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**Faculty Response to Deselection in
Academic Libraries: A
Psycholinguistic Analysis**

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**Faculty Response to Deselection in Academic Libraries:
A Psycholinguistic Analysis**

Submitted to *Collection Management*

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Abstract: Deselection is a necessary but politically sensitive part of an academic librarian's responsibilities. To provide an overview of the emotional dynamics involved in weeding an academic collection, this article analyzes editorials, articles, and book chapters chronicling faculty response to weeding from a psycholinguistic viewpoint. Using computer-based text analysis, these accounts are examined for the amount and type of emotional content. These findings provide a template for what librarians can expect when beginning a deselection process and point to best practices for working effectively with faculty to create a robust and healthy collection.

Keywords: *text analysis, text mining, linguistic analysis, academic libraries, deselection, weeding, emotion*

INTRODUCTION

“[T]he abrupt gutting of the library began over Spring Break a year ago ... Upon returning from break, faculty and students reacted with appropriate horror. Students writing senior theses walked around with stunned looks” (Besteman 2015). “Gutting,” “horror,” “stunned”—these passionate words are used by a faculty member to describe the weeding of the Colby College collection. Any academic librarian involved in weeding knows it is an emotional experience for campus faculty. Yet the majority of the literature on deselection focuses on process, not feelings. To be effective, however, librarians must address the emotions experienced by the campus community they support. To identify those emotions, this article offers a psycholinguistic analysis of opinion pieces written by faculty in response to weeding projects. It also examines articles and book chapters written by librarians reporting on their experiences with faculty during deselection. By recognizing and addressing the feelings invoked by this delicate but important aspect of collection management, librarians can create deselection processes that face a higher likelihood of success.

LITERATURE REVIEW

Psycholinguistics is the study of the psychology of language (Colman 2015). "From the time of Freud's writings about slips of the tongue to the early days of computer-based text analysis, researchers began amassing increasingly compelling evidence that the words we use have tremendous psychological value" (Pennebaker et al. 2015, "Development," 1). In the field of library science, text analysis of the type used in psycholinguistics has been employed to provide insights into the language used in academic libraries' social media feeds (Al-Daihani and Abrahams 2016; Sewell 2013; Shulman et al. 2015). Other researchers have used this approach

to analyze user communities directly by examining search queries (Papatheodorou et al. 2003; Yang and Hung 2012). These analyses are done with an eye to tracking and improving the user's experience and library services. Text mining has also been used for bibliometric analysis for use in cataloging and indexing (Haravu and Neelameghan 2003). Psycholinguistic analysis for the purpose of examining the emotional content of text, however, is found in psychology- and education-related research rather than in library and information science.

Research and case studies involving librarian-faculty collaboration focus largely on what was done within the partnership rather than what was felt. In a rigorous systematic review of articles in the literature written about librarian-faculty relationships, Phelps and Campbell discovered that of the 66 research projects they culled from their preliminary collection of 304 articles, only 2 studied the librarian-faculty relationship itself. The remainder focused on information literacy, how faculty related to library use, or how faculty and librarians viewed each other. Of the two articles focusing on the librarian-faculty relationship, one reported on the nature of teamwork and the other on librarian/faculty similarities as measured by the Meyers-Briggs Type Indicator. “Librarians, therefore, have published according to their interest in the library and not about the elements of their relationship with the faculty specifically” (2012, 15). An evaluation of the articles published on librarian-faculty relationships after the publication of Phelps and Campbell's exhaustive review shows this trend has continued.

METHODOLOGY

To create a corpus for analysis, seven databases indexing major library science journals and books were searched on the subject of deselection using search strategies appropriate to the resource. To be thorough, multiple searches were sometimes used (see Appendix A). Results

were limited to articles from peer-reviewed journals and chapters from scholarly books. The resulting 178 articles and chapters were reviewed for substantive discussions of faculty input or response to the deselection process. "Substantive" was defined as 10% or more of the articles' word count devoted to faculty response, narrowing the results to ten articles and chapters covering a time period of 29 years from 1984 to 2013 (see Appendix B). This small number of results over a period of almost three decades was expected. Publishing on this topic is politically sensitive, and librarians are understandably reluctant to air on-campus controversies in public. These ten articles will be referred to as the "target articles."

For comparison, ten articles of similar length and publication dates were chosen from the original 178 search results to provide baseline values (see Appendix B). These baseline articles reflect the more common procedural discussions of deselection in academic libraries that appear in the literature. That is, discussions of the process of deselection rather than the relationship issues involved.

The target and baseline articles are secondary resources written by librarians about faculty. In order to provide primary resources for comparison, five opinion pieces written by campus faculty in response to weeding at their libraries were also analyzed (see Appendix B). These were found by searching the bibliographies of the ten target articles; searching online; reaching out to the American Library Association's University Libraries listserv; searching the ProQuest Newsstand database; searching back issues of the *Chronicle of Higher Education*; and searching the *Inside Higher Ed* website. As demonstrated by the small number of commentaries found, these editorials are even more uncommon than accounts written by librarians.

A fourth and final category of text was also created for the analysis. From the target articles, only those paragraphs directly discussing faculty reactions to weeding were extracted. These paragraphs were pulled out and analyzed separately in order to provide a more direct comparison to the opinion pieces written by the faculty themselves.

The target articles, baseline articles, and faculty opinion pieces were all analyzed in their entirety except for these sections: reference lists, abstracts, tables, figures, headers, and footers. These portions of the articles were removed in order that the analysis could focus solely on the substance of the text.

Psycholinguistic Analysis

The software used for the psycholinguistic analysis of the corpus was Linguistic Inquiry and Word Count 2015 (LIWC2015). This analysis focuses on the LIWC2015 categories of Clout, Emotional Tone, and Affect:

- "Clout" indicates a confident versus a tentative perspective in the text. The higher the number (>50), the more confident the author.
- "Emotional Tone" reflects an upbeat (score of >50) versus a downbeat (score of <50) style. According to Pennebaker et al., "A number around 50 suggests either a lack of emotionality or different levels of ambivalence" (2015, "Linguistic Inquiry," 22).
- The Affect category is the total of its subcategories: Positive and Negative Emotions. The Negative Emotion category has been further refined to measure the more specific emotions of Anxiety, Anger, and Sadness (Pennebaker et al. 2015, "Development," 3).

LIWC2015 works by comparing the text of the file being analyzed to the software's dictionary of negative and positive emotion words. When a word matches, it is counted in that particular

emotional category. The first version of LIWC was developed in 1993, and analyses from this most recent iteration have been shown to have a high level of validity (Pennebaker et al. 2015, "Development," 8)

LIWC2015 results are presented in two ways. The categories of Clout and Emotional Tone are "standardized composites based on previously published research" that have been converted into percentiles (Pennebaker et al. 2015, "Linguistic Inquiry," 7). For both, a score of fifty is seen as neutral. Affect and its subcategories are given as a percentage of the total number of words. For example, a score of 1.81 under Positive Emotions means 1.81% of the words in the article analyzed appear in the dictionary for that emotion. The following section discusses the results by article category (e.g., Baseline Articles). LIWC2015 scores for individual articles in each category can be found in Appendix C.

RESULTS AND DISCUSSION

Clout and Emotional Tone

Table 1. LIWC2015 scores: Clout and Emotional Tone.

	Librarian-Written Baseline Articles (<i>n</i> =10)	Librarian-Written Target Articles: Whole (<i>n</i> =10)	Librarian-Written Target Articles: Only Paragraphs Discussing Faculty Reaction to Deselection (<i>n</i> =10)	Faculty-Written Opinion Pieces (<i>n</i> =5)
	M	M	M	M
Clout	53%	57%	63%	63%
Emotional Tone	39%	56%	58%	44%

Note: Mean (M)

The category of Clout—the level of confidence the author projects—does not show significant variation between the baseline articles and the three other categories when the standard deviations are considered (see Table 1). The scores hover near the middle, expressing neither a particularly large or small level of assurance. The Emotional Tone, however, does show some compelling differences. The high score is 58 for those paragraphs discussing faculty reaction to weeding, a rather surprising level of positivity compared to the baseline score of 39. Given the sober and prescriptive nature of academic writing, any score above 50 is somewhat unexpected.

Analysis also revealed large standard deviations in emotional tone for both the paragraphs discussing faculty reaction to deselection and the faculty opinion pieces. These reflect emotionality that swings between optimism and pessimism. When the librarian-written paragraphs discussing faculty reaction are examined individually (see Appendix C, Table C3), the Emotional Tone scores range from a high of 90.60 to a low of 10.06. Only one of the librarian-written paragraphs hovers at an ambivalent 51.36. These observations make it clear: deselection is an emotional event for faculty. This finding is supported by the scores of individual faculty-written opinion pieces, which at 7.58 reach an even deeper level of pessimism. Only two of the five faculty-written pieces analyzed showed a level of optimism, the highest being 73.22 (see Appendix C, Table C4).

Affect

Unlike the categories of Clout and Emotional Tone, which are standardized composites, the category of Affect and its subcategories of Positive and Negative Emotions are expressed simply as the percentage of the text analyzed consisting of emotionally charged words. Because the

articles undergoing analysis varied significantly by word count, the following formula was used to create a single composite number for purposes of comparison:

$$100 \times \frac{\sum \text{round}((P(n) \times 0.01) \times \text{Article WC}(n))}{\sum \text{Category WC}(n)}$$

- $P(n)$ = the percentage of the text in the article analyzed that falls into the category under evaluation (e.g., Negative Emotions). (Note: To provide more exact results, percentages are converted to decimals (i.e., $\times 0.01$) before multiplying by the article word count.)
- Article WC(n) = the word count of the article analyzed
- Category WC(n) = the total word count of all of the articles in the category analyzed (e.g., Baseline Articles)

The resulting numbers were rounded to the nearest tenth then multiplied by 100 so the final numbers are again presented as percentages (see Table 2).

Table 2. LIWC2015 scores: Affect, Positive Emotions, and Negative Emotions.

	Librarian-Written Baseline Articles ($n = 10$)	Librarian-Written Target Articles: Whole ($n = 10$)	Librarian-Written Target Articles: Only Paragraphs Discussing Faculty Reaction to Deselection ($n = 10$)	Faculty-Written Opinion Pieces ($n = 5$)
Affect	2.3%	3.4%	4.4%	3.9%
Positive Emotions	1.5%	2.4%	2.9%	2.5%
Negative Emotions	0.8%	0.9%	1.4%	1.4%
Anxiety	0.1%	0.1%	0.2%	0.2%
Anger	0.1%	0.2%	0.4%	0.4%
Sadness	0.2%	0.2%	0.3%	0.4%

Note: Affect is the total of Positive Emotions and Negative Emotions. Due to rounding, some totals may not correspond with the sum of the separate figures.

The Affect category reflects the emotional vocabulary of the text analyzed, both positive and negative. As shown in Table 2, all of the faculty-response and faculty-written categories analyzed used significantly more emotional words than the baseline articles, peaking at 4.4% with librarian reports of faculty reaction to weeding. Figure 1 shows how this number breaks out between positive and negative emotion words.

Positive and Negative Emotions

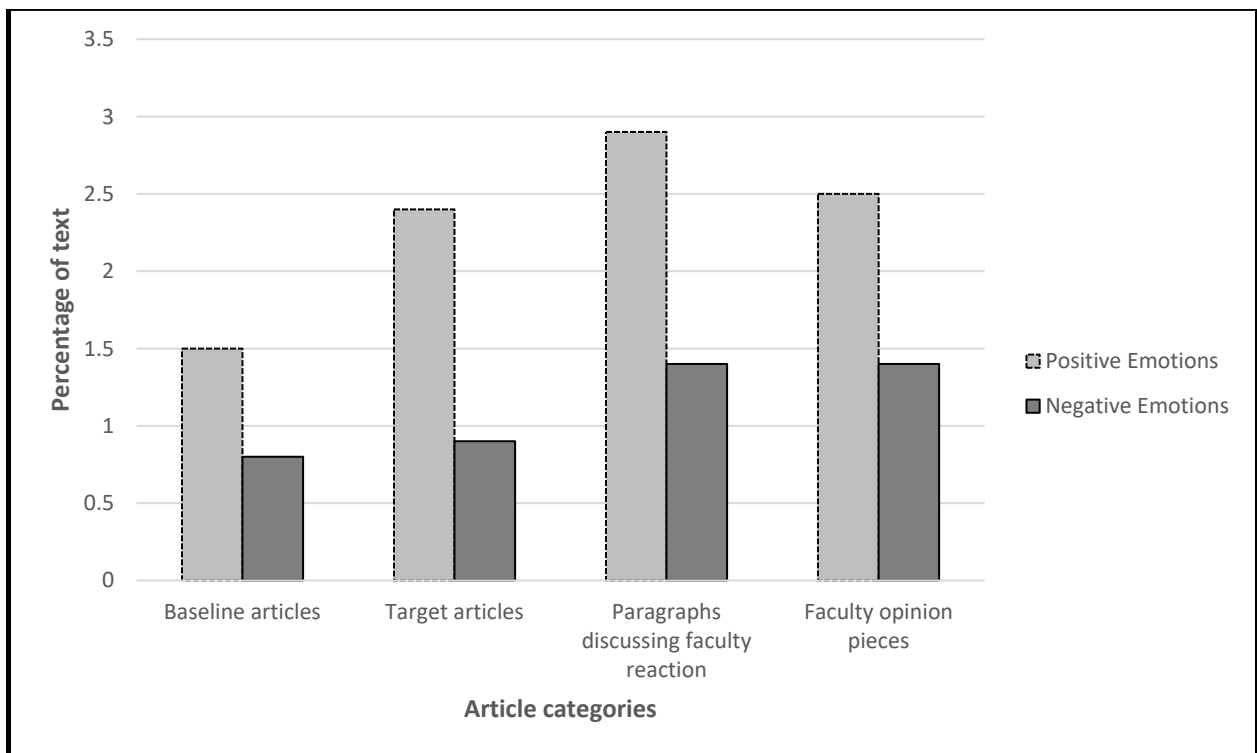


Figure 1. LIWC2015 scores: Positive Emotions and Negative Emotions.

Analysis revealed significantly more positive than negative emotion words in each set of articles, most notably in the faculty reaction paragraphs and the faculty opinion pieces (see Figure 1).

When comparing the positive words used in these two categories, these terms appeared in both: *engage/engaging, passionate, opportunity, respect, share/shared, thoughtful, and valuable*. The

positivity apparent in both librarian- and faculty-written articles demonstrates the values they hold in common and which should be emphasized and supported when creating a deselection plan. In contrast, shared negative words include *doubt, frustrated, ignored, loss/lost, pressure, problem, reluctantly, shock, and war*—a microcosm of a weeding gone wrong.

Anxiety, Anger, and Sadness

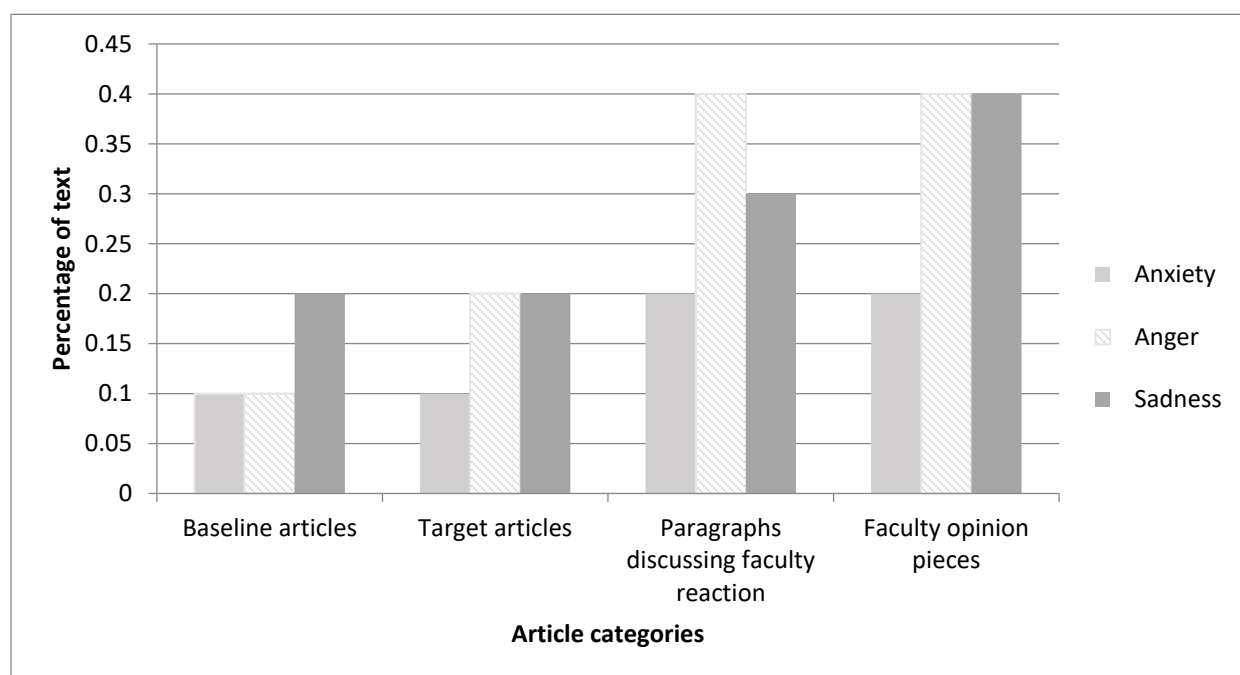


Figure 2. LIWC2015 scores: Anxiety, Anger, and Sadness.

Of the subcategories of Anxiety, Anger, and Sadness that make up a portion of the Negative Emotion words, Anger and Sadness are most prevalent in both the faculty reaction paragraphs and the faculty opinion pieces, although sadness is more in evidence in the faculty opinion pieces (see Figure 2). In the individual analyses (see Appendix C, Table C4), some of the faculty-written opinion pieces scored as high as 0.63 in the Sadness category. For the sake of comparison, survivors' testimonies from the Rwandan genocide when put through an LIWC analysis scored 0.24 in this category (Ng et al. 2015, 307). As one faculty member wrote,

“[W]ithout the opportunity for a secular communing with books in the quiet hum of reflection, study, concentration, and silent conversation would be lost, the edifice spiritless” (Michael 2016). With the loss of books, faculty experience a very definite feeling of grief.

Discussion

As with any qualitative analysis, there are factors to consider when examining the results. While LIWC2015 has a high degree of validity, it cannot account for context. Consider these two sentences: “Mary drives me crazy” and “I’m crazy about Mary.” “Crazy” has very different meanings in these sentences because of the context in which it is used. LIWC2015, however, will always count this word as a Negative Emotion. The emotion dictionaries used in this study contain few terms that can be misconstrued in this manner, but the issue of context does introduce a slight margin of error to the results.

Another element to consider is the sample size available for analysis. Ten librarian-written and five faculty-written texts can provide only a glimpse into the complex politics that may surround weeding an academic collection. Together, however, these articles contain over 44,000 words and provide a situational snapshot that offers some insights. Happy faculty members do not write editorials in reaction to the weeding of a collection so the commentaries used in the analysis are necessarily skewed toward the negative. This makes it even more interesting that Positive Emotion words outweigh Negative Emotion words in the results by almost 3:1. Many faculty, especially in the humanities, view libraries as their laboratories and value them highly. Even a weeding process that angers them does not detract from that esteem. When approaching a deselection process, this love of the library as an institution should be kept

in mind and respected. It can also be appealed to by showcasing how weeding keeps a collection strong and relevant.

BEST PRACTICES

In the ten librarian-written articles discussing faculty reactions to deselection, all of the authors shared best practices that they used—or in hindsight wished they had used—in their weeding process. This section examines those practices that were most commonly mentioned and that directly address the emotional responses that can be expected from faculty.

Communication

Communicating with faculty early and often was recommended in all of the ten articles. As Eleonora Dubicki (2008) wrote, “Open communication at the initiation of the project was key in allowing individuals to voice and discuss their concerns, thus overcoming some of their emotional barriers” (33). In their review of the literature, Phelps and Campbell (2012) cited communication as one of three components important to creating trust and commitment in a faculty-librarian relationship; the others were shared values and the benefits each party received from the partnership (16).

Taking faculty out to lunch, presenting at faculty meetings, and sending emails with details of the weeding process are all potential tactics and not mutually exclusive. More than anything, clear and frequent communication works to allay the anxiety deselection provokes in faculty. Transparency from the very beginning helps to smooth the entire process.

Plan Your Work, Work Your Plan

A well-thought-out plan with the scope, deselection criteria, timeline, and goals clearly delineated demonstrates to faculty that the weeding process is not arbitrary. A crucial part of this plan is describing the reason for weeding. Spelling out the necessity for reducing a collection in a way that faculty can understand can make them your allies, especially if the deselection is being done to make way for updated materials. In her article on weeding a periodicals collection, Mary Ann Trail (2013) also advises “faculty seemed more willing to accept bad news if it was presented with as many facts and figures as we could compile” (218). Faculty in every discipline are researchers; hard data and lots of it can be very persuasive to them.

When creating a plan, one option is to bring in an expert. At the Monmouth University Library, an experienced collections consultant was hired to review the weeding criteria compiled by the university librarians. “The presence of the consultant buoyed confidence among the librarians and allowed all weeders to have their questions answered on the judgment calls that needed to be made as they worked through the hands-on exercise of weeding” (Dubicki 2008, 133). Another potential tool is collection analysis software, such as GreenGlass, WorldShare, or InTota Assessment. These applications are a good source of the hard data that should underlie a deselection plan.

Within the plan, pay careful attention to what will happen to discarded materials. The dreaded “classic book title in the dumpster” scenario plays out for public libraries fairly often and reflects badly on libraries and librarians (Madden 2016; Wong 2015). Academic libraries need to be equally wary about how weeded books and serials are cleared away because dumpster divers can result in the same bad press for them (Metz and Gray 2005, 276). Opening shelves of discarded books for faculty and students to take home or working with Better World Books—which sells, gives away, or recycles books—can provide alternate means of removal. In Ohio,

the OhioLINK consortium of academic libraries has a “discard” listserv where librarians can offer their unwanted titles to other libraries in the system (Fohl 2002, 49). No matter the number of approaches taken, however, unwanted material will always exist and its fate should be clearly acknowledged in the plan, whether it is the recycling plant or the dumpster.

Acknowledge Emotions and Concerns

“Books are the tools of the scholar” and having them taken away prompts a “sense of loss” that is unavoidable (Carpenter and Horrell 2001, 122). Discounting faculty emotions will feed rather than allay sadness and anger. Listening, acknowledging their feelings, and addressing their apprehensions about the deselection will help maintain good relations and smooth the process. Kenneth E. Carpenter wrote, “Once a few faculty had decided that I understood their concerns and could be relied on to try to decide intelligently, it was no longer necessary to have meeting after meeting.” He also notes “faculty talk to each other—a lot” so providing an empathetic response can have wide and positive repercussions (Carpenter and Horrell 2001, 123).

In addition to evoking negative emotions such as anger and sadness, a deselection process can outrage faculty members’ sense of fairness so taking an even-handed approach to reducing a collection is crucial. It is important to demonstrate that cuts are not “capricious and fickle” (Trail 2013, 215). This can be done at the planning phase by outlining the demonstrable need for reducing a particular collection and by writing clear deselection criteria. In particular, using hard data to back up a decision to weed is persuasive and can also contribute to a library’s reputation for fairness and credibility among campus faculty (Trail 2013, 219).

As important as empathy and fairness is flexibility. If a faculty member wants to keep three copies of *Steric Effects in Organic Chemistry*, keep them. Empowering faculty, letting

them know that the process is within their control, is worth the shelf space. Six of the ten articles reviewed strongly recommended this strategy, and this type of compromise is an important way to build goodwill and trust in the process.

CONCLUSIONS

There is no silver bullet. Even with a thoughtful plan, open communication, and empathetic responses, deselection can still sometimes grind to a halt. As Mary Ann Trail wrote, “[T]he literature does not give a lot of ideas on how to effectively engage a group that refuses to be engaged” (2013, 216). Faculty personalities, campus politics, and departmental dynamics pose eternal challenges to any deselection. As this analysis shows, however, even in the face of a weeding gone bad, faculty value the library as an institution. It is because of their high regard that their reactions to deselection are emotional. Recognizing this emotion is an important first step in planning a successful weeding project, and by creating an open, transparent process and engaging with faculty at every step, the odds of a successful weeding program can be increased.

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Appendix A

Search Protocol: Librarian-Written Baseline and Target Articles

Database	Search strategies
ERIC via EBSCO (Institute of Education Sciences)	Filters: peer-reviewed; articles Search A: TI (weed* OR deselect*) AND SU academic libraries
Information Science Collection (Taylor and Francis)	Filter: information science Weed* OR deselect*
Library Literature and Information Science Full Text (EBSCO)	Filters: peer-reviewed; articles Search A: TI (weed* OR deselect*) AND SU academic libraries Search B: SU Discarding of books, periodicals, etc OR SU Deselection of library materials AND SU academic libraries
Library Literature and Information Science Retrospective (EBSCO)	Filters: peer-reviewed; articles Search A: TI (weed* OR deselect*) AND SU academic libraries Search B: SU Discarding of books, periodicals, etc OR SU Deselection of library materials AND SU academic libraries
Library, Information Science and Technology Abstracts with Full Text (EBSCO)	Filters: peer-reviewed; articles Search A: TI (weed* OR deselect*) AND SU academic libraries Search B: SU Discarding of books, periodicals, etc OR SU Deselection of library materials AND SU academic libraries
ScienceDirect (Elsevier)	Primary filter: Social Sciences Secondary filter: library science publications Weed* OR deselect* in ABSTRACT, TITLE, KEYWORDS
Web of Science (Thomson Reuters)	Filter: Research Area-Information Science Library Science Weed* OR deselect* in TITLE

Appendix B

Corpus of Articles Analyzed

Librarian-Written Target Articles

- Bousfield, Wendy. 1986. "Boundary Spanners and Serials Deselection." *Serials Librarian* 10 (3): 23-31. doi:10.1300/J123v10n03_04.
- Carpenter, Kenneth E. and Jeffrey L. Horrell. 2001. "A Harvard Experience." In *Library Off-Site Shelving: Guide for High-Density Facilities*, edited by D. A. Nitecki and C. L. Kendrick, 119-131. Englewood, CO: Libraries Unlimited, Inc.
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- Metz, Paul and Caryl Gray. 2005. "Perspectives on.... Public Relations and Library Weeding." *Journal of Academic Librarianship* 31 (3): 273-279. doi:10.1016/j.acalib.2005.01.005
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- Nikkel, Terry and Liane Belway. 2009. "When Worlds Collide: Dismantling the Science Fiction and Fantasy Collection at the University of New Brunswick, Saint John." *Collection Management* 34 (3): 194-208. doi:10.1080/01462670902963288.
- Soma, Amy K. and Lisa M. Sjoberg. 2011. "More than just Low-Hanging Fruit: A Collaborative Approach to Weeding in Academic Libraries." *Collection Management* 36 (1): 17-28. doi:10.1080/01462679.2011.529241.
- Trail, Mary Ann. 2013. "Evolving with the Faculty to Face Library Budget Cuts." *The Serials Librarian* 65 (2): 213-220. doi:10.1080/0361526X.2013.802268.

Librarian-Written Baseline Articles

- Banks, Julie. 2002. "Weeding Book Collections in the Age of the Internet." *Collection Building* 21 (3): 113-119. doi:10.1108/01604950210434542.
- Bravender, Patricia and Valeria Long. 2011. "Weeding an Outdated Collection in an Automated Retrieval System." *Collection Management* 36 (4): 237-245. doi:10.1080/01462679.2011.605290.
- Fisher, William. 1985. "Weeding the Academic Business-Economics Collection." *Behavioral & Social Sciences Librarian* 4 (2-3): 29-37. doi:10.1300/J103v04n02_04
- Jacob, Merle. 2001. "Weeding the Fiction Collection: Or should I Dump Peyton Place?" *Reference & User Services Quarterly* 40 (3): 234-239. <https://journals.ala.org/index.php/rusq>
- Johnson, Anna Marie, Susan Finley, and Claudene Sproles. 2015. "Dismantling the Reference Collection." *The Reference Librarian* 56 (3): 161-173. doi:10.1080/02763877.2014.994192
- Lee, Marta. 2009. "Weeding is Not just for Gardeners: A Case Study on Weeding a Reference Collection." *Community & Junior College Libraries* 15 (3): 129-135. doi:10.1080/02763910902979460
- Martin, Jim and Mary Feeney. 2013. "A Systematic Plan for Managing Physical Collections at the University of Arizona Libraries." *Collection Management* 38 (3): 226-242. doi:10.1080/01462679.2013.797376
- Singer, Carol A. 2008. "Weeding Gone Wild - Planning and Implementing a Review of the Reference Collection." *Reference & User Services Quarterly* 47 (3): 256-264.
- Stueart, Robert D. 1985. "Weeding of Library Materials—Politics and Policies." *Collection Management* 7: 47-58. doi:10.1300/J105v07n02_04.
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Faculty-Written Opinion Pieces

- Albright, Adam and Edward Flemming, David Pesetsky, Juliet Stanton, and Donca Steriade. December 9, 2014. "The Future of Books in Hayden Library." *The Tech Online Edition*. Accessed October 28, 2016. <http://tech.mit.edu/V134/N60/libraries.html>
- Besteman, Catherine. August 17, 2015. "An Open Letter from the Faculty Concerning Miller." *OpnLtr*. Accessed November 11, 2015. <https://perma.cc/5SF4-PT44>

Michael, Ann E. October 19, 2016. "It's Not Too Late to Save the Stacks." *The Chronicle of Higher Education*. Accessed October 30, 2016. <http://www.chronicle.com/article/Its-Not-Too-Late-to-Save-the/238106>

Montgomery, Richard. December 24, 2016. "On UCSC's Outrageous Mass Destruction of Books." *San Jose Mercury News*. Retrieved from <http://www.mercurynews.com/2016/12/24/montgomery-on-ucscs-outrageous-mass-destruction-of-books/>

Schuman, Rebecca. May 12, 2014. "Save Our Stacks." *Slate.com*. Accessed October 1, 2016. http://www.slate.com/articles/life/education/2014/05/college_libraries_should_keep_their_books_in_the_stacks.html

Appendix C

LIWC2015 Scores for Individual Articles by Category

Table C1. Librarian-written target articles: Whole

Author/Title	Word Count	Clout	Emotional Tone	Affect	Positive Emotion	Negative Emotion	Anxiety	Anger	Sadness
% of text									
Bousfield, Wendy. <i>Boundary Spanners and Serials Deselection</i>	3321	45.56	47.49	3.16	2.14	0.96	0.21	0.27	0.12
Carpenter, Kenneth E. and Jeffrey L. Horrell <i>A Harvard Experience</i>	6795	45.54	41.47	2.81	1.81	0.94	0.19	0.16	0.32
Dubicki, Eleonora <i>Weeding: Facing the Fears</i>	3263	56.82	57.65	2.82	2.24	0.55	0.12	0.00	0.03
Fohl, Claire <i>Weeding</i>	1048	73.56	61.97	3.53	2.58	0.67	0.10	0.00	0.10
Harloe, Bart <i>The Politics of Weeding: New Myths and Old Realities</i>	3332	50.72	37.45	2.82	1.65	0.99	0.12	0.24	0.21
Metz, Paul and Caryl Gray <i>Perspectives on.... Public Relations and Library Weeding</i>	4100	67.84	57.59	4.78	3.17	1.49	0.24	0.46	0.17
Murphy, Elizabeth <i>Assessing University Library Print Book Collections and Deselection: A Case Study at the National University of Ireland Maynooth</i>	5386	55.23	61.69	2.53	2.19	0.30	0.07	0.00	0.07
Nikkel, Terry and Liane Belway <i>When Worlds Collide: Dismantling the Science Fiction and Fantasy Collection at the University of New Brunswick, Saint John</i>	4388	48.36	76.69	4.72	3.74	0.98	0.07	0.30	0.32
Soma, Amy K. and Lisa M. Sjoberg <i>More Than Just Low-Hanging Fruit: A Collaborative Approach to Weeding in Academic Libraries</i>	3395	58.61	70.65	3.62	2.97	0.59	0.18	0.00	0.06
Trail, Mary Ann <i>Evolving with the Faculty to Face Library Budget Cuts</i>	3018	68.92	43.92	3.31	2.05	1.06	0.13	0.40	0.13

Table C2. Librarian-written baseline articles

Author/Title	Word Count	Clout	Emotional Tone	Affect	Positive Emotion	Negative Emotion	% of text		
							Anxiety	Anger	Sadness
Banks, Julie <i>Weeding Book Collections in the Age of the Internet</i>	3634	42.57	43.85	1.60	1.29	0.30	0.06	0.11	0.14
Bravender, Patricia and Valeria Long <i>Weeding an Outdated Collection in an Automated Retrieval System</i>	3535	45.71	35.66	1.95	1.24	0.68	0.03	0.17	0.11
Fisher, William H. <i>Weeding the Academic Business-Economics Collection</i>	4043	75.97	38.05	3.71	2.18	1.48	0.27	0.15	0.42
Jacob, Merle <i>Weeding the Fiction Collection: Or should I Dump Peyton Place?</i>	2845	49.72	32.40	1.90	1.12	0.74	0.14	0.07	0.11
Johnson, Anna Marie, Susan Finley, and Claudene Sproles <i>Dismantling the Reference Collection</i>	5008	63.36	35.91	1.84	1.20	0.62	0.10	0.08	0.16
Lee, Marta <i>Weeding is Not just for Gardeners: A Case Study on Weeding a Reference Collection</i>	2904	47.93	40.65	2.24	1.52	0.69	0.00	0.14	0.21
Martin, Jim and Mary Feeney <i>A Systematic Plan for Managing Physical Collections at the University of Arizona Libraries</i>	7041	54.09	40.03	2.16	1.48	0.68	0.06	0.06	0.24
Singer, Carol A. <i>Weeding Gone Wild - Planning and Implementing a Review of the Reference Collection</i>	6606	54.87	39.29	2.32	1.51	0.76	0.02	0.09	0.14
Stueart, Robert D. <i>Weeding of Library Materials—Politics and Policies</i>	4913	45.38	41.60	2.71	1.79	0.92	0.20	0.18	0.16
Way, Doug and Julie Garrison <i>Developing and Implementing a Disapproval Plan: One University Library's Experience</i>	2135	52.81	41.88	2.67	1.73	0.84	0.37	0.05	0.09

Table C3. Librarian-written target articles: Only paragraphs discussing faculty reaction to deselection

Author/Title	Word Count	Clout	Emotional Tone	Affect	Positive Emotion	Negative Emotion	Anxiety	Anger	Sadness
% of text									
Bousfield, Wendy. <i>Boundary Spanners and Serials Deselection</i>	813	62.09	60.75	4.92	3.32	1.48	0.37	0.49	0.12
Carpenter, Kenneth E. and Jeffrey L. Horrell <i>A Harvard Experience</i>	1368	44.78	32.03	4.24	2.27	1.90	0.37	0.22	0.88
Dubicki, Eleonora <i>Weeding: Facing the Fears</i>	432	77.75	90.60	3.94	3.94	0.00	0.00	0.00	0.00
Fohl, Claire <i>Weeding</i>	315	63.66	61.90	4.44	2.86	0.95	0.32	0.00	0.32
Harloe, Bart <i>The Politics of Weeding: New Myths and Old Realities</i>	477	57.49	10.06	3.14	0.84	2.10	0.21	0.84	0.63
Metz, Paul and Caryl Gray <i>Perspectives on.... Public Relations and Library Weeding</i>	1681	67.22	51.36	5.47	3.27	1.90	0.24	0.48	0.30
Murphy, Elizabeth <i>Assessing University Library Print Book Collections and Deselection: A Case Study at the National University of Ireland Maynooth</i>	805	73.68	83.27	3.73	3.48	0.25	0.12	0.00	0.00
Nikkel, Terry and Liane Belway <i>When Worlds Collide: Dismantling the Science Fiction and Fantasy Collection at the University of New Brunswick, Saint John</i>	739	48.38	75.91	4.06	3.38	0.68	0.14	0.27	0.14
Soma, Amy K. and Lisa M. Sjoberg <i>More Than Just Low-Hanging Fruit: A Collaborative Approach to Weeding in Academic Libraries</i>	421	72.36	66.25	4.75	3.33	1.19	0.48	0.00	0.24
Trail, Mary Ann <i>Evolving with the Faculty to Face Library Budget Cuts</i>	2002	66.27	44.02	4.30	2.50	1.50	0.20	0.60	0.20

Table C4: Faculty-written opinion pieces

Author/Title	Word Count	Clout	Emotional Tone	Affect	Positive Emotion	Negative Emotion	Anxiety	Anger	Sadness
				% of text					
Albright, Adam and Edward Flemming, David Pesetsky, Juliet Stanton, and Donca Steriade (Department of Linguistics and Philosophy) <i>The Future of Books in Hayden Library</i>	1204	76.75	39.11	2.49	1.58	0.83	0.08	0.08	0.50
Besteman, Catherine (Department of Anthropology) <i>An Open Letter from the Faculty Concerning Miller</i>	1913	66.78	34.87	4.76	2.61	2.09	0.37	0.21	0.63
Michael, Ann E. (Coordinator, Writing Center) <i>It's Not Too Late to Save the Stacks</i>	1536	59.78	73.22	3.97	3.26	0.72	0.13	0.20	0.26
Montgomery, Richard (Department of Mathematics) <i>On UCSC's Outrageous Mass Destruction of Books</i>	637	59.30	7.58	3.77	1.10	2.67	0.16	1.41	0.63
Schuman, Rebecca (Department of Philosophy) <i>Save Our Stacks</i>	1239	54.81	64.03	4.12	2.99	0.97	0.08	0.56	0.16