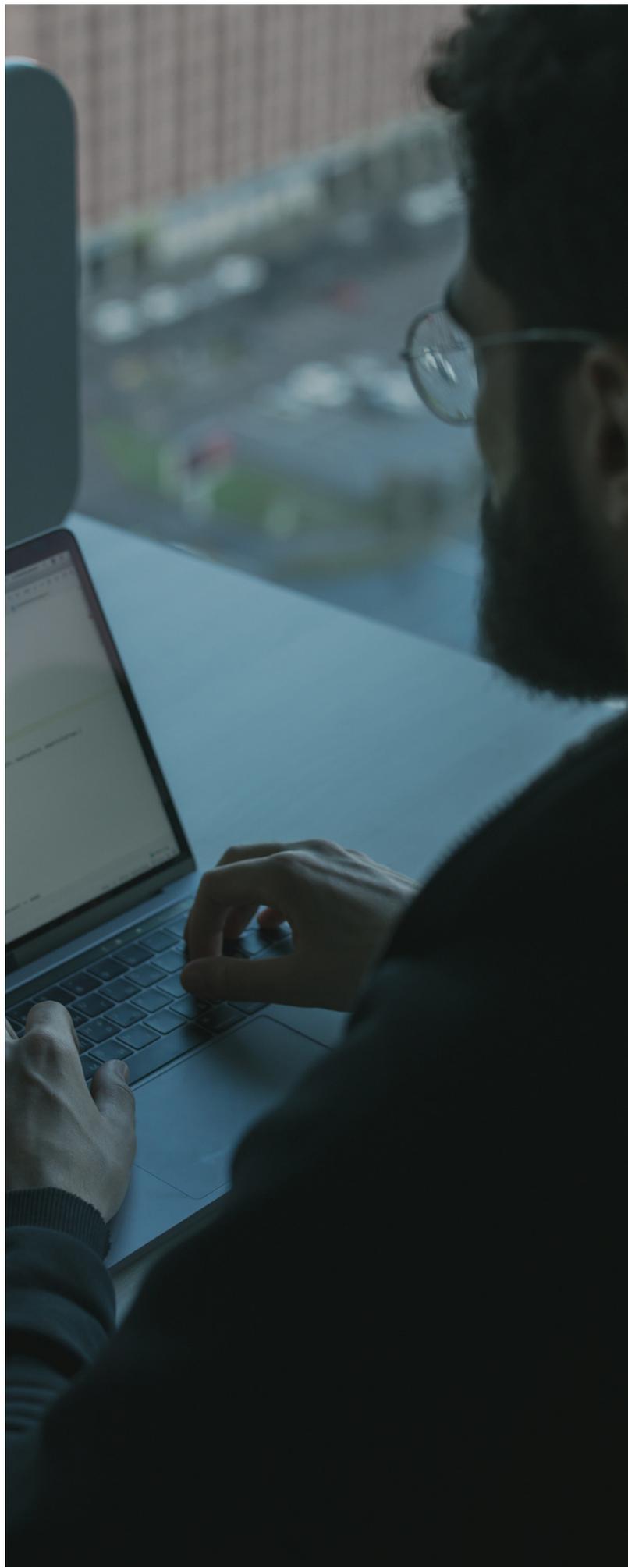
[LIBRARIES:
ESSENTIAL SERVICES
IN A PANDEMIC](#)

DEVELOPING STUDENTS' INFORMATION AND DIGITAL SKILLS

Using StarPlus was our most popular screencast again (and is still the most played on Kaltura) and was played nearly 5,000 times.

This resource was updated at different times throughout the year to support students through the changing circumstances of the pandemic. Through collaboration with the Digital Learning Team, the Library's Research Skills and Critical Thinking Quickmarks were made available to all staff by default within the Turnitin Feedback Studio. This enabled them to refer students to further opportunities to develop their skills directly from their online assessment feedback.

We also work closely with academic colleagues to embed tailored and timely support linked to assessment and feedback, as part of a programme level approach, through teaching sessions and online tutorials. A co-curricular workshop programme complements this, including dissertation masterclasses open to all students. During the 2020–21 academic year, Library staff taught over 7,500 students, supporting the development of their skills in discovering, understanding, questioning, referencing, creating and disseminating information.



LIBRARY CONTENT

This year, the Comprehensive Content Strategy was developed by the Library in consultation with our communities. Students and academic colleagues gave feedback on the draft text, and the final text was ratified by Senate in autumn 2021.

The strategy represents a reconceptualising of how our content and collections are understood. It provides the necessary framework for the Library to support the innovation of the wider University. We are committed to the transformation of academic publishing and scholarly communication, and the Content Strategy allows us to use our resources proactively to this end.

The Content Strategy emphasises the role that academic library collections, particularly archives and special collections, fulfil in the wider life of the University, and how they contribute to cultural richness and diversity. With a commitment to inclusivity, ethics and sustainability, it allows the Library to be innovative in the academic and cultural role it plays, and it will transform how we develop our collections in the future.





LIBRARY CONTENT

The Strategy articulates our support for initiatives in the field of open scholarship, and in the past year we began a project with colleagues from the White Rose University Libraries at Leeds and York.

We want to learn more about levels of knowledge and understanding of open educational resources (OER), to better understand how academic colleagues select reading and construct reading lists, and to establish how libraries can support the discovery, use and creation of OER. The project will be completed in 2022, and the main output will be a shared OER toolkit.

The Library's work on OER is informed by the UNESCO Recommendation on OER adopted in 2019, supporting the creation, use and adaptation of inclusive and quality OER. There is also a connection with the UN's Sustainable Development Goal to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

We've also set up [the Sheffield Pressbooks Network](#) and in the forthcoming year will be piloting Pressbooks as a potential solution for publishing and adapting open textbooks and OER within the University.

CLICK TO READ
OUR BLOG POST

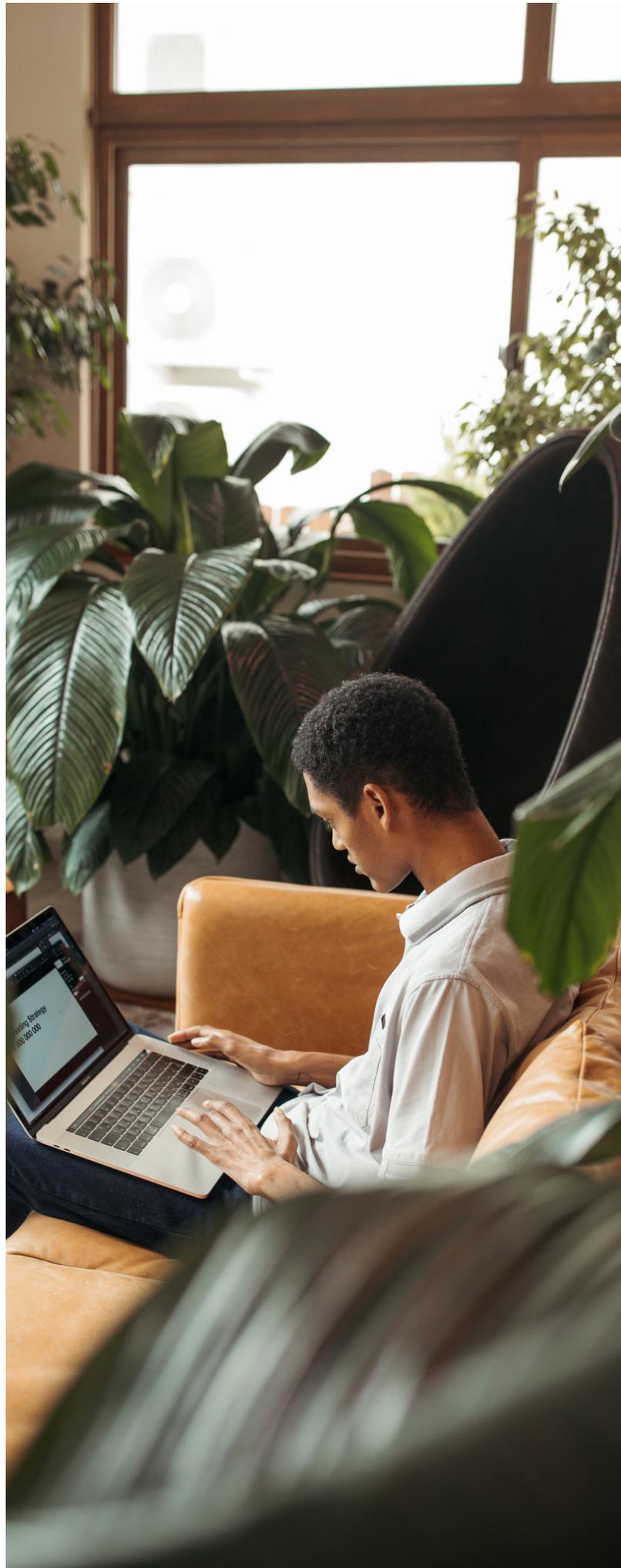
UNLEASHING
ACADEMIC FREEDOM:
THE CASE FOR OPEN
EDUCATIONAL
RESOURCES

LIBRARY CONTENT

To enable departments to deliver high-quality programmes, the Library's reading list system, Leganto, is widely adopted by academic staff to create and manage their own online module reading lists, and to make 'live' edits. Reading lists can include material both from the Library collection and from the internet. If a book or journal article is not available, the title can be added to the reading list, prompting the Library to acquire the item in advance of student demand.

Reading list owners can also now see which resources on their list have been popular with their students. Academic staff may find this usage data helpful when reviewing their reading lists in preparation for the new semester.

The Library simplified the Leganto interface while retaining the necessary technical functionality. Staff across all faculties attended our reading list training sessions, and the Library worked in partnership with two Social Sciences departments to deliver bespoke reading list webinars for teaching staff.





STUDY SPACE AND STUDENT HELP SERVICES

Throughout the pandemic, the Library implemented a number of innovations to manage its study spaces. The introduction of the LibCal Spaces booking system offered a flexible, customisable and user-friendly interface, enabling students to book and self-check in to study spaces across Library sites and beyond. In response to student feedback, we also introduced automatic cancellations of unused bookings to make spaces available as quickly as possible.

Extended opening hours in the evenings and at weekends were made possible by recruiting students to the Library Spaces Team, which gave students a direct role in the provision of Library services and provided paid work experience and valuable employability skills.

While the bookable space service was a direct response to the pandemic, it has proven popular with students and we will retain some bookable spaces as part of our study spaces offer.

STUDY SPACE AND STUDENT HELP SERVICES

The Virtual Advisory and Help Service (VAHS) continued to provide an excellent service to all our Library users, handling almost 23,000 enquiries from September 1, 2020 to August 31, 2021. October saw the highest number of enquiries at over 2,500, and also the highest weekly number of enquiries at over 900.

There was a definite shift in the types of enquiries we handled, particularly those relating to skills support which occurred most often.

Transactional enquiry numbers fell dramatically, whilst enquiries about using our Library buildings and services, and availability of study spaces saw a notable increase.

Online views of the [Library Help FAQs page](#) increased significantly, totalling over 55,000. We continue to review the content and discoverability of our FAQs.

“

Library Staff were fantastic; I got exactly what I was looking for, much quicker than I expected. Couldn't be happier with the service.

”



CASE STUDIES

Supporting returning students

Providing extra support for continuing students, in line with other departments across the University during the summer of 2021, the Library delivered, for the first time, a programme of pre-sessional webinars; 'Reconnect with your research skills'. These sessions proved to be really popular with students entering their second and third years, giving them the chance to hone their information skills before the start of the new academic year.

Supporting a Programme Level Approach

As part of the Architectural Humanities modules for BA Architecture and BA Architecture and Landscape students, our librarians planned and delivered teaching sessions on research skills and critical thinking across all three years of study. In these modules, students considered how architectural history and design have been, and are currently being, shaped around the world. The library sessions focused on discovering academic sources, news, opinion, and other information sources, and encouraged students to think critically about their understanding of the subject using a critical appraisal checklist.

Supporting Blended Learning

Working closely with colleagues in Psychology, our science librarians delivered teaching on literature searching to postgraduate students undertaking systematic reviews. We took a blended learning approach which combined a series of short videos embedded in Blackboard, covering the key stages of a systematic literature search, and face-to-face practical sessions in which students developed their search strategies and tried them out using various literature searching databases. This was followed-up with question and answer sessions in which students, librarians, and course leaders worked through the issues and questions that arose during the literature searching process. Students could then book one-to-one appointments with their librarian if they wish to discuss their search in more detail.

“

It was great... Good balance between presenting and interaction. Learnt some helpful skills which will really help improve the quality of my work.

”



**ONE
UNIVERSITY**

The Library has registered nearly 1,000 students for the Inclusive Learning service. As we returned to campus in September 2020, the loaning of laptops on behalf of the Disability and Dyslexia Support Service resumed, adhering to Covid-19 health and safety measures.

To support students who were unable to travel, the Library's postal loans service continued throughout the pandemic and around 1,500 postal loan requests were processed. This service is available to all students registered for extended loans, as well as distance learners, part-time students, and those registered at the Advanced Manufacturing Research Centre (AMRC).

The Library also recognised the need for many students and researchers to have access to our physical unique collections. To facilitate this in a Covid-secure way the study space booking system was extended to provide bookable browsing sessions in Western Bank Library and bookable slots for collecting book loans. Alongside the increased number of titles available as ebooks, in online format and digitised on demand, the Library was able to provide the majority of the requested essential learning and research materials.

INCLUSIVITY



[FIND OUT
MORE](#)

READING FOR DIVERSITY

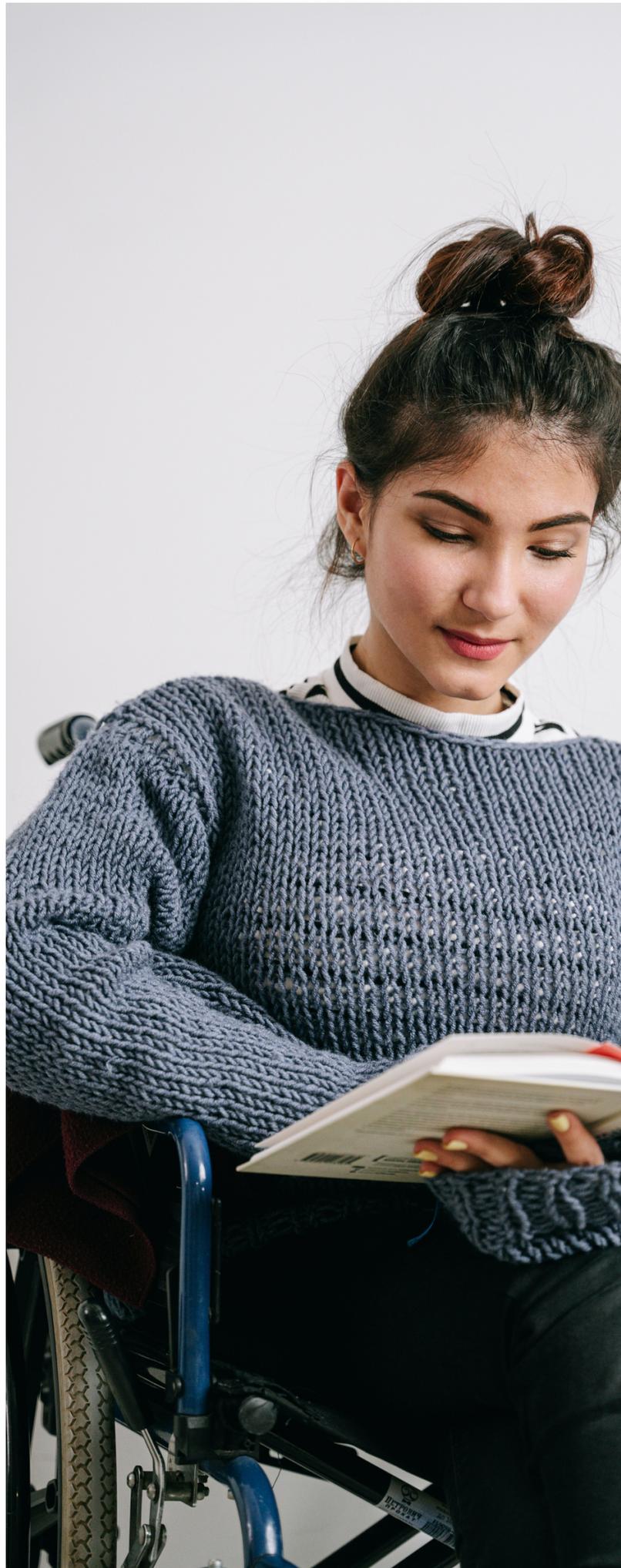
This year the Library partnered with the Students' Union and BookSoc, the student-led book group, in order to broaden the range of books being read by the group, and widen participation in reading diversely. For the pilot event, *Purple Hibiscus*, a novel by Nigerian author Chimamanda Ngozi Adichie, was chosen as the title to read. The subsequent group discussion centred around issues of colonialism, the diminution of indigenous cultures and beliefs, and the representation of families. Attendees found the session thought-provoking.

Based on the success of the pilot we have embarked upon an ambitious three-year project to increase the diversity of membership of BookSoc, read widely around themes of race, sexuality, disability and more, and to further diversify the Library's book collection.

“

Purple Hibiscus was a great choice for blending an enjoyable read with relatable themes with an opportunity to develop my critical consciousness.

”



WELLBEING WEDNESDAYS

The Virtual Library Commons is an online working and meeting space for students, facilitated by librarians, and hosted on Blackboard Collaborate. In December 2020 we collaborated with the Student Wellbeing Service to create 'Wellbeing Wednesday'. Each Wednesday afternoon a member of the Student Wellbeing Service joined us in the Virtual Library Commons to chat with students about wellbeing and how their service could work to support them.



LOVE LETTERS
TO THE LIBRARY



Library You Have Saved My Life

In this time of toil and strife,
Library you have saved my life,
Work at home how can I hack it?
Though being fair, I've saved a packet!
Trains, hotels, this distance learning,
But one year on I'm Sheffield yearning.

Work at home can't be that hard
As greater scholars quote the Bard,
Your love for me both red and rosy,
Keeping me writing, not getting too
cosy.
With schedule and space, motivation
and pace
I thank you my precious VLC
From the new and budding Dr Me!

- Amanda Hutcherson

My For Lib.

Dear Lib.,
Today of all days, I feel I must write,
To express my happiness and delight.
I've truly fallen under your spell,
But I know others feel the same as well.

Although the current times seem blue,
I always find a friend in you.
You're the one constant in my life,
Through hardships, deadline stress and strife.

You offer me the space to be,
Productive, creative: sometimes simply just me!
I can lean on you when I need a guide,
Research, e-books, computers - your mission is wide.

Inspired by your spaces and thirst to learn,
You understand the knowledge for which I yearn.
I day-dream of meeting you face-to-face,
But for now, at least, we must make do with cyberspace!

- Katy Humberstone

Ode to PC 4A 4090

O my luve's like a red, red rose,
for my chair, my set of power.
O my luve's is like a melody,
that I want to scream from the arts tower.

O fourty-ninety, your cushion, your curves,
my love for you is true.
I'm never late on connect2 to book,
so none else may embrace your view.

As fair art though, my favourite seat,
so deep in love am I:
and I will still luve thee my dear,
'till my time at uni runs dry.

'Till my time at uni runs dry, my dear,
and the Diamond melts in the sun,
I will still luve thee my dear,
'Till that righteous 1st is won.

And then it's farewell, my only love.
And fare thee well, a while!
And I will come again, my love,
Tho it were about 100 mile (on the M1)

With love,
from Kit xoxo

(Poem adapted from Robert Burns 'A Red, Red Rose')