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SHOOTINGS ON THREE HISTORICALLY BLACK COLLEGES AND UNIVERSITIES:

A QUALITATIVE COMPARATIVE CASE STUDY

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By

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A DISSERTATION IN PRACTICE

Submitted to the faculty of the Graduate School of Creighton University in Partial Fulfillment of the Requirements for the degree of Doctor of Education in Interdisciplinary Leadership

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Abstract

Campus shootings have impacted campuses across the United States for almost two centuries. Between 2015 and 2016, at least three historically black colleges and universities (HBCUs) experienced multiple shootings where students were killed in each incident. This qualitative comparative case study used secondary data to explore the similarities and differences of the shootings experienced at Texas Southern University, Winston-Salem State University, and Miles College within one year.

This study explored the challenges that those HBCUs faced due to the shootings and developed two major themes. The first theme focused on the egregious state funding disparity between public HBCUs and many public PWIs. The second theme was crime due to the open-campus concept since some HCBU campuses are situated in urban, high crime neighborhoods. Members of the institution are at risk of danger since anyone from the general public can enter the campus. Lives of students have been lost due to this concept, but the idea of shutting off a public university hurts the school's purpose.

Chapter Five addressed the study's aim by recommending a proposed solution, describing procedures for implementation, and discussing practical, research-related, and leadership-related implications. The four recommendations are disseminating safety resources, social involvement, training, and injunctive relief protections for open-campus concepts.

Keywords: campus shootings, funding, gun violence, HBCU, injunctive relief, open-campus concept, social involvement.

Dedication

This dissertation is dedicated to my mother, Dr. Trina Burkes-Jones. Your dream of seeing your only child receive a doctorate degree is now a reality. God placed us together for a reason. I love you.

— Dr. Jimmy

Acknowledgements

First, I would like to thank God for guiding me through this process. Without the presence of God Almighty, I would not have made it this far. It is my prayer that He accepts this work with the intent to help save lives and *Ad* majórem *Dei* glóriam (AMDG), "For the greater glory of God." I am so proud to be a Creighton Bluejay!

To my son, Isaiah J. Jones VI, you will always be my greatest achievement, I love you more than life itself. To Adrian Walker, you helped me overcome many nights of doubting myself, now we can share this moment together. Thanks to my brother Brandon F. Creeks for being the best example a young man could follow. To my sisters, Jalyn and Julia, I hope that I made you proud. To my stepmother, Paula Watson-Jones, your three children are thankful for the endless love you have given us. Much appreciation to Darrion Turner Sr., Yahshua Levi, Allan D. Chambers, Jamahl L. Leonard, Thomas Whitlock III, Charles Prices, Brian Price, James Sattiewhite, Michael Thomas, Dr. Ronald Peters Jr., Shaun Rogers, Christopher Harvey, Kamau Marshall, Michael Simmons, Jamaal Henry and to the remaining brothers of "Spring '06".

To my village: my father, James E. Jones IV; grandparents, James Jr. and Elouise Spicer, Maurice F. Hodge, Jr., and James E. III and Sandra Jones; great grandparents, Bennie and Willetta Jackson; great-great grandfather, James Jones Jr., Pauline Thomas-Watson, along with Jamie, Julia, and Debra, Ahmad Islam, Gabriel Sr. and Barbara Wiltz, and all of my cousins. To the families of Dr. Tina L. Burkes-Douglas, Joe Penson Jr., Sharal Penson-McMillian, Gabriel Jr. and Sharon Wiltz, James Spicer III, Jacques Jones, Angus DeWalt, Dr. Brandy Williams, Charles Taylor, Rose Shanklin, Margurite Shanklin and the entire Shanklin family, Byron Carter Sr., Alfred Hoskins, LaChunda

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CHAPTER ONE: INTRODUCTION

School shootings have caused campuses to be far more vigilant than in the past and, consequently, enact more safety measures. Even with advanced safety measures, students continue to lose their lives each year through campus attacks. According to Bump's (2018) article "Eighteen Years of Gun Violence in U.S. Schools, Mapped" statistical findings indicate that approximately 250 students and teachers have died since 2000. Cannon's (2016) study Aiming at Students: The College Gun Violence Epidemic, reports that during three years between January 15, 2015, and October 29, 2018, a total of 89 students were killed in campus shootings, 11 of whom were the perpetrators.

At Texas Southern University (TSU), on October 9, 2015, three men entered a Houston apartment complex in a car, and one opened fire, killing a student, 18-year-old Brent Randall (Smith, 2015a). The other victim survived a gunshot wound in the chest and was found bleeding near the body of his deceased friend. Two of the men were arrested on-site after being found in one of the TSU residential-life campus apartments. The gunman fled the scene, causing multiple local law enforcement agencies to conduct a city-wide investigation. They captured Jartis Leon Leblanc on October 15, 2015, after a special weapons and tactics standoff in a home in North Houston (Smith, 2015b). Leblanc peacefully surrendered and was charged with murder.

Three weeks later, at a university 1,100 miles away, a student was murdered near a student residential community on the campus of Winston-Salem State University (WSSU). At 1:20 A.M. on November 1, 2015, Jarrett Jerome Moore shot and killed Anthony White, Jr. and wounded another student (Williford, 2015), who was not

identified. During Moore's trial, prosecutors revealed the shooting stemmed from an argument over a cellphone charger (Hewlett, 2017). Moore was sentenced to 23 years in prison after pleading guilty to second-degree murder and discharging a firearm on educational property.

In October of 2016, Miles College experienced a shooting incident after a robbery attempt on two students while they were sitting in a car (Robinson, 2016). The two band students who were shot ages were 18 and 21. According to Robinson, 2016, one student was shot in the chest, and the other student was shot in the foot Campus police secured the scene, but no suspects were apprehended. According to Vana Hrynkiw, Spokesperson for Miles College, the shooting is an "isolated incident," and the police presence would be increased as a result due to the shooting.

Additionally, the campus had experienced the murder of a resident in the same parking lot during a robbery earlier in the year. Hayes (1994) assert crime and its attendant horrors—maiming, shooting, killing—have invaded many HBCU campuses and gone toe-to-toe with the institutions' avowed missions of excellence. Crime has been a reality for HBCU campuses and their surrounding areas. Most HBCUs are located in predominantly urban regions with unusually high levels of crime (Logue, 2015). The National Center for Campus Public Safety and Queens University (2018) reported that many members of the general public might regularly go into, near, around, or through the campus and its facilities, even if they have no direct affiliation with the institution because many of these campuses are open-campuses (NCCPH & Queens University, 2018). According to Fickes (2016), open-campuses are a campus that invites general public visitors as well as the campus community to come and go as they please from the

property. Campus shootings cannot be calculated; however, with the open-campus

concept, more crimes and assaults can transpire due to potential assailants freely

wandering the campus. Open-campuses allow criminals a more significant opportunity to

evaluate, plan, and commit crimes (Fickes, 2016). All three HBCUs in this study are

open-campuses, so they face the threat of having people enter the campus where there are

lapses in security coverage.

     According to the National Center for Campus Public Safety and Queens

University (2018), urban campus police departments often do not have the funding

(Williams & Davis, 2019) or staffing to address many of the unique risks and challenges

they face. This issue leads to low-security budgets that affect building access and the

perceived value of campus police and security due to low pay. Meagre asset endowments

(Odedokun, 2004) have changed the number of resources that HBCUs receive each year.

Black colleges tend to suffer the worst when all of higher education faces funding cuts.

Compared to larger predominately white institutions (PWI), HBCUs do not receive the

same amount of funding. For example, Nealy (2009) highlighted that the endowment

market value was $244.7 million for HBCUs, compared with an average of $521.9

million for all PWI institutions (p. 18). Another caveat HBCUs face is the threat of

cutting positions due to lack of funding. Logue (2015) found that while HBCUs are

struggling financially, police and campus security are understaffed since their

departments do not generate revenue (Logue, 2015). The overall result is that schools

face the potential of having more shootings, which will leave students disengaged.

Statement of the Problem

In 2000, long before the 2019 Santa Fe High School shooting, Texas universities and colleges experienced eight of the 121 shootings (Joyce, 2018; Cannon, 2016). School and university shootings are a threat across the United States. Texas Southern University has experienced many shootings during the 2015-2016 school year (Reynold & Livingstone, 2018), and just two of the shootings resulted in 12 lives lost. The study reported that two of the 2015 campus-related shootings in Texas were at Texas Southern University (TSU) (Gambino, 2015; Wyatt, 2015), which is an HBCU. According to the Higher Education Act of 1965, HBCUs are "any historically black college or university that was established before 1964, whose principal mission was, and is, the education of black Americans" (U.S. Department of Health, Education, and Welfare, 1965, p. 139). The frequency of the shootings at Texas Southern University (TSU) had an increased impact on the university. Having two shooting events occur within the same semester showed the inadequacy of the university's safety policies and procedures (Keneally, 2018). After the first shooting, Texas Southern University (TSU) increased security; however, the new plans were not enough to stop another shooting (Mangelsdorf & Parent, 2016).

In that same period, the 2015-2016 school year, two additional HBCU campuses experienced multiple shooting deaths. The tragedy left many individuals traumatized. According to Brewin (1996), individuals who maintain traumatic information or structures in long-term memory are vulnerable to mental illness, interpersonal problems, and impaired social relationships (Hedtke et al., 2008; Nietlisbach & Maercker, 2009). Langton and Truman (2014) maintained that exposure to gun violence could cause a

person to have poor work performance, disruptions at home, relationship problems, and lasting emotional distress.

Many bystanders who witness a shooting are left traumatized because they have never been involved in a random act of violence. Raison (2012) highlighted symptoms such as intrusive flashbacks of unwanted memories, difficulty falling asleep, outbursts of anger, and the inability to engage in favorite activities. Students may have different approaches to managing their emotions. For instance, one student's method may be quick, and the other is gradual. Research of North, Nixon, Shariat, Mallonee, Mcmillen, Spitznagel, & Smith (1999) found that within the first month following a mass shooting, the prevalence rates of probable acute stress disorder ranged from 26% to 42% in shooting victims.   The acute stress disorder includes anxiety, irritability, mood swings, low concentration, problems sleeping, recurrent nightmares or flashbacks, and avoiding people or places (North et al., 1999). Some students may have the mental capabilities to move forward by themselves, while others require emotional assistance from peers, family members, members of their institution, and health-care providers. If the HBCUs and other universities do not have an adequate plan in place to prevent campus shootings and have no plans to help students in the aftermath of the shootings, some students may be disengaged in the classroom or choose to leave the university.

Overall, HBCUs have a rich history of being gateway institutions for not only Black students but low-income students as well. These universities had served students since the pre-Civil War era when it was against the law to be an educated Black person in the country. Twenty-five years before the Emancipation Proclamation was signed, Cheyney University in the state of Pennsylvania was established in 1837 and designated

as the first and "oldest of the Historically Black Colleges and Universities in America"

(Patterson, 2010, p. 1; Richards, & UNCF (FDPRI)). These institutions draw in Black,

minority, and poor students from around the world each year.

Purpose of the Study

The purpose of this qualitative comparative case study was to examine the

similarities and differences between private and public operated HBCUs, and urban and

rural located HBCUs that have experienced multiple campus shooting events that resulted

in deaths between 2015 and 2016. The intent is to examine the challenging factors that

ultimately led to the deaths, along with issues that are currently influencing the frequency

of campus shootings on HBCU campuses. The comparisons also discussed how the

current threat of the lack of funding, the rise in gun violence (Miller, 2014), and

emotional trauma caused by gun violence had affected the HBCUs' existing image.

Research Question

The research sought to answer: Does the geographic area or the lack of funding

have an impact on the frequency of on-campus shooting deaths on HBCU campuses?

Additional sub-questions included:

1. What are the determining factors regarding the lack of funding at HBCUs?

2. What are the challenges the lack of funding pose to HBCUs?

3. What factors contributed to the student deaths while enrolled in an HBCU?

4. What factors contribute to reducing shooting incidents and making students safer
    while attending an HBCU?

5. What types of measures are not currently offered that would assist in student
    safety in the future?

Aim of the Study

This qualitative comparative case study researched deadly campus shooting incidents that transpired at Texas Southern University (TSU), Winston-Salem State University (WSSU), and Miles College within the 2015–2016 school year. This study will assist leaders in discovering factors that foster campus shootings and help them to create university safety plans and structures that can protect campus environments in future shootings. HBCU leaders can also use this study to review existing protocols, increase awareness of the responses of a campus shooting, and reveal substantial challenges that can be considered before a shooting occurs on an HBCU campus. The recommendations made in this study could produce changes to the early alert systems, active shooter emergency response plans, after-action reports, and strategic plans of action that were in place when these shootings occurred.

Definition of Relevant Terms

In this study, the following terms were used operationally:

Archival Materials and Records: Archival materials are records collected by government organizations or other entities, found in books, files, or in the mass media, and can be historical information (Bryman, 2008). Records from organizations with extensive historical collections; records found in newspapers, magazines, and journals, either hard copies or on the Internet; and information written about the experiences of shootings and victims contained in minutes from meetings, multimedia presentations, journals, and abstracts.

Active Shooter: An individual actively engaged in killing or attempting to kill people in a populated area and acting without a specific pattern or method to the selection of

victims, which results in an unpredictable and evolving situation (U.S.

Department of Homeland Security, 2008).

Campus: Traditionally, the land on which a college or university and related institutional

buildings are situated.

Documents: Documents are a vast array of sources, such as documents can be presented

as personal documents in written or visuals formats, such as diaries, or letters;

state documents, such as inquiries containing statistical information; private-

source documents, which may be created by organizations or foundations; mass-

media outputs, such as information found in newspapers, magazines, journals, or

films; and virtual documents as would be found on the Internet (Bryman, 2008).

Emotional Trauma: The results of extraordinarily stressful events that shatter a person's

sense of security, making an individual feel helpless in a dangerous situation

(Robinson, Smith, & Segal, 2014).

Historically Black Colleges and Universities (HBCU): "Any historically black college or

university that was established before 1964, whose principal mission was, and is,

the education of black Americans" ((U.S. Department of Health, Education, and

Welfare, Department of Education, 1965, p. 139).

Open-campus: A campus that invites general public visitors as well as the campus

community to come and go as they please from the property.

Private universities: (and private colleges) are usually not operated by governments,

although many receive tax breaks, public student loans, and grants. Depending on

their location, private universities may be subject to government regulation. This

is in contrast to public universities and national universities. Many private

universities are nonprofit organizations.

Public university: is a university that is in state ownership or receives significant public

funds through a national or subnational government, as opposed to a private

university. Whether a national university is considered public varies from one

country (or region) to another, largely depending on the specific education

landscape.

School: A school is an educational institution designed to provide learning spaces and

learning environments for the teaching of students under the direction of teachers.

School Shooting: An event in which an individual or individuals at an educational

facility—namely, elementary, middle, junior, and high schools as well as colleges

and universities—shoots and injures or kills at least one other student or faculty

member at the school.

Student: A person who is studying at a school or college.

Violence: Is behavior involving physical force intended to hurt, damage, or kill someone

or something.

Methodology Overview

The purpose of this study was to examine the similarities and differences between

private and public operated HBCUs, and urban and rural located HBCUs that have

experienced multiple campus shooting events. This study used a qualitative comparative

case study methodology to develop an in-depth description and analysis of multiple cases

(Creswell, 2013) to provide a comprehensive understanding of the cases within a factual,

real-time situation. Creswell (2013) asserted that other authors view the case study

method as a methodology type of design in qualitative research that may be an object of study, as well as a product of inquiry (Denzin and Lincoln; 2005; Merriam, 1998; Yi, 2009).

The qualitative data collection method was the best process for this study because there was no need for human subjects and posed a minimal risk. This study considered the potential harm that could be caused to participants; therefore, all data in this study were collected from secondary sources. The data collection process took approximately six months, significantly less time than collecting primary data, thus allowing more data to be gathered.

The qualitative data collection method permitted using a set of cases to compare and explore facts, relations, or processes to find differences or similarities (Kaarbo & Beasley, 2002). Comparative case studies are appropriate when one or more interventions are being implemented across multiple contexts, and there is little or no opportunity to manipulate or control how the responses are being implemented (Goodrick, 2014).

The participants in this case study were purposively selected by examining the HBCUs that experienced a campus shooting that resulted in deaths between the 2015 and 2016 school year. In case study research, sampling applies to selecting cases and data sources that best assist researchers in understanding the case (Stake, 1995). According to Gentles, Charles, Ploeg, and McKibbon (2015), what is sampled occurs at two levels: (a) the case and (b) unspecified data sources within the case. The first level is considered diverse data sources such as reports, manuals, files, newspaper articles, tables, charts, etc. (Glaser, 1978). The second level occurs by searching sources of previously collected data for data about a concept (Corbin & Strauss, 2008).

Assumptions

This study assumed that all secondary sources collected as part of the literature

review are also available to the public via published, printed sources, published electronic

sources, books, journals, periodicals, letters, and public sector records (Sajjad-Kabir,

2016).

Delimitations

The assortment of participants was limited to private, and public operated HBCUs

and urban and rural located HBCUs that experienced a campus shooting that resulted in

multiple deaths between 2015 and 2016. As mentioned above, secondary data sources

were used in this study, thus eliminating the need for human subjects, which posed

minimal risk. All sources collected for this study were from secondary sources. The data

came from sources available to the public via published, printed sources, published

electronic sources, books, journals, periodicals, letters, and public sector records (Kabir,

2016).

Limitations

While the distinct qualities of a qualitative comparative case study offer a good

foundation for this study, there also exist definite limitations in using the method. While a

detailed, thick description of a phenomenon (Etikan, Musa, & Alkassim, 2016; Patton,

2002) may be preferred, time or money to dedicate to such a project can be problematic

for some researchers. Working under the assumption that time is a limitation for this case

study (Merriam, 2009), I carefully considered the amount of description, analysis, and

summary material. According to Stake (2005), I also must decide how much to compare

with other cases, how much to formalize generalizing to readers, and how much description to include in the report.

This study uses secondary data to eliminate the risk to human subjects. To verify that this qualitative case study research design posed no risk to human subjects, I sought approval from Creighton University's Institutional Review Board (IRB) before beginning the study. Creighton University's IRB recognized the unique characteristics of qualitative research and granted me permission to conduct this study. This qualitative case study abides by the same ethical principles, federal regulations, and campus policies as qualitative research studies conducted at Creighton University. Moreover, this study did not include secondary or coded data that is in any way sensitive. All qualitative data collected for this study is available for public use. Qualitative data from various websites that are part of this study are publicly available. All primary and secondary sources collected as part of the Literature Review displayed in Chapter II of this study is also available to the public.

Personal Bias

The personal bias is that I am an alumnus of Texas Southern University (TSU). Texas Southern University (TSU) experienced two campus shootings. While Texas Southern University (TSU) is a subject in this study, I did not use or gain access to primary data. I chose to use only secondary data to maintain the integrity of this research study.

Leader's Role and Responsibility in Relation to the Problem

This research study provided practical approaches to aid university leaders before or after a campus shooting, maintaining the priority of campus safety for everyone. A

successful solution outlining how to use current safety protocols further could begin with effective, forward-thinking leadership. Leaders at the HBCUs that have experienced campus shootings could facilitate the needed assessments to form a strategic plan that enhances the institution's training of handling crises, crisis resources, and safety measures for practitioners. According to Bryson (2011), creating a strategic plan can produce significant value and restore confidence to an organization. A good strategic plan could assist leaders in developing effective campus safety plans, training programs, action plans, and implementing safety processes (Bryson, 2011). An effective strategy will ensure that all functions of the HBCUs, or other universities, are open to executing a program that will benefit the affected students in a crisis or preventing a crisis.

It was conducting this qualitative comparative research study that provided knowledge in an area that has plagued HBCU students involved in a campus shooting event. As a researcher and a leader in academia, my role in creating change on university campuses affected by gun violence can first be offered by training higher education leaders and support services on recognizing students potentially in crisis or that need to help. Educating campus leaders on the effects and how to deal with campus shootings will help retain needed assistance for a student after a tragedy occurs. Additionally, this research will educate the community at large on the critical importance of handling immediate and dangerous threats swiftly, responsibly, fairly, and sensitively (Burgess, Regehr, & Roberts, 2013) with students and university personnel. Therefore, the goal of this study was to uncover the similarities and differences of the tragic events and have HBCU leaders use this study to review existing protocols. Additionally, to increase

awareness of the responses of a campus shooting, and reveal substantial challenges that can be addressed after a shooting occurs on an HBCU campus.

Significance of the Study

Parents work hard to prepare their children to leave home and attend schools and colleges to obtain an education. However, since the United States has had more than 233 campus shootings since 2000 (Erickson, 2018), the likelihood of students being injured or killed at a learning institution is real and has become commonplace. The extent of the institutions' obligation to protect students from violent crimes on campus is an issue for higher education leaders with adequate solutions and limited resources (Kaplin & Lee, 2007). When a school shooting occurs, many questions about how current protections failed and what additional measures could have been taken to assist HBCUs affected by deaths due to a campus shooting. Students and university personnel can experience many trauma-related effects from working directly with school shootings. Although the threat of violence will pass, the painful memories can bring sorrow and even distort the emotions of anyone who has been traumatized. Paying attention to the HBCU students who have experienced multiple gun-violence-related tragedies can deliver a message that the students' needs are prioritized and have an overall continuum of support available. Consequently, researching how systems failed to protect students is apparent by multiple school shootings, which is essential. Therefore, this study and HBCU and community leaders can develop solutions for dealing with the substantial challenges after multiple shootings on an HBCU campus occurs.

The results of this study are based on an investigation of multiple shooting incidents that transpired at Texas Southern University (TSU), Winston-Salem State

University (WSSU), and Miles College within a one-year period. The qualitative

comparative case study examined the similarities and differences private and public

operated HBCUs and urban and rural located HBCUs that have experienced multiple

campus shooting events. This methodology allowed the development of thorough

descriptions and analysis of multiple cases (Creswell, 2013) to provide a comprehensive

understanding of the cases within a factual, real-time situation.

Summary

In Chapter 1, I offered an overview of three HBCU campuses that had shooting

incidents that resulted in multiple deaths during the 2015–2016 school years. I proposed

concerns about the effects that students may display after a campus-related shooting

crisis. I acknowledged the root of these challenges and described the research conducted

to reveal possible concerns for leaders. This study used a qualitative comparative case

study using secondary sources to gather the facts. Also, the potential delimitations and

limitations of this study were identified.

Additionally, through this work, I collected findings to support the study and

provide research to add to the body of knowledge regarding students affected by campus

shootings. Results from this study may provide useful resources to address how HBCU

leaders can use existing protocols to increase awareness of the responses to a campus

shooting and to reveal substantial challenges that can be considered after a shooting

occurs on an HBCU campus. The recommendations could produce changes to the

existing early alert systems, active shooter emergency response plans, after-action

reports, and strategic plans of action that were in place when these shootings occurred.

CHAPTER 2: LITERATURE REVIEW

School shootings have affected campuses across the nation. Calculating when a random act of violence, such as a shooting, will occur on a school campus is nearly impossible, and after these incidents occur, the tragedy leaves witnesses traumatized. Students continue to attend classes each semester, hoping that their institution provides the necessary measures to keep them safe (Roberts, Zhang, Morgan & Musu-Gillette, 2015). While there is an excessive amount of data about the number of shootings, victims, and the shooters themselves (Yablon, 2017), there is little information on why HBCU campuses are experiencing loss of student life from gun violence.

The lasting effects of gun violence in the United States have been issues for quite some time. According to research conducted by Nader, Pynoos, Fairbanks, and Frederick (1990), mass violence disasters have more bearing on an individual's mental health than natural or technological events do. When intentional destruction, harm, and death occur, survivors find it difficult to rationalize grief, injury, and separation (Nader et al., 1990), and they may experience flashbacks of unwanted memories, difficulty falling asleep, outbursts of anger, and the inability to engage in favorite activities (Raison, 2012). North et al. (1999) conducted a study of a school sniper attack and a cafeteria shooting spree. The studies by Nader et al. (1990) and North et al. (1999) showed that the psychological consequences of threats to life and proximity to death could be severe and long-lasting.

Therefore, the goal of this study was to uncover the similarities and differences of the tragic events and have HBCU leaders use this study to review existing protocols; increase awareness to the responses of campus shootings; and reveal substantial challenges that can be considered after a shooting occurs on an HBCU campus.

Investigating the similarities and differences of a campus shooting will also assist in

identifying and developing a better perspective of addressing the security needs of

students following campus shootings. Ideally, it is systematically helpful if schools and

colleges have partnerships with local, state, and federal law enforcement and emergency

management agencies. There is often, however, a lack of collaboration, which leads to

the question of whether schools and colleges have adequately trained staff and allocated

campus resources to prevent students from experiencing a campus shooting, which is

essential to address.

Gun Violence

Gun violence has become a significant problem in the United States. A recent

study by Bauchner, Rivara, Bonow, Bressler, Disis,

Heckers, Josephson, Kibbe, Piccirillo, Redberg, Rhee, & Robinson (2017) on gun

violence noted it as a public health problem. According to them, the solution lies in not

just focusing on one event but instead underscoring that, on an average, almost 100

people in the United States lose their lives to gun violence each day.

The Centers for Disease Control and Prevention's (CDC) Web-based Injury

Statistics Query and Reporting System (WISQARS) reported that in 2015 there were

36,252 firearm-related deaths in the United States, a number that exceeded the 36,161

motor vehicle deaths that same year. The CDC-WISQARS (2015) provides fatal and

nonfatal injury, violent death, and cost of injury statistical data to be used by researchers,

the media (Wermund, 2015), public health professionals, and the general public. The data

are gathered from an assortment of reliable sources and emphasize the public health and

economic burden that accompanies unintentional and violence-related injury in the

United States (CDC-WISQARS, 2015). In 2013, Dr. Vivek Murthy, nominated as the

U.S. Surgeon General, announced gun violence is a public health problem and should be

treated like seatbelts and swimming pool safety (Poeuv, 2014). In an interview with

Socheata Poeuv (2014) of the Huffington Post, Murthy stated, "Whenever you have large

numbers of people who are dying for preventable reasons that constitute a public health

issue" (p. 1).

The CDC (2018) ranked 2017 as the year for the highest rate of gun deaths in

more than 20 years. According to the CDC Wonder (2018), 39,773 people were killed in

shootings in the United States, and it attributes the sudden increase in gun deaths to

suicides involving firearms. Alpers and Wilson's 2013 research, The Impact of Gun

Violence, showed that firearms and gun violence are a national problem related to over

31,000 deaths and 78,000 non-fatal injuries each year. Alpers and Wilson (2013) stated

that the rate of gun homicides in the United States is considerably higher than those of

other nations. The number of deaths in the United States is at least seven times higher

than those of Australia, Canada, France, Germany, India, Italy, Japan, South Korea,

Spain, Sweden, the United Kingdom, and many others (Alpers & Wilson, 2013). In Xu,

Murphy, Kochanek & Bastian's (2016) report, *Deaths: Final data for 2013. National*

vital statistics reports; State firearm death rates, 2013, using the rate per 100,000

population, in 2013, Alaska had the most gun-related deaths at 61.7%. In 2015, Alaska

had the most gun-related deaths at 23.4%; and in 2018, Mississippi had the most gun-

related deaths at 22.9%. This study proved that the United States is suffering from the

prevalence of gun violence and shows this is a public health-related problem.

Antecedents to Gun Violence: Developmental Issues

Antisocial and aggressive behavior in adolescents puts them at risk of becoming involved in or affected by gun violence. According to Cannon (2016), the utmost reliable and commanding predictor of future violence is a history of violent behavior. Preventive measures, such as medication, in-patient treatment, and psychotherapy (American Psychological Association [APA], 2003), can reduce the 3-5% of the rare occasions when severe mental illness contributes to homicide. Reducing occurrences of gun violence as a result of criminal misconduct or suicide is an essential goal for at-risk individuals, their families, schools, peers, and communities (APA, 2013; Lancet, 2018). Cannon (2016) suggested that strategies must redirect developmental antecedents and broader sociocultural processes that contribute to gun violence and gun-related deaths.

Gun Violence on College and University Campuses

Mass shootings have persistently occurred for the last 40 years. According to Fox and DeLateur (2014), the attention surrounding mass shootings in the United States has revitalized fears concerning student safety and the pervasiveness of violent crime on university grounds. According to Blair and Schweit (2014), mass shootings and related forms of violence have become a growing problem in this nation, particularly at institutes of higher education. Blair and Schweit's (2014) research revealed that between the years 2000 and 2015, there were 15 active shooter incidents. They occurred in university settings and resulted in 70 individuals killed, 73 individuals wounded, and many more exposed to these tragedies (Kalesan, Lagast, Villarreal, Pino, Fagan, & Galea, 2017; Schweit, 2016). Blair and Schweit stated in 2013, there were three shootings at institutes of higher education that resulted in 10 killed and 13 wounded.

Cannon's (2016) research revealed that from 2000 to 2015, there was an increase in the number of shootings on or near college campuses. Cannon (2016) found that 12 states accounted for 64% of the 190 total shooting incidents, and they each reported more than five shooting incidents on or near the college campuses. The most events happened on university campuses in Tennessee (14), California (14), Virginia (13), Georgia (13), North Carolina (11), and Florida (11). The study also showed that 290 victims were students. Additionally, Cannon's (2016) data in the victim breakdown revealed that 77 victims had no association with the institutions; 40 victims were employees, and five were former students. Cannon (2016) could not determine the relationships of 25 victims to the schools.

Analysis of Recent Mass Shootings Report

The Analysis of Recent Mass Shootings report (EveryTown for Gun Safety, 2017) identified every mass shooting from 2009 to 2016 in the United States. Additionally, the report identified policies that could prevent mass shootings from occurring in the first place. In short, these findings reaffirmed that policies to address gun violence prevention (Vossekuil, 2004; Vossekuil, Fein, Reddy, Borum, & Modzeleski, 2002) rely on addressing circumstances underlying mass shootings. These policies include firm domestic violence laws that keep guns away from abusers and mechanisms that allow for the temporary removal of firearms from individuals who have exhibited recent dangerous behavior (Vossekuil, 2004). Furthermore, background checks must be done on all firearm sales to prevent people who are prohibited from having guns from buying them.

The detailed report of U.S. mass shootings revealed that from 2009 to 2016, there were 156 mass shooting incidents where four or more people were killed (excluding the shooter). The events resulted in 1,187 victims shot, 848 people dead, and 339 people injured (EveryTown, 2009; Ikegami, 2018). Additionally, Ikegami (2018) stated that 66 shooters committed suicide after a mass shooting, and responding police killed 17 perpetrators. Over one-third of the shootings (34%) were where the shooters possessed a prohibited firearm; 10% of the shootings occurred in gun-free zones. The other incidents occurred in states where civilians are prohibited from carrying firearms, and there is no armed law enforcement presence or armed security guards (EveryTown for Gun Safety, 2017).

Emotional Trauma of Students as a Result of a Shooting

In 1980, the APA classified trauma in the Diagnostic and Statistical Manual of Mental Disorders-3 (DSM-III) as an event existing "outside the range of usual human experience" (p. 236) and gave legitimacy for the prospective universal and harmful effects of the experience. In the past, trauma was associated with military veterans suffering from intense flashbacks and heightened startle responses stemming from events such as torture or abuse (Caraballo, 2017). This trauma has often led veterans to have difficulty re-integrating into civilian life, bringing mental health professionals to realize that the symptoms of trauma vary. According to the *Diagnostic and Statistical Manual-5 (DSM-V)*, post-traumatic stress disorder (PTSD) moved from the class of anxiety disorders into a new class of "trauma and stressor-related disorders" (APA, 2013).

Trauma, according to Jaffe, Segal, and Flores-Dumke (2015), sets individuals in the mindset of the effects of significant events such as war, rape, kidnapping, abuse, or

surviving a natural disaster. The medical and psychological communities and the general

public recognize the emotional results of these types of incidents as post-traumatic stress

disorder PTSD (APA, 2013). As research continues, the definitions of what establishes a

traumatic experience and what describes the symptoms of PTSD have quickly changed

(Jones & Cureton, 2017) and are still evolving. According to Qin, Mitchell, Johnson,

Krystal, Southwick, Rasmusson, and Allen (2003), trauma from a school shooting can

alter how students feel. Avoidance of talking, disturbing nightmares, lack of sleep, guilt,

and angry outbursts can be present in a student due to a school shooting (Gregory, 2018).

Identifying the indications of PTSD in eyewitnesses is vital for universities that

experience school shootings (Paolini, 2015).

Navigating the treatment of students suffering from trauma or PTSD resulting

from a school shooting can be delicate. Students may fear the uncertainty about their

college education if others know they are seeking treatment and may fear the obligation

to talk about the traumatic event (Kelly, Merrill, Shumway, Alvidrez, & Boccellari,

2010). After a school shooting event, deciphering how to best support the affected

students is a decision that the educational institution must make quickly. According to

Kataoka, Langley, Wong, Baweja, & Stein (2012), understanding differences in the types

of traumatic experiences may also influence whether the choice of an approach is a

campus-wide intervention, an individual or group treatment, or something targeted for

certain types of students. Kataoka et al. asserted a critical first step in the treatment

process is when professionals know which portion of the event was perceived the most

relevant by the students involved.

Historically Black Colleges and Universities

From inception, HBCUs have been essential and named as the first institutions to educate Black students in the United States (U.S. Department of Commerce, Bureau of the Census from 1790-1978; 1980). According to the Higher Education Act of 1965, HBCUs are both public and private institutions accredited by nationally recognized agencies. The HBCUs are located in 19 states, the District of Columbia, and the U.S. Virgin Islands (NCES-IES; Table 313.20, 2020). Approximately 327,000 students were enrolled in an HBCU in the 2017 school year (Aud, Fox, & Ramani, 2017).

General Facts

Between 1976 and 2010, there was a 47% increase in HBCU student enrollment, from 223,000 to 327,000 students (NCES-IES, Table 313.20, 2020). Between 2010 and 2018, 11% decreased to 292,000 students (NCES-IES, Table 313.20, 2020). In comparison, between 1976 and 2010, the number of students in all degree-granting institutions had a drastic 91% increase in enrollment, from 11 million to 21 million students (NCES-IES, Table 303.20, 2020). Of the 101 HBCUs, 51 were public institutions, and 50 were private nonprofit institutions (NCES-IES; Table 313.20; 2020). While HBCUs were initially created to educate Black students, students of other races are enrolled as well. This diversity has increased over time (NCES-IES; 2020). In 2018, 24% of enrollment at HBCUs were non-Black students compared with 15% in 1976 (NCES-IES, Table 313.20, 2020).

Contrary Opinions

Although the HBCUs have educated many students, critics believe that the next ten years will prove to be a challenging time for HBCUs' existence. According to Dr.

Bobby Lovett (2011), because of the growing ambivalence of some Blacks to give them

support, the number of HBCUs will decline through mergers and consolidations. As

Lovett stated in *America's Historically Black College: A Narrative History, 1837-2009*,

some HBCUs will fold for two reasons: (a) at the urging of politicians and (b) the

inability to sustain without additional funding. Like Lovett, other skeptics believe that

some HBCUs should be eliminated due to accreditation problems. In 2011, Walter

Kimbrough, current president of Dillard University, stated he believed financially

burdened HBCUs must close down. Kimbrough also said that if there are HBCUs that are

damaging the HBCU brand because they are chronically in trouble, they should be

closed, sold, and replaced with new schools. Gray (2011) stated that HBCUs have a

history of keeping troubled schools on life support when they really should be allowed to

die (Sutton, Gray, Elmore, & Gaul, 2017, p. 140).

       Both Jason Riley and Richard Vedder made statements opposing the sustainability

of HBCUs because of the continual struggle with financial problems, and students with

low entry scores and low incomes (as cited in Kimbrough, 2011). Vedder (2010) believed

that HBCUs should not receive special funding due to their race-based status and should

enroll more non-Black students (Kimbrough, 2011; Vedder, 2010).

Factors Involving On-Campus Shooting Deaths of Students

       The Civil Rights Act of 1964 is federal legislation that prohibits discrimination

based on race, color, religion, sex, and national origin (Civil Rights Act, 1964). A

signature affixed on the act by President Lyndon B. Johnson on July 2, 1964, granted

equal access to employment, schools, and public spaces. Title IV of the Civil Rights Act,

1964- Desegregation of public education enforced the desegregation of public schools

and authorized the U.S. Attorney General to file suits to enforce said act (Civil Rights

Act, 1964). Meanwhile, in 1965, President Lyndon B. Johnson issued Executive Order

No. 10925 (Fullinwider, 2018) for Affirmative action. Fullinwider (2018) stated:

> "'Affirmative action' means positive steps taken to increase the representation of
> women and minorities in areas of employment, education, and culture from which
> they have been historically excluded. When those steps involve preferential
> selection—selection on the basis of race, gender, or ethnicity—affirmative action
> generates intense controversy."

Grove (2019) stated that although affirmative action, civil rights legislation, and changing

attitudes towards race, colleges, and universities are a good thing, it has had

consequences for HBCUs. Some HBCUs are struggling to enroll enough student's fiscal

crises (Grove, 2019).

Lack of funding at HBCUs

According to Walton (2011), HBCUs are fraught with reductions in state funding

for higher education and federal financial aid to students. Nevertheless, the view that

Black institutions are subpar in value, based on assessments by college rankings, may

occasionally lead to low self-reliance in these schools and, therefore, lower funding.

Minor (2008) suggests that some state funding trends show states leaning to invest

substantial portions of funding into the more prominent public university or those

institutions with large enrollment numbers, none of which are HBCUs. Without a doubt,

HBCUs have accomplished educating a substantial portion of African American students,

despite over a century of insufficient funding by federal and state establishments

(Walton, 2011; Green, 2004). Nevertheless, with such limitations, the extraordinary

mission of these institutions has not faltered. Historically black colleges and universities

continue to devote themselves to the successful enrollment of every student regardless of

race, ethnicity, gender, religion, or socioeconomic status (Green, 2004). Having struggled

for their right to exist, much like Black Americans fought for their right to education,

HBCUs have labored exhaustively to achieve significant achievement for not only

African Americans but for anyone who could profit from their survival and existence

(Anderson, 1988).

Funding

There is an egregious state funding disparity between public HBCUs and many

public PWIs. On July 2, 1862, President Abraham Lincoln signed the Morrill Act of

1890, which established land-grant schools explicitly meant to serve Black students.

After The Morrill Act was passed into law, it was meant to create partnerships between

the federal government and the states to create the support for what is considered today

the public system of higher education in America (Lee & Keys, 2013). According to (Lee

& Keys, 2013), the Morrill Act of 1890 established 18 black land-grant universities by

the federal government to educate the working class in practical skills about agriculture

and mechanics. Ultimately, most land-grant colleges have become large public

universities that today offer a full spectrum of educational opportunities.

Over the decades, there have been several acts and executive orders set in place

for the protection of HBCUs, students of color, and fair treatment by the institutions

that received federal funding. On March 6, 1961, President John F. Kennedy signed

Executive Order 10925, grating affirmative action (Executive Order 10925, 1961),

certifying that all employees are treated without regard to their race, color, or national

origin. On July 2, 1964, President Lyndon B. Johnson granted equal access to employment, schools, and public spaces (Civil Rights Act of 1964, 1964). Title IV of the Civil Rights Act, 1964 moved to desegregate public education and authorized the U.S. Attorney General to file suits to enforce the Civil Rights Act, 1964 (Civil Rights Act of 1964, 1964). In 1965, President Johnson issued Executive Order No. 11246 for affirmative action (Hanson, 1971), to ensure that minorities are treated equally in the hiring and employment process. On October 13, 1967, the executive order was amended to include a ban against discrimination based on gender. Title IV's final policy included regulation of nondiscrimination requirement to student financial aid based on race or national origin.

On the cusp of all the litigation and executive orders on equal treatment and protection under the law, the HBCUs have greatly benefited from Title VI of the Civil Rights Act of 1964. Soon after the Brown v. Board of Education decision, the act began to induce the requirements of Title VI of the Civil Rights Act of 1964 "that no person in the United States shall; on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity receiving Federal financial assistance from the Department of Education" (Civil Rights Act of 1964, 1964). Congress passed Title VI of the Civil Rights Act of 1964 to provide an instrument for guaranteeing equal opportunity in federally assisted programs and activities (Civil Rights Act of 1964, 1964). Once the law was passed, the Office for Civil Rights (OCR) in the former Department of Health, Education, and Welfare (HEW) was established.

After intensive investigations during 1969-1970, the OCR informed numerous states of their violation of Title VI for failing to disassemble their earlier run racial systems of higher education (DOE, 1991). Passage of the law led to establishing the Office for Civil Rights (OCR) in the former Department of Health, Education, and Welfare (HEW). Office for Civil Rights (OCR) positioned its primary focus on compliance in the 1960s and early 1970s on removing unconstitutional elementary and secondary school segregation in the southern and border states (DOE, 1991). In 1977, Adams v. California, a court ordered the federal government to establish new, uniform criteria for statewide desegregation. The OCR published standards stipulating the components of adequate plans to desegregate State systems of public higher education (Adams, 1997). The Criteria acknowledged the distinctive role of HBCUs in meeting the educational needs of black students, enhancement of HBCUs through improvements in physical plants and equipment, number and quality of faculties, and libraries, and other financial support (Adams, 1997). Additionally, the Criteria in Adams (1977) expanded nonminority enrollment at HBCUs by offering their campuses academic programs in high demand or unavailable at the state systems' other campuses. These efforts provided HBCUs with resources that would eventually guarantee the colleges were comparable to those at traditionally predominately white institutions (PWI) having parallel operations (Adams, 1997).

Historically, predominately white institutions (PWI) have always acquired the funding and resources that made them more attractive options than HBCUs (Banks, 2018). HBCUs, known for significant socio-cultural enrichment, but has struggled with unequal funding and administrations lacking in personnel. These struggles have placed

HBCUs in a predicament where demands on HBCUs more difficult in the current

academic landscape Banks, 2018.

In Texas, the funding gap between college students at the two biggest HBCUs,

Texas Southern and Prairie View A&M University, and the flagship universities: the

University of Texas at Austin and Texas A&M University. According to Martin (2020),

students in these two HBCUs receive $2,500 less per student than the flagship

universities. Texas Southern and Prairie View have demonstrated that even in disparity,

HBCUs receive less but invest more in students. In 2018, TSU and Prairie View had a

state revenue provided to flagship institutions per Full-Time Student Equivalent (FTSE)

of $20,720 and $18,540, respectively (Williams, 2020). Compared to Prairie View, the

University of Texas at Austin has a total of $43,809. These figures, however, differ when

the percentage of total funds spent on student services and scholarship are compared with

the two-state HBCUs and the flagship universities. Texas Southern and Prairie View

show a 16% and 21% advantage while the University of Texas at Austin and Texas A&M

University result in 8% and 12%, respectively. Since 2018, the state has failed to

prioritize these two public HBCUs in the judgments at the state level.

North Carolina has experienced an uneasy response from many HBCU alumni

throughout the state. In 2016, to help reduce tuition, the state introduced Senate Bill 873

[1]. According to Seltzer (2016), Republican lawmakers back a bill that would

substantially cut tuition and revenue and seek more student diversity at five system

campuses, four of which are minority-serving institutions. Winston-Salem State

University was included in the four schools. Senate Bill 873 [1] would allow in-state

students to pay $500 for tuition and $2,500 for out-of-state students. The bill comes when

many already see HBCUs as being squeezed in North Carolina (Seltzer, 2016). David McCord, a clinical psychology professor at Western Carolina, recognized that tuition would reduce revenue throughout North Carolina universities because the $500 tuition cost "translates to a $26 million loss in revenue" at Western Carolina. The difference in revenue loss at an HBCU would lead to the school merging with a state system or shutting their doors.

Miles College faced a significant challenge in 1999 when the institution was listed as an HBCU that faced closure. Along with 13 other schools, Miles College was in question due to default rates on student loans (Mikkelson, 2007). Federal funding for these schools was to be cut if the institutions did not comply with the rules set by the Department of Education. Recently, Miles and other HBCUs' in Alabama were given a substantial amount of support from state lawmakers. In 2019, the U.S. House voted to restore funding at HBCU's by amended the FUTURE Act, which protects federal funding for HBCUs (Burkhalter, 2019). The bill would also help generate nearly $3 billion over a decade through a streamlined financial aid application process. HBCUs are in dire need of help from lawmakers in order to remain open.

In a 2019 study conducted by Mitchell, Leachman, and Saenz, between fiscal years 2008 through 2018, it was found that in the school year of 2018, state funding for public two- and four-year was more than $6.6 billion below what existed in 2008 just before adjusting for inflation. According to Mitchell, Leachman, and Saenz (2019), "the deep state cuts have contributed to rapid, significant tuition increases and pushed more of the costs of college to students... These cuts also have worsened racial and class

inequality, since rising tuition can deter low-income students and students of color from

college" (Mitchell, Leachman, & Saenz, 2019, p. 1).

Maintaining Sustainability and Infrastructure

In 2014, HBCU board members, presidents, and campus and system leaders from

both public and private HBCUs were members that comprised the National Conference

on Trusteeship (NCT). The NCT and the Association of Governing Boards of

Universities and Colleges (AGB) conducted an electronic survey to collect data from 99

HBCU presidents (Artis, Rome, Hodge-Clark, & Daniels; 2014). The response was

overwhelmingly low, with only 24 HBCU presidents providing data for the survey. Of

the 99 HBCU presidents, 54 percent were from private institutions, and 45 percent were

from public institutions. The survey, consisting of open-ended questions, sought to

answer and understand the challenges HBCU institutions felt were the most pressing

strategic issues. It was not a revelation that infrastructure, which included new

construction, deferred maintenance, technology, and real estate, was at the top of their

lists (Artis, et al., 2014).

Billionaire and Philanthropic Robert Smith pledged to pay off the student loans of

the 2019 Spring graduating seniors from Morehouse College. Afterward, Morgan State

University's President David Wilson, Scott Simon of the National Public Radio (NPR,

2019), asked about the challenges HBCUs have accessing and retrieving funding for

facilities and infrastructure. Dr. Wilson's 2019 analysis was:

 "HBCUs, private and public, have just not enjoyed the kind of investments from

the federal government, from their respective states, from philanthropic entities,

as have other institutions in similar genres…the lack of investments on the part of

states, as well as philanthropists, has led to infrastructure challenges on many of

those campuses."

Simon (2019) stated, "The Government Accountability Office says that historically black

colleges and universities often have to struggle to maintain their facilities and

infrastructure." Dr. Wilson strongly disagreed with the accounting office saying, HBCUs

have struggled with infrastructure issues from a function of lack of investments in those

institutions, and the lack of investments has just simply caught up to those institutions

today.

According to Schexnider (2017), HBCUs are iconic institutions, significantly

more than other centers of higher learning. Whether rural or urban, public or private, the

HBCUs are repositories of history, art, culture, and politics. Their grounds exhibit

buildings with excellent architecture storage for priceless works crafted by African-

American artists, muralists, writers, composers, and sculptors. Nevertheless, in 1986

Hugh Gloster, past president of Morehouse College, gave what Schexnider (2017)

asserted was a sobering assessment:

> "History has shown that the private black college experiences a very slow
>
> death … you will have an increasing number of weak private colleges lose
>
> accreditation, and they will lose enrollment, and then they will lose financial
>
> stability. Now, whether they will die is another question" (para. A Quest for
>
> Sustainability).

Retention

According to Artis, Rome, Hodge-Clark, & Daniels (2014), retention is not a new

issue; they are a persistent challenge. Palmer, Wood, and Arroyo (2015) state that a

familiar and reoccurring theme in documented literature on HBCUs is that the

environment is supportive and nurturing. Is this fact enough to retain the African

Americans that attend HBCUs each year? According to Harris (2014), African Americans

account for the largest minority population with college degrees and are currently

enrolled in baccalaureate degree programs in the United States. Forty-four percent of

these African American college students are attending HBCUs, but first-year retention

numbers are low due to more students are entering college academically underprepared.

Groves (2019) states that although many HBCUs are continually dealing with retaining

students, the institutions still provide higher education to populations that have been

historically underrepresented and disadvantaged. Although worthwhile and admirable for

HBCUs to provide opportunities for disadvantaged students, the consequences can be

disheartening when an essential percentage of enrolled students are ill-prepared for

college-level coursework. Using Texas Southern University as an example, that HBCU

only has a 6% four-year graduation rate. Additionally, Southern University in New

Orleans has a 5% rate, and low and single digits graduation rates are not uncommon

(Harris; 2014). Although the retention rate is an issue, HBCUs are still maintaining

strides (Groves, 2019).

Negative Perceptions

The HBCU community is concerned with changing the negative public perception

of their institutions and are developing strategies to accentuate how HBCUs significantly

contribute to workforce needs (Artis, et al., 2014). A negative perception of an HBCU

institution or its graduates can affect whether an institution will receive funding.

Additionally, a negative perception can dictate whether an HBCU student can acquire

employment. The negative perception of HBCUs can affect an institution's sustainability (Kim & Conrad, 2006). Kim and Conrad's 2006 study showed how attending HBCUs affected the academic success of Black students. The study showed that HBCU graduates and non-HBCU graduates have a comparable and competitive talent for all types of organizations in the United States (Kim & Conrad, 2006). However, Kim and Conrad's study (2006) showed it is problematic that there is a bias against those students graduating from HBCUs (Kim & Conrad, 2006).

According to the AGB's 2014 survey, when discussing the perceptions of HBCUs, new narratives must be conveyed. The negative aspects are repeatedly offered and highly publicized, which gives the public the interpretation that HBCUs are not productive institutions. Materials that circulate on the closing of one HBCU due to the loss of federal funding and accreditation because of a scandal is one-way negative publicity all HBCUs. Nevertheless, negative information should not be the only piece of information distributed (Gray, 2011). According to Gray (2011), when other HBCUs lost their accreditations because of IRS troubles, uninhabitable buildings, or other serious financial issues, this information should not be the reflection of all HBCUs (Gray, 2011). Dr. Roslyn Clark Artis, former president, Florida Memorial University, stated, "The challenge is to find ways to leverage media and public perception in creative and cost-effective ways. Unfortunately, few HBCUs have the financial capacity to penetrate the marketplace to 'tell our story" (Artis, et al., 2014, p. 3).

The factors that contributed to student deaths at HBCUs

Crime

Crime has been a reality for HBCU campuses and their surrounding areas. Most HBCUs are situated in predominantly urban areas, reportedly high levels of crime locations (Logue, 2015). The National Center for Campus Public Safety and Queens University (2018) conveyed that several members of the general public regularly go into, near, around, or through the campus HBCU properties and their facilities, even if they have no direct affiliation with the institution. This public entry is because many of these campuses are open- campuses (Fickes, 2016). According to Fickes (2016), open-campuses are a campus that invites general public visitors as well as the campus community to come and go as they please from the property. Therefore, HBCU campus shootings cannot be calculated; however, with the open- campuses, more crimes and assaults can transpire due to potential assailants are free to wander the campus; criminals can evaluate, make plans and commit crimes (Fickes, 2016). All three HBCUs in this study are open-campuses, so they face the threat of having people enter the campus where there are lapses in security coverage. According to the National Center for Campus Public Safety and Queens University (2018), urban campus police departments often do not have the funding (Williams & Davis, 2019) or staffing to address many of the unique risks and challenges they face. This issue leads to low-security budgets that affect building access and the perceived value of campus police and security due to low pay. Therefore, funding is a significant caveat for the lack of student safety.

Marybeth Gasman, director of the University of Pennsylvania's Center for Minority Serving Institutions, wrote in an email to *Inside Higher Ed,* some HBCUs may

have some particular vulnerabilities...typically, these institutions are very family-oriented. However, they may need to be more vigilant (Logue, 2015). Gasman went further to say, "From my research, it seems like these shootings are between people who know each other and involve a combination of students and those in the neighborhoods surrounding these HBCUs" (Logue, 2015). Gasman concluded by saying how vital it is to remember that shootings of these types are happening on numerous campuses across the country. Moreover, regardless of their HBCU status, most campuses are not safe enough because they are open and near or in unsafe neighborhoods (Logue, 2015).

Measures for Student Safety in the Future

The presidents of these HBCUs are on the frontlines fighting the negative public perception of their lead (Gasman, 2006). In the 1960s, several newspapers published articles focusing on the integration of non-Black institutions. This publicity focused on the financial status of HBCUs and completely disregarded the advances and successes they had made (Gasman, 2006). As a result of years of degrading the quality of HBCUs, many legislators considered cutting their funding, merging them, combining them with non- Black institutions, or just closing the HBCU because they no longer saw their relevance (Abdul-Alim, 2011a; Dervarics, 2011). Members of Congress stated HBCUs should have their funding cut to eliminate "duplicative, inefficient, and wasteful spending" so that critical programs and services create at non-Black institutions can remain (Culpepper, 2010; Dervarics, 2011). The issue of whether HBCUs are relevant does spark a new debate; today, it is just a resurgence of the same debates stemming from the 1960s and 1970s (Gasman, 2006; Williams & Ashley, 2004).

According to Abdul-Alim (2011), many states pondered over the idea of reducing the number of HBCU colleges and universities in their states due to the lack of funding. The decisive comments made by politicians whose states had HBCUs campuses are that these institutions have low graduation rates as compared to other institutions of higher learning. Additionally, the classes that are being provided are duplicative to those being provided by other nearby institutions (Abdul-Alim, 2011).

For HBCUs to continue to provide economically affordable education to students, the institutions must receive outside funding for tuition, while room and board fees are from the students (Hernandez, 2010). According to Dr. John Silvanus Wilson, the former Executive Director of the White House Initiative for HBCUs in Washington, DC, to continue funding HBCUs by federal and state entities is challenging (Hernandez, 2010). Wilson states that 105 recognized HBCUs should increase their publicity and share stories of success, along with reliable data on their progress, to be competitive with the non-Black institutions that are also fighting to receive funding (Abdul-Alim, 2011c; Wilson, 2011). According to Abdul-Alim (2011), we have to lead and serve with an innovative purpose or abandon our HBCU institutions, leaving them incapable of becoming the institutions they were meant to be.

<div align="center">**Summary**</div>

This study addressed the harsh realities regarding HBCUs that have experienced multiple campus shooting events that resulted in deaths between the 2015 and 2016 school year. Primarily, HBCUs are expected to be safe, educational institutions for everyone by having learning environments that are safe, conducive for, and beneficial to education. When violence, including a campus shooting, occurs, safety is breached,

leaving faculty, students, the community, and HBCU leaders overwhelmed and

distressed. To ensure that the needs of the students are met, establishing partnerships

between HBCUs, along with local, state, and federal law enforcement and emergency

management agencies, can lead to better collaboration between HBCUs and emergency

personnel. This lack of collaboration leads to the question of whether schools and

colleges have appropriately trained staff and allocated campus resources to prevent

students from experiencing a campus shooting, which is essential to address. The

literature reviewed in this study provides additional safety measures to students by using

the safety protocols currently in place to prevent further campus shootings. The

comparison process was not manipulated, was real life, and in progress, and the outcome

includes an in-depth understanding of how the lack of university funding directly affects

the safety of students, which leads to deaths due to campus shootings.

      This qualitative comparative case study used a secondary data collection

procedure due to the sensitivity of the topic concerning campus shootings. The use of

secondary data allowed me to examine the topic through sources available to the public,

and also that did not put subjects at risk of harm. A primary concern was conducting

ethical research that protects participants from potential physical or emotional harm. This

study did not use any human subjects in the research design or data collection process;

therefore, no risk to human subjects exists (Society for Science and the Public, 2019).

      Chapter 3 discussed the qualitative research methodology and fundamental

reasoning for this case study. The chapter also discussed the research population, data

collection processes, and appropriateness of design for the research procedures (Creswell,

2007). Additionally, the chapter discussed the validity and reliability of the research

procedures.

CHAPTER 3: METHODOLOGY

The purpose of this qualitative comparative case study was to examine the similarities and differences between private and public operated HBCUs, and urban and rural located HBCUs that have experienced multiple campus shooting events that resulted in deaths between 2015 and 2016. The focus on these specific criteria gave the rationale for answering the main research question of how geography and relative resources influence the responses of HBCU campus communities to campus shootings. This chapter provided information regarding the methodology of the study, which included the research questions, method rationale, and proposed population and sample. Finally, this chapter discussed my role as the researcher, data collection tools and procedures, data analysis plan, ethical considerations, and my reflections on this research study.

Research Questions

This comparative case study explored the similarities and differences of private and public operated HBCUs and urban and rural located HBCUs that have experienced multiple campus shooting events, resulting in multiple deaths on each campus. The study was intended to discover how the content and context of HBCUs in urban and rural communities may influence HBCU campus responses to campus shootings.

The following research question guided the study: Does the geographic area or the lack of funding have an impact on the frequency of on-campus shooting deaths on HBCU campuses? Additional sub-questions included:

1. What are the determining factors regarding the lack of funding at HBCUs?

2. What are the challenges the lack of funding pose to HBCUs?

3. What factors contributed to the student deaths while enrolled in an HBCU?

4. What factors contribute to reducing shooting incidents and making students safer

    while attending an HBCU?

5. What types of measures are not currently offered that would assist in student

    safety in the future?

Research Design

This study used a qualitative comparative case study methodology to develop

detailed descriptions and analysis of multiple cases to provide a comprehensive

understanding of the cases within a factual, real-time situation (Creswell, 2013). It uses a

comparative method to contrast a small number of cases and explore facts, relations, or

processes to find differences or similarities (Goodrick, 2014).

This comparative case study investigated the similarities and differences between

private and public operated HBCUs and urban and rural located HBCUs. Each selected

HBCU experienced multiple campus shooting events that resulted in multiple deaths

between the 2015 and 2016 school year. All three HBCUs are accredited by the Southern

Association of Colleges and Schools (SACS) (SACS, 2017; SACS, 2019), which is one

of the six regional accreditation organizations recognized by the United States

Department of Education and the Council for Higher Education Accreditation (Wardlaw,

1996).

The HBCUs selected for comparison in this study were Texas Southern

University (TSU), Winston-Salem State University (WSSU), and Miles College. A

bounded system was used to identify HBCUs with specific shooting events within a

particular period of time, place, or physical restrictions (Creswell, 2002).

Sample Criteria and Selection

The samples in this case study were Texas Southern University (TSU), Winston-Salem State University (WSSU), and Miles College. The three samples that were purposively selected had to meet the following criteria:

1. The learning institution is a private and public operated HBCUs located in an urban or rural setting.

2. Each HBCU experienced multiple campus shooting events that resulted in multiple deaths during the 2015 and 2016 school year.

3. The Southern Association of Colleges and Schools (SACS) (SACS, 2017; SACS, 2019) accredits all three HBCUs.

In case study research, sampling applies to selecting cases and data sources that better assist with a person's understanding of a case (Stake, 1995). The participants in this study were purposively selected by examining three HBCUs that experienced multiple campus shootings that resulted in deaths between 2015 and 2016. These campuses were selected to provide a variation on various characteristics that are most likely unrelated to the phenomenon of shootings on campus. The problem and research question of what effects geographic area and the lack of funding have on-campus shooting deaths of students who attend HBCU campuses in an urban and a rural area (Creswell, 2013). Creswell (2013) outlined purposeful sampling procedures as selecting individuals and sites for a study to understand both the research problem and the central phenomenon within the study.

The Cases

The population for this comparative case study was HBCUs that experienced multiple campus shootings that resulted in deaths between 2015 and 2016. According to the Higher Education Act of 1965, an HBCU is "any historically black college or university that was established before 1964, whose principal mission was, and is, the education of black Americans" (U.S. Department of Health, Education, and Welfare, 1965, p. 139). HBCUs are both public and private institutions that are accredited by nationally recognized agencies. At the time of the campus shootings, approximately 327,000 students enrolled in HBCUs in the 2015-2016 school year (Aud, Fox, & Ramani, 2017). The three campuses selected from the 101 HBCU campuses were Texas Southern University (TSU), Winston-Salem State University (WSSU), and Miles College. Each campus selected experienced at least two shooting incidents resulting in student deaths during the 2015-16 school year.

Texas Southern University

In this study, I categorized Texas Southern University (TSU) as a large-sized university because the student population is over 10,237 students. Texas Southern University is the second-largest HBCU by enrollment in the nation (Fraser, 2018). Texas Southern University (TSU) is situated in a city populated with 2.47 million residents in the inner-city. Texas Southern University (TSU), known as Houston Colored Junior College when founded in 1927, was established to allow African Americans to receive college training (Wintz, 2017). Texas Southern University (TSU) was selected because it is an HBCU located in the Third Ward area of Houston, Texas. Houston, Texas, is the

most populous city in Texas and the fourth most populous city in the United States, with

an estimated 2.47 million people in 2019 living in the intercity (US Population, 2020).

Currently, Texas Southern University (TSU) is one of the largest and most

comprehensive HBCUs in the nation (Fraser, 2018). Texas Southern University (TSU)

has over 100 academic programs, and a leading producer of college degrees to African

Americans and Hispanics in Texas and ranks fourth in the United States in doctoral and

professional degrees conferred to African Americans (Wintz, 2017). It is a member

school of the Thurgood Marshall College Fund, an American nonprofit organization that

supports and represents nearly 300,000 students attending its 47 member schools,

including public HBCUs, medical schools, and law schools (Drezner, 2010).

Texas Southern University (TSU) is accredited by the Southern Association of

Colleges and Schools (SACS) (SACS, 2017; SACS, 2019). It is one of the six regional

accreditation organizations recognized by the United States Department of Education and

the Council for Higher Education Accreditation (Wardlaw, 1996). This agency accredits

over 13,000 public and private educational institutions ranging from preschool to the

college level in the southern United States.

Houston's historic Third Ward has been the home to Texas Southern University

since 1947 (Wardlaw, 1996). Another school, Jack Yates High School, is located adjacent

to the TSU campus (Harwell, 2010). According to the Texas State Historical Association

(TSHA) (2008), Yates, named after a former slave and minister, was the second school

established for Blacks in Houston. Both schools, once housed in the same building, were

the gateways of education for Blacks in Third Ward during the segregation era (TSHA,

2008). In June of 2020, Third Ward was at the center of global attention due to the death

of George Floyd. Mr. Floyd (Gass, 2020), the victim of a fatal incident at the hands of a

police officer, was born and raised in Third Ward and graduated from Yates High School

(Gass, 2020).

Unfortunately, the community surrounding TSU is an area that has been known

for gang-related crimes for quite some time (HPD, 2015). According to HPD (2015),

Texas Southern has not seen any shootings; however, Third Ward has been an area with

high gang-related crimes. According to the Houston Chronicle (2019), from 2012 to

December 2018, medical examiner data shows that Third Ward had 82 homicides, with

roughly 30 percent being gang-related. Police reports show that another area code in this

area, 77004, had 61 homicides. Out of the deaths in this zone, 21 percent were gang-

related. These crimes have not affected the progressive strides Yates and Texas Southern

have made to ensure students in the community are educated (Scuggs, 2020). Ultimately,

despite what has been reported, the Third Ward community continues to be the pulse of

Black culture in Houston.

Winston-Salem State University (WSSU)

In this study, I categorized Winston-Salem State University (WSSU) as a

medium-sized university because the student population is 5,120 students in a city

populated with 246,328 total residents. Winston-Salem State University (WSSU)

(WSSU, 2020), established in 1892, is a constituent institution of the University of North

Carolina and is a public HBCU. According to Powell (1996), Winston-Salem State

University (WSSU) (Drezner, 2010, WSSU, 2020) was founded by Dr. Simon Green

Atkins, an advocate of teacher-training programs for African Americans. Dr. Simon

Green Atkins originally founded the Winston-Salem State University (WSSU) that was

later developed into Winston-Salem State University (WSSU) (WSSU, 2020). The

University is currently a 4-year institution that Dr. Atkins personally oversaw that

transition from private to state control. Powell stated that Dr. Atkins's remaining interest

in teacher-training consequently led him to establish the North Carolina Negro Teachers

Association in 1881.

Winston-Salem State University (WSSU) is an accredited university offering

baccalaureate and graduate programs to a diverse student population. It is a member-

school of the Thurgood Marshall College Fund (Drezner, 2010). The university is located

in Winston-Salem State University (WSSU), North Carolina, the fifth most populous city

in North Carolina, the third-largest urban area in North Carolina, and the 89th most

populous city in the United States. Southern Association of Colleges and Schools (SACS)

(SACS, 2017; SACS, 2019) accredits Winston-Salem State University (WSSU).

Winston-Salem, North Carolina, is home to WSSU and Wake Forest University.

The city of Winston-Salem is small but has seen a consistent number of murders since

2014. During this time, homicides by firearms were the leading cause of deaths.

According to the 2018 annual report produced by the Winston-Salem Police Department

(WSPD, 2018), of the 22 reported murders, 17 were committed by a handgun or rifle.

On November 1, 2015, a student was murdered near a student residential

community on the campus of Winston-Salem State University (WSSU). At 1:20 A.M. on

November 1, 2015, Jarrett Jerome Moore shot and killed Anthony White, Jr. and

wounded another student (Williford, 2015), who was not identified. During Moore's trial,

prosecutors revealed the shooting stemmed from an argument over a cellphone charger

(Hewlett, 2017). Moore was sentenced to 23 years in prison after pleading guilty to second-degree murder and discharging a firearm on educational property.

On December 23, 2015, 18-year-old Kari Onyea Watson, a Winston-Salem State University (WSSU) student, was shot and killed by Xavier JaQuan Sanders (National Broadcasting System (NBC) Winston Salem (WXII 12), 2015). According to NBC-WXII (2015), Watson was at WSSU on an education scholarship for history. During Sanders' shooting spree, he charged off ten rounds, which also shot Dre'kwon Bagley. Sanders was ultimately charged with murder and assault with a deadly weapon with intent to kill for intentional shooting.

Sadly, another shooting incident involved a college student (WSPD, 2018). In January 2018, a WSSU student was shot and killed at an on-campus party at Wake Forest. Najee Ali Baker, 21, of Brooklyn, N.Y. was shot by Winston-Salem native Jakier Shanique Austin. Newell of the Winston-Salem Journal (2018) reported that Mr. Austin went on the run for over two months before being arrested on charges of murder, possession of a firearm on educational property, and carrying a concealed weapon. Baker's death did not occur on WSSU's campus; however, the university suffered another loss of a student due to gun violence.

Miles College

In this study, I categorized Miles College as a small-sized college because the student population is 1,500 students in a city populated with 10,622 residents. Miles College is a private HBCU liberal arts college that encompassed the arts, humanities, natural sciences, and social sciences. Miles College is located in Fairfield, Alabama, with a currently estimated enrollment of 1,500 students. Founded in 1898 by the Colored

Methodist Episcopal Church, it was chartered as Miles Memorial College, in honor of an African American Bishop, William H. Miles. In 1941, the name was changed to Miles College. Miles College is in western Jefferson County, which is part of the Birmingham metropolitan area. The population was 10,622 at the 2018 census.

In October 2015, twenty-one-year-old communications student Keenen Morris was fatally shot during a robbery where nothing was taken in the holdup (Robinson, 2015). Morris, a junior at Miles College, was shot at the Lloyd Nolan Apartments in an area known as North Campus at Miles College. It was later determined that Morris knew at least one of the would-be robbers because there were no signs of forced entry. Cameron Green, a mile college student, along with Derrious Scott and Dre'Quan Tucker were initially charged with capital murder. According to Miles Student Government Association President Jynae Jones and Charles Crockrom, head of campus security, this was an isolated incident on the Miles College campus.

In March 2016, five months after the Morris murder, a Miles College student was involved in what was considered a campus-related incident (Sherman, 2019). Twenty-three-year-old Alshera Chew and her 39-year-old boyfriend, Paul Middleton, were killed in a double murder. Chew was shot and killed while visiting Middleton (Sherman, 2019) at his home near the Miles College campus. After the initial police investigation, the house being burned to the grown. The murder investigation is still unsolved. Another area in Fairfield that has seen occurrences of gun violence is the Western Hills Mall. The mall, located a mile from campus, has been the site of at least four shootings since 2018. In one incident, the mall manager was killed after two groups began a gunfight in the mall (Robinson, 2018). Anthony Alberigi was on duty when he

went to see what was going on, and he was then killed. According to Fairfield Police

Chief Nick Dyer, Mr. Alberigi was an innocent bystander standing outside the mall.

In October of 2016, Miles College experienced a shooting incident after a robbery

attempt on two students while they were sitting in a car. The two band students who were

shot ages were 18 and 21. One student was shot in the chest, and the other student was

shot in the foot (Robinson, 2016). Campus police secured the scene, but no suspects were

apprehended. According to Vana Hrynkiw, Spokesperson for Miles College, the shooting

is an "isolated incident," and the police presence would be increased as a result due to the

shooting.

Data Collection Tools

I collected secondary and archival data exclusively for this project. Miller and

Salkind (2002) asserted that when using a qualitative case study, the researcher searches

to cultivate a thorough comprehension of the case(s) through collecting multiple data.

Therefore, the secondary data collection tools used in this study are published printed

sources, published electronic sources, books, journals, periodicals, letters, and public

sector records (Kabir, 2016). According to Kabir (2016), other qualitative data collection

can be collected using semi-structured and structured interviews, focus groups transcripts,

field notes, observation records, and other personal research-related documents. The

latter secondary collection methods were not used in this study.

While gathering information from various sources, I validated each form of data

for accuracy and clarity to identify any existing bias (Creswell, 2018). Validity advocates

truthfulness and demonstrates how a researcher perceives an idea through a theoretical

definition (Drost, 2011). Although seamless reliability and validity are nearly impossible,

they are the standards each researcher strives toward. Golafshani (2006) asserts validity

was the result of other empirical conception, such as "universal laws, evidence,

objectivity, truth, actuality, deduction, reason, fact, and mathematical" (Van Manen,

1990, Validity).

   According to Neuman (2006), when there is not a good fit among the concepts

that researchers use to explain a) their study, b) the social existence, and c) what happens

in it, the absence of validity occurs.

When making comparisons between Texas Southern University (TSU), Winston-Salem

State University (WSSU), and Miles College, the data contrasted were:

1. the lack of funding;

2. types of early warning tools;

3. safety measures and strategies implemented at the time of the shootings;

4. social involvement of students, faculty, staff, and administration;

5. training for faculty, staff, students, and administrators; and

6. crime levels.

   Although the comparative case study approach supports an ideal of multi-sited

fieldwork that studies through and across sites and scales (Bartlett & Vavrus, 2017), it

encourages simultaneous and overlapping consideration to three axes of comparison.

According to Bartlett & Vavrus (2017), the comparison is encouraged across three axes,

horizontal, vertical, and transversal. This comparative study used a horizontal comparison

because the horizontal comparison not only contrasts one case with another, but also

traces social actors, documents, or other influences across these cases. Additionally, the

horizontal axis compares how similar policies or phenomena unfold in distinct locations

that are socially produced (Massey, 2005) and complexly connected (Tsing, 2005; Vavrus & Bartlett, 2009). This study did not use vertical and transversal comparison because of the vertical comparison of influences at different levels, such as the perceptions into how gender, class, race, and age influence the interpretation of social responsibility (Vavrus & Bartlett, 2009). The transversal comparison historically situates the processes under consideration and occurs over time, such as considering a context of specific problems, issues, and practices (Firsov, 2011; Shpak, 2013)

Data Collection Procedures

This qualitative research study used the secondary data collection procedure due to the sensitivity of the topic concerning campus shootings. The use of secondary data allowed me to examine the topic through sources available to the public, and also that did not put subjects at risk of harm. A primary concern was conducting ethical research that protects participants from potential physical or emotional harm. This study did not use any human subjects in the research design or data collection process. Therefore, no risk to human subjects existed.

While gathering data of the three selected HBCUs, I used specific data sources to examine the similarities and differences between private and public operated HBCUs. The urban and rurally located HBCUs that had experienced multiple campus shooting events that resulted in deaths during the 2015 and 2016 school year were also considered. Secondary data was significant in developing data from the selected HBCUs that contain a plethora of similarities and differences. When making comparisons between Texas Southern University (TSU), Winston-Salem State University (WSSU), and Miles College, student population size, whether privately or publicly managed, religious

affiliation, and the lack of funding was considered. Other factors, such as if the shootings were considered on or off-campus, types of early warning tools, and safety measures and strategies implemented at the time of the shootings, were also considered. The data gained from the secondary data collection procedure, due to the sensitivity of the topic concerning campus shootings, must be accurate and used to advance essential attributes and values (Horn, 2018).

Documents

Documents are a vast array of sources that vary in how they are presented (Bryman, 2008). In qualitative research, documents can be presented as personal documents in written or visuals formats, such as diaries or letters. Documents can also be state documents, such as inquiries containing statistical information; private-source documents, which may be created by organizations or foundations; mass-media outputs, such as information found in newspapers, magazines, journals, or films; and virtual documents as would be found on the Internet (Bryman,

Archival records

Archival materials are records collected by government organizations or other entities, found in books, files, or in the mass media, and can be historical information (Bryman, 2008). The archived records used for this study are from publically available data about each university. Records from organizations with extensive historical collections were examined, as were records found in newspapers, magazines, and journals, either hard copies or on the Internet. Additionally, secondary data was used to find any information written about the experiences of shootings and victims contained in minutes from meetings, multimedia presentations, journals, and abstracts contained in

Texas, North Carolina, and Alabama government websites. A visual of the types of

secondary data sources and the types of data collected for this study are presented in

Table 1.

Table 1

Secondary Data Sources and the Types of Data Collected

Secondary Data Sources	Data Collected
Creighton University's JaySearch Website	Documents and archival data
CU Reinert-Alumni Library	Doctoral studies and theoretical concepts
CU Health Sciences Library	Doctoral studies and theoretical concepts
CU Law Library	Doctoral studies and theoretical concepts
University Libraries	Historical background
Data Sources	Documents and archival data
	Insight of other researchers
Government Website	Information about actual shooting events
	Abstracts
News Organization Websites	Information about actual shooting events
Literature From University Leaders	Lessons learned
Literature From Student Leaders	Lessons learned
College Websites	Historical background
Pew Research Center	Statistical data

National Center for Education Stats (NCES)	Statistical data
Multimedia Presentations	Strategic plans
Journal Articles	Narrative descriptions of experiences
	Doctoral studies and theoretical concepts
Globally Recognized Newspapers	Narrative descriptions of experiences
University Policies	Reducing violence after the incident
	Strategic plans
	Reports relating to external impacts to the surrounding community which were developed by external entities

The advantage of using secondary data is the availability from other sources used in previous research; the research is time-saving and cost-efficient (Moore, 2006). A substantial benefit of using secondary data is that much of the background work, such as literature reviews or case studies, have previously been carried out. Additionally, the data might have been presented in previous peer-reviewed published texts (Cheng & Phillips, 2014). Furthermore, secondary data generally have a pre-established degree of validity and reliability, negating the need for re-examination by the researcher reusing such data (Roth, Gray, Shockley, & Weng, 2015). The disadvantages are secondary research data are not specific to the needs of a researcher (McDaniel & Gates, 2008); data definition; biases due to the requirement for data may favor the previous researcher (Sparrow, 2012); the inaccuracy of data; proprietary issues; and lag time.

Data Analysis Plan

Comparative qualitative data sources were extracted from secondary resources and did not require information from human subjects. When working with secondary sources, simultaneous data collection and analysis occur both in and out of the field (Merriam, 1998). A researcher can conduct fundamental analysis simultaneously with the data collecting process, as well as between data collection activities (Merriam, 1998).

Rudimentary Analysis

Using Merriam's (1998) process, I began analyzing data while collecting data simultaneously as follows:

1. I began using a bounded system to identify the HBCU's specific shooting events within a specific time period, place, or physical restrictions (Creswell, 2002).

2. I specifically searched for the similarities and differences between private and public operated HBCUs, and urban and rural located HBCUs that have experienced multiple campus shooting events that resulted in deaths between 2015 and 2016.

3. I noted other information that is unique and extraordinary to this study.

4. I developed analytic questions in the form of research questions.

5. I planned data collection sessions after collecting specific information about the campus shooting in each case to make comparisons.

6. I wrote down thoughts throughout the process to reflect and critically think about a comparison later.

7. I considered using alternate themes and ideas to gain information to fill in gaps and advance the analysis.

8. I continuously reviewed the literature to enhance analysis throughout the study.

9. I used visual devices to gain clarity for the analysis.

Coding System

When reading through the collected data for this study, specific words, phrases, patterns, and events started to duplicate and stand out. According to Bogdan and Biklin (2003), at that point, a coding system involved:

1. Searching through data for regularities and differences;

2. Searching for patterns and topics covered in my data collection;

3. Writing down words or phrases to represent the data collection;

4. Coding words, sectioning off sentences, paragraphs, or images into categories;

5. Labeling categories with specific terms.

After the sorting through the bulk of information mined from various electronic sources, the secondary data that can be copied was be pasted into the Microsoft Access database. Secondary data items that cannot be copied was retained in an Adobe Acrobat document on my personal computer, which is solely under my direct control. Queries were run to code for categories and subcategories of the secondary data collected according to:

1. student population size,

2. whether privately or publicly managed,

3. religious affiliation,

4. the challenges the lack of funding pose to HBCUs;

5. the factors that contributed to the student deaths while enrolled in an
   HBCU;

6. the factors that contribute to reducing shooting incidents and making
   students safer while attending an HBCU; and

7. The types of measures are not currently offered that would assist in
   student safety in the future.

Microsoft Access queries were used to developed to extract common information, relationships, overarching patterns, theoretical concepts, or guiding principles from secondary data tables (Shellman & Vodnik, 2020). Secondary data in Adobe Acrobat files were manually reviewed for the common themes under investigation. The results of the Access queries for secondary data will be saved in the data analysis file in Microsoft Excel. I used Excel to analyze the data collected because the "Data Validation" command was used to control data entry (Microsoft, 2020). According to Microsoft (2020), Access was used to store large amounts of data, along with regularly tracking, recording, displaying, exporting, or printing subsets of that data.

Reliability and Trustworthiness of the Data

In qualitative research, "the researcher is the instrument" (Patton, 2001, p. 14). Therefore, the credibility of qualitative research depends heavily on the ability and strength of the researcher (Golafshani, 2003). According to Golafshani (2003), in quantitative studies, reliability and validity are treated separately, but they are viewed together in qualitative research. Therefore, the terminology that encompasses both, such as credibility, transferability, and trustworthiness, are being used interchangeably

(Golafshani, 2003). In this qualitative study, I used trustworthiness, credibility (Flick,

1998), and validity (Johnson, 1997). Validity in qualitative research is defined as "the

correctness or credibility of a description, conclusion, explanation, interpretation, or other

sort of account" (Maxwell, 1996, p. 87). For this study, validity can be understood in

terms of reliability and trustworthiness. Throughout data collection, the goal was to

ensure that findings and interpretations of data are accurate (Noble & Smith, 2015).

Credibility through Triangulation

The triangulation process increases the accuracy of qualitative research findings

as data from different sources can confirm the truth (Appleton, 1995), which is a

significant benefit of using the triangulated methods (Begley 1996; Redfern & Norman,

1994). Therefore, establishing truth, value, or representativeness (the level of how

accurately something reflects upon a sample) can be attained using triangulation through

the constant comparative method. When using various data collection methods, each

method produces the same results (Smith & Bile, 1997). According to Smith and Bile

(1997), if a marker repeatedly appears, the researcher can be satisfied with its existence,

thus proving the accuracy or credibility of the findings through the data triangulation or

data integration process (Long & Johnson, 2000; Sandelowski, 1995).

Various qualitative analytic strategies depend on a fundamental approach called

"constant comparative analysis" (Thorne, 2000). Constant comparative analysis strategy

comprises capturing one piece of data, such as one interview, one statement, one theme,

and comparing it with all others. This comparison may be similar or different pieces of

data to develop conceptualizations of the potential relations between different pieces of

data. For example, by comparing the shooting incidents of two different HBCUs who had

a similar experience (Thorne, 2000), analytical questions pertaining to why is university

one different from university two; and how are these two differences related? According

to Thorne (2000), in many qualitative studies whose purpose is to generate knowledge

about common patterns and themes within an experience, this process is continued with

comparing each new account until all have been compared with each other.

Triangulation

The data triangulation method could have been used during the data analysis

process to mitigate researcher bias (Creswell, 2014; Denzin & Lincoln, 2008; Ryan &

Bernard 2000) in this study. I chose to use Methodological Triangulation that allowed a

within-method triangulation process to triangulate data from multiple data sources

(Denzin 1970; Denzin 1978). The triangulated data was from documents and archival

records found in secondary data sources, such as extensive diaries, or letters; statistical

information; private-source documents; mass-media outputs; and virtual documents

found on the Internet (Bryman, 2008).

According to Creswell (2014), triangulation, also referred to as *data integration*,

is "the process of corroborating evidence from different individuals, types of data, or

methods of data collection in descriptions and themes in qualitative research" (p. 623).

Data integration identifies and combines multiple real-world objects from different

databases (Davis, Janakiraman, Minai, & Davis, 2002). According to Miles and

Huberman (1994), confirmability is the qualitative researcher's equivalent to objectivity;

therefore, triangulation supports such confirmability in reducing investigator bias (Denzin

& Lincoln, 2008).

Usually, in qualitative research, there is a noticeable avoidance in the use of the word bias (Creswell, 2007); therefore, some researchers have addressed the notion of reducing bias by using the triangulation and method-checking procedures (Barbour, 2001; Creswell & Miller, 2000; Lincoln & Guba, 1985). Creswell (2012) stated that all research is interpretive and that the researcher should be self-reflective about their role in the research, how they are interpreting the findings, and his or her personal and political history that shapes his or her interpretation. (p. 179)

Institutional Review Board

I followed the standards set forth by the Collaborative Institutional Training Initiative Program (CITI) (2018). The CITI Secondary Research Option 1: Research Using Non-Identifiable Information or Biospecimens was used because there are no human subjects in this study. According to CITI (2018), secondary research is a general term typically describing research projects using information or biospecimens for some other purpose after the primary research or clinical intervention used to collect them. Initial collection may come through a separate research study or non-research activity.

This analysis was compared publicly available archival data on the three campuses. I used qualitative data from journals, news reports, and other forms of data; no human subjects were interviewed or observed in any way. Nevertheless, this qualitative case study was submitted for IRB review at Creighton. However, this qualitative study abides by the same ethical principles and federal regulations. This study did not include secondary or coded data that is in any way sensitive. It used qualitative data from publicly accessible websites and other materials used as secondary data publicly available for public use.

Researcher Bias

Researcher bias was eliminated by not allowing my level of understanding of the subject matter to affect or compromise this research study. The personal bias includes that I am an alumna of Texas Southern University (TSU). Texas Southern University (TSU) experienced a campus shooting. While Texas Southern University (TSU) is a subject in this study, I did not use or gain access to primary data. I have chosen to use only secondary data to maintain the integrity of this research study.

Summary

This qualitative case study used a comparative method to compare three cases and explore facts, relations, or processes to find differences or similarities (Goodrick, 2014). This comparative case study explored the similarities and differences of private and public operated HBCUs, and urban and rural located HBCUs that have experienced multiple campus shooting events, resulting in multiple deaths on each campus. This qualitative research study used the secondary data collection procedure of published, printed sources, published electronic sources, books, journals, periodicals, letters, and public sector records (Kabir, 2016).

The purpose of this study is to examine the similarities and differences between private and public operated HBCUs, and urban and rural located HBCUs that have experienced multiple campus shooting events. The HBCUs selected for comparison in this study are Texas Southern University (TSU), Winston-Salem State University (WSSU), and Miles College. This qualitative research study used the secondary data collection procedure.

A bounded system was used to identify HBCUs with specific shooting events within a specific time period (Creswell, 2002). The advantage of using secondary data is the availability from other sources used in previous research; the research is time-saving and cost-efficient (Moore, 2006). A substantial benefit of using secondary data is that much of the background work, such as literature reviews or case studies, have previously been carried out.

The processes of data analysis used elemental analysis and a coding system. After the sorting through the bulk of information mined from various electronic sources, the secondary data that could be copied was be pasted into the Microsoft Access database. Secondary data items that were not able to be copied were retained in an Adobe Acrobat document on my personal computer, which is solely under my direct control. Queries were be run to code for categories and subcategories of the secondary data collected. I began by using a bounded system to identify the HBCUs' specific shooting events within a specific time period, place, or physical restrictions (Creswell, 2002). Furthermore, this study specifically searched for the similarities and differences between private and public operated HBCUs, and urban and rural located HBCUs that have experienced multiple campuses shooting events that resulted in deaths between the 2015 and 2016 school year. Lastly, I developed analytic questions in the form of research questions to complete the data collection.

The study's purpose is to discover how private and public HBCUs, located in urban and rural communities, lend themselves to student violence resulting in death. This study aims to use the findings to the types of measures not currently offered to assist in student safety in the future. The process was not be manipulated, is real life, and in

progress, and the outcome includes an in-depth understanding of how the lack of

university funding directly affects the safety of students, which led to death due to

campus shootings. The results and findings of the study are reported in the analysis in

Chapter Four.

CHAPTER 4: RESULTS AND FINDINGS

This chapter describes the research findings based on secondary sources collected as part of the literature review to examine the similarities and differences between three HBCUs that experienced multiple campus shootings that resulted in deaths between 2015 and 2016. I reviewed the purpose of the study, the research question, the aim of the study, and participant profiles. Then, I reviewed the data analysis method, including rudimentary analysis and coding, to develop the final themes. Also, historical information found in:

- books, files, or in the mass media, state documents, such as inquiries containing statistical information,

- private-source documents,

- and archival materials, such as records collected by government organizations or other entities, were reviewed to gather data for themes.

Finally, the major themes from the coding process are discussed in detail, showing their relationship to the research question.

Purpose of the Study

The purpose of this qualitative comparative case study was to examine the similarities and differences between the three HBCUs that have experienced multiple campus shooting events that resulted in deaths between 2015 and 2016.

Research Question

The research question was, does the geographic area or the lack of funding have an impact on the frequency of on-campus shooting deaths on HBCU campuses?

Participant Profile

As previously mentioned, I received approval to conduct this study using secondary data sources. The data came from sources available to the public via published, printed sources, published electronic sources, books, journals, periodicals, letters, and public sector records. The participants for this comparative case study were HBCUs that experienced at least two shooting incidents resulting in student deaths during the 2015-16 school year. The three campuses that were selected from the 101 HBCU campuses were Texas Southern University (TSU), Winston-Salem State University (WSSU), and Miles College. At the time of the campus shootings, approximately 327,000 students enrolled in HBCUs in the 2015-2016 school year.

The three participating campuses met the following criteria:

1. The learning institution is a private and public operated HBCUs located in an urban or rural setting.

2. Each HBCU experienced multiple campus shooting events that resulted in multiple deaths during the 2015 and 2016 school year.

3. All HBCUs are accredited by The Southern Association of Colleges and Schools (SACS) (SACS, 2017; SACS, 2019).

Data Analysis Methods

The data collection procedure used secondary data, which allowed me to examine the topic through sources available to the public. This study did not use any human subjects in the research design or data collection process. Therefore, no risk to human subjects exists. While gathering data on the three selected HBCUs, I used specific data sources to examine the similarities and differences between private and public operated

HBCUs, and urban and rural located HBCUs that have experienced multiple campus

shooting events that resulted in deaths during the 2015 and 2016 school year. The process

was scientific and planned. Secondary data sources found in the literature review were

used. I used fundamental analysis, simultaneously with the data collecting process, as

well as between data collection activities, coding, and lastly, collapsing the codes into

similar categories to develop the final themes. The data was collected from books, files,

mass media sources; state documents; private-source documents; and archival materials

used to gather data for themes. Data developed from the search of the selected HBCUs

contained a plethora of similarities and differences.

       The sub-themes were developed due to the volume of patterns produced from the

coding process. Using subthemes added an additional level of coding to develop overall

themes from the case study. The criteria to go from pattern coding to sub-themes

included the frequency of patterns and eliminating coding that did not fit the emerging

themes. When making comparisons between Texas Southern University (TSU), Winston-

Salem State University (WSSU), and Miles College, the sub-themes were compared for

coding were:

1. Accreditation.

2. Student Population Size.

3. Whether Privately or Publicly Managed.

4. Religious Affiliation.

5. Number of Shootings.

6. Number of Deaths.

7. Geographic area.

8. Lack of funding.

9. If the shootings are considered on or off-campus.

10. Safety measures and strategies implemented at the time of the shootings.

11. Social involvement of students, faculty, staff, and administration.

12. Training for faculty, staff, students, and administrators.

Rudimentary analysis analyzed data while collecting data simultaneously by using a bounded system to identify the HBCU's specific shooting events within a specific time, place, or physical restrictions. In the coding process, I searched through data for regularities and differences. Once the codes were collapsing into similar categories, the final themes were developed.

Comparing Texas Southern University (TSU), Winston-Salem State University (WSSU), and Miles College, thirteen sub-themes emerged from breaking down each section. The purpose of creating sub-themes was due to the amounts of patterns produced from the coding process. The use of sub-themes added an additional level of coding to develop specific overall themes from this case study. The sub-themes found after compared for coding were:

Sub-Theme 1: Accreditation.

All three HBCUs, Texas Southern University (TSU), Winston-Salem State University (WSSU), and Miles College, are accredited by the Southern Association of Colleges and Schools (SACS) (SACS, 2017; SACS, 2019).

Sub-Theme 2: Student Population Size.

There was a significant difference in the size of the student population for all three HBCUs. Texas Southern University (TSU) has a large population (Wintz, 2017)

with over 10,000 students (US Population, 2020). Winston-Salem State University

(WSSU) has a medium population with 5,120 students. Miles College has a very small

population with 1,500 students.

Sub-Theme 3: Whether Privately or Publicly Managed.

Texas Southern University (TSU) and Winston-Salem State University (WSSU)

are publicly operated universities with state ownership, or it receives a significant amount

from public funds through a national or subnational government. Miles College is a

private university and not operated by the state government. Miles College may

receive tax breaks, public student loans, and grants. Depending on their geographic

location, some private universities are subject to government regulation.

Sub-Theme 4: Religious Affiliation.

According to the U.S. Department of Education, National Center for Education

Statistics, Historically Black Colleges and Universities (1994), Texas Southern

University (TSU) and Winston-Salem State University (WSSU) have no religious

affiliation. However, Miles College's religious affiliation is with the Christian Methodist

Episcopal Church (Spragin, 2011).

Sub-Theme 5: Number of Shootings.

Texas Southern University (TSU) (TSU, 2015; Isensee, 2015) and Winston-Salem

State University (WSSU) experienced two shootings in 2015 (Robinson, 2015) Miles

College, one in 2015 and one in 2016 (Robinson, 2015).

Sub-Theme 6: Number of Deaths.

The shootings at Texas Southern University (TSU), Winston-Salem State

University (WSSU), and Miles College were considered on-campus shootings. Both

shootings at Texas Southern University (TSU) occurred during the same semester. Texas

Southern University (TSU) experienced two deaths in the 2015-2016 school year (TSU

DPS, 2017). Winston-Salem State University (WSSU) experienced two deaths in the

2015-2016 school year.

Sub-Theme 7: Geographic Area.

All three HBCUs are open-campuses that invite general public visitors, as well as

the neighboring communities surrounding the campus, to come and go almost anywhere

on the property, as they please (Fickes, 2016). Texas Southern University (TSU) and

Winston-Salem State University (WSSU) are both urban, open-campuses, and have seen

many shootings surrounding the campus (Carter, 2015; Powell, 1996). Texas Southern

University (TSU) resides in the Third Ward area (TSU, 2015; TSU, 2020), where there

are high numbers of gang-related crimes. The Third Ward was ranked 15th out of the top

25 most dangerous neighborhoods in American and is close to Sunnyside, the 6th most

dangerous (Radley, 2013). Stanton (2018) reported that from 2012 to the end of 2018, the

Harris County Institute of Forensic Sciences (IFS) data showed that Third Ward had 82

homicides Stanton (IFS, 2018), with roughly 30 percent being gang-related. In 2015, data

from the Houston Police Department's incident reports showed that another area code in

this area 77004 (HPD, 2015), had 61 homicides. Out of the deaths in this zone, 21 percent

were gang-related. These crimes have not affected the progressive strides Texas Southern

University (TSU) has made to ensure students in the community are educated (Stanton,

2018).

Winston-Salem State University (WSSU) is an urban, open-campus university

where neighboring communities surround the campus (College Factual, 2020). The city

of Winston-Salem is small but has seen a consistently high number of murders between

the 2014 to 2018 school years. During this time, homicides by firearms have been the

leading cause. According to the 2018 annual report produced by the Winston-Salem

Police Department (2018), of the 22 reported murders, 17 were committed by a handgun

or rifle. Sadly, one of these shooting incidents involved a college student (Newell, 2018).

Together with the two shootings, university administrators were also trying to

prepare for a new Texas law that will bring more firearms to campus byways of the

"Campus Carry Law" (Texas House of Representatives 86th Legislature Regular Session

(HR 86th LRS, 2015). Senate Bill No. 11 (HR 86th LRS, 2015) relates to carrying

handguns on campuses of higher education and other locations associated with

institutions. In opposition to Senate Bill No. 11 (HR 86th LRS, 2015), former TSU

President John Rudley stated:

> "Our primary mission is education. Now we got to deal with people who have
>
> licenses to carry guns on our campus…We're here to educate students, we're not
>
> here to try to referee between a gun battle between a person who has a right to
>
> carry a gun and a student who may just be an innocent bystander and gets shot
>
> accidentally because a person who has a license is on campus" (Isensee, 2015, p.
>
> 1).

Miles College is a rural, open-campus university where neighboring communities

surrounding the campus (College Factual, 2020). The shooting at Miles in October of 2106

was not the only shooting that occurred near the school in that year. In March, a Miles

College senior and her boyfriend were murdered in a home near the campus (Sherman,

2019). Twenty-three-year-old Alshera Chew and her boyfriend, 39-year-old Paul "Chico

Suave" Middleton, were found shot to death in Middleton's burned Fairfield home on

March 23, 2016. The murder investigation is still unsolved and is an ongoing police

investigation. Police believe that Chew was a victim of being at the wrong place at the

wrong time. Since 2018, the Western Hills Mall, located a mile from campus, has been the

site of four additional shootings. Just like the shooting in connection with Winston-Salem

State University (WSSU), other locations, such as malls and other neighboring college

campuses, contributes to the shooting deaths of HBCU student. Although some of the

shootings are not on the campus grounds (Sherman, 2019), the areas where other students

are being killed are still connected to an HBCU campus.

Marybeth Gasman, director of University of Pennsylvania's Center for Minority

Serving Institutions, wrote in an email to *Inside Higher Ed,* "From my research, it seems

like these shootings are between people who know each other and involve a combination

of students and those in the neighborhoods surrounding these HBCUs" (Logue, 2015).

"It's important to keep in mind that these types of shootings happen on many campuses

across the country," she said. "Most campuses are not safe enough. They are open; many

are near or in unsafe neighborhoods, regardless of their HBCU status." Gasman (Logue,

2015) goes further to say some HBCUs may have some particular

vulnerabilities...typically, the institutions are very family-oriented, but they may need to

be more vigilant.

Sub-Theme 8: Lack of Funding.

What influences did the lack of funding (public or private) have on-campus

shooting deaths of students who attend HBCU campuses? Logue (2015) found that

financially struggling HBCUs also tended to feature understaffed campus police and

security services. In a 2019 study conducted by Mitchell, Leachman, and Saenz, state

funding for public two- and four-year was more than $6.6 billion below what existed in

2008 just before adjusting for inflation. According to Mitchell, Leachman, and Saenz

(2019), "the deep state cuts have contributed to rapid, significant tuition increases and

pushed more of the costs of college to students... These cuts also have worsened racial

and class inequality, since rising tuition can deter low-income students and students of

color from college" (Mitchell, Leachman, & Saenz, 2019, p. 1). The overall result is that

the campus police/security are under-funded, which may increase the threat of danger.

  In 2015, Texas Southern University (TSU), a historically black college in

Houston's Third Ward, dealt with campus safety issues following two fatal shootings in

August and October. According to the National Center for Campus Public Safety and

Queens University (2018), urban campus police departments often do not have the

funding (Williams & Davis, 2019) or staffing to address many of the unique risks and

challenges they face on university campuses. This issue leads to low-security budgets that

affect building access and the perceived value of campus police and security due to low

pay.

  The U.S. News and World Report (USN-WR) state that Texas Southern

University educates approximately 10 percent of African-American college graduates and

27 percent of all African-American pharmacists in the United States (2020). The report

asserts that in 2006, TSU was responsible for more African-American students earning

degrees than UT-Austin and Texas A & M combined (USN-WR, 2020). Nevertheless,

state funding for TSU has shriveled by 15 percent since 2010. In 2010, the University of

Houston acquired $25 million more than in 2008.

Historically black colleges and universities have suffered the worst when the institution faces funding cuts (Mitchell, Leachman, & Saenz, 2019). Compared to larger predominately white institutions (PWI), HBCUs do not receive the same amount of funding; for example, Nealy (2009) highlighted that the endowment market value was $244.7 million for HBCUs, compared with an average of $521.9 million for all PWI institutions (p. 18).

In 2018, TSU received a $59.4 million endowment for a pool of financial, real estate, and other investments for a specific purpose proposed by the founders and donors of the endowment (USN-WR, 2020). In 2020, the CARES Act awarded Texas Southern University a total of $24,065,187. The undergraduate programs received an allotment of $15,430,067, and the graduate institutes received $8,635,120 in funding. Winston Salem-State University received a total of $8,903,137. The undergraduate programs received an allotment of $7,714,041, and the Master's programs received $1,189,069 in funding. Winston-Salem State University has had a stellar year of grant funding (WSSU, 2020). Over 12 months, more than $27 million has been awarded, bringing the university's total portfolio to just over $51 million, in support of new and ongoing research projects.

The CARES Act awarded Miles College $3,771,251. The undergraduate programs received an allotment of $3,257,934 in total funding and $1,628,967 for Emergency Student Aid Funding. The CARES Act awarded Miles College $3,257,934 in total funding, which allotted $1,628,967 for Emergency Student Aid Funding.

Sub-Theme 9: If the shootings are considered on or off-campus.

The shootings at Texas Southern University (TSU), Winston-Salem State University (WSSU), and Miles College were all considered on-campus shootings.

Incidentally, both shootings at Texas Southern University (TSU) occurred during the same semester.

Texas Southern University

The two 2015 shootings at Texas Southern University (TSU) led the start of the last five years of campus shootings in Texas in this study. In August 2015, Texas Southern University (TSU) experienced two shootings in two months of the fall semester. The first shooting occurred in August after a student fired a gun into a crowd. One man, LaKeytric Quinn, was dead, and a female student, Alexandra Nicks, was shot in a parking lot in an on-campus apartment complex (KTRK, 2015). Twenty-year-old Sophomore Darrius Nichols turned his gun towards police as they entered the scene. Campus police fired a warning shot, and the gunman surrendered without incident (Garvin, 2015). Nichols was charged with aggravated assault with a deadly weapon. Later in the semester, another shooting occurred within the gates of the same residential-life campus apartment complex. According to the Houston Chronicle (2015), the shooting was the third in recent months at TSU, a historically black university. Two males were shot in broad daylight after an altercation that happened the night before.

On October 9, 2015, three men entered the apartment complex in a car, and one opened fire, killing a student, 18-year-old Brent Randall (Smith, 2015). The other victim was shot in the torso survived the shooting after being found lying in a pool of blood not far from the deceased. Two men were arrested on-site after being found in one of the residential-life campus apartments. The gunman fled the scene, causing a city-wide investigation to be conducted by multiple local law enforcement agencies. Eventually, Jartis Leon Leblanc was captured on October 15, 2015, after a special weapons and

tactics (SWAT) standoff in a home in North Houston (Cooper, 2015). Leblanc peacefully surrendered and was charged with murder.

Winston-Salem State University (WSSU)

On November 1, 2015, a student was murdered near a student residential community on the campus of Winston-Salem State University (WSSU). At 1:20 A.M. on November 1, 2015, Jarrett Jerome Moore shot and killed Anthony White, Jr. and wounded another student (Williford, 2015), who was not identified. During Moore's trial, prosecutors revealed the shooting stemmed from an argument over a cellphone charger (Hewlett, 2017). Moore was sentenced to 23 years in prison after pleading guilty to second-degree murder and discharging a firearm on educational property.

On December 23, 2015, 18-year-old Kari Onyea Watson, a Winston-Salem State University (WSSU) student, was shot and killed by Xavier JaQuan Sanders (National Broadcasting System (NBC) Winston Salem (WXII 12), 2015). According to NBC-WXII (2015), Watson was at WSSU on an education scholarship for history. During Sanders' shooting spree, he charged off ten rounds, which also shot Dre'kwon Bagley. Sanders was ultimately charged with murder and assault with a deadly weapon with intent to kill for intentional shooting.

Sadly, another shooting incident involved a college student (WSPD, 2018). In January 2018, a WSSU student was shot and killed at an on-campus party at Wake Forest. Najee Ali Baker, 21, of Brooklyn, N.Y. was shot by Winston-Salem native Jakier Shanique Austin. Newell of the Winston-Salem Journal (2018) reported that Mr. Austin went on the run for over two months before being arrested on charges of murder, possession of a firearm on educational property, and carrying a concealed weapon.

Baker's death did not occur on WSSU's campus; however, the university suffered
another loss of a student due to gun violence.

Miles College

In October 2015, twenty-one-year-old communications student Keenen Morris
was fatally shot during a robbery where nothing was taken in the holdup (Robinson,
2015). Morris, a junior at Miles College, was shot at the Lloyd Nolan Apartments in an
area known as North Campus at Miles College. It was later determined that Morris
knew at least one of the would-be robbers because there were no signs of forced entry.
Cameron Green, a mile college student, along with Derrious Scott and Dre'Quan
Tucker, were initially charged with capital murder. According to Miles Student
Government Association President Jynae Jones and Charles Crockrom, head of
campus security, this was an isolated incident on the Miles College campus.

In March 2016, five months after the Morris murder, a Miles College student
was involved in what was considered a campus-related incident (Sherman, 2019).
Twenty-three-year-old Alshera Chew and her 39-year-old boyfriend, Paul Middleton,
were killed in a double murder. Chew was shot and killed while visiting Middleton
(Sherman, 2019) at his home near the Miles College campus. After the initial police
investigation, the house being burned to the grown. The murder investigation is still
unsolved. Another area in Fairfield that has seen occurrences of gun violence is the
Western Hills Mall. The mall, located a mile from campus, has been the site of at least
four shootings since 2018. In one incident, the mall manager was killed after two groups
began a gunfight in the mall (Robinson, 2018). Anthony Alberigi was on duty when he

went to see what was going on, and he was then killed. According to Fairfield Police

Chief Nick Dyer, Mr. Alberigi was an innocent bystander standing outside the mall.

In October of 2016, Miles College experienced a shooting incident after a robbery

attempt on two students while they were sitting in a car. The two band students who were

shot ages were 18 and 21. One student was shot in the chest, and the other student was

shot in the foot (Robinson, 2016). Campus police secured the scene, but no suspects were

apprehended. According to Vana Hrynkiw, Spokesperson for Miles College, the shooting

is an "isolated incident," and the police presence would be increased as a result due to the

shooting.

Sub-Theme 10: Safety measures and strategies implemented at the time of the

shootings.

In 2015, at the time of the shootings, at Texas Southern University's Department

of Public Safety (TSU-DPS) was tasked with providing security for the campus (TSU-

DPS, 2015). Currently, the TSU-DPS employs both professional law enforcement

personnel and security personnel. There are approximately 39 law enforcement officers,

24 security personnel, and four dispatchers. With over 10,237 students, the ratio for

officers per student is 262.5 students per officer. The Texas Southern University's

Department of Public Safety (TSU-DPS) has formed working relationships with all area

law enforcement agencies, including the Houston Police Department (HPD) and the

University of Houston Police Department (TSU-DPS, 2015). Texas Southern University

(TSU) had emergency call boxes around campus that allow students to dispatch if help is

needed. LiveSafe was not implemented until after the shootings.

Winston-Salem State University (WSSU) used the RAMAlert, which was used on campus before the 2015 shooting. It is designed to alert students of emergencies and natural disasters, and also alert students of campus lockdowns when a shooting occurs. Students must register for service online. Now the campus has over 60 emergency call boxes throughout campus when Campus Police assistance is needed.

In 2015, at the time of the shootings, at Miles College had four professional law enforcement officers. With a student population of 1,500 students (Miles College, 202), the ratio for officers per student is 375 students per officer. Although there is not written Memoranda of Understanding (MOA) between the Miles College Police Department and the Fairfield Police Department, both departments work closely together (Miles College, 2020). Miles College Police Department, along with the Fairfield Police Department, works on local crime statistics and other criminal incident information that may impact or relate to the campus community continuously. According to the Miles College Police (2020), Miles College has in place an emergency notification system, Wide Area Rapid Notification (W.A.R.N), to immediately notify the campus community of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees occurring on the campus (Miles College, 2020). The warning system is meant to automatically call listed and unlisted telephone number

Sub-Theme 11: Social involvement of students, faculty, staff, and administration.

A university's response to a campus-related shooting may affect a student's perception of the level of university support based on the amount of social involvement of students, faculty, staff, and administration they have received. If the residents are engaged in the living environment while on campus, it may create a positive school

climate. The residence staff and faculty at the institution must ensure that students are safe while completing their studies. Thapa, Cohen, Guffey, and Higgins-D'Alessandro (2013) states it is essential for school leaders to understand how to create a positive school climate and identify the school as belonging to specific races, ethnicities, or cultures to improve the school climate for all.

Texas Southern University's (TSU) states its programs and services foster student learning and development, inspire TSU pride, promote health and wellness, and prepare students for their chosen professions in the global society. Texas Southern University's (TSU) plan includes student organizations, such as student government, Greek life, and other social organizations that are known for hosting events and service projects that cater to the community surrounding the campus (TSU, Strategic Plan, 2017-2022, 2020. An objective of the TSU strategic plan is to develop and expand community and public service programs. The Office of Student Life boasts they are committed to facilitating the holistic development of their students while cultivating a diverse and inclusive campus community (TSU, Office of Student Life, 2020). Student Life staffs are educators and mentors who work collaboratively with faculty and staff of the University to provide learning experiences both in and outside the classroom (TSU, Office of Student Life, 2020).

In 2007, Winston-Salem State University (WSSU) was a member of the Campus Safety Task Force (Campus Safety Staff, 2007) to foster greater collaboration with the community by developing new services and programs to address community needs enriching the learning experiences of our students. Members of the National Association of Attorneys General (NAAG) Task Force on School and Campus Safety released a 14-

page report that includes specific recommendations that address threat assessment, protocols for dealing with the mentally ill, information sharing among law enforcement agencies and other stakeholders, and crisis response planning and communications.

There was a focus on leveraging the university's resources to support local businesses and improve surrounding neighborhoods. They increased efforts toward creating strong partnerships with local school districts to enhance student readiness for college and teacher preparation for our own students. Winston-Salem State University (WSSU) (2020) states that they are available to make sure that the student's college experience is fun, exciting, enriching, and engaged (WSSU, Activities & Engagement, 2020). University Student Activities and Engagement (USAE) provides the students with opportunities to get involved in social groups, activities, community service, and events throughout the year. University Student Activities and Engagement (USAE) collaborates with the Student Government Association, Office of Greek Life, and over 100 student organizations to bring students:

- Student leadership programs.

- Powerful lectures by world-renowned speakers.

- Extensive Black History and Women's Month programming.

- Celebrity concerts and comedy shows.

- Homecoming events like the Ram Rave Parade, Step Show, Coronations (WSSU, Activities & Engagement, 2020).

Miles College has built as its brand on civic engagement, activism, engaging in civic protests, and boycotts against segregated public facilities (Miles College, About, 2012). Currently, Miles is a part of the Alabama Postsecondary Alliance for Community

Engagement (PACE, 2020). The Pace is an association of community engagement

professionals from institutions of higher education in Alabama (PACE, 2020). PACE

enhances campus-based engagement strategies, initiatives, and programs at their

respective post-secondary institutions. One of the more recent recommendations is to

ensure that there is as much consistency across the State of Alabama in community

engagement programming throughout the state in response to the COVID-19 pandemic as

possible (PACE, 2020).

Sub-Theme 12: Training for faculty, staff, students, and administrators on mental

health.

At the time of the shootings, Texas Southern University (TSU) did not provide

mental health training or counseling for students who experience tragedies on campus,

nor did TSU administration mention funding for the campus' Department of Public

Service. Winston-Salem State University (WSSU) used the RamAssist for faculty and

staff to recognize students struggling emotionally and demonstrating behaviors that seem

troubling, disruptive, or threatening (WSSU, RamAssist, 2017). The WSSU RamAssist

was also used as a tool for students, faculty, and staff to take advantage of every warning

mechanism. Also, WSSU RamAssist allows parents/relatives are invited to utilize these

warning mechanisms as well. Miles College did not provide any information concerning

mental health or trauma training for faculty, staff, students, and administrators.

Texas Southern University's (TSU) crime statistics reports indicated that the 2015

school year has two murders, five arsons, and 42 off-campus burglaries. Due to those

incidents, security tactics were improved, yet crime still increased in other areas for the

2016 and 2017 crime year. In 2016, the university reported more liquor and drug-related

incidents, 22 on-campus burglaries, 19 off-campus burglaries, and four on-campus robberies. The *TSU Annual Security and Fire Safety Report 2017* stated that although there was a decrease in crime, the 2017 year reported six on-campus arrests for illegal weapons possession (TSU, 2017).

Winston-Salem State University's (WSSU) crime statistics reports indicated that the 2015 school year had less crime than the year before (WSSU, 2015). Notwithstanding the murder and shootings, there were no arsons and 14 off-campus burglaries. Campus police changed tactics, but there was still an increase in crime in other areas for the 2016 and 2017 crime year. In 2016, the university crime statistics reported 20 on-campus arrests for on-campus liquor and drug-related incidents, 19 on-campus burglaries, 17 off-campus burglaries, one on-campus arrest for illegal weapons possession, and three forcible on-campus sexual assaults. A spike in crime in the 2017 year reported one on-campus arrest for illegal weapons possession, ten on-campus arrests for on-campus liquor and drug-related incidents, 30 on-campus burglaries, and six forcible on-campus sexual assaults (WWSU, 2015).

Miles College experienced one on-campus and one off-campus murder in 2015. According to their 2019 Annual Security Report, although the crime was significantly low, in 2016, the university crime statistics reported 13 on-campus arrests for on-campus liquor and drug-related incidents, nine on-campus aggravated assaults, and five robberies. In 2017 there were only five on-campus arrests for on-campus weapons and drug-related incidents, two on-campus aggravated assaults, two burglaries, and two robberies.

In my research of comparing and contrasting all three HBCUs, a large campus (TSU), a mid-sized campus (WSSU), and a small campus (Miles College), all three

experienced two separate shootings that took the lives of at least one person in each

shooting. Any crime on a university or college campus is difficult to measure, especially

when there is a loss of life. Therefore, the constant comparative analysis process was

used to compare every piece of data collected for this study with each other. The

methodological triangulation process allowed using more than one technique to gather

data from the literature review. This process also allowed a within-method triangulation

of data from multiple data sources on the same topic to be analyzed. The multiple data

sources were from documents and archival records found in secondary data sources, such

as extensive diaries or letters; statistical information; private-source documents; mass-

media outputs; and virtual documents found on the Internet (Bryman, 2008). When

comparing Texas Southern University (TSU), Winston-Salem State University (WSSU),

and Miles College, thirteen sub-themes emerged from breaking down each section.

The sub-themes were developed due to the volume of patterns produced from the

coding process. Using subthemes added an additional level of coding to develop overall

themes from the case study. The criteria to go from pattern coding to sub-themes

included the frequency of patterns and eliminating coding that did not fit the emerging

themes. When comparing Texas Southern University (TSU), Winston-Salem State

University (WSSU), and Miles College, the sub-themes were compared for coding.

The Two Major Themes

After the coding process, 12 sub-themes were produced, and the two major

themes that produced for this case study are:

- Lack of appropriate funding.

- Crime due to the open-campus concept.

Both themes are factors that contribute to student deaths on HBCU campuses. The

first theme focused on the state funding disparity between public HBCUs and many

public PWIs. The second theme was the HBCU's struggled with unequal funding,

which causes HBCU campuses to go without adequate personnel to protect students

from death. The third theme was crime due to the open-campus concept due to HCBU

campuses being situated in urban, high crime neighborhoods.

In this study, I categorized Texas Southern University (TSU) as a large-sized

university because the student population is over 10,237 students. Texas Southern

University is the second-largest HBCU by enrollment in the nation (Fraser, 2018). Texas

Southern University (TSU) is situated in a city populated with 2.47 million residents in

the inner-city. Winston-Salem State University (WSSU) is an accredited university

offering baccalaureate and graduate programs to a diverse student population. It is a

member-school of the Thurgood Marshall College Fund (Drezner, 2010). The university

is located in Winston-Salem State University (WSSU), North Carolina, the fifth most

populous city in North Carolina, the third-largest urban area in North Carolina, and the

89th most populous city in the United States. I categorized Miles College as a small-sized

college because the student population is 1,500 students in a city populated with 10,622

residents. Miles College is a private HBCU liberal arts college that encompassed the arts,

humanities, natural sciences, and social sciences. Miles College is located in Fairfield,

Alabama, with a currently estimated enrollment of 1,500 students.

Theme 1: Lack of Appropriate Funding

The Morrill Act of 1862 provided Land-Grant institutions in each state to educate

citizens in Agriculture, Home Economics, Mechanic Arts, and other useful

professions. The Morrill Act of 1890 required the states to either open their land-grant

colleges to all races or establish separate land-grant schools for African-Americans

(Association of Public and Land-grant Universities, 2013). The funding of HBCUs is

plagued with underlying racial disparities in state and federal allocation (Boland &

Gasman, 2014). Moreover, creative, innovative partnerships between the federal

government and the states to increase financial support for the public system of higher

education in America (Lee & Keys, 2013). Federal grants-in-aid are a primary tool of

cooperative federalism (Conklin & Baum, May). Today, federal funds constitute almost

one-third of state revenues, with significant variations by state (Galston and Davis 2014).

Historically, predominately white institutions (PWI) have always acquired

funding and resources than HBCUs (Banks, 2018). HBCUs have had this consistent

struggle with unequal funding and administrations lacking in personnel. Another caveat

HBCUs face is the threat of cutting positions, such as campus police, due to lack of

funding. Logue (2015) found that while HBCUs are struggling financially, police and

campus security are understaffed since their departments do not generate revenue.

Notwithstanding over a hundred years of insufficient funding by federal and state

establishments (Walton, 2011; Green, 2004), HBCUs are skillful at educating a

considerable percentage of African American students. Nevertheless, with such funding

limitations, the overarching mission of these institutions is unwavering. Having struggled

for their right to exist, HBCUs have labored exhaustively to accomplish significant

achievements for not only African Americans but for anyone who could profit from their

survival and existence (Anderson, 1988).

Although HBCUs constitute three percent of four-year colleges in the United States, they have produced 80 percent of the nation's black judges and 50 percent of its black doctors. Additionally, 27 percent of the graduates with a STEM degree are from historically black colleges. HBCUs have trained roughly 50 percent of black teachers.

In Texas, the funding gap that exists between college students at the two largest HBCUs, Texas Southern and Prairie View A&M University, and the flagship universities: the University of Texas at Austin and Texas A&M University. According to Martin (2020), students in these two HBCUs receive $2,500 less per student than the flagship universities. Texas Southern and Prairie View have demonstrated that even in disparity, HBCUs receive less but invest more in students (Martin, 2020). In 2018, TSU and Prairie View had a state revenue provided to flagship institutions per Full-Time Student Equivalent (FTSE) of $20,720 and $18,540, respectively (Williams, 2020). Compared to Prairie View, the University of Texas at Austin has a total of $43,809.

North Carolina has experienced an uneasy response from many HBCU alumni throughout the state. In 2016, to help reduce tuition, the state introduced Senate Bill 873 [1]. According to Seltzer (2016), Republican lawmakers back a bill that would substantially cut tuition and revenue and seek more student diversity at five system campuses, four of which are minority-serving institutions. Winston-Salem State University was included in the four schools. Senate Bill 873 [1] would allow in-state students to pay $500 for tuition and $2,500 for out-of-state students. The bill comes at a time when many already see HBCUs as being squeezed in North Carolina (Seltzer, 2016). David McCord, a clinical psychology professor at Western Carolina, recognized that tuition would reduce revenue throughout North Carolina universities because the

$500 tuition cost "translates to a $26 million loss in revenue" at Western Carolina. The difference in revenue loss at an HBCU would lead to the school merging with a state system or shutting their doors.

Miles College faced a significant challenge in 1999 when the institution was listed as an HBCU that faced closure. Along with 13 other schools, Miles College was in question due to default rates on student loans (Mikkelson, 2007). Federal funding for these schools was to be cut if the institutions did not comply with the rules set by the Department of Education. Recently, Miles and other HBCUs' in Alabama were given a substantial amount of support from state lawmakers. In 2019, the U.S. House voted to restore funding at HBCU's by amended the FUTURE Act (Burkhalter, 2019). The bill would also help generate nearly $3 billion over a decade through a streamlined financial aid application process. It was evident that HBCUs are in dire needed the help from lawmakers in order to remain open.

Theme 2: Crime Due to Open-Campus Concept

Most HBCU campuses and their surrounding areas are plagued with the crime because they are generally located in predominantly urban regions that have remarkably high levels of crime (Logue, 2015). In comparing HBCUs to the 28 Jesuit colleges and universities that are members of the Association of Jesuit Colleges and Universities (AJCU), only four claims to be located in urban areas (Muniz, 2019; Association of Jesuit Colleges and Universities, 2020). Riesman (1982) states that the four Jesuit colleges and universities located in urban are Fordham University, Loyola-Chicago, Georgetown, and Saint Louis University.

The National Center for Campus Public Safety and Queens University (2018) reported that many members of the general public might regularly go into, near, around, or through the campus and its facilities. Even if they have no direct affiliation with the institution because many of these campuses are open-campuses. This open-campus concept invites general public visitors and the campus community to come and go as they please from the property. The HBCUs have an inclusive relationship with the community has cost some HBCU students their lives. Open-campuses allow criminals a more significant opportunity to evaluate, plan, and commit crimes (Fickes, 2016). All three HBCUs in this study are open-campuses, so they face the threat of having people enter the campus where there are lapses in security coverage

Synthesis of the Themes to the Research Question

The purpose of this study was to examine the similarities and differences between private and public operated HBCUs, and urban and rural located HBCUs that have experienced multiple campus shooting events. The HBCUs selected for comparison in this study are Texas Southern University (TSU), Winston-Salem State University (WSSU), and Miles College. This qualitative research study used a secondary data collection procedure.

The two themes show how the similarities and differences of private and public operated HBCUs, and urban and rural located HBCUs that have experienced multiple campus shooting events, resulting in multiple deaths on each campus. The themes suggest the lack of funding, and the open-campus concept directly impacts campus shooting deaths on HBCU campuses. While there is a crime reduction on the three HBCU

campuses due to systems set in place after the 2015-2016 shooting incidents, there are

reports that indicate that HBCUs are not reporting crimes.

Between 1976 and 2010, there was a 47% increase in HBCU student enrollment,

from 223,000 to 327,000 students (NCES-IES, Table 313.20, 2020). Between 2010 and

2018, 11% decreased to 292,000 students (NCES-IES, Table 313.20, 2020). In

comparison, between 1976 and 2010, the number of students in all degree-granting

institutions had a drastic 91% increase in enrollment, from 11 million to 21 million

students (NCES-IES, Table 303.20, 2020).

During this study, on March 27, 2020, the Coronavirus Aid, Relief, and Economic

Security Act (CARES Act), was passed by Congress (DOE, 2020). This bill allotted $2.2

trillion to provide immediate economic aid to the Americans negatively impacted by the

COVID-19 pandemic. Approximately $14 billion was given to the Office of

Postsecondary Education as the Higher Education Emergency Relief Fund (HEERF).

Secretary of Education Betsy DeVos announced that America's colleges and universities,

including HBCUs (84.425J), impacted by COVID-19 would receive $6.28 billion in

direct relief from the U.S. Department of Education by cash payments made available

from the CARES Act (DOE, 2020).

In 2018, TSU received a $59.4 million endowment for a pool of financial, real

estate, and other investments for a specific purpose proposed by the founders and donors

of the endowment (USN-WR, 2020). In 2020, the CARES Act awarded Texas Southern

University a total of $24,065,187. The undergraduate programs received an allotment of

$15,430,067, and the graduate institutes received $8,635,120 in funding. Winston Salem-

State University received a total of $8,903,137. The undergraduate programs received an

allotment of $7,714,041, and the Master's programs received $1,189,069 in funding. The

CARES Act awarded Miles College

$3,771,251. The undergraduate programs received an allotment of $3,257,934 in total

funding and $1,628,967 for Emergency Student Aid Funding. The CARES Act awarded

Miles College $3,257,934 in total funding, which allotted $1,628,967 for Emergency

Student Aid Funding.

One of the interesting facts gained from this study is that while HBCUs use the

open-campus concept that is inviting and very family-oriented, some experts feel they are

not safe (Logue, 2015). Marybeth Gasman, former director of the University of

Pennsylvania's Center for Minority Serving Institutions and an author on minority access

to education, stated that most HBCUs are situated in urban areas, and they need to be

more vigilant (Logue, 2015). Gasman, who is considered one of the leading authorities in

the country on HBCUs, wrote in an email to *Inside Higher Ed,* that some HBCUs may

have some particular vulnerabilities (Logue, 2015). Gasman also said it is vital to

remember that shootings of these types are happening on numerous campuses across the

country (Logue, 2015).

Summary

When comparing common patterns and themes within an experience, a constant

comparative analysis was used to develop conceptualizations of the potential

relationships between different pieces of data related to shootings on three HBCU

campuses. Two themes emerged that did answer the lack of funding and if an open-

campus concept impacted campus shooting deaths on HBCU campuses. The two themes

consisted of:

1. Theme one: The egregious state funding disparity between public HBCUs and

   many public PWIs and the HBCU's struggled with unequal funding, which causes

   HBCU campuses to go without adequate personnel to protect students from death.

2. Theme two: Crime due to the open-campus concept due to HCBU campuses

   being situated in urban, high crime neighborhoods.

The two themes addressed how a university can revamp its safety plans and

structures to affect safer HBCU campuses. Chapter Five will address the

recommendations of proposed solutions, describing procedures for implementation, and

discussing practical, research-related, and leadership-related implications.

CHAPTER FIVE: PROPOSED SOLUTIONS AND IMPLEMENTATIONS

Chapter Five provides recommendations based on the research findings from secondary sources collected as part of the literature review found in Chapter Two. This study is critical because it discusses factors that lead to the loss of student life due to gun violence on HBCU campuses. This chapter addressed the study's aim by recommending proposed solutions, describing procedures for implementation, and discussing practical, research-related, and leadership-related implications.

The literature review examined the similarities and differences between the three HBCUs that experienced multiple campus shootings that resulted in deaths between 2015 and 2016. Using historical information found in books, files, or in the mass media, state documents, private-source documents, and archival materials data, two themes emerged. The literature reviews the egregious state funding disparity between public HBCUs and many public PWIs. Secondly, the HBCU's struggle with unequal funding causes campuses to go without adequate personnel to protect students from death. Lastly, crime is more prevalent on campuses that use the open-campus concept and are situated in urban, high crime neighborhoods. This study addressed how universities can revamp their safety plans and structures to affect safer HBCU campuses.

The Aim of the Study

This study aims to assist leaders in discovering factors that may have led to campus shootings and help them to create university safety plans and structures that consist of additional changes. These changes included the early alert systems, active shooter emergency response plans, after-action reports, and strategic plans of action that were in place when these shootings occurred.

Proposed Solutions

The disparities involving funding HBCUs or the lack of funding has been a topic

of discussion since The Morrill Act of 1862. Recently, university and college

administrators and legislators have started examining limited bodies of research exploring

school shootings. Although literature surrounding campus shooting is evolving, a few

researchers have taken significant first steps in studying the effects (Elsass, Schildkraut,

& Stafford, 2016). According to Elsass et al. (2016), researchers of the Columbine

shooting studied the impact on students' perceptions of safety. Stretesky and Hogan's

(2001) findings indicated that, when compared to respondents surveyed before the

shootings, their perceived safety was significantly lower after the Columbine event.

Notwithstanding methodological limitations, Stretesky and Hogan's (2001) research

provides one of the initial considerations of the impacts of such rare events.

The findings of this study have shown that the university and college leaders must

take the helm and have the tough conversations of how the lack of funding is negatively

influencing these school's ability to ensure a safe environment for their students. In

conferences, task force meetings, and symposiums, leaders must impress upon those who

are doling out and divvying up funding for the HBCUs that student life is not a

bargaining chip. Cutting funds, security, and law enforcement positions of campus police

is not an option because student safety is first in educating any student. Therefore, the

proposed solution is to offer a set of recommendations that can be used to discovering

additional factors that may have led to campus shootings and help leaders create

university safety plans and structures that consist of additional changes. These changes

included the early alert systems, active shooter emergency response plans, after-action

reports, and strategic plans of action that were in place when these shootings occurred.

Evidence Support for the Solution

Disseminating Safety Resources

A school shooting causes students to question the safety measures at their

institution. University students are thought to be protected by the established policies and

regulations of the institution. Shootings, however, are challenging to address in a

university's guidelines because some of these safety measures appear practical, but

"overall there is little empirical evidence that such security measures decrease the

likelihood of school shootings. Surveillance cameras were powerless to stop the carnage

in Columbine, and school lock-down policies did not save the children at Sandy Hook"

(Warnick, Johnson, & Rocha, 2018, p. 1). Rutherford and Devaney (2008) asserted that

safety is a common concern for students, but the universities cannot provide absolute

protection for the students while they are on campus. The authors studied graduate

students' perceptions of the college experience after a school shooting. Students who had

heard about tragedies like Virginia Tech felt that it did not affect their view of safety

(Urbina & Fernandez, 2007), but did see a change in their thought processes about safety

since a campus shooting is difficult to prevent.

An aspect of safety that has a significant effect on students is the safety resources

provided by the university (Guskey, 2013). Implementing and sharing safety resources of

increased safety measures can have an immediate impact on university campuses when a

shooting occurs. Technology upgrades are critical to any campus, mainly when shootings

occur, due to the advances in security agreements with local law enforcement. Kennedy

(2007) suggested that many educational institutions do not have the funds to cover

technology upgrades that may keep their campus safer. His article, *Crisis on*

Campus, reported, however, that there are federal grants from the Justice and Homeland

Security departments that have helped universities and colleges in these areas. For

example, emergency phones were installed at a Midwestern university campus, although

that was ten days after an active shooter event (Asmussen & Creswell, 1995). The

emergency phones were updated before the shooting, were on 10-foot-tall poles in certain

areas that had been preselected for installation.

Social Involvement

Residents are engaged in the living environment while on campus. The residence

staff and faculty at the institution must ensure that students are safe while completing

their studies. According to Thapa, Cohen, Guffey, and Higgins-D'Alessandro (2013), it is

essential for school leaders to understand how to create a positive school climate and

identify the school as belonging to specific races, ethnicities, or cultures to improve the

school climate for all. Using a positive approach to violence prevention at schools

focuses on building a set of social strengths that are incompatible with antisocial behavior

(Graham, 2012).

Many instances of violence occur at a school where a student may feel the school

could have helped him or her with an issue. There is often no justification for why

violence occurs on school grounds, but knowing how to prevent these problems may

begin with the relationships between university leaders, community professionals, and

students. Trust in closer relationships has been defined as the confidence that another will

act in ways that fulfill their basic need for self-acceptance and identity (Stancato, 2001).

Establishing trust between students and members of the university can alleviate the sense

of disconnection between these two groups. According to (Stancato, 2001), having a

reduction in school size and implementing activities for small learning groups can reduce

loneliness and provide a better chance to be recognized and appreciated through active

participation.

Training

Besides safety, social involvement, and student involvement to help prevent

school shootings, it is essential to develop interventions to address training institutions on

handling campus shooting crises. Allen and Lengfellner (2016) recommended that

colleges should assess current crisis response plans and create training sessions that are

specific to their institution. According to Lowe and Galea (2015), well-trained crisis

professionals who establish safety, evaluate the needs of victims, connect survivors with

a range of services to meet their needs, and evaluate response efforts have been proposed

to mitigate the effects of school violence. Training professionals in active shooter

techniques and drills in schools would bring immediate assistance during the shooting

incident, potentially saving lives. Staff members who specialize in these areas can help

students beyond the classroom if a crisis occurs (Lowe & Galea, 2015).

Injunctive Relief Protections for Open-Campus Concepts

Campus safety is the responsibility of the whole institution and takes the

collective efforts of campus security, public safety department, campus president, campus

executives, campus personnel, and students. The Jeanne Clery Disclosure of Campus

Security Policy and Campus Crime Statistics Act (20 USC § 1092(f)) guides safety

compliance as well as what campuses can do to foster campus safety actively. The open-campus concept creates problems for safety compliance.

The National Center for Campus Public Safety and Queens University (2018) reported that the open- campuses allow many members of the general public to regularly go into, near, around, or through the campus and its facilities even if they have no direct affiliation with the institution because many of these campuses are open-campuses. Fickes (2016) asserts open-campuses invite general public visitors to come and go as they please on the property. Calculating campus shootings and other crimes are almost impossible on HBCUs are open- campuses, allowing possible offenders to evaluate, plan, and commit crimes (Fickes, 2016). All three HBCUs in this study are open-campuses, so they face the threat of having people enter the campus where there are lapses in security coverage.

Although using the relief provided under The Clery Disclosure Act is advantageous, HBCUs and other open-campuses can implement tools like Injunctive Relief or Temporary Restraining Orders to prevent potential danger to students. An example is Education Secretary Betsy DeVos' overhaul of the definition of sexual harassment was narrowed. DeVos' definition is "unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive" (The Associated Press, 2020). This definition is used in the context of sexual assaults, but with action from lawmakers, legislation can be created and passed to protect all students from those who come to the university campus to cause trouble.

Evidence that Challenges the Solution

Underreporting or not reporting crime stats that happen on college campuses are a norm and can pose a significant issue with stakeholder and community supporters. The Clery Act in 1990 requires all universities and colleges that participate in federal financial aid programs to disclose campus crime statistics to the U.S. Department of Education (2006). The Clery Act listed many crimes that much be reported, but there is a caveat that cannot be ignored. Clery reports only include crimes committed in areas owned and maintained by the university or public thoroughfares immediately adjacent to the university, leaving a gap in the number of reports handled by local police. The Clery Act excluded larcenies that allow the misidentification of burglaries as larcenies to avoid reporting the correct number of campus thefts. According to The Clery Act (1990), burglaries are reported to the Department of Education, while larcenies are reported to the FBI, not an educational entity.

Implementation of Recommendations

The implementation of the recommendations can be conducted in five phases. Virtual meetings, which are a growing trend, will reduce the time to work through the phases quickly. The time allotted to complete the phases is six to eight months to allow the university executive teams to process and work through each phase with expertise.

Phase One

The information, findings, and recommendations in the case study can be presented to the HBCU executive and student focus groups. This phase will allow for feedback from both groups.

Phase Two

The recommendations that require changes in law surrounding open-campuses will depend on the legislative process. Therefore this process will be given additional time to the implementation process. The legislative process may be lengthy; therefore, no time restriction will be placed on this phase.

Phase Three

1. The recommendations for disseminating safety resources will entail an HBCU research group from each participating HBCU to gather policy and procedures.

2. A thorough review of each policy and procedure to determine if any changes will need to be made to the information.

3. When this is complete, each HBCU executive and student focus group will decide what will be disseminated to their perspective HBCU.

4. Once this information is decided upon, the materials will be evaluated to prevent conflict and duplicate information.

5. The selected policies and procedures will then be disseminated to HBCU students who will be protected by the established policies and regulations of the institution.

Phase Four

The established policies and regulations will be used to create programs that engage students residing on campus and the residence staff and faculty at the institution to ensure that students create a safe environment while completing their studies.

Phase Five

Train specialized crisis professionals to establish safety zones, evaluate the needs of victims, connect survivors with a range of services to meet their needs, and evaluate

response efforts if school violence occurs. Training campus security and law enforcement professionals in active shooter techniques and hold drills in schools that would potentially save lives.

Potential Barriers: Resisting the Change in Paradigm

Funding is a significant factor in build stronger HBCUs, but building relationships and partnerships with federal, state, and other law enforcement agencies in the area are free. Now that video and web conferencing is a technology that will bring anyone to the table; it can also connect police on campus instantly as an alternative to traditional interactions. Using the technology, outside of cell phone apps, can bring students face-to-face with assistance, either on or off-campus. HBCU executive personnel and student leaders can create innovative ways to meet each other at the table with state and federal lawmakers and the financial institutions that fund HBCU and create significant change in HBCU student safety.

Implications

Practical Implications

This case study will benefit the HBCU students and their surrounding communities by creating good strategic plans that will assist leaders in developing practical campus safety information, training programs, action plans, and implementing safety processes. An effective strategy will ensure that all functions of the HBCUs, or other universities, are open to executing a program that will benefit the affected students in a crisis or preventing a crisis. Refining the two themes produced in this case study can also improve increase awareness of the responses of a campus shooting and reveal substantial challenges that can be addressed after a shooting occurs on an HBCU campus.

Implications for Future Research

Implications for future research would consist of reviewing the two themes from this case study and conducting a study that compares the financial allotments given to HBCUs and PWIs in the 2019-2020 year. This case study did not address the timeframe because the 2020 school year was affected by the Covid-19 pandemic, and a lot of students and personnel are not on the campuses. It only addressed the three selected HBCU campuses that experience student deaths that occurred between 2015 and 2016. Researching the financial allotments given to HBCUs and PWIs in the 2019-2020 year could give better insight into how the lack of funding relates to crime on HBCUs and PWIs campuses. This study can be used with other campuses that experience student deaths at campuses that use the open-campus concept.

Implications for Leadership Theory and Practice

The implications for leadership theory and practice with this case study focuses on practical approaches to aid university leaders on how the lack of funding affects the outcomes of a campus shooting. From using secondary resources in the qualitative comparative research study, knowledge was gained in an area that has plagued HBCU students involved in a campus shooting event. From a practical standpoint, leaders should create change on university campuses affected by offering solutions for training higher education leaders and support services on recognizing student's needs. Educating campus leaders on the effects and how to deal with campus shootings will help retain needed assistance for a student after a tragedy occurs.   The leadership style that would best suit leaders in this case study is Situational Leadership because it adapts to the existing environment and meets the needs of the organization. According to Goleman

(2004), the situational leadership style is not based on a specific skill of the leader;

instead, the leader modifies the style of management to suit the requirements of the

organization. In a university setting, the leaders must move from one leadership style to

another to handle the critical and importance of immediate and dangerous threats swiftly,

responsibly, reasonably, and sensitively (Burgess, Regehr, & Roberts, 2013) with

students and university personnel. Thus, increasing awareness of the lack of funding

being the catalyst for the lack of campus safety and reveal substantial challenges that can

be addressed after a shooting occurs on an HBCU campus.

Summary of the Dissertation in Practice

Overall, this study is an overview of three HBCU campuses that had

shooting incidents that resulted in multiple deaths during the 2015–2016 school

years. This qualitative comparative case study used a secondary data collection

procedure due to the sensitivity of the topic concerning campus shootings. The use

of secondary data allowed me to examine the topic through sources available to

the public, and also that did not put subjects at risk of harm. The purpose of this

study was to examine the similarities and differences between private and public

operated HBCUs, and urban and rural located HBCUs that have experienced

multiple campus shooting events.

The HBCUs selected for comparison in this study were Texas Southern

University (TSU), Winston-Salem State University (WSSU), and Miles College. A

primary concern was conducting ethical research that protects participants from

potential physical or emotional harm. Results from this study may provide useful

resources to address how HBCU leaders can use existing protocols to increase

awareness of the responses to a campus shooting and to reveal substantial

challenges that can be considered after a shooting occurs on an HBCU campus.

This lack of collaboration leads to the question of whether schools and colleges

have appropriately trained staff and allocated campus resources to prevent students

from experiencing a campus shooting, which is essential to address.

      Two themes were produced, lack of funding and an open-campus concept, that

proved to answer the lack of funding and if an open-campus concept impacted campus

shooting deaths on HBCU campuses. The recommendations of disseminating safety

resources, social involvement, training, and injunctive relief protections for open-campus

concepts could produce changes to the existing early alert systems, active shooter

emergency response plans, after-action reports, and strategic plans of action that were in

place when these shootings occurred.

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Appendices

Creighton
UNIVERSITY

Office of the Provost
Research Compliance

DATE:	13-July-2020
TO:	Jones, James
FROM:	Social / Behavioral IRB
PROJECT TITLE:	SHOOTINGS ON THREE HISTORICALLY BLACK COLLEGES AND UNIVERSITIES: A QUALITATIVE COMPARATIVE CASE STUDY
REFERENCE #:	2001216
SUBMISSION TYPE:	Not Human Subjects
REVIEW TYPE	Administrative Review
ACTION:	Acknowledged

Thank you for your submission of Initial Application materials for this project. The protocol attached to this submission has been reviewed.

It has been determined this project does not involve human subjects under 45 CFR 46.102(f). IRB review is not required.

We will retain a copy of this correspondence within our records.

If you have any questions, please contact the IRB Office at 402-280-2126 or irb@creighton.edu. Please include your project title and number in all correspondence with this committee.

Institutional Review Board
τ 402.280.2126 | τ 402.280.3200
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