Focus
THE CHRONICLE OF HIGHER EDUCATION

Recovering From Campus Violence

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After a deadly incident on campus, college leaders must figure out how to help members of the campus community move beyond their fear and distress, and at the same time learn from the incident. "Is there any way we could have prevented this?" officials ask themselves. They also ask, "How can we make our campus a comfortable place for learning again?" Their search for answers can provide guidance to other institutions with concerns about security.

Cover photo of a vigil for a slain Delta State U. professor by Rogelio V. Solis, AP Images

LEAH NASH FOR THE CHRONICLE

An amphitheater at Umpqua Community College, in Oregon, has become a makeshift memorial since the October 1, 2015, shootings that left 10 people dead. Classes resumed 11 days later, but for many, teaching and learning where the gunshots rang out have been a struggle.

'Trying to Get By,' Umpqua Finishes Out a Tragic Term

By ROBIN WILSON

ROSEBURG, ORE.

On the short drive down the rural road that ends at Umpqua Community College, Danielle Haskett was headed back to her office in the student center. Just four days after the shooting here in October, memories flashed through her mind — like the woman in a wheelchair she knew who was gunned down in her writing class that morning.

Ms. Haskett coordinates accessibility services at Umpqua, helping students whose physical and mental disabilities qualify them for special educational accommodations. After the shooting, more people needed her help. They flooded her office. One had been shot in the hand. Many couldn't focus on their schoolwork. They needed extra time to complete assignments. Some were failing. Should I just drop out? one after another asked her. Some showed up just to tell their stories about where they'd been "that morning," and to cry.

"I would go home," Ms. Haskett recalls, "and hide in my bed."

The college tried to pick up where it had left off just 11 days after the shooting, which left 10 people dead, including the gunman, and as many wounded, shattering the community in this modest-income lumber town. If classes didn't start up again by then, the president feared, the entire semester would be lost.

But while most people did return, they have struggled mightily to finish the term. For two months, they've had to teach and learn and work where many heard gunshots and hid, or ran for their lives. They have been grieving for the classmates and colleague they lost.

A temporary counseling center was opened in a meeting space next to the cafeteria, where Amy Baker, a mental-health specialist who came in from Portland the day after the shooting, has camped out for anyone here who wants to talk. Umpqua is a small place. "Everyone knew someone," Ms. Baker says. "They are all having to hold it together."

Snyder Hall, where the shooting took place, is shuttered, but the scenes are still vivid everywhere. Joshua Friedlein, vice president of the student government, had been staffing the front desk of the peer-tutoring center that morning, where Sarena Moore was working on a paper. Then she left for her writing class, where she was killed.

What if he had asked her to stay longer? "I'm trying to forgive myself," he says. "I was the last chance."

Many here are also grappling with their memories of the shooter, a 26-year-old student named Chris Harper Mercer who had attended a special high school for troubled students and had been known all his life as quiet and lonely. After fatally shooting eight classmates and his professor, he exchanged gunfire with the police, then killed himself.

Outsiders frequently, hopefully, ask people here if things are back to normal. But the truth is that the college is barely lurching along, trying to resume regular operations while facing a crushing new set of demands: renegotiating the terms of students' financial aid with the federal government, designing a recovery website, configuring its telephone system to work as a loudspeaker, responding to inquiries from reporters, dignitaries, and an array of well-meaning organizations.

Faculty members and administrators are at times distracted, sad, stunned, angry, and fearful. Under stress, many have suffered from panic attacks, headaches, coughs, colds, even pneumonia. Some professors find themselves watching certain male students — those who keep to themselves — and wondering: Could he be the next shooter?

Danielle Haskett, the college's accessibility-services coordinator, coped with a flood of visits to her office after the shootings — students who were injured, or needed extra time on assignments, or just needed to talk. "I would go home," she recalls, "and hide in my bed."

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Ali Mageehon, who's serving as historian of the shootings and the response, is cataloging the thousands of documents and gifts the college has received. There's a balance, she says, between maintaining memories — "making sure people know there was this outpouring and compassion" — and moving on.

About a half-dozen instructors haven't been able to return.

Ms. Haskett went straight back to work, until a regular medical checkup a couple of weeks later. As her doctor opened the exam-room door, she broke into tears. Taking her doctor's advice, she spent two weeks at home, letting her husband and two kids take care of her. "I had to step away," she says, "and get myself healthy."

But she worries that her absence let some students down. Back on the campus, Ms. Haskett is doing the best she can. "So many of us have just been trying to get by until winter break," she says. "We are exhausted."

The shooting was on Thursday, October 1, and Rita Cavin, the college's interim president, wanted to reopen and resume classes on Monday the 12th. She knew it would be difficult.

Then on the Friday before that Monday, as administrators were frantically attending to details, the college got a threat.

"Ninety percent of my staff wanted to close the college right then, and I said, 'If we evacuate, no one will come back on Monday,'" Ms. Cavin recalls. She persuaded people to let the FBI evaluate the threat first. It was a tense and emotional wait. The FBI determined that while the threat was credible, it wasn't local. The campus stayed open.

Since then, Umpqua has added an armed security officer and two patrol cars. On a hill overlooking its low-slung, tan, siding-and-stone buildings, it is installing four new modular classrooms to stand in for Snyder Hall, while trying to find the money to pay for them.

Newcomers like Ms. Baker, from the state's Community Health Alliance, are here to help. Lane Community College, an hour and a half away, sent a handful of senior administrators; and folks from other community colleges in the state have also traveled to Umpqua.

In the first week back to class, a journalism professor and former dean from the University of Oregon came to advise the student newspaper and left cameras and tape recorders. (Melinda Benton, the faculty adviser for Umpqua's paper, had kept its Facebook page updated from the morning of the shootings until 3:30 a.m. the next day. It was a vital source of information after the college's website crashed from too much traffic.)

Students and professors here felt abused by reporters who descended on the campus within hours of the shootings. To help manage the onslaught of news media, the college hired a woman from a public-relations firm in Eugene.

Even with outside help, people here couldn't prepare for everything that came up. Along the way, they had to figure out things like how to field

an array of unexpected proposals. Someone tried to donate a 6,000-pound rock engraved with the names of the "Umpqua Nine" (the campus didn't accept it). One well-intentioned stranger wanted to help the college become known for something other than the shooting by getting it into the Guinness Book of World Records for the most pumpkins carved on Halloween. ("You want to bring 1,500 knives onto our campus at night?" Ms. Cavin recalls wondering.)

A mass shooting affects not only the people who remain, but nearly everything about how a college does business. Umpqua scrapped its usual drop/add and payment deadlines this term and announced an "extended" — or E — grade to let students keep working on assignments over the next two terms. Administrators made special arrangements with the U.S. Department of Education so that students who didn't come back this fall will maintain their eligibility for federal financial aid come January.

Ms. Cavin has had to pay attention to all kinds of details, things no one would have noticed before. A construction crew building a new nursing complex had to switch to another welding technique because the rivets it was installing sounded like gunshots. "People," she says, "are very much still on edge."

Days before classes were to resume, Umpqua received a threat. "Ninety percent of my staff wanted to close the college right then," its interim president says. But she knew: "If we evacuate, no one will come back on Monday."

In many ways it appears the college is back to business as usual, but people here talk about a "new normal" — the campus may be operating, but things will never be the same.

In the weeks since the shooting, everywhere the women's volleyball team has played, their opponents have wanted to publicly express their condolences. At first the River Hawks didn't want any part of that, says Cheryl Yoder, the athletics director. The women just wanted to play. Then they came to realize that other people needed to feel that they could help in some way. At one game, players from Linn-Benton Community College wore T-shirts honoring the River Hawks and gave the team roses.

The men's basketball team is down a player.

The coach, Daniel Leeworthy, had tried contacting all of his players by text that morning. But Treven Anspach, a soft-spoken, 6-foot-4 forward, never responded.

At first the coach thought he might be injured and in the hospital. Then, through the athletics director, whose hairdresser is Mr. Anspach's mother, the team learned he had died.

The team framed Mr. Anspach's green and white jersey, No. 35, and Mr. Leeworthy wrote a song, "Only Memories Remain," recording it with acoustic guitar accompanied by musicians from the Eugene Symphony.

Some people here say that as the semester ends, they have managed to go a day without thinking about the shooting. But not Ali Mageehon.

In her small office here in the Educational Skills Building, she is surrounded by memories of October 1. That's her new job: cataloging the mementos. Every day, more cards, pictures, banners, letters, flowers, and gifts arrive, among them a string of 1,000 rainbow-colored peace cranes from Japan.

Ms. Mageehon, formerly known as dean of academic support, has taken on the role of historian of the tragedy. In a corner of her office are 70 banners, all rolled up, each offering support from another college or school. She's gradually making her way through thousands of other documents, recording them and then placing them in protective plastic holders.

At first she thought she would respond to everybody, but she quickly realized that would overwhelm her. She is working with a curator at the local Douglas County Museum, but so far it isn't clear what they'll do with everything.

There is a balance, Ms. Mageehon says, between maintaining memories — "making sure people know there was this outpouring and compassion" — and moving on.

The shooting has dissolved some of the traditional boundaries in higher education — say, between faculty and staff members — as people lean on one another.

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Jared Norman, who's finishing a preparatory program before starting nursing school, says he now makes it a point to say hello every day to students he doesn't know. He wants all students on the campus to know "there's someone outside their social circle who cares about them."

Cathy Chapman, an enrollment-services assistant, staffs the front desk of the college's welcome center. She's the first person most visitors meet at Umpqua. Colleagues are now in on two sets of code words Ms. Chapman uses. One is to signal them to pay attention to what's going on at the front desk; the other means she wants them to call security immediately.

Before the shooting, Ms. Chapman often ate lunch alone in the welcome center's windowless break room. But that's where she and 35 others were locked down that morning. Now Ms. Chapman eats in the cafeteria with a group of faculty and staff members who sit and talk and laugh.

Students in the cafeteria here still gather with their own groups of friends, the gamers at one table, jocks at another. Jared Norman, a pre-nursing student, still sits with his student-government friends, but he makes a point to say hello every day to students he doesn't know. He has in mind the shooter, who had few friends and left behind a manifesto detailing his social isolation.

Mr. Norman wants anyone who may feel like that to get a smile and recognition from at least someone on the campus. So he'll go over to one of the gamers and ruffle his hair and ask him something. "What they're doing doesn't interest me much," says Mr. Norman, "but I want to let them know there's someone outside their social circle who cares about them."

Ken Carloni, chair of the science department, is thinking about mental illness. "If you understand a problem, maybe you can stop it," he says. "Maybe you can catch a person or two that way."

After Thanksgiving, the end of the term was in sight for people on the campus. And yet each day held its own challenges. Would they feel OK, or would a particular memory haunt them?

Last week finals came and went, and people started clearing out for winter break. Ms. Haskett is home, wondering if people should have returned to work and classes so soon. She's thinking about, in the event of another crisis, evacuation plans for students with disabilities.

She is taking it slow — sleeping a lot, watching her pets, enjoying her children's company. "I'm really lacking in motivation," she says, "I still have a hard time getting out of bed and going out in public."

Classes start again on January 4, and when she looks ahead, that doesn't seem far off.

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Community Colleges Face Big Security Risks With Few Resources

By MARY ELLEN MCINTIRE and ELLEN WEXLER

MICHAEL SULLIVAN, THE NEWS-REVIEW, AP IMAGES

Ten people died and seven others were wounded on Thursday by a gunman at Umpqua Community College, in Oregon.

The violence at Umpqua Community College last week was the worst mass shooting at a two-year college, whose campuses typically have less security and mental-health resources than those of four-year institutions.

A former president of the college, Joseph Olson, said that it has only one security guard, who is unarmed, and that it relies otherwise on the local police force. That's not uncommon at small, rural colleges like Umpqua, in Roseburg, Ore., say campus-security experts.

In addition to campus security, Umpqua Community College now could find itself seeking broader mental-health services to support survivors and others in the community.

The Chronicle looked at the particular challenges that community colleges face in terms of campus security and mental-health services. Following are the views of experts in those fields.

Q. How does campus security differ on a community college from other types of institutions?

A. All colleges tend to plan their safety and security measures based on the types of challenges they typically face in their community as well as on their limited resources, said William F. Taylor, president of the International Association of Campus Law Enforcement Administrators and chief of police at San Jacinto College, in Texas.

Mr. Taylor spoke earlier this year with a group of community-college security directors in Seattle, he said, and many told him they were the only people involved in safety and security on their campuses. It's a model probably shared by many small colleges, he said.

Administrators at community colleges may be more likely to fill multiple roles than are their counterparts at four-year institutions, said Steven J. Healy, a managing partner and co-founder of Margolis Healy & Associates, a campus-security consulting firm.

Even as more mass shootings have occurred in recent years, there's a sense of "things like this don't happen here," he said. "We have to accept that it can happen here. And if we accept that reality, what do we need to do? How should we be addressing that?"

If a college does not have a large security presence on its campus, it's important to have a strong partnership with the local police, Mr. Healy said, noting that this seemed to be the case at Umpqua.

Q. What challenges do community colleges have in making sure the campus is a safe environment?

A. The student body at a community college is often quite diverse in terms of age, socioeconomic status, and life experiences, said Gene Deisinger, a managing partner at Sigma Threat Management Associates, which does behavioral threat assessments and violence prevention.

Because many students and employees are on the campus only part time, and many campuses aren't residential, it can be challenging to offer education and awareness programs to prepare for an emergency, he said.

That circumstance can also make it more difficult to quickly assess who should be on the campus and who shouldn't, said Mr. Taylor. Many community colleges train faculty and staff members, who are more of a constant presence, in emergency response during mandatory orientation sessions.

Q. How has campus security at community colleges changed since the Virginia Tech shootings, in 2007?

A. The massacre at Virginia Tech put a focus on campus security, but the response by four-year colleges outpaced that of two-year colleges, said Jesus M. Villahermosa Jr., founder of the consulting firm Crisis Reality Training.

"When it's in your own umbrella, it hits home to you more personally, and so therefore you take action more quickly," he said.

Colleges nationwide set up mass-notification systems and tried to determine the risk of a similar event on their campuses by conducting threat assessments, several experts said.

Still, many colleges purchase tools they think will help them respond to an emergency without considering the practical applications, Mr. Villahermosa said. For example, a college should have a recorded public-address announcement prepared in case of a campus lockdown, he said.

And sending mass notifications via text messages can be a problem if a rush of activity affects nearby cellphone towers, he added.

"You're not responsible for everybody," Mr. Villahermosa said. "You teach everybody an individual survival-plan option."

Q. What do mental-health services look like at community colleges?

A. Eighty-one percent of community colleges provide mental-health services, according to a 2014 survey by the American College Counseling Association.

But most of those institutions have only counselors — psychologists, social workers, even interns — who aren't trained in psychiatry. They can meet with students and help them with their mental-health needs, but cannot prescribe medication. And compared with 58 percent of four-year institutions, only 8 percent of community colleges offer on-site psychiatry.

When medication is part of a student's treatment, said the association's president, Amy M. Lenhart, who is a counselor at Collin County Community College, in Texas, "it may take longer for that student to get help."

When community colleges don't employ their own counselors, sometimes they offer outsourced services or refer students to off-campus providers. But students' class schedules and other commitments may not allow them to take advantage of those services, Ms. Lenhart noted.

"It's hard enough sometimes for a student to

reach out and ask for help," she said.

Outsourced counseling services also can be limited, she said. Campus counseling centers may not offer unlimited services, but other providers tend to cut students off after a few appointments, she said. "It's like putting a Band-Aid on a very serious psychological issue."

Q. Do counselors at community colleges have the same responsibilities as those at four-year colleges?

A. Actually, they tend to have more. Counselors at community colleges might also be academic advisers, career advisers, tutors, or administrative staff members. Or they may hold various other positions, unrelated to counseling.

"It's just too much," Ms. Lenhart said. "If a counselor has all of those duties, it's really difficult for them to be there in the capacity of mental-health counseling."

Almost all community-college counselors — 99 percent — have regular duties apart from mental-health counseling, according to the counseling association's survey. Community colleges don't always have the funds to properly staff their counseling centers, Ms. Lenhart said, and counselors are usually expected to perform multiple roles.

"You might see somebody for academic advising and then may be expected to see them in a mental-health emergency," she said.

Q. Do students at community colleges have different mental-health needs than those at four-year colleges?

A. Community-college students don't usually live on the campus — and after events like multiple shootings, where students live will help determine what kind of mental-health care they may need.

"On commuter campuses, getting people to campus to provide some kind of service is more of a challenge," said Susan Quinn, director of student health services at Santa Rosa Junior College, in California. Students who live on the campus, she said, have more peer support and better access to mental-health resources.

Community colleges also have more nontraditional students, she noted. When counseling centers are preparing to provide support, "there's a certain amount of environmental scanning necessary."

Q. What resources do community colleges have to help students after traumatizing events?

A. Community colleges typically provide services to students through their counseling centers. But they don't have the mental-health resources that four-year colleges do, and sometimes they have to get creative.

Resource-strapped colleges can train laypeople to recognize and help those in distress, Ms. Quinn said. In responding to a crisis, she said, they can hold open forums. After September 11, 2001, Santa Rosa called a collegewide forum for students who wanted to talk about the terrorist attacks.

Some community colleges deal with resource shortages by employing unlicensed interns. At MiraCosta College, in California, one licensed marriage-and-family therapist supervises eight interns. The college doesn't have the space or money to hire more licensed staff members, said Marge Reyzer, coordinator of health services. But students are told upfront that they will be seeing interns, and employing more people allows more students to seek counseling.

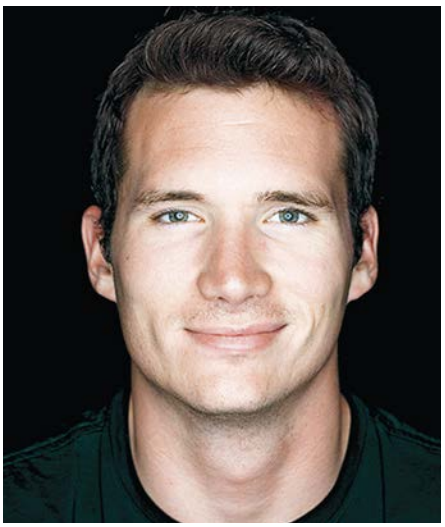
Originally published on October 2, 2015

A Virginia Tech Survivor Puts a Face on the Gun-Violence Prevention Movement

By GOLDIE BLUMENSTYK

For Colin Goddard, an advocate for stricter gun-safety laws, the mass shooting at Umpqua Community College in October brought on an all-too-familiar sense of hopelessness. Eight and a half years ago, he was one of the students taking the bullets, shot four times while sitting in his French class at Virginia Tech. "You feel like you're back at Day 1," he says, "and you know there are now so many number of new innocent families in this country that are on Day 1" with you.

Mr. Goddard's own recovery and his early experiences in exposing lax gun-sale practices as an intern with the Brady Campaign to Prevent Gun Violence have been chronicled in the 2011 documentary *Living for 32*, which is dedicated to the lives taken at Virginia Tech in 2007 and to "the 32 people killed by guns every day in America."



Colin Goddard was among those wounded on April 16, 2007, when a gunman took 32 lives at Virginia Tech. That experience resonates in his work today as an advocate for gun-safety legislation.

Now a senior policy advocate with the organization Everytown for Gun Safety, Mr. Goddard, 30, lobbies for background checks for gun purchasers and other gun-safety legislation, and helps train other survivors of gun violence to engage in advocacy. With public universities in Texas expected to soon announce policies on how they plan to put that state's new campus-carry law into effect on their campuses, and similar legislation in effect or under consideration in as many as a dozen other states, Mr. Goddard said in an interview with *The Chronicle* last week that despite tragic shootings at Umpqua, he believes the gun-violence prevention movement "is finally on an upward trajectory." Following is an edited and condensed version of that conversation.

Q. The film shows your mother soon after the 2007 shooting saying she hoped your life wouldn't be defined by it. Your classmates didn't choose this line of work. What compelled you to?

A. I admire my fellow Hokies and classmates who wanted to be engineers and survived the shooting and are now engineers. It didn't knock them off their path. I was one of the college students who didn't really know what the hell to do after graduation. Learning what I did about this issue and continuing to see it happen to more people, and seeing how stuck it was politically, I just saw an opportunity in front of me and a path forward to make some progress on something that I believed in.

I thought a lot about that sentence, of not letting it define who you are. It's been seven, eight years, and it's helped me find a way forward. It's been a roller coaster of emotions and feelings. It's the next, and perhaps the last, chapter of the recovery.

Q. Having the film allows you to tell your story without having to talk about the shooting every time, but when you do, how do people react? Does it make a difference when you're speaking to a lawmaker or a college president?

A. Absolutely. When I first started direct lobbying with lawmakers, I would not say what happened to me. I was just going to go there and really get into it on background checks, and the evidence, and how it makes sense. And the meetings were just kind of bleh. There wasn't really a whole lot of reaction. Then my boss said, Colin, why don't you just add one or two sentences upfront about what happened to you and why you're here? It changed the dynamic of the conversation entirely. People were much more engaged and much more willing to really listen and ask questions and have a discussion.

For some people, though, it prevented the conversation from even happening. They wanted to avoid the meeting with me because of that. Those are people who generally didn't agree with me or weren't going to agree with me.

Being able to put a face to a problem that most Americans think of in the abstract — and think it's something that happens to bad people living in dense urban cities — really kind of gets people's attention and makes them think twice about this and helps get people to think about it more seriously.

Q. "Campus carry" is a front-and-center issue right now. There are people who sincerely believe it would improve safety on campuses. You've been there. If you or some of your classmates in Norris Hall that day had had guns, would it have made a difference?

A. I have thought about that morning happening differently — probably every single possibility and scenario that could have happened, from me being the one with the gun to save the day, to my teacher, to us trying to do something and getting killed. So I can never say yes or no.

[But] I didn't know what the hell was happening until I got shot. That's what I do know. And I do know that there were many more situations in college where a concealed weapon would have made the situation much more dangerous.

I try to look at the issue of "campus carry" not only in the scenario of mass shootings, which are statistically not the most common form of violence on campus or between anyone in the age group of 18 to 24. Looking at the scenario of: "Someone's going to come shoot you; don't you want a gun to shoot them first?" When you frame it like that, most reasonable people would say yes. But that's not how it happens in reality, and as a result I think campus-carry legislation has not been proven to reduce mass-shooting scenarios, and over all is much more likely to cause harm than provide any benefit.

These [campus-carry] bills are being written such that it forces a university to allow students and faculty to carry concealed weapons on campus when ultimately, I think, it really should be the choice of the students and faculty and administrators who live and work and study there, and it should not be mandated.

If there is some group of people on a college-campus environment that wants it, then so be it. Let the public know, and prospective students and parents can adjust their admissions [interests] accordingly. I will probably not go there myself, but that's their choice.

Q. For those states, as a gun-safety advocate, what's your ideal strategy to limit the potential for harm?

A. You need to look at the data of the number of gun incidents that occurred on campus before the policy was enacted and after, including attacks, assaults, suicides, accidents. There have been multiples cases of students and faculty shooting themselves with concealed firearms on college campuses that allow it. There are several cases where students left their guns on different parts of campus that have been found by other students and caused harm.

Proponents of campus carry say, "Well, look, we enacted it in those states and there hasn't been a mass shooting." We say, "Well, look at all these campuses that haven't enacted a policy, and there also has not been a mass shooting."

I also worry because at the same time states and certain organizations are pushing to allow guns in more sensitive places, they are also trying to remove all the training and permitting requirements to carry a concealed firearm in the first place. In many of the states that have campus-carry legislation, they also have "permitless carry" legislation, which really undermines the argument that campus-carry proponents are making [when they say], "These are not just Joe Blow Anybody with a gun, but these are trained, permitted individuals who know what they're doing."

And while I personally think there is no state with a concealed-carry training system that would prepare you for a close-quarters, live-fire combat scenario like I experienced, having some semblance of being able to point a gun down a range and hit a target is better than no training whatsoever.

Q. We hear from faculty members who are fearful of what might happen in their class-

room with more guns on campus. What response have you seen from professors that seems to have an impact?

A. Without their voices protesting this kind of legislation, the likelihood of it becoming law is much greater. There is more that needs to happen besides just having the faculty and students protesting. A lot of this comes down to ideology on behalf of the lawmakers. You need campus law-enforcement and campus public-safety officers as well in this conversation. You need donors to the university in this conversation, letting folks know that this is their alma mater and they don't want to see this happen.

In some states, pressure from the board [of trustees] has been incredibly helpful. Unfortunately, I've heard anecdotes of this in multiple states where the campus-carry fight has spanned over several years and several sessions, that eventually state lawmakers make threats to public institutions of higher education in those states to cut funding to programs if they continue to voice vocal opposition. [That] has quietly hushed boards of visitors or faculty senates from engaging in public opposition, which is a shame.

Q. How important is language to what you do? Is there any particular language that resonates better in a campus setting?

A. "Gun control" is a term that has been charged over the years by the gun industry and the media into meaning different things for different people. [It means] reasonable background checks to some people. [To others] it can also mean the government kicking down your door and coming to take your gun from your house. For purposes of moving a policy discussion forward and finding consensus, "gun control" is quite a useless term.

"Gun-violence prevention" has been a way to create a new vocabulary and a new way to talk about this issue to help unstick the national conversation, to talk about the issues specifically. "Do you support requiring a criminal-background check before a gun is sold?" "Do you support preventing convicted domestic-violence abusers from purchasing firearms?" Those are the bills that the gun-violence prevention movement is trying to enact.

For the campus-carry issue, it's very important to talk about where on campus guns will be allowed. Proponents of campus-carry legislation say, "I want to be able to defend myself on campus." We say, "Does that mean you support allowing students to carry loaded firearms into science laboratories?" We talk about forcing universities to allow students and faculty to carry guns into dorm rooms, into classrooms, into science labs, into day-care centers. In some cases, there are bars in the student union — athletic events, stadiums, tailgating, and all the normal scenarios that happen on college campuses — and thinking about a gun in that situation.

Q. "Living for 32" includes undercover footage you took with a button camera while working for the Brady Campaign, successfully buying guns at gun shows without even showing ID. What was that like?

A. Time and time again, I surprised myself with how easy it was. The cherry on top was [that] after the guy handed an AK-47 off to us in Dayton, Ohio, he told us to "go have fun with it." Kind of mind-blowing, in a way, that somebody would feel no sense of irresponsilibity, if that's even a word, for handing off a weapon like that to someone when they had no idea who they are or their legal ability to purchase firearms in the first place.

Q. In the film you also say you could imagine yourself at some point owning a gun. Do you own one?

A. I do not. But through all this I have much greater understanding and appreciation for the tradition of gun ownership in this country, how families pass guns from generation to generation. There's history and tradition there. I get that. I understand people's desire to want to own guns to defend themselves and their families. I also understand that the presence of a gun in the home is more likely to result in the death of one of the people who live there than any sort of intruder.

I am more likely to own a gun than I was before all this, but it's still not very likely. Acknowledging that has brought more of the gun-owning population into the conversation and allowed them to realize that this is not a movement to take guns away from anybody or ban guns from America but to really look at the laws and ask, "Is this the most responsible way we could be doing it?" And my argument is: No. And we ought to make those changes now before the next preventable, horrible mass-casualty scenario occurs.

Originally published on November 24, 2015

Virginia Tech Weighs Hundreds of Recommendations and Acts on Some

By KARIN FISCHER

Three reports on last April's shootings left Virginia Tech under a mountain of recommendations — roughly 400 in all.

So far the university has dealt with some of the most significant ones. Virginia Tech established an emergency-notification system, created a team to assess at-risk students and employees, and hired additional police officers and mental-health counselors. University officials, who have already spent more than $10.4-million on such efforts, say they will make more changes in the coming months.

Those actions have earned praise from some observers, including the chairman of a state panel that investigated the shootings. "It's a big task," says W. Gerald Massengill, a retired Virginia State Police superintendent. "They've done a good job so far."

But others worry that instead of wrestling with the thorniest challenges, like reducing bureaucratic obstacles or sharing information about troubled students, Virginia Tech has concentrated on safety enhancements like installing locks on classroom doors.

"It's easier to address those issues," says Gordon K. Davies, a member of the state panel and a former state higher-education official, "but they are not the ones that are going to prevent mayhem."

SIFTING THE RECOMMENDATIONS

Virginia Tech officials say they are weighing many changes. Last fall the university named students, administrators, and faculty and staff members to a pair of committees that have now sifted through the recommendations from the state and federal investigators, and Virginia Tech's own review panel. The two committees — one of which focused on security and infrastructure, the other on "human dimensions" — culled the suggestions, which ranged from highly specific to vague. Many were redundant.

The university had already made some of the proposed changes, such as creating a cell-phone-alert system, says Richard E. Sorensen, dean of the college of business and head of the security group.

His committee deemed other proposals too impractical or expensive. For instance, the group recommended against installing closed-circuit security cameras throughout the campus, concluding that the university should put them only in high-risk areas, such as isolated parking lots or in front of dormitory entrances.

"We didn't want it to feel like Big Brother was always watching over you," Mr. Sorensen says.

The group forwarded its suggestions to Charles W. Steger, Virginia Tech's president, and other top administrators.

So far, the university has enhanced its security and mental-health staffs, adding 11 new police officers, three new counselors, and three case managers. Virginia Tech had relied on student-services employees to informally serve as caseworkers in addition to their other duties, says Zenobia L. Hikes, vice president for student affairs, but the state panel criticized the university for not adequately monitoring Seung-Hui Cho, the gunman, who had a history of mental-health problems.

Virginia Tech is also doing more to prepare faculty and staff members to recognize and report troubled students, says Ms. Hikes. Her staff has distributed cards listing emergency procedures and created a Web-based system that allows professors to report their concerns electronically. The dean of students and the director of the counseling

center also conducted several training sessions for faculty members at the beginning of the fall semester.

Kerry J. Redican, a professor of education and president of the Virginia Tech Faculty Senate, says his colleagues are generally pleased with the university's response and with efforts to provide extra resources. "We want to be part of the system," he said, "but it's not like you have 1,500 psychiatrists on the faculty."

ASSESSING THREATS

The university also has created a threat-assessment team, comprising officials from counseling, legal affairs, and other key offices. The university's chief of police, Wendell R. Flinchum, leads the group. The eight-member panel meets weekly to review cases of distressed students and employees. Since its formation last fall, the team has reviewed a handful of cases, involving approximately two faculty members, four staff members, and 15 students, said Edward F.D. Spencer, associate vice president for student affairs.

The group is still crafting some of the protocols that will govern its work, Mr. Spencer says. For example, team members have agreed to take actions supported by a majority when they can't reach consensus. But they have not figured out how — or whether — to enact a proposal by the state review panel to rank the seriousness of individual cases on a 10-point scale.

Mr. Spencer concedes that the threat-assessment team is a work in progress.

And threat-assessment teams have limitations, a point that was underscored by an incident in December, when a Virginia Tech senior named Daniel Kim fatally shot himself in an off-campus parking lot. About a month earlier, a friend on another campus had sent an e-mail message warning Virginia Tech that Mr. Kim was troubled.

The university's threat-assessment team reviewed Mr. Kim's case, then asked Blacksburg police to visit the student, according to Lawrence J. Hincker, Virginia Tech's associate vice president for university relations. It is standard protocol to have the police department make a "wellness check" on off-campus students, Mr. Hincker said.

Mr. Kim told the police that he did not know the person who had contacted Virginia Tech, and an officer trained to recognize signs of mental-health problems said Mr. Kim displayed "no apparent signs of distress," Mr. Hincker says. Virginia Tech's threat-assessment team concluded that he was not a danger to himself.

Virginia Tech officials lacked important information about Mr. Kim's home life, Mr. Hincker said. "We only had information from a third party that did not seem credible without investigation."

William Kim, Daniel's father, says Virginia Tech should have tried to contact him, but officials there later told him that was unnecessary. "If they didn't want to do anything, they should have let the family take care of it," he says. "If I'd seen the warning they received from my son's friend, like any parent, I would have gone down there and tried to talk to him and brought him home." The university is still weighing a key question: Under what circumstances should officials contact the parents of distressed students?

'WE WANT THIS THING TO WORK'

Virginia Tech is also waiting for Virginia's attorney general to issue clarifying guidelines on recommendations on sharing information about students, including a proposal that would allow high schools to provide more background information to colleges, Ms. Hikes says.

Mr. Davies, whose state investigation panel faulted the university for its cautious interpretation of privacy law, said Virginia Tech officials must determine how to communicate more effectively about troubled students. And he believes they must do it soon.

"There's a window open now that won't be open for very long," he said.

Money is also a factor. Although Virginia Tech officials say that they did not reject any recommendations because of their costs, they also note that Virginia lawmakers have yet to allocate any funds, either to cover expenses incurred in the immediate aftermath of the shooting or to pay for campus security and mental-health enhancements. The budget just approved by the state General Assembly includes no money for security upgrades on public-college campuses, leaving the university to reallocate money from its own budget, Mr. Hincker said.

Still, Virginia Tech officials say they are pleased with the progress so far. "We're going to work through this," Mr. Steger told a town-hall meeting on the campus last month. "We want this thing to work, to add value to our sense of safety."

Robin Wilson contributed to this report.

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University Leaders Grapple With a Tragedy

By LIBBY SANDER

DEKALB, ILL.

At even the best-prepared universities, there is no playbook for handling the crush of tough decisions that comes after a mass shooting rocks an otherwise quiet campus.

The police tape eventually comes down. But the decisions remain, often with few guideposts.

The key, said John G. Peters, president of Northern Illinois University, is to keep focused on the basics.

"The world wants answers to questions, and answers are always slow in coming, and confusing," Mr. Peters said in an interview with The Chronicle Sunday afternoon in his office. Dressed in gray slacks and a black sweater, with a red and black ribbon pinned to the shoulder, and his eyes red from fatigue, Mr. Peters talked about his university's response to the fatal rampage last week.

The castlelike building that houses the president's office was the scene of a media frenzy after Steven P. Kazmierczak, a former Northern Illinois student, burst into a crowded lecture hall and opened fire on a class of 140 or so students. He shot 21 people, killing five, before turning the gun on himself. The investigation is ongoing, and the police have yet to find a motive.

In interviews this weekend, Mr. Peters, faculty members, and administrators said their university was as well-prepared as it could have been for the crisis that unfolded here last week, on a campus tucked amid cornfields an hour west of Chicago. But even the best-laid plans don't cover everything, they acknowledged.

"One of the things I've realized is that not having an answer is not an option," said Brian O. Hemphill, vice president for student affairs. "We're talking about people's lives, and them being able to move forward from this point."

MANAGING A CRISIS

Mr. Hemphill's office was bustling on Sunday morning, where a dozen or so volunteers answered phones and handled random assignments. Almost everyone wore NIU sweatshirts or pins.

One volunteer sat at a table gluing together strips of red and black ribbon—Huskie red and black—to make pins. But even that small task involved an unanticipated obstacle: "It's hard to find red and black ribbon in town right now," she said.

It was just a tiny piece of a larger challenge university officials have faced in the days following the shootings. For them, the aftermath has often boiled down to one thing: Details.

"The details are very important," Mr. Hemphill said. Those include contacting all of the students who were in Cole Hall at the time of the shooting and finding accommodations for the dozens of counselors who arrived late Thursday and Friday from nearby institutions. Campus leaders have also struggled over the kind of language the university president should use when referring to the gunman—"evil" or "disturbed"? (He settled on "disturbed.") And they also had to decide which university officials would attend which funerals, as all five for Mr. Kazmierczak's victims are scheduled for this week.

The logistics can be overwhelming, officials said.

A scholarship fund was quickly created for the flood of donations from well-wishers. Classes held in Cole Hall, a large academic building that will remain closed for the rest of the year, must be reassigned to other locations. Belongings left behind in the lecture hall by fleeing students were returned to their owners. And some funeral services were made and paid for using the death benefits from a university insurance policy.

"You shift into autopilot," said Melanie Magara, the university's chief spokesperson, who has fielded inquiries from hundreds of news organizations from around the world. Decisions that seem so basic take on great significance, she said.

"The majority of these details have been very mundane, and I don't mean that in a disrespectful way," she said. "It is day-to-day, routine, detailed stuff. The huge amount of work, and much

of it mundane, has been, in a way, healing and therapeutic."

A TEACHING MOMENT

Administrators are not the only ones scrambling to prepare the campus for the return of students next week. Faculty members, who have been asked to return to work on Tuesday to receive three days of training from counselors, are also concentrating on the details.

E. Taylor Atkins, the director of undergraduate studies in the history department, said he hoped to use the tragedy as a teaching tool. Unlike some other disciplines, history offers lessons in human behavior, he said, and he hoped that by studying past calamities he might help his students come to grips with their new reality.

It was an approach he took in class following the terrorist attacks of Sept. 11, 2001, and he intended to use it again later this month.

"We should look at this as an opportunity to put our historical knowledge to some really good use," said Mr. Atkins, an associate professor. "It could help our students to put this incident in a longer perspective."

In the English department, one associate professor, Michael Day, said he anticipated having to manage a broad spectrum of reactions from students when they returned.

"We will want to work on the balance between acknowledging some students' fears and emotions, and other students' need to get on with their studies," Mr. Day said in an e-mail message.

COMFORT AMID CHAOS

If there is one institution familiar with all the questions Northern Illinois officials face, it is Virginia Tech, where last April a gunman fatally shot 32 people before killing himself.

John Cleary, the men's golf coach at Northern Illinois, was having dinner with four members of his team Saturday night at the home of Tim McMurray, a senior associate athletic director, when he received a telephone call.

It was from the golf coach at Virginia Tech, who said that golfers there had decided to change the hats they planned to wear during competition this spring. The new hats, the coach said, would feature a joint logo of the Virginia Tech Hokies and the Northern Illinois Huskies.

Mr. Hemphill, in student affairs, said he was on the telephone late Thursday night, just hours after the shootings, talking to his counterpart at Virginia Tech.

And the head of Virginia Tech's counseling services will lead the training workshops next week for faculty members here.

"Virginia Tech has been with us," Mr. Peters said.

Other universities have reached out as well. On Saturday evening, Ms. Magara opened a large package to find a boxful of potato chips, cookies, gum, and Pop-Tarts, as well as bandages and a toothbrush. It was from the public-relations department at the University of Alabama, and included a handwritten card signed by all members of that department.

"These are complete strangers," she said. "How sweet."

WHAT'S NEXT?

In the blur of the past several days, administrators and faculty members said it was difficult to predict where the coming weeks and months would lead them.

Mr. Peters said the incident on his campus was just the latest in a string of events in recent years that have tested the mettle of the academy.

"We've always had tragedies," he said, referring to colleges and universities around the country. "But what has happened to us in the past few years is fundamentally changing the way we view things. We must think about security at all times. And it's hard for us."

But, he continued, "We do it, and I think our campuses are doing it very well with infrastructures that are open. That's the way we build campuses: Our buildings are as open as our discourse. And now we are obviously, for safety purposes and security, rethinking that."

Northern Illinois's fast response to the shooting has been widely praised, but Mr. Peters said that at some point in the coming months, he and his staff would "systematically" look at how the events unfolded.

"We have to sift through the results of this and make changes where necessary," he said. "It's a little hard to say we could have reacted any better."

Although he has hardly had time to take stock of everything that has happened over the past few days, Mr. Peters already had some advice for his peers: "Be serious about planning. Take advantage of the lessons learned from Virginia Tech and NIU."

But when asked what the lessons from NIU were, he paused. His face wore a sad grin.

"I'm not sure yet," he said.

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In Huntsville, a Shattered Department Picks Up the Pieces

A year after their colleagues were shot, professors in Huntsville, Ala., rebuild

By AUDREY WILLIAMS JUNE

HUNTSVILLE, ALA.

Classes at the University of Alabama at Huntsville were canceled for a week last February, and the campus was largely deserted. The biology-department faculty, however, was called in for a meeting. Their task: Put the department back together.

It was a shattered group. Three professors had been shot dead in a departmental meeting on February 12. Another professor and the department's staff assistant were critically wounded. The accused shooter, arrested by the police, was a fellow professor, Amy Bishop.

Violently losing four professors and a key staff member from a department of 14 faculty members was a calamity. (They also lost Ms. Bishop to police custody. Another professor, who was slightly wounded, was able to return to work quickly.) "We had to figure out how to get through the rest of the semester," says Debra M. Moriarity, a professor and now interim chair.

So a former chair took over the department, while the remaining professors doubled their number of undergraduate advisees and became new mentors to graduate students. They also took over research grants held by their colleagues who died. Now they are in the midst of hiring new faculty members to replace them.

"We were all still in shock," says Ms. Moriarity, recalling the gathering, which took place in a campus building not far from where the shooting occurred. "But people just raised their hands around the table and said 'I'll do it' to everything that needed to get done."

One thing people on the campus don't feel needs to be done is to talk publicly about the shooting. Beyond a few professors, most faculty members and graduate students contacted for this article opted not to comment. Replaying the incident is still emotionally painful: All but two of the remaining faculty members were in the room when the shooting took place. And some believe that talking about the incident glorifies Ms. Bishop.

There's also a palpable concern—especially at the highest levels of administration—that too much continued attention on the events of last February could tarnish the institution's reputation. "I'm focusing on everybody moving forward," says David B. Williams, president of the university.

OFFERS TO HELP

Moving at all was the first challenge as professors coped with their tremendous anxiety—and that of students. During the first week of classes following the deaths of professors Maria Ragland Davis, Adriel D. Johnson Sr., and Gopi K. Podila, the department chair, "we just kept telling the students that no one was going to fall through the cracks," Ms. Moriarity says.

Offers to help came from many corners. Retired biology professors from the University of Alabama at Tuscaloosa, a professor in the chemical-engineering department at Huntsville, and scientists at the HudsonAlpha Institute for Biotechnology, a nonprofit outfit that is home to biotech start-ups that have hired many Huntsville graduates, were among those who ended up teaching and advising.

With this assistance, the department was able to continue nearly a dozen classes (and independent-study groups) like "Cell and Developmental Biology," "Advanced Molecular Techniques," and "Infection and Immunity." Scientists at HudsonAlpha took turns as lecturers for Ms. Bishop's neuroscience class, and they offered to mentor several students in the institution's doctoral program in biotechnology. No courses were canceled.

And the agencies that had awarded just over $1-million in research grants to the scientists who were killed and to one who had been critically wounded allowed the grants to be transferred. Lynn

Boyd, an associate professor, took on the bulk of them, joined by three other professors. A $219,750 grant awarded to Ms. Bishop was terminated.

To help on the administrative side, the department called in a retired biology professor, Samuel Campbell, a former chair. Mr. Campbell, whose retired assistant joined him to fill in for the department's wounded staff member, Stephanie Monticciolo, "was a lifesaver," says Ms. Moriarity. "He knew all the things that needed to be done, and that just made everything easier."

Ms. Moriarity, who was dean of graduate studies at the time, added "Anatomy and Physiology" to the single course she normally taught as dean. And like most professors in the department, she advised a pool of roughly 60 students, up from about 30. The biology department's 450 or so undergraduate majors make it the third largest on campus. "I could tell that students were watching me," Ms. Moriarity says. "They were watching to see if everything was going to go smoothly. It was very important for the students to know that we were doing all we could."

The students reached out as well, says Joseph D. Ng, an associate professor. "I got so many nice cards and notes telling us how much we all were appreciated," he says. "The students were all thinking we could get through this together."

"The students were all thinking we could get through this together."

The university, aware of the effect of the shooting on students, issued a liberal policy for withdrawals and incompletes for the semester that ended in May of last year. Eighty-five students withdrew from biology classes, the same as a year earlier, but the number of incompletes increased from eight to 14. The semester was extended by a week, and classes and finals were held during what was normally a break between finals and graduation. "We just treated them gently," says Ms. Moriarity.

Bureaucratically, some things did fall through the cracks. For instance, a year-end report that was supposed to be submitted to the administration at the end of the spring semester "just never made it there," Ms. Moriarity says. "We just didn't have the information to do it."

PREPARING TO MOVE ON

But at the end of the semester, 40 biology undergraduates and five graduate students graduated as planned. In May, Mr. Campbell turned over his role as interim department chair to Ms. Moriarity.

Timing played a big role in her decision to take the job. "Rather than try to do a search for a chair in the spring, which is the wrong time of year for academic hiring, I just agreed to do it," says Ms. Moriarity, who ran the biology department and served as dean of graduate studies simultaneously until an interim dean was hired last fall.

The summer semester brought some relief. The few classes offered by the department were covered by the remaining faculty and a crew of part-time professors who normally teach at that time. And Ms. Moriarity says she insisted that "everyone take at least one week off in the summer to get away from the stress here." Still, the department had to fast-track a search for three visiting assistant professors to teach two or three classes each for the 2010-11 academic year.

Once those positions were filled, faculty members turned to filling positions once held by their slain colleagues. A few weeks ago, a search committee led by Mr. Ng met to begin combing through more than 100 applications for tenure-track jobs in systems biology. Those professors will be key in the department's push to maintain its role as a catalyst for the City of Huntsville's biotechnology-research hub, to raise the department's national profile, and to continue to serve the students who have stuck by them in their darkest hour.

Even before that committee was formed, early discussions about what the new professors should bring to the table were pointed. A small cluster of hires would, after all, help shape the department's future. "We have to have a lot of patience with each other," says Ms. Moriarity, whose tenure in the department spans 28 years. "Anytime you've got post-traumatic stress disorder, it's hard to make decisions."

The department announced its job openings in mid-December, later in the hiring season than it set out to. Mr. Ng, the search-committee chair, says that even though the department's job ad was posted so close to the holiday season, "two days after it went up, we started getting bombarded with applications." Campus interviews are scheduled for the end of February or early March.

"It's not always about credentials," says Mr. Ng, talking about how the committee will make the cut. "It's about fit. Being a team player is crucial."

As for a new department chair, that isn't on the horizon just yet. Ms. Moriarity says she expects to serve as chair for at least two years. Yet

in some ways, she hasn't completely wrapped her mind around that responsibility. In her office, formerly Mr. Podila's, she has stored away paintings that haven't been hung up on the walls. "We're not rushing to get a new chair," Ms. Moriarity says. "When we get there, we get there."

Getting there remains hard because, despite everyone's efforts to move on, Ms. Bishop won't just fade into the background. Late last year, Joseph G. Leahy, an associate professor who sustained a severe brain injury that has made his return to work difficult, detailed in a lawsuit how Ms. Bishop and her husband had wrecked his life in ways that may be irreparable. Ms. Monticciolo, the departmental staff assistant who is now retired, filed a joint lawsuit with Mr. Leahy.

In mid-January, the families of Ms. Davis and Mr. Johnson also sued Ms. Bishop as well as the university's provost, Vistasp Karbhari, saying that he had failed to act on information that would have prevented the attack. And just this month, Ms. Moriarity also sued the accused shooter and her husband, claiming mental and physical injuries.

'CHARGE ON'

It's hard to believe now that the biology department's building—now free of police tape and filled again with academic activity—was ever the scene of a crime, but coming to work here conjures up feelings that professors find difficult to deal with.

"You have to have a lot of strength to be here every day," Ms. Moriarity says. During particularly bad moments, she puts in a call to her 2-year-old grandson, whose incoherent babbling on the telephone always makes her laugh. "I don't understand a word he's saying, but he's so much fun to listen to."

The conference room where the shooting took place remains locked. And in addition to their missing colleagues, there are other workplace reminders of their loss. The nameplate for Mr. Podila's lab still hangs outside its door. A lab manual for cell biology, which Ms. Davis was working on before her death, was completed by her colleagues, and a copy rests on a bookshelf in Ms. Moriarity's office. The minority students that Mr. Johnson earned a reputation for diligently mentoring are still on campus, sticking to the path that he once guided them along.

And on a wall of glass on the center's first floor is a more pervasive reminder of the shooting—a blue-ribbon sticker imprinted with the words "Charge On." The slogan, drawn from the name of the university's sports teams, the Chargers, was created in the days immediately following the shooting as a way to unify the campus and the community. The bumpers of many cars parked on campus and tooling throughout the city of Huntsville bear the same sticker.

Mr. Williams, the university's president, says he relies on that slogan a lot. "My challenge is to continue to reassure the community of our resiliency," he says. He'll get a chance to do that once again at a memorial service to be held on the anniversary of the shooting. There are plans to plant a garden to honor those who died, and a sketch will be unveiled at the service.

Mr. Ng, who has worked at Huntsville for 12 years, and others say that one of the best ways for the department to honor its colleagues is to carry on their vision for what the department could be.

"I can't believe a year has passed," Mr. Ng says. "We're up for air now."

Ms. Moriarity has also sued the accused shooter and her husband, claiming mental and physical injuries.

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Joseph Leahy of the U. of Alabama at Huntsville is struggling to recover his teaching and research skills, with the help of his wife, Virginia.

CHRISTINE PRICHARD FOR THE CHRONICLE

Huntsville, One Year Later: A Wounded Professor's Long Road Back

By ROBIN WILSON

Shot in the head at a department meeting, Joseph Leahy is relearning his job

EACH TIME HE goes to the biological-sciences department at the University of Alabama at Huntsville, Joseph G. Leahy walks by the conference room where one of his colleagues tried to kill him.

But the proximity holds no horrors for Mr. Leahy, an associate professor of microbiology. "It's funny because it's just a dark room," he says of the place where Amy Bishop, then an assistant professor, is accused of opening fire during a faculty meeting last February—killing three of Mr. Leahy's colleagues, shooting him in the head, and wounding two others. "It's kind of a big nothing to me since right now, I don't remember the events at all."

More difficult for Mr. Leahy has been resuming his career. The bullet severed the optic nerve in his right eye before shattering his jaw and then lodging in his neck near his jugular vein. He credits his colleagues with helping to save his life by stanching the blood from his head with small napkins in the conference room. Still, Mr. Leahy is blind in his right eye, and the sight in his left eye is diminished because of damage to his brain's right frontal lobe. Reading and writing are now challenges, as is navigating the Internet.

When he is on the campus, Mr. Leahy frequently walks with a white cane. Although he is on disability leave, he spends about 15 hours a week on university business, he figures. He is beginning to prepare a journal article on a discovery he and his colleagues made last year about treating bacterial infections.

He is also sitting in on a class for undergraduates interested in the health professions that is taught by Debra M. Moriarity, interim chair of biology. Mr. Leahy, who is 51, wants to reacclimate to the classroom and meet students who are planning careers in medicine, so that he might take over next year as head of a committee that advises such students. It's a job that was held by Adriel D. Johnson Sr., one of Mr. Leahy's slain colleagues.

As Mr. Leahy gradually recovers, the university is also feeling its way through an unfamiliar circumstance: helping a professor with a traumatic brain injury return to what is typically a very demanding job.

As Mr. Leahy gradually recovers, the university is also feeling its way through an unfamiliar circumstance: helping a professor with a traumatic brain injury return to what is typically a very demanding job. "Of course, we're all very hopeful that he can come back and eventually be as close to 100 percent as he's going to get," says Ms. Moriarity. Mr. Leahy is the only severely injured person from the shootings to return to the university. Stephanie Monticciolo, a staff assistant who was also shot in the head, has retired. (The other wounded faculty member, Luis Rogelio Cruz-Vera, was not as badly injured and returned to the campus last year.)

If Mr. Leahy goes back to teaching on his own as planned this fall, Ms. Moriarity says, he may need an extra teaching assistant to help manage paperwork and other logistics.

Doctors can't say for sure how much of his former intellectual and organizational capacity Mr. Leahy will regain. But they are certain that the road back will not be smooth.

Indeed, there have already been setbacks. Mr. Leahy thought he might teach an environmental-biology course this semester, but the department canceled it when he contracted MRSA, a dangerous drug-resistant bacterial infection, after surgeons implanted a titanium plate in his forehead. The plate, which covered an area where Mr. Leahy lost bone and brain matter, had to be removed in October, and surgery to insert a new one is scheduled for April.

Jon Weingart, a professor of neurosurgery at the Johns Hopkins University who is not familiar with Mr. Leahy's specific condition, says recovery from a gunshot wound to the head can be uneven, and that every person is different. "Information that has been burned in over the years is going to be present and can be spit out in a recordinglike fashion," he says. "But give that person data from a new experiment and ask them to draw a conclusion, and they could be incapable."

Oftentimes, he says, an injured person's abilities can be hard to judge. "You can watch someone walk in the door and talk to them and they look completely normal, and you can have a conversation with them," he says. "But if you ask them to make some kind of decision that involves choices, they may be incapable of making the logical one."

A lot of the assistance Mr. Leahy has needed during his recovery has been paid for by the university. Ray Garner, a university spokesman, said the institution wanted to provide as much help as it could to Mr. Leahy and his family "within the bounds of existing policies." It provides a driver to take him to and from the campus and to his speech-therapy and rehabilitation appointments, so that his wife, Virginia Leahy, can do her job as an accountant. It has also covered all out-of-pocket medical expenses Mr. Leahy has encountered in his treatment, including for the seven surgeries he has undergone. And it has paid for a medical case manager to coordinate his care.

The university has even allowed Mr. Leahy's

oldest son, Keith, to enroll free of charge (children of employees typically pay half tuition). Keith, who was in his second semester at Mississippi State University when Mr. Leahy was shot, returned home to help with household tasks and take care of his younger brother, who is now in high school.

While doctors may be uncertain of the eventual outcome, so far everyone has marveled at the extent of Mr. Leahy's recovery. In November, Mr. Leahy, who coached his sons' junior-high-school track team, ran a five-kilometer race. And Ms. Moriarity recently saw him carrying a desktop computer down the hallway, something that worried her at first but indicated that Mr. Leahy was getting better, she says.

His sister, Lisa Leahy Scherer, an associate professor of organizational psychology at the University of Nebraska at Omaha, says her brother is resilient. His Roman Catholic faith, shared by his tight-knit extended family, has helped him make it through, she says.

Ironically, Ms. Scherer studies the kind of tragedies that happened at Huntsville. She is teaching a graduate seminar this semester on workplace violence and incivility called: "Shedding Light on the Dark Side of Organizational Life."

When he is talking on the telephone, as he did with a *Chronicle* reporter last month, Mr. Leahy sounds completely normal, speaking in a strong, clear voice. He even offers to look up an e-mail address, and retrieves it quickly. The only hint that something is amiss is when he occasionally asks his wife, who listens in on the conversation, if his answers are correct. Most of the time Ms. Leahy says "Yes," but sometimes she gently corrects her husband.

When Mr. Leahy started coming back to the biology department, each visit was a major event, recalls Ms. Moriarity, who was in the conference room when Ms. Bishop allegedly opened fire last year, and who closed the door when the shooter stepped outside the room as her gun ran out of bullets. "Before this happened, Joe used to walk by my office door on the way to his, and we'd acknowledge each other," but he wouldn't necessarily stop to talk, says Ms. Moriarity. "Just a couple of weeks ago, that happened. He went by so quick and he said, 'Hey, Deb,' and I said 'Hey, Joe,' and I thought, Oh, what just happened? It feels so good."

Mr. Leahy says no matter how far he is able to progress, it is probably more than he could have hoped for. "I should have been dead and buried back in February," he says. "While the event was a horrible tragedy and it might want to make you give up on humanity, it's been the reverse," says Mr. Leahy. "I'm just trying to do the best that I can."

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Two faculty members embrace as they return to Umpqua Community College days after a classroom shooting that claimed the lives of eight students and a professor.

AP PHOTO/JOHN LOCHER

As Campus Gun Violence Increases, So Do Professors' Fears

By BETH MCMURTRIE

Wendy Rawlings never sits with her back to the door anymore. And she prefers to teach in classrooms with more than one exit. Recently her students spotted through the window a young man dressed in black pacing back and forth outside the building. "If he makes a move, I'm out of here," one said, and they all laughed, in a morbid way, about the prospect of a deranged gunman just steps away.

Ms. Rawlings, an English professor at the University of Alabama at Tuscaloosa, pegs the date of that incident as sometime between the shooting at Delta State University, in mid-September, and the one at Umpqua Community College, on the first of October. She's keenly aware of the number and types of campus and school shootings — when they happened, who was hurt, and the weapons involved.

"So, yeah," she said on Friday, when two more campus shootings took place, in Texas and Arizona. "You can't stop thinking about it for 10 minutes before another one happens."

Many faculty members are thinking about such scenarios with increasing anxiety. They may crack a few jokes at a faculty meeting, or roll their eyes at the latest administration missive of how to stay safe in an "active shooter" scenario, but in the back of their minds there are questions. What would I

do if someone walked into the classroom with a gun? Is that student who got angry about a bad grade potentially dangerous? Is my campus a safe place to work?

On social media, their comments are a mix of worry and anger. "I hate being afraid of my students, but I am," wrote one. "If I'm the next professor to die because politicians refuse to act on gun control, please politicize my death. Thank you in advance," wrote another.

"None of us went into academia with the idea we'd qualify for combat pay," said Kevin M. Gannon, chairman of the history department at Grand View University, in Iowa. He tweets a lot about gun violence and says he's noticed more fear and anxiety among his colleagues on campuses across the country.

Ms. Rawlings began modifying some of her behaviors following shootings at the University of Alabama at Huntsville five years ago, in which a biology professor killed three colleagues. She's been distraught, she said, since a gunman killed 20 elementary-school children and six adults in Newtown, Conn., in 2012.

Living in Alabama, Ms. Rawlings is accustomed to gun culture. If someone gets shot during a bar fight, that's not so surprising. But when churches, schools, and colleges are the targets, it's different. "This is our place of work," she said. "It feels perverse to me that I have to worry about it."

"None of us went into academia with the idea we'd qualify for combat pay."

Frank J. Donoghue, an English professor at Ohio State University, said the prospect of a campus shooting comes up in seemingly every conversation he has with colleagues, including at a recent promotion-and-tenure meeting. "The way people deal with it is to make nervous jokes, but it's a real source of anxiety."

It doesn't help, he said, that the administration sends about two messages each week on what to do in such a scenario. Explicit messages, he said, on fleeing and hiding and fighting back. He knows the messages are intended to give people a sense of control, but he finds the advice often unrealistic or futile.

"I'm in a classroom with just one exit, and I'm at the front," he said. "If anyone would walk in [with a gun], there's no way out. It's on the second floor, so we can't even jump out the way they did in Columbine."

Professors say they don't necessarily change their approach to their students, but they do think more about what reaction they might get when they hand out bad grades, for example. Virginia Wood, who teaches an introductory course in psychology at Kennesaw State University, in Georgia, said she has one student who seems angry a lot. "If I were to meet this student, damn skippy, I would meet in a very public place," she said. She knows the statistics: You're more likely to get killed driving to campus than you are to get shot anywhere. "But it doesn't stop me from getting worried."

Claudia B. Lampman, a psychology professor at the University of Alaska at Anchorage who studies how faculty members respond when they are bullied or threatened by students, said women tend to feel more distressed in such scenarios than men do. But she said they are also more likely to report such behaviors to administrators, which can help them get a handle on a potentially dangerous situation. Ms. Lampman has not studied the effects of the rising number of campus shootings on professors' feelings, but she expects that pattern would probably hold up.

Ms. Rawlings turned her fears into activism and wrote a letter to the editor of *The Tuscaloosa News*, criticizing a country "that values the right of unfettered access to guns over the safety and well-being of its citizens."

In states like Texas, which will allow people to carry guns onto campuses starting next year, the possibility of a weaponized work environment is more unsettling still. "We know that with a prevalence of guns on campus bad things happen," said Ron Milam, an associate professor of history at Texas Tech University who, as Faculty Senate vice president, is helping craft a plan to create gun-free zones on the campus.

Javier Auyero, a sociology professor at the University of Texas at Austin, said that, because he studies violence in Latin America, he feels relatively safe by comparison. "What I fear is that the university will become a place where it is OK to carry guns on campus," said Mr. Auyero, who is a member of UT Gun Free, an advocacy group seeking to repeal the Texas law. "'University' and 'guns' do not belong in the same sentence."

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Many Colleges' New Emergency Plan: Try to Account for Every Possibility

By MARY ELLEN MCINTIRE

Whatever the hazard — whether a meningitis outbreak or hosting the U.S. Olympic trials in track and field — the University of Oregon intends to be ready.

The university has drafted what is known as an "all hazards" emergency-operations plan — a comprehensive assessment of how it expects to respond to the various risks and disasters that could befall it. To carry out the plan, Oregon created an incident-management team of about 25 people, drawn from offices across the university, who are trained to standards established by the Federal Emergency Management Agency. When a mass shooting shook the small campus of nearby Umpqua Community College this month, the university sent members of its team to offer assistance.

Since a gunman killed 33 people at Virginia Tech, in 2007, campus security has taken on added urgency at many colleges and universities. Most have developed emergency-operations plans for threats specific to their institution, according to survey results released recently by Margolis Healy, a private firm that advises schools and colleges on safety and security. But just over half of the survey's 513 respondents said their institution had conducted a comprehensive all-hazards vulnerability assessment to help shape that plan, as Oregon did.

That relatively small fraction is cause for concern, said Daniel R. Pascale, the firm's senior director of security and emergency-management services. "That really is a fundamental cornerstone of how you build your plans, how you will conduct training, how you will conduct exercises, because you certainly want to understand those threats, and then be able to put mitigation strategies in place," he said.

The benefits of comprehensive planning go beyond being better-equipped to deal with an active shooter, said Andre P. Le Duc, executive director of enterprise risk services at the University of Oregon. "It isn't just looking at it by the peril or hazard, being earthquake, fire, or whatnot," he said. "It's looking at what are things that could impact our ability to meet our strategic objectives."

"Our job was to help them get their feet underneath them again."

The list of potential hazards facing a university can reach into the hundreds: A power outage. A natural disaster. A large campus event. A bacterial outbreak. That creates many variables for emergency planners. A college must consider which types of disasters it is most susceptible to, how buildings on the campus

AP PHOTO/THE REGISTER-GUARD, BRIAN DAVIES

When meningitis was diagnosed in four students at the U. of Oregon this year, the institution moved to carry out an emergency plan that included student vaccinations. About 25 university employees are part of its emergency-response team.

are able to withstand a disaster, and which building codes it is subject to, Mr. Le Duc said.

While the university has a written emergency-operations plan and annexes — offering details about how to respond to specific events — should an incident occur, he said, the large team is the most important part of its approach.

"A team can be much more dynamic than a plan," he said. "The plan gives us the framework for who has what authority to do what. The team — who works together, who knows each other — can assess the situation in the moment and determine the appropriate response."

A COLLABORATIVE APPROACH

There are reasons, though, why many colleges have taken only limited steps toward emergency planning. In the Margolis Healy survey, budget constraints were the most frequently cited reason that colleges did not conduct all-hazards vulnerability assessments.

But other challenges are more fluid. Robert L. Armstrong, director of emergency management and fire prevention at Ohio State University, said the array of perceived threats change regularly based on what's happening elsewhere in the world.

The university regularly surveys faculty, staff, and students about what they see as the most important hazards facing the campus. Last year, during the Ebola outbreak, the threat of infectious diseases bumped up a few spots in importance, Mr. Armstrong said.

Still, on issues of campus security, officials can adopt an "out of sight, out of mind" mentality, he said. "Resources tend to be funneled in other directions until something happens. When we have something happen, those resources suddenly reappear, and they'll stay for a few years. And then they'll start to be diverted to other areas that need it more," he said.

While large, residential campuses have beefed up their security preparations since 2007, community colleges and smaller institutions are less prepared should something unexpected happen. And if a natural disaster shuts down a region, even a well-prepared campus can struggle to get the resources it needs.

The Universities and Colleges Caucus of the International Association of Emergency Managers hopes to tackle that problem by starting a pilot program to connect institutions that could share resources in case of emergency. Keith A. Perry, chair of the caucus and Stanford University's emergency manager, said he hoped to build on what colleges have done informally to create a clear framework for them to discuss what they might give or receive.

"Almost all of us are looking at things from an all-hazards approach," Mr. Perry said. "This will be something that will just be one more tool in that toolbox we can use at the time of an event to respond more efficiently and appropriately."

About 15 institutions in the caucus are reviewing the framework, vetting it through their legal and risk-management offices. The caucus hopes eventually to expand the program to other institutions that aren't members.

The caucus first helped connect colleges during Sandy, the 2012 superstorm that struck when many members were meeting in Florida at the organization's conference. One college sent diesel fuel to the University of Medicine and Dentistry of New Jersey, now part of Rutgers University, said Mr. Perry.

"Resources tend to be funneled in other directions until something happens. When we have something happen, those resources suddenly reappear."

'AMAZING' SUPPORT

Colleges in many states have informal mutual-aid agreements, said David Perry, chief of police at Florida State University. Forging those agreements before an emergency hits can be a key part of a college's preparations.

"It's insurance to know that you have an additional resource that will respond when needed, but then it helps show an institution where they could improve or they might need additional resources," he said.

The University of Oregon's decision to send a team to Umpqua Community College is an example of how a mutual-aid agreement might work.

The university's Mr. Le Duc said his team had offered assistance to the Oregon Higher Education Coordinating Commission and the state's security arm, which Umpqua officials then accepted. The team sent a pool of public-information officers to the campus and helped the community college's leaders improve their emergency-management structure.

There was already enough infrastructure in place for law-enforcement officials and the investigation, Mr. Le Duc said, so his team tried to provide support in other ways.

"Our focus was knowing that after the investigation is done with, they would basically then want to open up campus or give it back to UCC leadership," he said. "Our job was to help them get their feet underneath them again."

It was helpful to work with people who understood emergency response and higher education but hadn't been traumatized by the shooting, said Vanessa Becker, Umpqua's board chair. Oregon's team members were able to respond more quickly than the community college's own leaders, she said.

"Having a team that was able to come in and support us through that was nothing short of amazing," Ms. Becker said. "I can't really describe it any differently."

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Scared and Unprepared, UCLA Students Improvised a Lockdown Response

By EMMA PETTIT

Daphne Ying, a senior at the University of California at Los Angeles, was in a language class on Wednesday when she and her classmates received a text alert notifying them of police action, and then a shooting, at an engineering building on the campus. When they tried to lock down the classroom, the students realized its door swung outward and was unlockable. They brainstormed, then rigged a lock by wrapping an extension cord around the doorknob and weaving it through a chair bolted to the floor.

Photos and videos of such innovative locks spread on social media, and prompted the university to say it would investigate the problem.

Ms. Ying described their approach as "really systematic" and said everyone appeared calm on the outside, although no one spoke in a voice louder than a hushed whisper for the two hours they were huddled inside.

As the students scrambled, the threat was already over. A former graduate student had shot and killed his former professor before turning the gun on himself, the police said. But the students didn't know that.

Each of several UCLA students interviewed by

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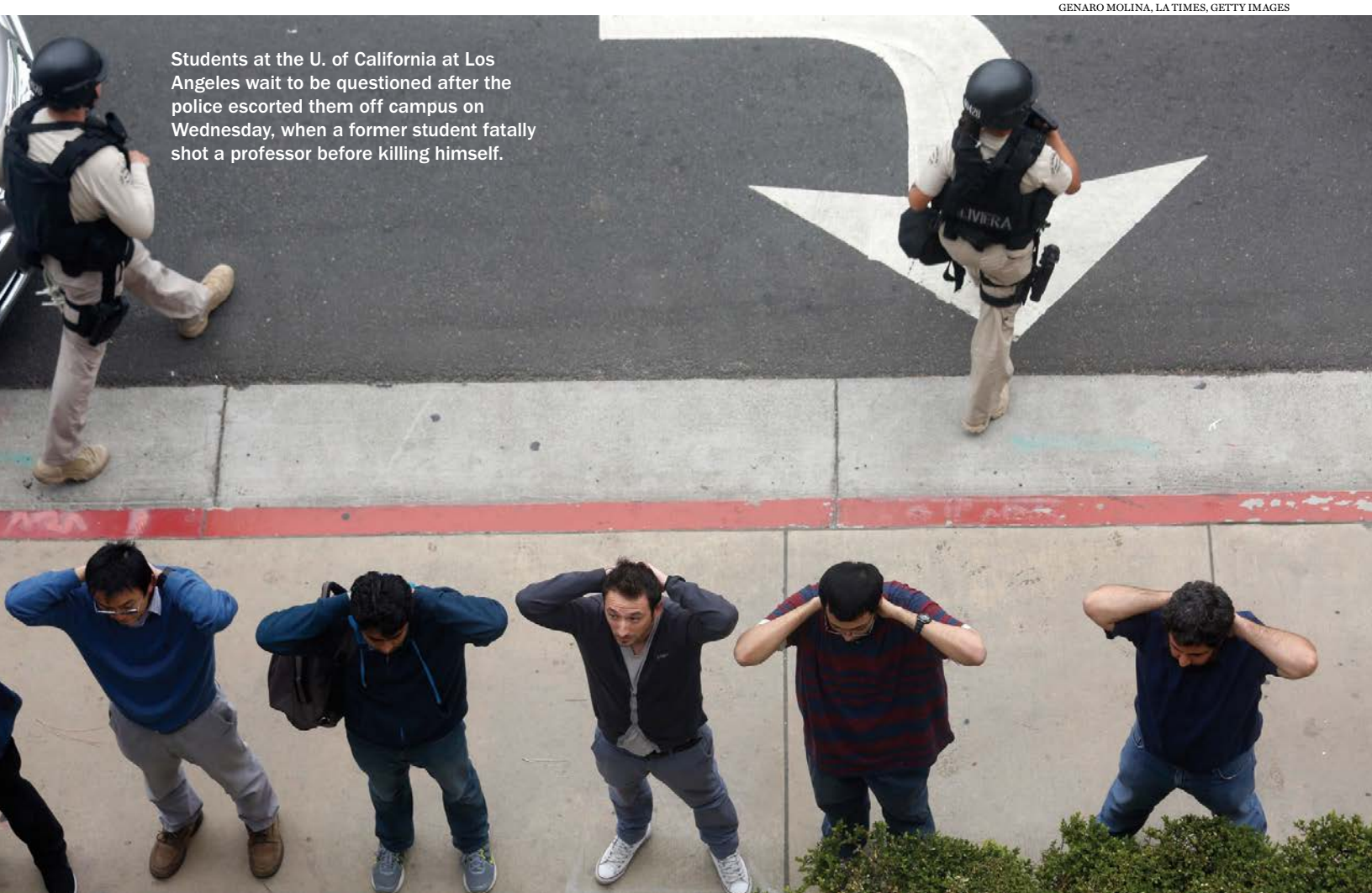

Students at the U. of California at Los Angeles wait to be questioned after the police escorted them off campus on Wednesday, when a former student fatally shot a professor before killing himself.

The Chronicle said they had received no training from the university about what to do during a campus shooting. So they relied on improvisation and, remarkably, personal experience. And many college students nationwide could find themselves in similar circumstances if the ever-present, if unlikely, threat of a shooting became a reality on their campus.

On Wednesday several students had to persuade their professors to take the lockdown threat seriously, they said. Lily Lewis, a sophomore, had just received the alert on her phone when her professor walked into the classroom and began discussing the final exam she was supposed to take that morning. Students had to urge him to move the class to a different location with a lockable door. Ms. Lewis said she had never received training in a possible shooter scenario at UCLA, and gleaned safety tips mostly from social media.

"They told us to lock the doors. I think that's, like, basic knowledge, but everything else that we knew was learned that day," Ms. Lewis said.

Another professor did not allow students to turn off the lights or get on the floor until an hour after the initial lockdown alert, at around 10 a.m., said Erika Monasch, a sophomore. Ms. Monasch said she had attempted to pay attention to the lecture even as rumors swirled on social media and her phone erupted with concerned texts, and she struggled to stay calm.

"I was trying to type, but my hands were shaking," Ms. Monasch said.

While some students improvised responses, others drew on experiences they hoped they'd never have to relive.

Jeremy Peschard and Cole Anderson both lived in Santa Barbara, Calif., in 2014, when a shooter near the University of California there killed six people. (Mr. Peschard attended the university, and Mr. Anderson attended Santa Barbara City College.)

After receiving the alert, Mr. Anderson immediately locked himself in his dormitory room and said he had little idea of what was going on or how quickly the situation was escalating. His father came to pick him up, but he was too nervous to go out into the hallway, he said.

Mr. Peschard's previous exposure to a campus shooting shaped his reaction to this one. When he was in Santa Barbara and was notified of the shooting, his initial reaction was "shock and disbelief," he said in an email. But when he received the alert on Wednesday morning, he knew to take it seriously.

"I just never honestly thought I would have to go through it twice," he wrote.

Miguel Rodriguez, a 32-year-old senior, lived through a previous lockdown years ago, when he worked at an elementary school in Oxnard, Calif. On Wednesday he and his professor ushered roughly 120 students out of their usual classroom, a large auditorium, and into a lockable storage facility with only one window. He guarded the door while his classmates sat, prayed, and texted in darkness while listening to helicopters hum overhead.

Mr. Rodriguez attributed his level-headedness to his previous experience with an active shooter and noticed that several of his classmates were less prepared — not turning off the ringers on their cellphones, for instance.

NO STANDARD TRAINING

UCLA officials did not provide information on Thursday in response to numerous *Chronicle* inquiries about how the university trains students to handle campus shootings. Instructions for an active-shooter scenario are listed on the Office of Emergency Management's website at the university (although the link to a brochure on "Your Response to an Active Shooter" was broken).

William F. Taylor, president of the International Association of Campus Law Enforcement Administrators, said the way campuses conduct safety training for students, staff, and faculty members varies widely by institution. While some colleges rely heavily on instructional videos taught by trained campus administrators, others use customized programs from professional safety companies that include drills and demonstrations, Mr. Taylor said.

But the vast majority of training sessions, he said, teach three principles: run, hide, fight.

"Try to get yourself away from the situation," Mr. Taylor said. "If you can't do that, hide. Try to secure yourself in a location where you can be safe. And then the final thing is if in fact you end up in a confrontation, where there's no getting away and hiding, then do something."

Fighting is only a last resort, Mr. Taylor said, but it can be the most effective way of deterring further violence. Even throwing things at a person who is trying to take aim could distract a shooter, he added.

Campus safety trainings are useful for society in a broader sense, he said, and specifically for each person who takes them.

"We're focusing today on college campuses because of the shooting incident at UCLA," he said. "But I would point out to you that these instances happen at movie theaters, shopping malls. They're happening everywhere. They're not just on college campuses, and so the education piece — teaching people to run, hide, fight, or to take those kind of actions — it doesn't matter if they're in a shopping mall. The same principles apply."

Gabriel Sandoval contributed reporting to this article.

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