

## **Campus Response to a Student Gunman**

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### **Steps in the Research Process**

### **Qualitative Characteristic**

#### **Identifying a research problem**

- (1) With increasingly frequent incidents of campus violence, a small, growing scholarly literature about the subjects is emerging. For instance, authors have reported on racial [12], courtship and sexually coercive [3, 7, 8] and hazing violence [24]. For the American College Personnel Association, Roark [24] and Roark and Roark [25] reviewed the forms of physical, sexual, and [psychological violence on college campuses and suggested criteria that high-school students might use to assess the level of violence on college campuses they seek to attend. At the national level, President Bush, in November 1989, signed into law the “Student” Right-to-Know and Campus Security Act” (P.L. 101-542), which requires colleges and universities to make available to students, employees, and applicant an annual report on security policies and campus crime statistics [13].

**A qualitative problem requires exploration and understanding**

#### **Reviewing the literature**

- (2) One form of escalating campus violence that has received little attention is student gun violence. Recent campus report indicate that violent crimes from thefts and burglaries to assaults and homicides are on the rise at colleges and universities [13].college campuses have been shocked by killings such as those at The University of Iowa [16], The University of Florida [13], Concordia University in Montreal, and The University of Montreal—Ecole Polytechnique [22]. Incident such as these raise critical concerns, such as psychological trauma, campus safety, and disruption of campus life. Aside from an occasional newspaper report, the postsecondary literature is silent on campus reactions to these tragedies; to understand them one must turn to studies about gun violence in the public school literature. This literature addresses strategies for school intervention [21, 23], provides case studies of incidents in individual school [6, 14, 15), and discusses the problem of students who carry weapons to school [1] and the psychological trauma that result from homicides [32].

**The qualitative literature plays a major role**

#### **Specifying a purpose and research questions**

- (3) A need exists to study campus reactions to violence in order to build conceptual models for future study as well as to identify campus strategies and protocols for reaction. We need to understand better the psychological dimensions and organizational issues of constituents involved in and affected by these incidents. An in-dept qualitative case study exploring the context of an incident can illuminate such conceptual and pragmatic understandings. The study presented in this article is a qualitative case analysis [31] that describes and interprets a campus response to a gun incident. We asked the following exploratory research questions: What happened? Who was involved in response to the incident? What themes of response emerged during the eight-month period that followed this incident? What theoretical constructs helped us understand the campus response, and what constructs were unique to

**The qualitative literature justifies the research problem**

**The qualitative purpose statement and research question are broad and general**

**The qualitative purpose statement and research question seek**

this case?

**participants'  
experiences**

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**The Incident and Response**

**Analyzing the  
data**

**Qualitative data  
analysis consists of  
describing  
information and  
developing themes**

- (4) The incident occurred on the campus of a large public university in a Midwestern city. A decade ago, this city had been designated an "all-American city", but more recently, its normally tranquil environment has been disturbed by an increasing number of assaults and homicides. Some of these violent incidents have involved students at the university.\*
- (5) The incident that provoked this study occurred on a Monday in October. A forty-three-year-old graduate student, enrolled in a senior-level actuarial science class, arrived a few minutes before class, armed with a vintage Korean War military semiautomatic rifle loader with a thirty-round clip in his pocket. Twenty of the thirty-four students in the class had already gathered for class, and most of them were quietly reading the students newspaper. The instructor was en route to class.
- (6) The gunman pointed the rifle at the students, swept it across the room, and pulled the trigger. The gun jammed. Trying to unlock the rifle, he hit the butt of it on the instructor's desk and quickly tried firing it again. Again it did not fire. By this time, most students realized what was happening and dropped to the floor, overturned their desks, and tried to hide behind them. After about twenty seconds, one of the students shoved a desk into the gunman, and students ran past him out into the hall and out of the building. The gunman hastily departed the room and went out of the building to his parked car, which he had left running. He was captured by police within the hour in a nearby small town, where he lived. Although he remains incarcerated at this time, awaiting trial, the motivations for his actions are unknown.
- (7) Campus police and campus administrators were the first to react to the incident. Campus police arrived within three minutes after they had received a telephone call for help. They spent several anxious minutes outside the building interviewing students to obtain an accurate description of the gunman. Campus administrators responded by calling a news conference for 4:00 P.M. the same day, approximately four hours after the incident. The police chief as well as the vice-chancellor of Student Affairs and two students described the incident at the news conference. That same afternoon, the Student Affairs office contacted students Health and Employee Assistance Program (EAP) counselors and instructed them to be available for any students or staff requesting assistance. The Student Affairs office also arranged for a new location, where this class could meet for the rest of the semester. The Office of Judicial; Affairs suspended the gunman from the university. The next day, the incident was discussed by campus administrators at a regularly

scheduled campus wide cabinet meeting. Throughout the week, Student Affairs received several calls from students and from a faculty member about “disturbed” students or unsettling student relations. A counselor of the Employee Assistance Program consulted a psychologist with a specialty in dealing with trauma and responding to educational crises. Only one student immediately set up an appointment with the student health counselor. The campus and local newspapers continued to carry stories about the incident.

- (8) When the actuarial science class met for regularly scheduled classes two and four days later, the students and the instructor were visited by two country attorneys, the police chief, and two students mental health counselors who conducted “debriefing” sessions. These sessions focused on keeping students fully informed about the judicial process and having the students and the instructor, one by one, talk about their experiences and explore their feelings about the incident. By one week after the incident, the students in the class had returned to their standards class format. During this time, a few students, women who were concerned about violence in general, saw Student Health Center counselors. These counselors also fielded questions from several dozen parents who inquired about the counseling services and the level of safety on campus. Some parents also called the campus administration to ask about safety procedures.
- (9) In the weeks following the incident, the faculty and staff campus newsletter carried articles about post-trauma fears and psychological trauma. The campus administration wrote a letter that provided facts about the incident to the board of the university. The administration also mailed campus staff and students information about crime prevention. At least one college dean sent out a memo to staff about “aberrant student behavior”, and one academic department chair requested and held an educational group session with counselor and staff on identifying and dealing with “aberrant behavior” of students.
- (10) Three distinctly different staff groups sought counseling services at the Employee Assistance Program, a program for faculty and staff, during the next several weeks. The first group had had some direct involvement with the assailant, either by seeing him the day of the gun incident or because they had known him personally. This group was concerned about securing professional help, either for the students or for those in the group who were personally experiencing effects of the trauma. The second group consisted of the “silent connection”, individuals who were indirectly involved and yet emotionally traumatized. This group recognized that their fears were a result of the gunman incident, and they wanted to deal with these fears before they escalated. The third group consisted of staff who had previously experienced a trauma, and this incident had retriggered their fears. Several employees were seen by the EAP throughout the next month, but no new groups or delayed stress cases were reported. The EAP counselors stated that each group’s reactions were normal responses. Within a month, although public discussion of the incident had subsided, the EAP and Student Health counselors began expressing the need for a coordinated campus plan to deal with the current as well as any future violent incident.

**Collecting data**

**The Research Study**

- (11) We began our study two days after the incident. Our first step was to draft a research protocol for approval by the university administration and the Institutional Review Board. We made explicit that we would not become involved in the investigation of the gunman or in the therapy to students or staff who had sought assistance from counselors. We also limited our study to the reactions of groups in campus rather than expand it to include off-campus groups (for example, television and newspaper coverage). This bounding of the study was consistent with an exploratory qualitative case study design [31], which was chosen because models and variables were not available for assessing a campus reaction to a gun incident in higher education. In the constructionist tradition, this study incorporated the paradigm assumptions of an emerging design, a context-dependent inquiry, and an inductive data analysis [10]. We also bounded the study by time (eight months) and by a single case (the campus community). Consistent with case study design [17, 31], we identified campus administrators and student newspaper reporters as multiple sources of information for initial interviews. Later we expanded interviews to include a wide array of campus informants, using a semistructured interview protocol that consisted of five questions: What has been your role in the incident? What has been the impact of this incident on the university community? What larger ramifications, if any, exist from the incident? To whom should we talk to find out more about the campus reaction to the incident? We also gathered observational data, documents, and visual materials (see Table 1 for types of information and sources).

**Qualitative researchers take a reflexive and biased approach**

**Qualitative data collection involves studying a small number of individuals or sites**

**Qualitative data collection is based on using protocols developed during the study**

**TABLE 1  
Data Collection Matrix—Type of Information by Source**

<b>Information/Information Source</b>	Interviews	Observations	Documents	Audio-Visual Materials
Students involved	Yes		Yes	
Students at large	Yes			
Central administration	Yes		Yes	
Campus police	Yes	Yes		
Faculty	Yes	Yes	Yes	
Staff	Yes			
Physical plant		Yes	Yes	
News reporters/papers/T.V	Yes		Yes	Yes
Student health counselors	Yes			
Employee Assistance Program counselors	Yes			
Trauma expert	Yes		Yes	Yes
Campus businesses			Yes	
Board members			Yes	

**Qualitative data collection involves gathering text or image data**

- (12) The narrative structure was a “realist” tale [28], describing details, incorporating edited quotes from informants, and stating our interpretation of events, specially an interpretation within the

**Qualitative data analysis consists text analysis**

framework of organizational and psychological issues. We verified the description and interpretation by taking a preliminary draft of the case to select informants for feedback and later incorporating their comments into the final study [17, 18]. We gathered this feedback in a group interview where we asked: Is our description of the incident and the reaction accurate? Are the themes and constructs we have identified consistent with your experiences? Are there some themes and constructs we have missed? Is a campus plan needed? If so, what form should it take?

**Analyzing the data**

**Themes**

***Denial***

- (13) Several weeks later we returned to the classroom where the incident occurred. Instead of finding the desks overturned, we found them to be neatly in order; the room was ready for a lecture or discussion class. The hallway outside the room was narrow, and we visualized how students, on that Monday in October, had quickly left the building, unaware that the gunman, too, was exiting through this same passageway. Many of the students in the hallway during the incident had seemed unaware of what was going on until they saw or heard that there was a gunman in the building. Ironically though, the students had seemed to ignore or deny their dangerous situation. After exiting the building, instead of seeking a hiding place that would be safe, they had huddled together just outside the building. None of the students had barricaded themselves in classrooms or offices or had exited at safe distance from the scene in anticipation that the gunman might return. "People wanted to stand their ground and stick around", claimed a campus police officer. Failing to respond to the potential danger, the class members had huddled together outside the building, taking nervously. A few had been openly emotional and crying. When asked about their mood, one of the students had said, "Most of us were kidding about it", Their conversations had led one to believe that they were dismissing the incident as though it were trivial and as though no one had actually been in danger. An investigating campus police officer was not surprised by the students' behavior"

It is not unusual to see people standing around after one of these types of incident. The American people want to see excitement and have a morbid curiosity. That is why you see spectators hanging around bad accidents. They do not seem to understand the potential danger they are in and do not want to leave until they are injured.

- (14) This description corroborates the response reported by mental health counselors: an initial surrealistic first reaction. In the debriefing by counselor, one female student had commented, "I thought the gunman would shoot out a little flag that would say 'bang'". For her, the events had been like a dream. In this atmosphere no one from the targeted class had called the campus mental health center in the first twenty-four hours following the incident, although they knew that services were available. Instead, students described how they had visited with friends or had gone to bars; the severity of the situation had dawned on them later. One student commented that he had felt

**Qualitative data analysis consists of describing information and developing theme**

fearful and angry only after he had seen the television newscast with pictures of the classroom the evening of the incident.

- (15) Though some parents had expressed concern by phoning counselors, the students' denial may have been reinforced by parent comments. One student reported that his parents had made comments like, "I am not surprised you were involved in this. You are always getting yourself into surprised you were involved in this!" or "You did not get hurt. What is the big deal? Just let it drop!" one student expressed how much more traumatized he had been as a result of his mother's dismissal of the event. He had wanted to have someone whom he trusted willing to sit down and listen to him.

### *Fear*

- (16) Our visit to the classroom suggested a second theme: the response of fear. Still posted in the door several weeks after the incident, we saw the sign announcing that the class was being moved to another undisclosed building and that students were to check with a secretary in an adjoining room about the new location. It was in this undisclosed classroom, two days after the incident, that two student mental health counselors, the campus police chief, and two country attorneys had met with students in the class to discuss fears, reactions, and thoughts. Reactions of fear had begun to surface in this first "debriefing" session and continued to emerge in a second session.
- (17) The immediate fear for most students centered around the thought that the alleged assailant would be able to make bail. Students felt that the assailant might have harbored resentment toward certain students and that he would seek retribution if he made bail. "I think I am going to be afraid when I go back to class. They can change the rooms, but there is nothing stopping him from finding out where we are!" said one student. At the first debriefing session the campus police chief was able to dispel some of this fear by announcing that during the initial hearing the judge had denied bail. This announcement helped to reassure some students about their safety. The campus police chief thought it necessary to keep the students informed of the gunman's status, because several students had called his office to say that they feared for their safety if the gunman were released.
- (18) During the second debriefing session, another fear surfaced: the possibility that a different assailant could attack the class. One student reacted so severely to this potential threat that, according to one counselor, since the October incident, "he had caught himself walking into class and sitting at a desk with a clear shot to the door. He was beginning to see each classroom as a 'battlefield'". In this second session students had sounded angry, they expressed feeling violated, and finally began to admit that they felt unsafe. Yet only one female student immediately accessed the available mental health services, even though an announcement had been made that any student could obtain free counseling.
- (19) The fear students expressed during the "debriefing" sessions mirrored a more general concern on campus about increasingly frequent violent acts in the metropolitan area. Prior to this gun incident, three young females and a male had been kidnapped and had later been found

dead in a nearby city. A university football player who experienced a psychotic episode had severely beaten a woman. He had later suffered a relapse and was shot by police in a scuffle. Just three weeks prior to the October gun incident, a female university student had been abducted and brutally murdered, and several other homicides had occurred in the city. As a student news reporter commented, "This whole semester has been a violent one".

### *Safety*

- (20) The violence in the city that involved university students and the subsequent gun incident that occurred in a campus classroom shocked the typically tranquil campus. A counselor aptly summed up the feeling of many: "When the students walked out of that classroom, their world had become very chaotic; it had become very random, something had happened that robbed them of their sense of safety". Concern for safety became a central reaction for many informants.
- (21) When the chief student affairs officer described the administration's reaction to the incident he listed the safety of student in the classroom as his primary goal, followed by the needs of the news media for details about the case, helping all students with psychological stress, and providing public information on safety. As he talked about the safety issue and the presence of guns on campus, he mentioned that a policy was under consideration for the storage of guns used by students for hunting. Within four hours after the incident, a press conference was called during which the press was briefed not only on the details of the incident, but also on the need to ensure the safety of the campus. Soon thereafter the university administration initiated an informational campaign on campus safety. A letter, describing the incident, was sent to the university board members. (One board member asked, "How could such an incident happen at this university?") The Student Affairs Office sent a letter to all students in which it advised them of the various dimensions of the campus security office and of the types of services it provided. The Counseling and Psychological Services of the Students Health Center oriented their services in a colorful brochure, which was mailed to students in the following week. It emphasized that services were "confidential, accessible, and professional". The Student Judiciary Office advised academic departments on various methods of dealing with students who exhibited abnormal behavior in class. The weekly faculty newsletter stressed that staff needed to respond quickly to any post-trauma fears associated with this incident. The campus newspaper quoted a professor as saying, "I'm totally shocked that in this environment, something like this would happen". Responding to the concerns about disruptive students or employees, the campus police department sent plainclothes officers to sit outside offices whenever faculty and staff indicated concerns.
- (22) An emergency phone system, Code Blue, was installed on campus only ten days after the incident. These thirty-six ten-foot-tall emergency phones, with bright blue flashing, had previously been approved, and specific spots had already been identified from an earlier study. "The

phones will be quite an attention getter”, the director of the Telecommunication Center commented. “We hope they will also be a big detractor [to crime]”. Soon afterwards, in response to calls from concerned students, trees and shrubbery in poorly lit areas of campus were trimmed.

- (23) Students and parents also responded to these safety concerns. At least twenty-five parents called the Students Health Center, the university police, and the Student Affairs Office during the first week after the incident to inquire what kind of services were available for their student. Many parents had been traumatized by the news of the event and immediately demanded answer from the university. They wanted assurances that this type of incident would not happen again and that their child was safe in the campus. Undoubtedly, many parents also called their children during the week immediately following the incident. The students on campus responded to these safety concerns by forming a group of volunteers who would escort anyone on campus, male or female, during the evening hours.
- (24) Local businesses profited by exploiting the commercial aspects of the safety needs created by this incident. Various advertisements for self-defense classes and protection devices inundated the newspapers for several weeks. Campus and local clubs who offered self-defense classes filled quickly, and new classes were formed in response to numerous additional requests. The campus bookstore’s supply of pocket mace and whistles was quickly depleted. The campus police received several inquiries by students who wanted to purchase handguns to carry for protection. None were approved but one wonders whether some guns were not purchased by students anyway. The purchase of cellular telephones from local vendors increased sharply. Most of these purchases were made by females; however, some males also sought out these items for their safety and protection. Not unexpectedly; the price of some products was raised as much as 40 percent to capitalize on the newly created demand. Student conversation centered around the purchase of these safety products: how much they cost, how to use them correctly, how accessible they would be if students should need to use them, and whether they were really necessary.

### ***Retriggering***

- (25) In our original protocol, which we designed to seek approval from the campus administration and the Institutional Review Board, we had outlined a study that would last only three months- a reasonable time, we thought, for this incident to run its course. But during early interviews with counselors, we were referred to a psychologist who specialized in dealing with “trauma” in educational settings. It was this psychologist who mentioned the theme of “retriggering”. Now, eight months later, we begin to understand how, through “retriggering”, that October incident could have a long-term effect on this campus.
- (26) This psychologist explained retriggering as a process by which new incidents of violence would cause individuals to relive the feelings of fear, denial, and threats to personal safety that they had experienced in connection with the original event. They counseling staffs and violence

expert also stated that one should expect to see such feeling retriggering at a later point in time, for example, on the anniversary date of the attack or whenever newspapers or television broadcasts mentioned the incident again. They added that a drawn-out judicial process, during which a case was “kept alive” through legal maneuvering, could cause a long period of retriggering and thereby greatly thwart the healing process. The fairness of the judgment of the court as seen by each victim, we were told, would also influence the amount of healing and resolution of feelings that could occur.

(27) As of this writing, it is difficult to detect specific evidence of retriggering from the October incident, but we discovered the potential consequences of this process firsthand by observing the effects of a nearly identical violent gun incident that had happened some eighteen years earlier. A graduate student carrying a rifle had entered a campus building with the intention of shooting the department chairman. The student was seeking revenge, because several years earlier he had flunked a course taught by this professor. This attempted attack followed several years of legal maneuvers to arrest, prosecute, and incarcerate this student, who, on more than one occasion, had tried to carry out his plan but each time had been thwarted by quick-thinking staff members who would not reveal the professor’s whereabouts. Fortunately, no shots were ever fired, and the student was finally apprehended and arrested.

(28) The professor who was the target of these threats on his life was seriously traumatized not only during the period of these repeated incidents, but his trauma continued even after the attacker’s arrest. The complex processes of the criminal justice system, which, he believed, did not work as it should have, resulted in his feeling further victimized. To this day, the feelings aroused by the original trauma are retriggering each time a gun incident is reported in the news. He was not offered professional help from the university at any time; the counseling services he did receive were secured through his own initiative. Eighteen years later his entire department is still affected in that unwritten rules for dealing with disgruntled students and for protecting this particular professor’s schedule have been established.

### ***Campus Planning***

(29) The question of campus preparedness surfaced during discussion with the psychologist about the process of “debriefing” individuals who had been involved in the October incident [19]. Considering how many diverse groups and individuals had been affected by this incident, a final theme that emerged from our data was the need for a campus wide plan. A counselor remarked, “We would have been inundated had there been twenty-five to thirty deaths. We need a mobilized plan of communication. It would be a wonderful addition to the campus considering the nature of today’s violent world”. It became apparent during our interviews that better communication could have occurred among the constituents who responded to this incident. Of course, one campus police officer noted, “We can’t have an officer in every building all day long!” But the theme of being prepared across the whole campus was mentioned by several individuals.

- (30) The lack of a formal plan to deal with such gun incidents was surprising, given the existence of formal written plans on campus that addressed various other emergencies: bomb threats, chemical spills, fires, earthquakes, explosions, electrical storms, radiation accidents, tornadoes, hazardous material spills, snow storms, and numerous medical emergencies. Moreover, we found that specific campus units had their own protocols that had actually been using during the October gun incident. For example, the police had a procedure and used that procedure for dealing with the gunman and the students at the scene; the EAP counselors debriefed staff and allowing for autonomous operation of units in response to a crisis, called for organizational change that would require cooperation and coordination among units.
- (33) Sherrill [27] provided models of response to campus violence that reinforce as well as depart from the evidence in our case. As mentioned by Sherrill, the disciplinary action taken against a perpetrator, the group counseling of victims, and the use of safety education for the campus community were all factors apparent on our case. However, Sherrill raises issues about responses that were not discussed by our informants, such as developing procedures for individuals who are first to arrive on the scene, dealing with not-students who might be perpetrators or victims, keeping records and document about incidents, varying responses based on the size and nature of the institution, and relating incidents to substance abuse such as drugs and alcohol.
- (34) Also, some of the issues that we had expected after reading the literature about organizational response did not emerge. Aside from occasional newspaper reports (focused mainly on the gunman). There was little campus administrative response to the incident, which was contrary to what we had expected from Roark and Roark [25]. No mention was made of establishing a campus unit to manage future incidents—for example, a campus violence resource center—reporting of violent incident [25], or conducting annual safety audits [20]. Aside from the campus police mentioning that the State Health Department would have been prepared to send a team of trained trauma experts to help emergency personnel cope with the tragedy, no discussion was reported about formal linkages with community agencies that might assist in the event of a tragedy [3]. We also did not hear directly about establishing a “command center” [14] or a crisis coordinator [21], two recommended by specialists on crisis situation.
- (35) On a psychological and social-psychological level, the campus response was to react to the psychological needs of the students who had been directly involved in the incident as well as to students and staff who had been indirectly affected by the incident. Not only did signs of psychological issues, such as denial, fear, and retriggering, emerge, as expected [15], gender and cultural group issues were also mentioned, though they were not discussed enough to be considered basis themes in our analysis. Contrary to assertions in the literature that violent behavior is often accepted in our culture, we found informants in our study to voice concern and fear about escalating violence on campus and in the community.
- (36) Faculty on campus were conspicuously silent on the incident, including the faculty senate, though we had expected this governing

body to take up the issue of aberrant student or faculty behavior in their classroom [25]. Some informants speculated that the faculty might have been passive about this issue because they were unconcerned, but another explanation might be that they were passive because they were unsure of what to do or whom to ask for assistance. From the students we failed to hear that they responded to their post-traumatic stress with “coping” strategies, such as relaxation, physical activity, and the establishment of normal routines [29]. Although the issues of gender and race surface in early conversation with informant, we did not find a direct discussion of these issues. As Bromet [5] comments, the socio-cultural needs of populations with different more must be considered when individuals assess reactions to trauma. In regard to the issue of gender, we did hear that females were the first students to seek out counseling at the Students Health Center. Perhaps our “near-miss” case was unique. We do not know what the reaction of the campus might have been, had a dearth (a multiple deaths) occurred; although, according to the trauma psychologist, “the trauma of no deaths is as great as if deaths had occurred”. Moreover, as with any exploratory case analysis, this case has limited generalizability [17], although thematic generalizability is certainly a possibility. The fact that our information was self-reported and that we were unable to interview all students who had been directly affected by the incident so as to not intervene in student therapy or the investigation also poses a problem.

- (37) Despite these limitations, our research provides a detailed account of a campus reaction to a violent incident with the potential for making a contribution to the literature. Events emerged during the process of reaction that could be “critical incidents” in future studies, such as the victim response, media reporting, the debriefing process, campus changes, and the evolution of a campus plan. With the scarcity of literature on campus violence related to gun incidents, this study beaks new ground by identifying themes and conceptual framework that could be examined in future cases. On a practical level, it can benefit campus administrators who are looking for a plan to respond to campus violence, and it focuses attention on questions that need to be addressed in such a plan. The large number of different groups of people who were affected by this particular gunman incident shows the complexity of responding to a campus crisis and should alert college personnel to the need for preparedness.

### *Epilogue*

- (38) As we conducted this study, we asked ourselves whether we would have had access to informants if someone had been killed. This “near miss” incident provided a unique research opportunity, which could, however, only approximate an event in which a fatality had actually occurred. Our involvement in this study was serendipitous, for one of us had been employed by a correctional facility and therefore had direct experience with gunmen such as the individual in our case; the other was a University of Iowa graduate and thus familiar with the setting and circumstances surrounding another violent incident there in 1992. These experiences obviously affected our assessment of this case by drawing our attention to the campus response in the first plan and to

**Qualitative researchers take a reflexive and biased approach**

psychological reactions like fear and denial. At the time of this writing, campus discussion have been held about adapting the in-place campus emergency preparedness plan to a critical incident management team concept. Counselors have met to discuss coordinating the activities of different units in the events of another incident, and the police are working with faculty members and department staff to help identify potentially violence-prone students. We have the impression that, as a result of this case study, campus personnel see the inter-relatedness and the large number of units that may be involved in a single incident. The anniversary data passed without incident or acknowledgment in the campus newspaper. As for the gunman, he is still incarcerated awaiting trial, and we wonder, as do some of the students he threatened, if he will seek retribution against us for writing up this case if he is released. The campus response to the October incident continues.

**Qualitative research report use flexible and emerging structures and evaluation criteria**

## Reporting the research

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