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## **GUN CONTROL LAWS AND POLICIES REPORTED INFLUENCE ON THE ATTITUDES OF FACULTY AT MISSISSIPPI UNIVERSITIES**

David Besancon

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GUN CONTROL LAWS AND POLICIES REPORTED INFLUENCE ON  
THE ATTITUDES OF FACULTY AT MISSISSIPPI UNIVERSITIES

by

David A. Besancon

A Dissertation  
Submitted to the Graduate School,  
the College of Education and Psychology  
and the Department/ School of Educational Research and Administration  
at The University of Southern Mississippi  
in Partial Fulfillment of the Requirements  
for the Degree of Doctor of Philosophy

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## ABSTRACT

The concealed carrying of firearms is a polarizing subject. In general, the political left would like to see more restrictive gun laws, whereas the political right would like to see less restrictive guns laws. Research of this also seems politically biased. While one researcher will use data that show violent crime increases with more restrictive gun laws, another researcher will use logic to dictate that less guns means less violence. University campuses are generally considered a liberal environment. However, Mississippi has been one of the two most conservative states since the 1930s. This research examines the attitudes of faculty at Mississippi universities regarding concealed-carry through the lens of their political preferences.

Through this dissertation, evidence is offered that a simple concept of gun control may not be best legislated through a ubiquitous framework. This research reviews the university campus and its purpose in order to explore the reasonableness to allow the concealed carrying of firearms as reviewed through the attitudes of the faculty. Lastly, this research reviews the polices and laws to make a recommendation during the development phases of each.

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## CHAPTER I - INTRODUCTION

With social media, the Internet, and extremely accessible technology that can capture an event in the moment the extraordinary happens, the ability of the media to broadcast images of tragedies at a university is greater than ever. Active shooter events need no aggrandizing, but there is evidence that news outlets sensationalize content to gain larger audiences (Kellner, 2008). There are studies suggesting that active shooter events are happening with greater frequency and these images and stories leave the public raw and searching for ways to mitigate such disasters (Bonanno & Levenson, 2014; Muschert, 2007). Associated with the media is the concept of “if it bleeds it leads” along with the idea that promotion of crime-stories captures audiences. (Glassner, 2009, p. 230). The media outlets have created an environment of concern regarding safety at educational institutions (Hoff, 2015). Some believe that we should arm more citizens and let each protect him or herself. Others believe that the relatively easy access of purchasing weapons legally in America is to blame. Amid the stories and emotions, there are legislators creating laws and administrators creating policies trying to bring civility to this very uncivilized problem. Although there are many decisions being made regarding gun control, the research to inform those decisions is limited.

Violence involving weapons on university campuses is not a new phenomenon. There are examples of such throughout history. In the 1500’s, medical students in France were purchasing firearms to use as revenge against law students for mere ridicule. The violence documented is not simply limited to student versus student. In the same time period, there is documentation of students holding a professor at sword point – even though weapons were banned on campus. Throughout the history of universities, there

are documented examples of students engaging in violent activities, just as they do today; additionally one can also find that universities had and utilized the ability to restrict what weapons were and were not allowed on campus (Compayré, 1893).

There are examples of permissive policies towards firearms on the campus in the Southern United States as well as examples of the limiting of firearms on campuses in the 1800s (Pace, 2011). One example is Hampden-Sidney College in Virginia where the Board of Trustees interceded by forbidding firearms and weapons on the campus. In addition to Hampden-Sidney College, Pace illustrates the banning of firearms with the example of East Alabama Male College's rule to dismiss anyone having possession of "pistol or other deadly weapon." History is still being made regarding weapons on the university campus. Currently, some states have begun legislating that universities must allow the concealed carrying of firearms on campuses (97-37-7 Miss. Ann. 1972, 2016; Hultin, 2017).

### Background

The decision to ban weapons at colleges has not been universal. During some periods, some colleges encouraged the presence of firearms. Cramer (2014) presents the militia law of Rhode Island to illustrate that although weapons have sometimes been banned, at times weapons were also required for duty in the militia while at college. As Cramer further explains, the nineteenth century saw a diminished need for militia; therefore, colleges began to ban weapons. According to Caughey and Warshaw (2016), even in states where citizens have consistently leaned towards conservatism such as Texas, Tennessee, and even Mississippi, colleges were banning firearms during the later nineteenth century. Specific to Mississippi, students were banned from carrying

concealed weapons within two miles of a college (R. Thompson et al., 1892). What has resulted from governance at the state level combined with governance at the institutions' level is a dissymmetry of laws, policies, and opinions at American higher education institutions regarding guns on the campus.

Imposing restrictions such as banning guns in student housing could be construed as a return to the days of *in loco parentis* (Cramer, 2014). Until relatively recently, the doctrine of *in loco parentis* allowed colleges and universities to determine what is best for their students. In practical terms, *in loco parentis*, was used as a stance that protected the educational institution from being sued by students for certain acts that today might be construed as negligent. Just as a child does not necessarily have the same rights as an adult, the same was true of the student on a university campus. In the same respect, just as a child has little right to sue a parent, a student had little right to sue the university. Prior to the 1960s, policies could be implemented at universities that traded certain adult privileges for a safer or more civil environment without expecting litigation from a student. In the 1960s, the courts began to support the idea of students' rights (Lake, 1999; Lee, 2011). Since the 1960s, colleges and universities have continued to see the courts allow rights flow to the students and the notion that students' rights could be limited has been diminishing. From the university point of view, students can now be considered responsible for themselves as adults, relieving some liability from the university. Data from the 1970s forward are sparse regarding weapons allowed on campus, perhaps in part due to a fear of litigation (Lake, 1999).

Although there is a timeline of school shootings in America available on the Internet, a consolidated academic study that enumerates the known cases has not been

found. Regarding modern events where an armed civilian (non-military/non-police) opened fire at a university, there have been several: the August 1, 1966 Texas Shooting in which seventeen people were killed, California State University in 1976 where seven people were killed, the University of Iowa in 1991 where five people were killed, and Virginia Tech in 2007 where 32 people were killed. These are just the events that relate to Higher Education and in which one person opened fire on multiple people (Quinn, 2012). More generally there are occurrences of one-on-one violence involving firearms. Webster, Donohue, Klarevas, Crifasi, and Vernick (2016) referenced a study from 2013 to 2016 in which there were 85 incidents on college campuses. Of those, 45% resulted in an escalation from a dispute. There are others that occurred in educational venues outside Higher Education. In addition, there are still other events, such as student protests that have been met with violence from a governmental force. At Kent State, at South Carolina State, and in Jackson, Mississippi at Jackson State University, students have been shot while participating in protests (Hutcheson & Kidder, 2011). Though different in tone from the armed assailant, these last three cases lend evidence to the university being a place where controversial discussions do happen. Further, these cases demonstrate that emotional responses can occur as a result of these controversial topics.

#### *Laws and policies concerning concealed-carry in Mississippi*

While gun rights were not the only issue addressed, Caughey and Warshaw (2016) found that on measures of liberalism, which included gun rights, Mississippi was found to be the least liberal state in the Union. Their research further describes Mississippi continuously measuring as one of the two least liberal states since 1936. Mississippi's then Governor Phil Bryant has said and acted accordingly that the

individual's right to bear arms is fundamental to the constitution. He has been openly enthusiastic about protecting the rights of Americans to possess firearms ("Governor Phil Bryant Comments on 2015 Legislative Session," Apr 02). Coincidentally, the legislature agreed with the governor at that time on these issues as gun laws in Mississippi have been trending to become looser rather than more restrictive (Busbee, 2015).

Mississippi Law does not require a permit to carry a weapon openly. In fact, the State's same law that authorizes the issuance conceal carry permits also allows for the concealed carrying of firearms without a permit. The State's law that provides for the issuing of a concealed-carry permit also prevents the carrying of concealed weapons onto colleges and universities with a "standard" permit (45-9-101 Miss. Ann. 1972, 2016). However, Mississippi also offers an "Instructor Certified (IC)" or "enhanced" concealed-carry permit as defined by Miss. Code Annotated § 97-37-7. The standard permit prevents the law-abiding citizen from carrying a concealed weapon in 12 different categories of public places, including colleges and universities; however, the enhanced permit removes the limitations of locations to just places of nuisance, prisons, jails, and police stations – two of the categories listed in the limitations of the standard permit (97-37-7 Miss. Ann. 1972, 2016). According to the National Conference of State Legislatures, Mississippi is currently one of only eight states that allows under some conditions, its citizens to carry concealed weapons on the campus (Hultin, 2016).

Mississippi is a *shall issue* state. This means that Mississippi laws prevent the withholding of a permit to concealed-carry if the applicant meets the qualifications prescribed by law. There is no requirement of the applicant to express a reason to desire the concealed-carry license. Under normal circumstances, the department of public

safety has forty-five days to research the applicant before it must issue the license. Any law-abiding, mentally competent citizen who is not a felon and does not chronically and habitually use alcoholic beverages to the extent of impairment may obtain a standard concealed-carry license (45-9-101 Miss. Ann. 1972, 2016).

*Enhanced vs standard concealed carry license*

The instructor-certified enhancement to the concealed-carry permit is an endorsement that simply requires an eight-hour safety course on firearms. One must first have a concealed-carry permit to receive the enhanced permit. The instructor of the safety course must be certified by an organization that the State approves. Upon the completion of the class, the student is presented with a certificate that is then presented to the department of public safety at which time the permit is endorsed as “instructor certified” (97-37-7 Miss. Ann. 1972, 2016). No information was found on any accreditation or standardization of the material used for this firearms training.

The laws governing the places that one can carry a concealed firearm seem contradictory. Mississippi Statute 97-37-17 expressly prohibits the carrying of weapons by students on educational property – including universities. When then IHL director Hank Bounds requested an opinion, the Attorney General’s office released opinion 2011-00365 (2012 WL 679139 (MISS.A.G.)). This opinion expresses that because statute 97-37-17 seems in conflict with statute 97-37-7 as it relates to statute 45-9-101 there is an established perspective that is applied. Specifically, “statute *in pari materia* ... be construed in harmony with each other so as to give force to each.” In this case, the attorney general opined that the more specific of the statutes should prevail. This is how



the enhanced certificate allows the concealed-carry law to permit on-campus carrying on college campuses in Mississippi.

This law has led the Institutions for Higher Learning in the State to adopt its policy 1106 regarding firearms. This policy allows students and employees to carry concealed weapons at the institution excepting specific locations expressly labeled as nonpublic. While seeming inconsistent, the policy goes on to state that regardless of permits, possession of firearms by students and employees is prohibited (Mississippi Institutions of Higher Learning, Board of Trustees, 2016). The lawmakers, while trying to please the general public of the State may be creating laws that are inconsistent with the abilities of professors to perform their duties in Mississippi. This is further illustrated by Lake (1999) as he explains that universities now have a duty to enact reasonable precautions to protect and guard against dangerous persons. Two cases that present this idea are *Mullins v Pine Manor College* (449 N.E.2d 331, 1983) and *Tarasoff v. Board of Regents* (551 P.2d 33f, 1976).

#### Problem Statement

Information regarding guns on the university campus is plentiful in drama and the media. Research-based information, however, is much more challenging to find. Furthermore, research literature that is firmly based in theory is even more sparse. Literature regarding faculty at the university and their opinions have not been expressed in detail. Lastly, the scope of the studies that have been performed is limited. We do not know how our laws and policies regarding gun control or lack thereof may affect the university faculty and the ability to perform their duties at the university (Cavanaugh et al., 2012; De Angelis et al., 2017; Jang et al., 2015).

De Angelis et al. (2017) explained there is a limited amount of research regarding “employee attitudes” toward gun control at universities. The results of much of this research are based in the attitudes towards safety and focus on why someone would want to carry a concealed weapon on campus. Although this research is important in determining predictors to carrying a concealed weapon, it does not address the effects of allowing concealed-carry on campus. While we are learning more about the violent tendencies and motivations of criminals on university campuses, as well as the motivations behind those who wish to carry concealed weapons on campus, we are not necessarily gaining information on the outcomes of the newly implemented laws and policies with regard to faculty.

In reviewing the literature, there is a gap regarding the opinions of the faculty on how their performance is affected by the concealed-carry laws (Cavanaugh et al., 2012). There are two known studies that review the attitudes of the faculty or other employees. These studies focused more on the classification of the opinions of the faculty towards their level of support towards allowing concealed-carry at the university campus (Bennett et al., 2012; Price et al., 2014). One study did review the faculty’s safety concerns of allowing concealed-carry (A. Thompson, Price, Dake, & Teeple, 2013) but there is no study that was found to describe the possible repercussions on the faculty of allowing concealed-carry on campus.

Thus, populations that are currently being polled are not necessarily those that are being affected. There may exist situations in which a specific population would find concealed-carry perfectly acceptable; conversely, that same population may feel that concealed-carry in a different situation is completely unacceptable. In addition, the

published research is limited in geographical relevance. While some studies exist at the national level, firearm regulation is a state issue and different states have different laws regarding guns. Opinions vary among the citizens of different states regarding gun control. Most research also lacks theoretical support (De Angelis et al., 2017).

Just as there are limitations in scope and in subject matter pertaining to faculty and their job performance, there is sparse literature regarding relevant theory. There are several studies that investigate the reasons that offenders bring guns on campus.(Bonanno & Levenson, 2014; Rocque, 2012). However, there seems to be a shortage of literature that is relevant in describing how concealed-carry laws may impact job performance and the attitudes of professors at the university.

#### Purpose Statement

The focus of this study is the opinion of the faculty in relation to job performance as a function of gun control policies and laws on the university campus. Extending from the above focus would be secondary effects on students, learning, discovery, and, ultimately, the mission of the university from the perspective of the faculty.

Focusing on university faculty, this study seeks to address the following five research questions. Specific to faculty and regarding their attitudes on gun control policies and laws at the university:

R<sub>1</sub>: What are the attitudes of faculty regarding concealed-carry on the university campus?

R<sub>2</sub>: What is the reported impact of concealed carry on student advisement?

R<sub>3</sub>: What is the reported impact of concealed carry on class discussion?

R<sub>4</sub>: What is the reported impact of concealed carry on scholarly debate in public areas?

In addition to the above research questions, there are two research hypotheses:

H<sub>1</sub>: Those who support concealed-carry will likely score highly conservative on the Social and Economic Scale (SECS).

H<sub>2</sub>: The faculty of Mississippi are more likely to support off-campus concealed-carry than previous research conducted elsewhere.

#### Justification

At the center of the justification of this research is the ability of the faculty to perform the mission of the university and how concealed-carry influences that ability. Secondary ripple effects could be generated from allowing concealed-carry at the university. For example, concealed-carry laws might impact faculty members in a way that alters the performance and satisfaction of their jobs at universities. Another example could be that concealed-carry laws might affect the faculty in providing services to the students in advisement, classroom discussion, and scholarly debate. Lastly, the study will investigate to what level, if any, conservatism correlates to the self-described attitudes of the faculty.

According to Kuh (2008), academic advising is linked to student success. In addition, the converse is applicable as well, as problems with advising can be linked to a degradation in student success. In addition to being linked with student success, most faculty members are expected to be involved in the role of student advisement. Although institutions may vary in their approach to the student advisement process, the faculty role is critical (Hemwall, 2008). This study will lend insight to how this critical role is affected by gun control laws at Mississippi universities.

To explain the justification of interest in classroom discussion, Bloom's taxonomy is reviewed. In a shortened version, Bloom's taxonomy defines six levels of understanding of a subject through which one progresses in the cognitive domain: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation (Bloom et al., 1956). Although Bloom's taxonomy is specific to student development and is not directed to the teaching methods of professors, O'Flaherty and Phillips (2015) performed a meta-analytical study that did tie teaching methods to the taxonomy. Whereas simple presentation of material may be enough to transmit knowledge to the student, for the student to progress through to the higher levels of understanding, other methods should be employed. In fact, several studies reviewed by O'Flaherty and Phillips link the use of in-class discussions and other collaborative exercises to students reaching higher levels described by Bloom's Taxonomy.

Further, the university offers a place to debate openly. As quoted from AAUP (1915, p. 297), "An inviolable refuge from such tyranny [the tyranny of public opinion] should be found in the university. It should be an intellectual experiment station." There is an expressed mission of the university to allow for intellectual discovery. Universities have the ability to offer a transformational experience to students by allowing them to explore themselves through exploring various controversial subjects. The support of concealed-carry on campus may impact the university's ability to be a place to hold purposeful and intensively controversial debates to explore the diverse perspectives of the population. Our laws and policies may be creating a barrier to this transformational component of the university by influencing our willingness to carry on conversations about controversial subjects.

With student advisement, student success, and student understanding in the balance, a study that evaluates the impact these concealed carry laws are having on the very individuals that are directly involved is warranted. The outcomes of this study may prove beneficial to the Legislature, university administration, and faculty as well as they endeavor to balance freedom with safety through enactment of laws and policies.

The results of this research would be useful to anyone in Human Resources, University Police, the Mississippi Institutions of Higher Learning, as well as the Legislature in determining the future direction of laws and policies. Based on Shin and Jung (2014), there is a correlation between job stress and turn over, performance, and commitment to the institution. The outcomes could expose satisfaction or lack thereof, turnover rate explanations, and other variables significant to the professoriate regarding their view of gun control on campus. The current trend of legislation has resulted in laws that are incongruent with institutional policies. In addition, there is no evidence to support that faculty involvement has been a major component of either legislation or institutional policy creation. Lastly, by legislators enacting policy to say what is allowed on the university campus, and by the judicial branch deciding precedent cases that create a duty of protection for the university, there is a possible issue that success on behalf of the university in legal matters may not be possible. The outcomes of this research could prove beneficial to policymakers both at the legislative levels and institutional levels by providing data to create laws and policies that are synergistic and cooperative rather than laws and policies that are divisive and seemingly contradictory.

## Theory

To provide a theoretical underpinning to this study, elements from other research literature will be reviewed. Whereas other studies have reviewed theory regarding the gun carrier, this study will be reviewing theory from the perspective of the faculty. Specific theories of interest include cultural risk theory, the concept of fear of crime, and to a much lesser degree Maslow's hierarchy of needs.

Maslow's offering to this study is simple and perhaps overstated. With physiological and safety being fundamental to all other needs, there would be an impact on faculty who did not feel as though those needs were being met (Maslow, 1970). Risk Homeostasis explains how one may increase his/her level of risky behavior as a result of an outside influence on an existing level of individually accepted risk (Wilde, 1982). Fear of crime as a theory may explain attitudes of some faculty to support a concealed-carry environment as well as those who do not support gun control on campus. De Angelis et al. (2017), using fear of crime as a foundation, discovered that attitudes of students who were concerned about violence on campus were generally supportive of gun control at the university. Counter to this, they found that the pattern did not hold true for those who were victims of a violent crime. Cultural Theory of Risk or simply Culture Theory is enlightening in that it asserts that risk acceptance is based in one's culture. One's belief of what is acceptable is based on the worldview of the beholder (Douglas & Wildavsky, 2010). Carrying on from Douglas and Wildavsky's work that was based on more global phenomena such as society's acceptable risk of pollution, Kahan and Braman (2003) focused Culture Theory on gun control. They found that when applied to the two-axis cultural grouping of "hierarchy-egalitarianism" and "individualism-

solidarism”, a predictive model could be created expressing the likelihood that an individual would support gun control. Specifically, their study found that the more a person’s worldview held to the egalitarian/solidaristic (their labels) the more likely that person would support gun control. The reverse also applies. This model maps directly onto the Douglas and Wildavsky model. What is not covered, however, is if the person’s view of gun control has any mobility. That is to say, their study does not cover whether a person may have one attitude in a particular context such as home, and a different attitude in a different context such as at the university.

Therefore, whereas Maslow’s hierarchy of needs and Wilde’s Risk Homeostasis may offer some perspective, fear of crime and culture theory will form the theoretical framework of this study. Fear of crime offers the ability to inform the proposed fear that professors may have based on exposure to horrific events. In fact, fear of crime has impact on race relations, segregation, policing, and even our core democratic principles. Further, according to the authors, the media fuels these perceptions through their representation of the transgressions (Lane et al., 2014). Additionally, culture theory applies possibly in two dimensions. Directly, the university itself is a culture within a larger culture (Kahan & Braman, 2003). Secondly, attitudes of risk could be limited to a particular paradigm. A professor may support gun control at the university, whereas off-campus he/she may feel otherwise.



## CHAPTER II - LITERATURE REVIEW

The Constitution of the United State of America through the Second Amendment guarantees the right of the citizens to have firearms for among other reasons, self-protection. In the ruling on DISTRICT OF COLUMBIA et al., Petitioners v. DICK ANTHONY HELLER (*District of Columbia, et al., Petitioners v. Dick Anthony Heller*, 2008) the United States Supreme Court reasoned that the Second Amendment was in effect composed of two parts. The first part could be considered a preamble (“A well-regulated Militia, being necessary to the security of a free State”). The second part could be considered an operative clause (“the right of the people to keep and bear arms, shall not be infringed”). As such the presiding legal principle is that the preamble cannot moderate the operative clause.

In relation to state government, through the incorporation doctrine, the Supreme Court of the United States in McDonald et al. v. City of Chicago et al. ruled that the second amendment pertains to the states via the 14<sup>th</sup> Amendment of due process. However, despite the fact the states must allow the right to bear arms, they may regulate that right. Concealed-carry permits are an example of states regulating this right. There is no federal right to bear concealed weapons.

Mississippi is a “Shall Issue” concealed-carry permit state. According to Mississippi Law, any resident of the state 21 years of age or older, who has no physical disability preventing the safe handling of firearms, has not been convicted of a felony, does not chronically abuse controlled substances or alcohol to the extent that his normal facilities are impaired, is mentally competent, has not been committed to a mental institution, is not a fugitive, or otherwise disqualified under federal law may apply for a

concealed-carry permit. Upon verifying the information and performing a background check, the Department of Public Safety *must* issue the license if there were no disqualifying elements against the applicant found (45-9-101 Miss. Ann. 1972, 2016).

The law further states that it does not authorize the holder of a concealed-carry permit to carry concealed weapons into “any school, college, or professional athletic event not related to firearms ... any elementary or secondary school facility; any junior college, community college, college or university facility unless for the purpose of participating in any authorized firearms-related activity.” Therefore, the concealed-carry permit law for Mississippi expressly prohibits carrying a concealed weapon at schools, colleges, and universities (45-9-101 Miss. Ann. 1972, 2016).

Mississippi extended the rights of the concealed-carry by creating an “Instructor Certified” endorsement for the concealed-carry permit. This is found in State Statute 97-37-7 which removes the limitations of all of the restricted places one may carry a concealed weapon except “places of nuisance, police, sheriff, or highway patrol station or any detention facility, prison, or jail (97-37-7 Miss. Ann. 1972, 2016, p. 20).”

Notwithstanding state and federal regulations, Mississippi Institutions of Higher Learning, the governing authority for the eight public universities in Mississippi has established Policy 1106. Policy 1106 expresses that the carrying of firearms by anyone other than authorized persons create an “unreasonable and unwarranted risk of injury or death ... risk of damage to properties ...” the policy further clarifies that authorized persons include those with the instructor certified enhanced concealed-carry permit. However, the last sentence of the policy says “Even so, those possessing such permits are not permitted to possess firearms in any institutional facilities and/or areas that are

deemed non-public. Students and employees are not authorized to possess firearms on institutional property or at institutional off-campus events regardless of possession of firearms permits (Mississippi Institutions of Higher Learning, Board of Trustees, 2016, pp. 176–177).”

Interestingly, there are those that would challenge the premise that the State has the right to regulate the universities on the basis of academic freedom, a concept borrowed from German higher education via *Lehrfreiheit* and *Lernfreiheit*, and its relation to the First Amendment of the US Constitution (Lewis, 2011; Wyer, 2003).

### University Crime

Universities have a responsibility to keep the students safe. Although a perfectly safe university environment does not exist, Fisher (1995) explained that the university should put forth a best effort approach to provide an environment that is as safe as possible given the known possible risks within the environment that hosts the campus. Fisher uses previous court cases to explore the responsibilities of a university. Without detailing the individual cases that Fisher describes, she explains that the university has a “Duty to warn students about known risks” (p. 88), as well as a “Duty to provide students with adequate security protection” (p. 89). Lastly, Fisher explains that universities receiving federal funding are required to track various crime statistics and disclose this information annually as a part of The Crime Awareness and Campus Security Act. According to Rasmussen and Johnson (2008), the university should be guided by three responsibilities: A duty of care, foreseeable risk, and a contractual obligation to the students.

### *Universities are Relatively Safe*

One of the measures that Rasmussen and Johnson (2008) exposed is that of comparable safety. A student on campus should expect the same levels of safety that would exist off campus. There is evidence of success on this measure. Jennings, Gover, and Pudrzynska (2007) explain that whereas communities surrounding universities are experiencing increases in crime, the crime rates on university campuses actually show a decline. A study of a random sample of 900 colleges and universities, Price et al. (2014) inform that university campus homicide rates are 1/200<sup>th</sup> of general population off-campus. However, actual safety or risk may not be the same as perceived safety or risk. As Rocque (2012) describes, the media can inflate a tragedy and create a “moral panic” (p. 310) to solve a problem perceived by the media. Muschert (2007) describes this incongruence of extreme outrage given the rarity of the events as the Rashomon effect.

### *Mississippi University Data*

Data regarding violent crime rates at Mississippi public four-year universities as retrieved from the U. S. Department of Education Campus Safety and Security data website are summarized in the table below (Table 1). The crime rate is a ratio of the sum of the murders, negligent manslaughter, rape, fondling, incest, statutory rape, robbery, aggravated assault, burglary, motor vehicle theft, and arson at the main campus of an institution for a given year divided by student population of the institution.

Table 1 *Crime Rates at Mississippi Universities*

Institution	2014	2015	2016
Alcorn State University	0.4971%	0.3509%	0.2924%
Jackson State University	0.4892%	0.6829%	0.5606%
University of Mississippi	0.0889%	0.0889%	0.0932%
Mississippi University for Women	0.0338%	0.1691%	0.0000%
Mississippi Valley State University	0.3666%	1.3035%	1.7108%
Mississippi State University	0.2590%	0.1665%	0.1480%
University of Southern Mississippi	0.0825%	0.1649%	0.0893%
National Main Campuses	0.1509%	0.1525%	0.1567%

#### Guns at the University

Even though the university is statistically a safe environment, some colleges and even states such as Utah have begun enacting policies and laws to allow concealed carry on campus. In fact, since Utah regulated the universities so that they could not ban concealed-carry at the public universities, there has been movement to allow concealed-carry on the university campus. This is evident mainly in Southern and Western universities in states where conservatism is high. In 2015, Utah was the only state that forced colleges to allow concealed-carry permit holders to bring a firearm onto campus. As early as 2013, 19 states had bills that would have allowed concealed-carry in some form at the universities in the state. By 2016, those bills materialized in eight states. Colorado, Idaho, Kansas, Mississippi, Oregon, Texas, Utah and Wisconsin allow for the concealed carrying of firearms in some form (Hultin, 2016, 2017). However, the

legislature and the boards of trustees are not always congruent in their policies. For example, whereas Mississippi Law allows a person with an instructor-certified concealed-carry permit to carry the firearm onto a university property (97-37-7 Miss. Ann. 1972, 2016), the Institutions of Higher Learning (the governing board of the public universities in Mississippi) expressly stated that carrying a firearm "... creates an unreasonable and unwarranted risk of damage ...” This same policy allows a person with an instructor-certified concealed-carry permit to carry a firearm on campus; then, the last sentence is “Students and employees are not authorized to possess firearms on institutional property or at institutional off-campus events regardless of possession of firearms permits” (Mississippi Institutions of Higher Learning, Board of Trustees, 2016, pp. 176–177).

There is literature to suggest student and political groups have formed to express their views of concealed carry. The Students for Concealed-carry on Campus (SCC) has members nationwide and chapters in every state. They explain that if a person possesses a state-issued concealed-carry license, then that person should be able to provide self-protection via the firearm on a college campus, just as the person would be allowed to elsewhere (Bouffard et al., 2012; Craven, 2009; LaPoint, 2010; Lewis, 2011; Melear & St. Louis, 2015; J. H. Miller, 2011; Patten et al., 2013; Sulkowski & Lazarus, 2011). On the polar opposite end of the spectrum, there is the Brady Campaign to Prevent Gun Violence. The Brady Center to Prevent Gun Violence is an organization aiming to decrease the gun violence in the nation. The organization provides education, expands research, and lobbies for limiting access to guns. The Brady Campaign lobbies to pass federal and state regulations by supporting elected officials who have or agree to support

legislation limiting access to guns or limiting where guns may be legally carried.

According to the Brady Campaign, by arming students, the campus would be less safe (Bouffard et al., 2012; Kleck et al., 2009; Rostron & Siebel, 2007).

*Studies of student opinions of concealed-carry*

Even with the relative safety on university campuses, there are populations that wish to bring guns to the university. In a study at a university in Missouri with an enrollment of 6,010, Jang, Kang, Dierenfeldt, and Lindsteadt (2015) found that 6.2% of the students ( $N=456$ ) responding to a questionnaire given in 20 classes reported carrying a firearm on campus. This study found that males who had firearms at home and socialized with others who carried firearms were more likely to carry a firearm themselves. In a similar study, Thompson et al. (2013) distributed 1,800 questionnaires to students at 15 universities across five Midwestern states and had a 95% return rate. Graduate student responses were omitted from the study. Of the respondents, 93% felt safe on their campus and 81% were not concerned about becoming a victim of crime. Respondents who indicated that they were victimized were four times more likely to have been victimized off-campus rather than on-campus. Predictors of supporting concealed-carry on campus included being male, owning a firearm, with an even stronger predictor being owning two or more firearms, living in a home with firearms, identifying with the Republican political party, and having been criminally victimized on campus. When a scaled down exploratory study was performed on a sample of students of the criminal justice department at the University of Texas Arlington, Van Winkle (2011) found that the small sample of 535 and a response of 292 students did not show overwhelming support for or against allowing concealed-carry on campus. As noted by the researcher,

there was a shooting at the University of Texas Austin campus during the time period of the survey. Another study at a public university in Texas sampled 1,396 students in 5 buildings. The authors reasoned, based on the results of the study, that if concealed-carry laws allowed permit holders to carry concealed firearms on campus, there could be an increase of 500% to 1,000% in the number of firearms carried onto the campus (Bouffard et al., 2012). Miller, Hemenway, and Wechsler (2002) performed a broad study of 119 institutions. They received 10,904 completed questionnaires – a response rate of 52%. The results from this survey indicated 4.3% of college students had a firearm at college. This study exposed other behaviors that were not found in other studies; gun owners were more likely to drive after binge drinking, have unprotected sex after drinking alcohol, and were more likely to get into trouble with the police. The study also found a high correlation between the location of the college and gun ownership trends in the country.

#### *Studies of faculty regarding concealed-carry on campus*

As noted by De Angelis et al. (2017), research regarding employee attitudes towards right to carry policies and laws is rather sparse. Their study, conducted in the rural western United States, found that university employees were more likely to support concealed-carry if they believed that they could not depend on the police for safety. Along this same line, those who distrusted the federal government were more likely to support concealed-carry on campus. Fear of crime did not seem to be an indicator to support concealed-carry on campus. This question without context is difficult to analyze – it could mean that fear of crime was not a factor, or that in this case, the respondents would have a net positive increase in fear if concealed-carry were allowed. The



researchers note two other variables that correlated positively with support of campus concealed-carry: self-labeled conservative and church attendance.

In a similar study, Bennett et al. (2012) surveyed employees at a state university in the southeast region of the state of Georgia. The demographic data for this is represented in Appendix A. There was overwhelming lack of support (only 17%) for the option to carry concealed weapons on campus. Gun owners were significantly more supportive of concealed-carry on campus than non-gun owners. But there were no significant differences in each of variables for age, region, religious preference, and attendance at religious services. The faculty's attitudes by college did not differ significantly. Self-reported political party affiliation was significant with Democrats significantly more likely to be opposed to the concealed-carry on campus than were Republicans or Independents. Of the variables captured, only gun ownership and political party identification were significant predictors of the faculty attitudes to allowing concealed-carry on campus.

Price et al. (2014) surveyed the United States' four year public and private institution presidents. A total of 900 questionnaires were mailed. Of the 900, nearly half were returned completed. The data show that 79% did not own a firearm, 57% grew up in a home without a firearm, and 5% had a concealed-carry permit. Further, 7% of the presidents reported a crime within the last year on their campus that involved a firearm. The presidents were overwhelmingly against faculty, students, and visitors carrying concealed handguns. In fact, 69% were against the same people carrying a concealed weapon off campus. Gender proved to be a significant indicator of belief about advantages of concealed carry. Males were more likely than females to perceive

advantages of concealed carry. Unlike the Bennett et al. (2012) study which found that Democrats were more likely than Republicans or Independents to oppose legislation allowing lawful carrying of firearms – in essence stating that Independents and Republicans were more similar, Price et al. found that Republicans were significantly more likely to recognize benefits in carrying concealed handguns than Democrats and Independents – which in essence shows Independents more similar to Democrats. Price et al. (2014) further explained that although there were significant differences among some of the groups, holistically, 95% did not support concealed-carry on the campus.

Thompson, Price, Dake, and Teeple (2013) performed a study of faculty among the five Great Lake States. Three universities were randomly selected from each state. The number of returned questionnaires returned was 791, over twice the amount of the goal of 370 to be considered an adequate response. Appendix B contains the demographic data for the study. Significant variables in perceiving advantages of concealed-carry on campus were: owning two or more firearms at home, being Republican, male, and growing up with a firearm in the house. Faculty who feared being a victim of crime as well as those that did not trust that their local police could protect them were significantly more likely to perceive advantages of campus concealed-carry. Likewise, those who did not own firearms, Democrats, Independents, Asians, those growing up in homes without firearms, who were confident police could protect them and being female were more likely to perceive disadvantages of on-campus concealed carry. Regardless of the statistical difference found, the researchers noted that the faculty, as a group, were decidedly against handguns on the campus.

## The Gun Control Debate

When reviewing gun control laws and the general public, the research varies but often lack evidence and objectivity. There is the liberally biased research that reveals that allowing guns in an environment can only lead to a more dangerous environment. There is the conservatively biased research that document the single view that when guns are limited, crime rates increase. In Crews, Crews, and Burton's (2013) study about K-12 campus safety, the researchers make the point that the potential solution of more armed guards in the K-12 environment is the wrong answer because appropriate training, checks, and qualifications are not readily available. The researchers explain that local volunteers could create a larger potential for "unqualified, criminal, and/or ill-intentioned individuals to take advantage of such unique, and potentially unsupervised, access to children" (p. 188). The researchers go on to say "If a child is harmed by overly zealous armed security member or sexually assaulted by a pedophile that has slipped through the system, someone would have to be held liable" (p. 188). Despite the fact that the researchers did cite examples of such cases from the website [privateofficernews.wordpress.com](http://privateofficernews.wordpress.com), the site is no longer in operation due to violations in the terms of service of the provider and therefore cannot be corroborated.

There is research to support the gun control belief that access to weapons can lead to violence. Van Kesteren (2014) posits that when observing individual-level data, members of households that own guns are more likely to be criminally victimized. However, van Kesteren also explained that this is not necessarily a causal relationship. Researchers such as DeGrazia (2014) used debate style logic to persuade the reader towards "sensible" gun control. However, this style of presentation has a premise that

requires the intended reader to adopt the same viewpoint of the researcher. Other researchers such as Hemenway are convinced that gun control laws are useful in deterring homicide (Hemenway, 1998, 1999, 2004; Hemenway et al., 1995). And from the opposing viewpoint, there are researchers such as Lott who are convinced that more guns result in less crime (Lott, 2010). Depending on the reader's viewpoint, the research of the above authors may be deemed biased.

Just as Hemenway (1998, 1999, 2004) represented the extreme view of siding with more gun control, Lott (2010) represents the extreme view from the other side of the spectrum. His research shows that nondiscretionary concealed-carry laws correlates to lower violent crime. He further explains that the more urban an environment is, the less likely the population is to support concealed-carry. However, those environments may stand to gain from the right to carry legislation. Lott explains that his research finds no appreciable relationship between right to carry laws and suicide rates or accidental deaths. Lott's studies also failed to find that criminals would be more likely to use firearms if the victims were armed. Whereas Lott is emphatic that his research proves that right to carry laws reduce crime, researchers such as Siebel (2008) were quick to make the opposite point. Siebel suggests four reasons for the likelihood of gun violence to increase if students are able to keep and carry guns on college campuses: "(A) the prevalence of drugs and alcohol, (B) suicide risks and mental health issues, (C) the likelihood of gun thefts, and (D) an increased risk of accidental shootings" (p. 324). Admittedly there were two different environments being sampled – the general public in the case of Lott's research and the university in the case of Siebel's. Siebel explained that one study showed that students who participated in risky activities were more likely

to own firearms. In another study similar to Miller, Hemenway, and Weschler's 2002 study, Siebel shows that owners of firearms are more likely to binge drink. He then uses the common-sense approach to put those together as a recipe for danger. Siebel explained that guns are 90% effective for a successful suicide attempt; however, Lott explained that more guns do not correlate with increased suicide rates or increased accidental death rates. Worth noting, Lott's findings are corroborated by Gius (2014). Although Gius emphasizes there may be other variables at play, his findings seem to agree with Lott. Specifically, Gius explains that gun control legislation may cause an increase in murder rates. Gavran (2017) argues against Lott however, explaining that crime rates in two longitudinal studies did not go down as a result of campus carry laws being enacted. Utah and Colorado for example, according to Gavran, experienced no decline or increase in crime after the population was allowed to carry concealed weapons onto campus.

Gun control is a highly contested subject. Although there is plenty of research available, it is often not truly objective. Both sides of the debate have employed various data models to back their claims or they use logic to explain a different view of the data. With so many versions of the interpretation of the data, it would seem that there is merit to both sides of the argument; otherwise, a definitive outcome would have been reached by now. As Hock (2009) explains, there are studies on both sides of the issue and the results are contradictory. Hock observes, based on others' research that there is more benefit to allow law-abiding citizens to carry concealed weapons than the negatives imposed by allowing guns in a society. Hock further states that the available research does not validate a policy against concealed-carry.

## Theory

There is no shortage of theory to review regarding the research questions. In addition to the theories that are directly related to the research questions, consideration of academic freedom and how it relates to the governance of the university, and the university campus and its role in the development of students should be considered.

From a broad perspective, Maslow (1970) is relevant given the premise that physical safety is fundamental to any level of performance other than simply breathing and eating, along with shelter. This is presented only to explain that faculty's perception of the physical safety provided to them on campus is a component of their ability to perform their roles.

### *Faculty Attitudes*

*Collective security hypothesis.* One theory that could explain faculty attitudes toward concealed carry, particularly those who do want to support the concealed carrying of firearms on campus is the collective security hypothesis. According to this premise, the organization (state, or institution) has the responsibility for protecting its community. If members of the community become disillusioned or otherwise critical of the security provided, members may choose to provide protection for themselves, which could involve arming for self-defense (De Angelis et al., 2017). This factor was discussed in Thompson et al.'s (2013) research regarding faculty. Restated here, those faculty who did not trust their local police would protect them were significantly more likely to perceive advantages of campus concealed-carry.

*Fear of crime.* Fear of crime may suggest why some may want to carry a concealed weapon. In 1965, President Lyndon B. Johnson created a commission to

review the causes of crime and develop a strategy on methods to respond to such threats (President's Commission on Law Enforcement and Administration of Justice & Katzenbach, 1967). According to Lane, Rader, Henson, Fisher, and May (2014) this began the fear of crime research. The outcome of this report, although not focused on fear itself, expressed that the most threatening outcome of violent crime is fear. Although there may be a tendency to associate risk – a probability that a violent crime will occur, and fear – an emotion not necessarily based on probability, there is research to show that risk and fear are distinct (Baker & Boland, 2011; Jennings et al., 2007; Kleck et al., 2011; Lane et al., 2014; Rountree & Land, 1996; Wilcox et al., 2007). This concept can be easily understood when it is applied to the fear of flying versus the risk of dying from flying. Whereas the risk is relatively small, some people have an immense fear of flying.

Fear of crime can affect behavior. According to Lane et al. (2014) there are a host of behavior changes that can accompany fear of crime including avoidance behaviors, defensive postures, and even weapon possession for self-defense. This informs the current research questions on two levels. Fear of crime could provoke a faculty member to desire to carry a concealed weapon for the purposes of self-defense. Another manifestation could involve a student or faculty member – through constrained behavior because of a perceived potential threat to avoid topics or situations that may appear controversial.

There have been studies that incorporate fear of crime as it relates to university campus safety. Jennings et al. (2007) surveyed undergraduate students enrolled in criminology at a large southeastern university in 2005. Their results were that the students did exhibit moderate measures for fear of crime. However, there was little

evidence to support that students changed their behavior to minimize risk of victimization. Also at a university in the southeastern United States, Wilcox et al. (2007) performed a study reviewing college women's responses with regard to campus safety, fear of crime, and constrained behavior. Their research discovered that despite the fact that actual victimization rates involving strangers were low, the fear of being victimized by a stranger was high. Regarding constrained behavior, 47% of the respondents had some sort of self-protection mechanism (mace or similar substance, cellular phone, knife, gun, or key chains). Avoidance was another observed constrained behavior, as 81.5% of the respondents reported avoiding certain areas of campus at certain times. Thus, according to research Fear of Crime can lead to a change in behavior.

De Angelis, Benz, and Gillham (2017) studied fear of crime as a possible predictor of faculty support of a concealed-carry policy at a large rural university in the Western United States. Their review led to three possible predictors of support for concealed-carry: trust in campus police, political orientation, and fear of crime. They found that a distrust of campus police did correlate with support for a concealed-carry policy on campus. However, they found that fear of crime did not change employees' support for concealed-carry.

Whereas the research of De Angelis et al. (2017) was performed in a university setting, Kleck et al. (2011) used data from the National Survey of Private Ownership of Firearms which was not restricted to university employees. Their outcomes are different from De Angelis et al. in that they found a correlation between perceived risk of victimization and the probability of getting a gun for the purposes of self-protection.



This engenders the possibility that the environment (on-campus vs off-campus) might play a part in the support for concealed-carry policies.

*Culture theory.* Culture theory is another theory relevant regarding gun control. One version of culture theory blends with the research that ties conservatism to support for concealed-carry. In one study relating culture theory to gun control, researchers employed Wildavsky's (1987) research to create a plane (two axes) of cultural identification. Respondents were measured on two axes of their "cultural orientation" – Hierarchy vs Egalitarianism and Individualism vs Solidarism. The researchers found that the cultural orientation was more predictive of the support of gun control measures than other variables that were significant without the inclusion of the cultural orientation plane. Indeed, they found that this measure was even more predictive than political identification of the respondent (Kahan & Braman, 2003). What is missing from the literature is whether professors may identify with multiple cultures, perhaps one on-campus, and one off-campus.

#### *Student Cognitive Development*

As early as 1915 with the Association of University Professors' 1915 Declaration of principles on academic freedom and academic tenure, the purpose of the university is expressed. Three principles that are mentioned are " (a) to promote inquiry and advance the sum of human knowledge; (b) to provide general instruction to the students; and (c) to develop experts for various branches of the public service" (American Association of University Professors, 1915, p. 295). Stated even more assertively:

An inviolable refuge from such tyranny [of public opinion] should be found in the university. It should be an intellectual experiment station, where new ideas may

germinate and where their fruit, though still distasteful to the community as a whole, may be allowed to ripen until finally, perchance, it may become a part of the accepted intellectual food of the nation or of the world. (American Association of University Professors, 1915, p. 297)

In addition to the 1915 principles expressing the functions of an institution, there is the concept of learning and development within the institution and how those are best achieved. There are frameworks describing learning such as Bloom's Taxonomy as well as methods for implementing those frameworks. Bloom is used here only to represent that students progress through stages of development. Bloom, Engelhart, Furst, Hill, and Kratwohl (1956) identify six classes of a taxonomy of learning. Each class builds upon the previous and is required for the successor. They are in order: "knowledge, comprehension, application, analysis, synthesis, and evaluation" (p. 18). Knowledge is represented by being able to recite information and recognize accurate statements. Comprehension refers to the ability to "translate" the information into a personal understanding. Application, as the name implies, is the ability to solve a problem using the knowledge. Analysis is the ability to reduce the knowledge into smaller components of understanding. Synthesis refers to the ability to reassemble the smaller components to create new knowledge that was not explicitly part of the original knowledge. Evaluation is the ability to make judgments of the knowledge. Interestingly, this implies that the only valid opinions are those expressed by individuals that have attained the previous five levels of understanding before expressing a judgement about a particular topic.

Although Bloom et al.'s Taxonomy does not detail methodologies, other researchers such as Slavich and Zimbardo (2012) do detail methodologies employed to

attain higher levels of understanding. Slavich and Zimbardo introduce a concept called transformational teaching. Their paper implements all of the classes of Bloom's Taxonomy through collaborative learning techniques that involve the student from creating the class content to reflecting upon what was learned. Slavich and Zimbardo rely on the social interaction and freedom of expression within the classroom. At times students will need to redefine their understanding of a concept. This process will involve cognitive dissonance as the brain tries to reorient to the learned knowledge. During this reorienting process, in-class discussions of differing points of view are likely to occur. Consistent with their view, professors are analogized as coaches, leading the conversation forward, but letting the students discover the information through intellectual discourse. In the models reviewed, collaborative learning was an essential element to accommodate the deepest and richest learning experience (Bloom et al., 1956; O'Flaherty & Phillips, 2015; Slavich & Zimbardo, 2012).

#### *Student Moral and Ethical Development*

Carry and Hecht (2015) view students through the lens of Kohlberg's theory of moral development. The Kohlberg model employs three levels or stages in moral development. College students exist at every stage of Kohlberg's theory of moral development. Carry and Hecht posit that these stages may assist in predicting student attitudes regarding concealed-carry. For example, earliest stage members who carry a concealed weapon, according to Carry and Hecht, without training would be just as dangerous as a criminal. Second stage members would be in constant strife between the right to carry a concealed weapon and the continual reinforcement that firearms are dangerous. This mental debate could cause the student stress and interfere with learning.

The students in the final stage of Kohlberg's model would be compelled to view inwardly the decision to carry a concealed weapon. A student in this level of moral development would not be judgmental towards another student exercising his or her right to carry a concealed weapon. In addition, a student in this final stage would not experience stress rationalizing the decision to carry a concealed weapon and the fact that weapons are dangerous as the decision to carry would more likely be on protecting others rather than self-interest.

### Summary

There are a few studies about gun control at universities. Different populations such as presidents, students, and faculty have been researched. Of the university employees surveyed, an overwhelming majority prefer for guns to not be on campus. Of those surveyed, the groups that did support or wavered in the direction of supporting concealed-carry on college campuses were likely to be Republican, male, own a firearm, have grown up in a house with a firearm, distrusted the federal government, or believed that the police could not protect them. In addition to not supporting concealed-carry on campus, a majority of the employees also did not support concealed-carry off campus. These findings tend to support culture theory with regard to predicting who would more likely support the university campus as concealed-carry environment. Further, according to the research, culture resonance tends to be uniform regarding on-campus vs off-campus among university faculty in the few studies that observed on and off campus attitudes.

Although the general studies on gun control are typically single sided regarding the benefit or lack of benefit of concealed-carry (Crews et al., 2013; DeGrazia, 2014;

Gius, 2014; Hemenway, 1998, 1999, 2004; Hemenway et al., 1995; Hock, Michael, 2009; Lott, 2010; Rostron & Siebel, 2007; Siebel, 2008; van Kesteren, 2014), the study of concealed weapons on college campuses is coalescing into a single view – faculty do not want concealed-carry to be allowed at university campuses (Bennett et al., 2012; De Angelis et al., 2017; Price et al., 2014; A. Thompson, Price, Dake, & Teeple, 2013). Fear of crime was captured in only one study – De Angelis et al. (2017). However, in that one study, it was not a significant indicator of supporting on-campus concealed-carry. Therefore, whereas fear of crime might prove useful in identifying reasons that one may support concealed-carry, fear of crime does not seem to be a significant determinant of one supporting concealed-carry on a university campus.

There is a significant gap in the literature regarding a study that involves faculty attitudes of gun control in Mississippi, a consistently conservative state (Caughey & Warshaw, 2016). The previous studies have found that political party affiliation is a factor. Studying Mississippi, an extremely conservative state, will provide further information on conservatism and its relationship on faculty attitudes of gun control.

Also reviewing the literature has exposed a single-dimensional view of political affiliation. That is to say, the studies seem to view party affiliation as a single measure on one's attitudes on all things connected to a political foundation (Bennett et al., 2012; De Angelis et al., 2017; Price et al., 2014; A. Thompson, Price, Dake, Teeple, et al., 2013). Taking this view, if one is a Democrat then one must be whole-heartedly Democrat. This seems to leave out those who may be geographically, fiscally, or even morally a member of one party but have views that align with another party as well.

Although the studies regarding gun control at the universities captured the idea that faculty did not want concealed-carry on the campus, there was little explanation of the possible outcomes if concealed-carry were to be allowed. For example, concealed-carry has been allowed on the Utah campuses for several years. Although Gavran (2017), the Director of the Campaign to Keep Guns off Campus, is outspokenly against guns on campus, her data and results of her study show no increase in crime after a state allowed concealed-carry on campus.

One study, Baker and Boland (2011), found campus violence to engender negative outcomes in faculty and students. However, the study did not link these negative outcomes specifically to concealed-carry being allowed on campus.

No known study to date has investigated faculty attitudes regarding allowing of concealed-carry weapon's effect on specific dimensions of their work: classroom discussion, student advisement, or scholarly debate. Fear of crime will serve as a prevailing theory with the idea that fear of crime will engender avoidance behaviors and defensive postures as discussed by Lane et al. (2014).

## CHAPTER III - METHOD

This study took place in two parts. IRB approval was received from the host university. After attempting to communicate with the other seven universities in Mississippi, IRB approval was granted by four more universities, for a total of five. Actually communicating with the professoriate proved more arduous. Different policies at the different universities seemed to guarantee a lack of participation. The host university allowed a complete mailout to the professoriate and this allowed the second release of the questionnaire. Data from both releases were combined in Excel and saved to the local computer. This dataset was then imported into R.

The study surveyed the professoriate at public universities in Mississippi. By including Everett's (2013) 12 Item Social and Economic Conservatism Scale (SECS) combined with a developed instrument to capture the attitudes of faculty of regarding the research questions, this study synthesized new information not before captured. Developing an instrument proved necessary based on the inability of existing instruments to capture information to address the questions below.

### Research Questions

This study was guided by six objectives that previous literature did not expound upon. Specific to faculty and regarding their attitudes on gun control policies and laws at the university:

R<sub>1</sub>: What are the attitudes of faculty regarding concealed-carry on the university campus?

R<sub>2</sub>: What is the reported impact of concealed-carry on student advisement?

R<sub>3</sub>: What is the reported impact of concealed-carry on class discussion?

R<sub>4</sub>: What is the reported impact of concealed-carry on scholarly debate in public areas?

### Research Hypotheses

In addition to the above research questions in the exploration of the attitudes of the faculty of Mississippi universities regarding concealed carry on the campus of the universities; there are also two research hypotheses:

H<sub>1</sub>: Those who support concealed-carry will likely score highly conservative on the Social and Economic Conservatism Scale (SECS).

H<sub>2</sub>: The faculty of Mississippi universities are more likely to support off-campus concealed-carry than previous research conducted elsewhere.

The method is descriptive and non-experimental in nature. There were two instruments combined for use in this study. The first is the 12 item Social and Economic Conservatism Scale (SECS) developed by Everett (2013). The second instrument was developed to specifically answer research questions R<sub>1</sub> to R<sub>4</sub>. The new instrument was developed, validated, and tested for reliability. In addition to those instruments, open-ended questions have been added throughout the questionnaire to allow context and clarification to be recorded.

### Participants

The focus of this research is the faculty of residential campuses of the eight public four-year universities in Mississippi. Mississippi has eight public universities: Mississippi State University, University of Mississippi, The University of Southern Mississippi, Mississippi University for Women, Jackson State University, Alcorn State University, Delta State University, and Mississippi Valley State University. According to



the Institutions of Higher Learning of the State of Mississippi, as of 2018 there are 4,680 full-time faculty among the eight universities defined by the ranks of Professor, Associate Professor, Assistant Professor, Instructor, Lecturer, and Other. This study was intended to be conducted by inviting all 4,680 full-time faculty to participate.

Specifically, permission was sought from the individual Institutional Review Board (IRB) of each university in Mississippi. The local university's IRB approval was needed prior to proceeding with the remote universities. After much communication, IRB approvals were issued to continue from five of the eight universities.

Communication protocols were discussed with each of the five universities. The research slowed significantly as there is no standard communication protocol across universities in allowing doctoral students to request participation of faculty. Much the opposite, most of the universities are actively screening the requests to email faculty to participate. Ultimately this hindered the sampling validity.

The instrument was developed in the Qualtrics online environment. After receiving IRB approval from the local university, the researcher submitted a request for public records for the email addresses of the entire faculty along with the first and last names. This was received via email in spreadsheet form from the university. The researcher then used a mail merge function in Microsoft Word to generate personalized emails to each of the faculty. This process was repeated one week later, and again one week later for a total of three requests. After the first request, there were multiple requests to expand the ranking choices to include non-tenure track ranks. The instrument was modified to include those ranks.

## Instrumentation

The first part of the questionnaire consists of general demographic information such as sex, race, ethnicity, school within the university, and department within the school. The next section of the instrument is concerned with the research questions and hypotheses above, as well as the faculty member's current understanding of policy at the university and of the Institutions of Higher Learning in Mississippi (the governing body responsible for policy and financial oversight of the eight public universities in Mississippi). The last section of this questionnaire is the SECS developed by Everett (2013) as presented in Appendix C. This was used to identify not only the level of conservatism holistically but also the level of conservatism as it applies to economic or social conservatism.

The SECS instrument was developed to create a single scale instrument that could assess conservatism across fiscal and social beliefs. The instrument was issued to 319 American participants. An exploratory factor analysis was performed with principal axis factors extraction. After the initial factors were extracted, a scree plot was performed which revealed two factors as the optimal solution: one factor with five indicators, the other factor with seven indicators. Reliability was expressed with a Cronbach's alpha of .88 for the entire instrument. The fiscal conservatism subscale resulted in an alpha of .70 with five-member items, and the social conservatism subscale resulted in an alpha of .87 with seven-member items. Permission to use the instrument was granted by Dr. Everett on April 6, 2018, as presented in Appendix D.

The second section of the instrument was developed first by using a focus group to identify relevant areas. A script was employed to assist with boundaries for the

discussion. Participants from a local private college were asked to attend an hour-long session to facilitate developing a valid instrument to measure attitudes of faculty regarding laws and policies of concealed-carry on campus. Seven attendees composed of an Associate Professor of Criminal Justice, an Associate Professor of Education, Associate Professor of Nursing, two Associate Professors of Psychology, an Instructor of Criminal Justice, and a Director participated in the focus group. The gender composition was five males and two females. Facilitation of the group involved introductions followed by minimal interaction with the researcher asking questions mainly to enhance understanding and to guide the conversation when it seemed to be veering from research concepts. The event was recorded to ensure proper understanding of the conversation after the event. The group discussion was structured, and everyone had opportunity to contribute, and no apparent leader could be determined from the pool of participants.

Interestingly, a few of the members of the focus group were motivated to discuss their feelings about concealed-carry, safety, and even past experiences. The criminal justice faculty were more apt to discuss practical implementation and issues with the act of allowing concealed-carry on campus. The components of the job responsibilities of the professoriate that were brought up in the focus group included areas discussed previously such as student advisement and classroom discussion. However, other items also were identified such as grading objectivity, general safety and fear (not specifically associated to the faculty student relationship). Specific experiences with guns in the classroom were also discussed, such as when law enforcement bring openly carried firearms into the classroom. In this example, some students and some faculty questioned administration whether police were allowed to carry their guns on campus while in class.

Mentioned by one in the focus group was “I wouldn’t teach in a classroom where students were allowed to carry guns.” Another person stated, “If you think of the teacher shortage now, can you imagine what it would be [if students could carry in the classroom].” Another area not previously discussed in the literature that the focus group exposed was that the area of study could be related to the attitude of the professor. For example, professors in criminal justice may be less affected than professors in a program that doesn’t involve law enforcement. Normalization was mentioned by one member as well. That is to say that with conceal-carry being allowed, it is possible that over time students and faculty would adjust and any disruption that is caused would eventually be diminished.

Not mentioned until the researcher interjected the topic into the focus group was the idea of scholarly debate. Even when asked specifically about the concept of on campus scholarly debate the conversation seemed to lack involvement indicating either that scholarly debate was not practiced currently, a lack of concern, or perhaps a lack of understanding. Items were added to the instrument to determine if scholarly debate is practiced regularly on campus.

The focus group confirmed the areas of concern and student involvement regarding concealed-carry on campus. Although the emphasis was mainly on student advisement and classroom interaction, the group did acknowledge scholarly debate may be affected. With their input included, the third section of the instrument was developed to include multiple inputs about each research question. Black (1999) was used as the resource to develop the questions as he summarized other research on quantifying attitudinal research. The initial instrument can be viewed in Appendix F. The final

instrument (Appendix G) examines conservatism, various demographic dimensions, and the attitudes of faculty of concealed-carry on campus, as well as what the faculty report about the impact of concealed carry at the university campus on student advisement, classroom discussion, and scholarly debate of concealed-carry on the university campus; and lastly, do faculty attitudes differ regarding on-campus concealed-carry from off-campus concealed-carry. With the final instrument developed, it was then be pilot tested for face validity and internal consistency.

### Procedures

After IRB approved the study, a request for public information was sent to the local university for the email addresses of all faculty. The emails were received in a spreadsheet shortly afterwards. Microsoft word was used create a mail merge to send personalized email requests via Microsoft Outlook to participate in the research. After the first request, numerous replies to researcher expressed to desire to add non-tenure track ranks to the instrument. The instrument was modified and requests using the above method were sent one week from the initial email and once again two weeks from the initial email for a total of three requests. The email addresses were never transmitted to the data collection tool and there was no tracking of the participation of individual faculty members.

### Analyses

Upon the closing of the survey, answers were coded via Qualtrics automatically. Any responses to reverse worded questions answers were reverse coded according to the questions in order to indicate a uniform direction for all responses. Once the results were coded or recoded, they were be analyzed with the statistical software R. The open-ended

questions were compiled with categories being created and responses being coded. Descriptive statistics were reported across the demographic data. The results will include various groupings as well as a holistic view of the data received. Research questions R<sub>1</sub> through R<sub>4</sub> will be tested with categorical statistics testing to determine holistic impact. Spearman's Rho was used to show the correlation between the SECS score and the categorical variable representing the support of concealed-carry on and off campus.. Hypothesis H<sub>1</sub> and H<sub>2</sub> were tested and reported. Conservatism was tested in two methods, the self-identified component and as identified by the SECS. To compare the SECS means with the self-identified political party, an analysis of variance (ANOVA) was computed.

The results were used to demonstrate the attitudes of the faculty towards concealed carry at a Mississippi public university. Descriptive analyses were performed on the demographic data received. Open-ended questions were coded and presented in summary form to provide context as well as deeper understanding of the descriptive statistics. In addition, should any open-ended answers provided add input that changed the perception of the quantitative components, those will be reported to allow complete transparency in the reporting of the results.

## CHAPTER IV - RESULTS

A survey of the self-reported attitudes of faculty of the public universities in Mississippi regarding the allowing of the concealed carrying of firearms at Mississippi public universities was conducted. Results from the instrument were received from 491 faculty among five of the eight public universities in Mississippi. The goal of this study was to answer the following research questions:

R<sub>1</sub>: What are the attitudes of faculty regarding concealed-carry on the university campus?

R<sub>2</sub>: What is the reported impact of concealed-carry on student advisement?

R<sub>3</sub>: What is the reported impact of concealed-carry on class discussion?

R<sub>4</sub>: What is the reported impact of concealed-carry on scholarly debate in public areas?

Another goal was to test the following hypotheses:

H<sub>1</sub>: Those who support concealed carry will likely score highly conservative on the Social and Economic Conservatism Scale (SECS).

H<sub>2</sub>: The faculty of Mississippi universities are more likely to support off-campus concealed-carry than previous research conducted elsewhere.

### Sample

The number of participants from each institution was a function of how communication with each university's professors were allowed. University "E" did not restrict the emailing of professors which resulted in a much higher return rate (Table 2):

Table 2 *Distribution of received responses by university*

University	N
A	6
B	7
C	19
D	16
E	428
Did not Answer	15

Of the 491 responses: 206 were female, 197 were male, 88 did not identify sex. Regarding race, 74% were white, 6% African American (full results listed in Table 7 in Appendix H). Seventy-seven percent were born in the United States.

Regarding the academic discipline of the respondents, 39% were from the Natural and Applied Sciences, 26% from Humanities, and 10% from Business (Table 8). Reviewing faculty ranks, 22% were Full Professors, 21% were Associate Professors and 18% (Table 9).

Fewer than 20% reported having a permit to carry conceal weapons. However, 68% of those permits were reported to be instructor certified. Instructor certified permits means that the possessor attended an eight-hour course in safety and range training and this certification greatly reduces the restricted areas that the possessor may carry a concealed weapon.

#### Political affiliation

Sixty three percent of the participants provided their political affiliation; of those 25% were Democrats, 16% Independent, and 11% Republicans. Six percent listed other with varying descriptions, mainly indicating that they were a blend of conservative and



liberal parties (Table 10). The Democratic Socialists of America or derivation was added by four respondents; two respondents added the Green Party.

Participants were asked to rate 12 statements on a scale of 1-100 for the purposes of calculating a conservatism score for a possible total of 12-1200 (the Social and Economic Conservatism Scale as shown in Appendix C). Fifty-seven percent responded to these items. After adjusting for the reversed questions, a result was given that rates the individual “conservativeness.” The average scale of conservatism within each of the self-identified party affiliations a shown ordered alphabetically by political party in Table 3 below:

Table 3 *Conservatism Score on SECS by Self-Identified Political Party*

Self-Identified Political Party	Conservatism Scale Sore			
	Mean	Min	Max	Std. Dev.
Democrat	587.89	109	956	137.27
Independent	747.42	410	1127	154.20
Libertarian	833.21	600	1084	148.99
Other	672.03	200	1022	192.23
Republican	874.86	600	1140	145.27

The computed ANOVA comparing the means of the SECS score of respondents’ who identified with one of five political party choices showed significant differences among their self-identified political preference –  $F(4,265)=40.93, p<.001$ ) Tukey’s HSD was used to determine the differences between the political identifications. The only groupings to not exhibit statistical differences were Other/Democrat,

Libertarian/Independent, Other/Independent, and Republican/Libertarian. With all other pairings, the differences in means were statistically significant.

### Gun Ownership

Ninety-two of the participants owned a handgun, 67 owned a rifle, and 70 owned a shotgun (Table 11 in Appendix H). Of the 92 handgun owners, the average number of handguns owned was 2.6 ( $SD = 3.305$ ) of the 67 rifle owners, the average number of the owned rifles was 3.3 ( $SD = 4.450$ ), and of the 70 shotgun owners, each owned an average of 2.6 ( $SD = 3.305$ ) shotguns.

### Scholarly Debate at the University

Scholarly debate was measured on five four-point Likert scale questions of Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1). The results from these questions indicated that professors strongly agreed ( $M = 3.71$ ) that they encouraged classroom discussion, and likewise agreed ( $M = 3.06$ ) that they encouraged debate about socially controversial topics in the classroom. Professors agreed but at a lower level that scholarly debate in open areas occurred ( $M = 2.71$ ). Similar results were recorded in that scholarly debate is encouraged ( $M = 2.98$ ) and that audience participation was encouraged ( $M = 2.94$ ). These results may be seen in Table 12 of Appendix H. Reported locations of scholarly debate included open areas, auditoriums, classrooms, the student union, faculty offices and lounges, debate tournaments, meetings, and in the present-day online environment, the free text respondents added Zoom calls, Canvas (Learning Management System discussion boards), student publications, offices, and the library.

### Reported Acceptability of Concealed-Carry On Campus

Using the same scale, respondents were asked to self-report their agreement with statements regarding possibility of allowing concealed-carry on-campus. Professors disagreed that firearms were beneficial on campus ( $M = 1.89$ ). Similarly, the respondents agreed that firearms on campus would be problematic ( $M = 3.15$ ); even going so far to say that firearms should be banned on campus ( $M = 2.99$ ). The respondents disagreed that the United States Second Amendment afforded them the right to own a firearm on campus through a legally prescribed means ( $M = 2.02$ ). Respondents agreed that the concealed carrying of firearms on campus posed threats to safety on campus ( $M = 3.05$ ) and disagreed that the concealed carrying of firearms would decrease on-campus violent crime rates ( $M = 1.88$ ). In summary, respondents disagree that they support the ability to carry concealed firearms on campus with appropriate permits ( $M = 2.10$ ). Full results can be seen Table 15 in Appendix H.

### Reported Acceptability of Concealed-Carry Off Campus

Whereas the reported on-campus attitudes trended toward disagree and even strongly disagree regarding the support and benefits of concealed-carry on campus, the off-campus reported attitudes were quite different. Using the same 4-point scale, participants were asked to self-report their agreement with the same statements as above regarding allowing concealed-carry off-campus. Summarizing the Table 16 in Appendix H, respondents trended towards strongly agree ( $M = 3.35$ ) that the Second Amendment to the US Constitution allows the right to own a firearm. The results regarding the statement that concealed-carry off-campus is beneficial trended towards disagree ( $M = 2.49$ ). “Concealed-carry off-campus is problematic” was reported as agree ( $M = 2.65$ ).

Respondents disagreed that off-campus should be banned ( $M = 2.22$ ). In addition, respondents disagreed that concealed-carry off campus poses a threat to safety ( $M = 2.49$ ) and that concealed-carry off campus decreases off-campus violent crime ( $M = 2.10$ ). Finally, regarding the general support of carrying concealed firearms off campus with the appropriate permits, faculty are in support ( $M = 2.79$ ).

#### Political Polarization in Concealed-Carry Views

When viewing these same questions above through the lenses of on-campus and off-campus views and political party identification the polarizing subgroups are apparent (Tables 18-24 in Appendix H). While the faculty of Mississippi public universities within this sample generally agree ( $M = 3.35$ ) that the Second Amendment of the US Constitution affords the right to own a firearm off campus, they disagree ( $M = 2.21$ ) that the Second Amendment affords them that right on campus. Democrats had the lowest off-campus mean rating of 3.07 while Republicans had the highest off-campus rating of 3.75 (Table 18).

The only respondents that believed conceal-carry on campus is beneficial were Republicans ( $M = 2.89$ ) – the Libertarian responses, second highest score on the SECS, disagreed ( $M = 2.22$ ), whereas the only respondents that disagreed that conceal-carry off campus was beneficial were Democrats ( $M = 1.82$ ) and those that listed Other ( $M = 2.36$ ) (Table 19). Likewise, the only political party that agreed concealed-carry should be banned off-campus was Democrat ( $M = 2.91$ ); and the only political party that disagreed that concealed-carry should be banned on campus was Republican ( $M = 2.02$ ) (Table 21).

Democrat respondents were the only ones to disagree with the statement “I support the ability to concealed firearms with appropriate permits” off-campus with a

mean rating of 2.17. All other respondents agreed with the statement off-campus. However, only Libertarians ( $M = 2.56$ ) and Republicans ( $M = 3.64$ ) agreed with the statement regarding on-campus concealed-carry (Table 24).

Spearman's rho was calculated for the relationship between the SECS and the four-point variable indicating the participant's agreement level supporting the concealed carrying of firearms off campus. A moderate positive correlation was found ( $\rho(276) = .619, p < .001$ ).

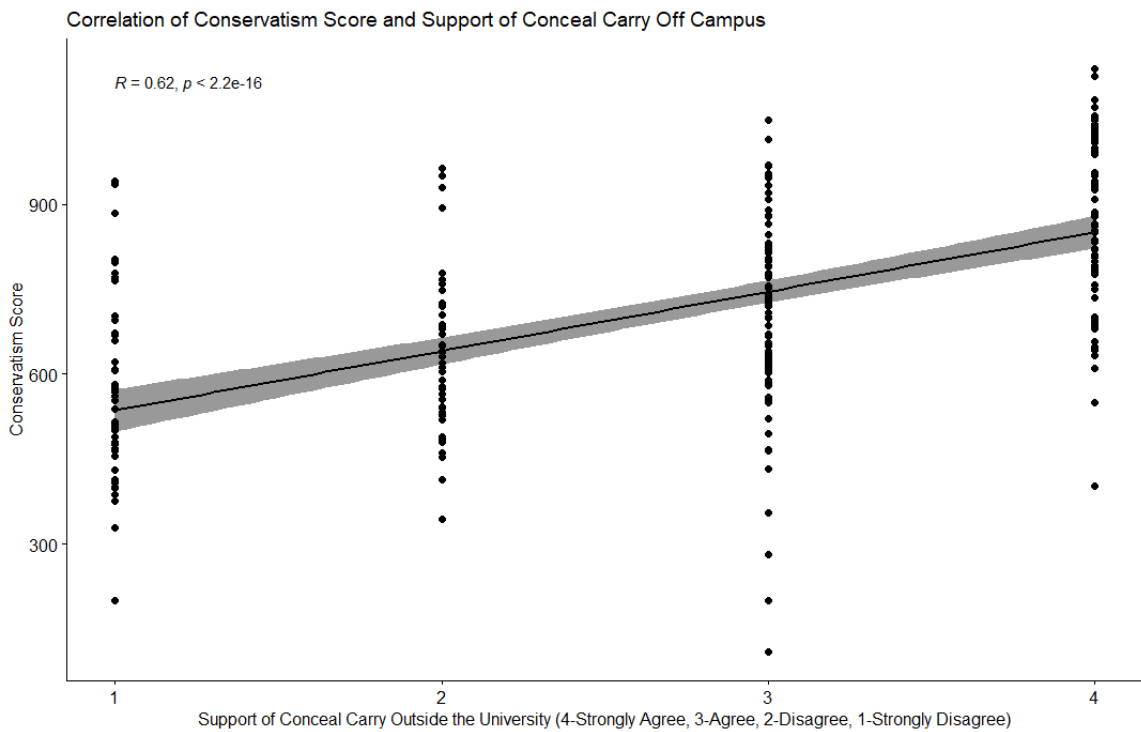


Figure 1. Spearman's rho for SECS vs Support of off campus concealed-carry

Likewise, the same test was performed for the same question for on-campus concealed-carry. Again, a moderate positive correlation was found ( $\rho(276) = .575, p < .001$ )

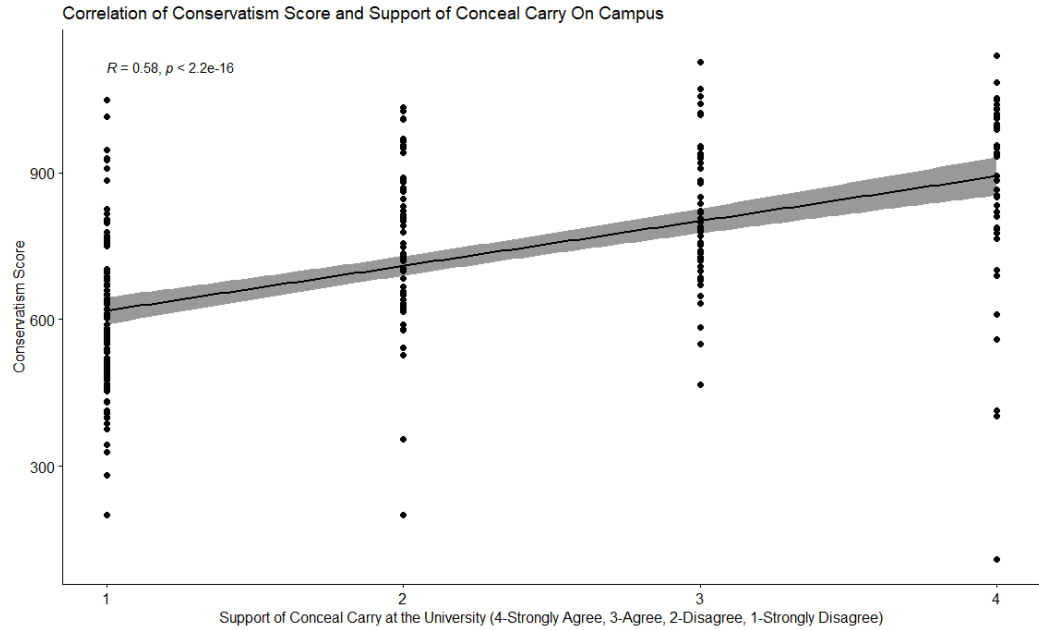


Figure 2. Spearman’s rho for SECS vs Support of on campus concealed-carry

The two correlations indicate that a higher SECS score is correlated to a more likelihood to accept concealed-carry, either on or off campus.

#### Faculty Support of On Campus Concealed-Carry

As seen in Table 4 below, faculty support of the on-campus carrying of concealed weapons were asked over several questions. Faculty, in general, do not support concealed-carry at the University, whether in public places, in classrooms, or in dorm rooms. Also, generalizing, faculty are not interested in carrying a concealed weapon at the university.

Table 4 *Faculty support of the concealed carrying of firearms on campus*

Disagree (1) / Neutral (2) / Agree (3)	Mean	SD	N
I support the ability to carry concealed firearms with appropriate permits on-campus	1.53	0.828	299
I support the conceal carry of firearms in public areas on campus assuming proper permits are obtained	1.58	0.864	300

Table 4 Continued

I support the conceal carry of firearms on campus assuming proper permits are obtained	1.54	0.843	300
I support the conceal carry of firearms in public areas in classrooms assuming proper permits are obtained	1.49	0.820	300
I support the conceal carry of firearms in public areas in dorms assuming proper permits are obtained	1.38	0.752	299
I would like the opportunity to carry a concealed weapon on campus	1.44	0.777	299

#### Reported Effects of Concealed Carry on Campus

Respondents were asked to report how allowing concealed carrying of firearms would affect the on-campus environment. Professors disagreed that allowing the concealed carrying of firearms at the university:

- enhances safety on campus
- promoted conversation in classrooms
- contributes to an environment where students and faculty feel safe to exchange ideas
- contributes to an environment where controversial debate could be explored safely
- would have a liberating effect on faculty-student conversations regarding grades
- would allow faculty to provide honest feedback to students
- would allow them to advise students honestly
- decrease classroom participation
- allow me to advise students honestly

and agreed that concealed-carry would:

- decrease the safety on campus
- stifle open conversation in classrooms on campus
- contribute to an environment where students and faculty feel hesitant to exchange ideas
- contribute to an environment where controversial debate would be muted
- cause faculty to disengage from faculty-student conversations regarding grades
- limit the ability of faculty to provide honest feedback to students
- limit the ability to advise students honestly
- promote feelings of fear

In summary, there were no items that faculty members felt would be positively impacted by allowing the concealed carrying of firearms on campus. Additionally, all of the responses regarding possible negative effects resulted in a high level of agreement, indicating that the respondents report a worse environment for advisement, grading, class participation, and debate of controversial subjects. These are detailed in Table 13 of Appendix H.

When reviewing how respondents reported allowing the concealed carrying of firearms on campus would affect their interactions with students, an anomaly occurred. The data seemingly contradict similar statements. Faculty both agreed that if concealed-carry were allowed, they would feel apprehensive about discussing controversial material with a student; and faculty agreed they would feel free discussing controversial material in class. Faculty agreed that if concealed-carry were allowed, they would be apprehensive in providing negative information to a student, threatened in providing negative assessment to a student; yet, faculty also agreed they would feel comfortable in



advising students that a program may not be a good fit and comfortable in engaging in informal conversation regarding a student's future (see details in Table 14 of Appendix H). The data seem show that while faculty would be apprehensive and threatened in the environment, they would also be comfortable in discussing information that may be difficult for a student to hear, or open to carrying on a discussion of controversial material.

When asked directly about student and faculty feelings in an environment where concealed-carry was allowed, the faculty responded in a more muted manner. These data are somewhat counter-intuitive as well. For example, faculty were near Neutral ( $M = 1.96$ ) regarding students feeling free to engage in emotionally sensitive subjects in class; yet agreed ( $M = 2.86$ ) students would feel threatened to participate in an organized scholarly debate about a socially sensitive topic. Again, somewhat in disagreement with earlier questions where faculty agreed that providing honest feedback to students would be negatively impacted by on-campus concealed-carry (Table 14, Table 13), faculty agreed that the grading of students would remain objective ( $M = 2.54$ ). Full results can be viewed in Appendix H Table 17.

#### Faculty Attitudes of The United States Second Amendment

A qualitative approach was added to allow the respondents to express their thoughts on the second amendment. These responses were coded and analyzed. The most frequent ideas were coded, and the responses were reviewed and categorized into one of the frequent responses – if possible. Ninety-six of the 128 responses were fit into six categories as seen in Table 5 below:

Table 5 *Free text responses regarding limitations of the Second Amendment*

Category	N
The second amendment should be limited based on past crime, mental issues, etc.	23
The second amendment applies to police and state and federal militia, not individuals	22
The second amendment does not apply to all types of weapons (such as assault weapons)	19
The second amendment is outdated	19
The second amendment Shall Not Be Infringed	7
Training should be required by the second amendment	5

#### Policies at the University

The respondents were asked about their understanding of the current IHL policy of firearms on campus. Respondents were given a choice of the three statements below that most closely corresponds to their understanding of university policy for each of the categories of Employees, Students, and Visitors as shown in Table 6 below:

- [Employees/Students/Visitors] may carry concealed handguns anywhere on campus.
- [Employees/Students/Visitors] may carry concealed handguns in some places outside their vehicles on campus.
- [Employees/Students/Visitors] may not carry concealed handguns generally on campus.

Table 6 *Policies as perceived by faculty regarding concealed-carry on campus*

	Employees	Students	Visitors
may carry concealed handguns anywhere on campus	31	21	23
may carry concealed handguns in some places outside their vehicle on campus	47	48	53
may not carry concealed handguns on campus	261	271	263

## CHAPTER V - DISCUSSION

Mississippi Institutions of Higher Learning Policy 1106 expresses that firearms and other weapons possessed by “authorized persons” carries an inherent “unreasonable and unwarranted risk.” The policy further explains that “authorized persons” includes those who possess a Mississippi concealed-carry permit that is “instructor certified.” The policy then goes on to state that regardless of the type of permit, employees and students may not carry a concealed firearm on campus. The only other possible category a person on campus would be a visitor. Therefore, while employees and students may not carry a concealed weapon on campus, visitors that have a Mississippi instructor certified concealed firearms permit or a state with a reciprocity agreement with Mississippi may carry a concealed firearm on the premises of a public university in Mississippi.

Previous research on gun control at universities has focused on significant variables in determining who might be in support of concealed-carry on campus, or why those would support concealed-carry on campus as opposed to reviewing possible outcomes of allowing concealed-carry at the university. The geographic area of the studies is important to include as a variable since gun laws are relegated to the states. While national studies might give a general view, a more focused view at the state level should be performed to be more useful to the policy makers of the individual state. To that end, this study focuses on what faculty at Mississippi public universities foresee as the resulting effects of allowing concealed-carry on the university campus.

This research started with the desire to understand impacts of allowing concealed-carry at the university. Three principles of the purpose of the university as presented by the Association of University Professors (1915), are “(a) to promote inquiry and advance

the sum of human knowledge; (b) to provide general instruction to the students; and (c) to develop experts for the various branches of the public service.” The first principle mentioned can and should involve debate of very controversial subject matter among the educated. Quoting AAUP, “An inviolable refuge from such tyranny [the tyranny of public opinion] should be found in the university. It should be an intellectual experiment station.” In the past these debates included slavery, finance, civil rights, and other topics that were controversial to the point of violence. These levels of social controversy should serve as evidence that these topics should be debated and discussed, not shunned. Within the university, no topic of discussion should be taboo; but, rather discussed to its fullest in an environment that is open to academic discovery, rather than political or social admonishment. The discussion of the results of this research will be reviewed through the lens of the AAUP principles of the university.

#### Attitudes of Faculty Regarding Concealed-Carry on the University Campus

While overall, the faculty are opposed to concealed weapons on Mississippi university campuses, there are pockets of acceptance. This can be seen in this study along the lines of Republican and Libertarian political parties. Even these parties, however, are less supportive of on-campus concealed-carry than off-campus concealed-carry. Faculty expressed that safety on campus would be decreased as a result of allowing concealed-carry on campus and would promote feelings of fear.

#### Reported Impact of Concealed-Carry on Student Advisement

Faculty disagreed that concealed-carry would allow them to provide honest feedback to students as well as allowing them to advise students honestly. In addition, faculty agreed that concealed-carry would cause them to disengage from faculty-student

conversation regarding grades, and would limit their ability to provide honest feedback to students.

#### Reported Impact of Concealed-Carry on Class Discussion and Scholarly Debate

Faculty reported few benefits of allowing concealed-carry on campus. They disagreed that concealed-carry on campus promoted conversation in classrooms, contributed to an environment where students and faculty feel safe to exchange ideas, contributed to an environment where controversial debate could be explored safely, and decreased classroom participation. In addition, the faculty agreed that concealed-carry on campus would stifle open conversation in classrooms on campus, contribute to an environment where students and faculty feel hesitant to exchange ideas, and contribute to an environment where controversial debate would be muted.

Lane et al. (2014) discuss constrained behavior and avoidance behaviors as consequences of fear. This is upheld in the data from this research. Faculty report , allowing concealed-carry on campus may result in a muted debate or even stifling the possibility of public debate in the classroom as well as scholarly debate in open areas on campus.

#### SECS and Support for Concealed-Carry

Hypothesis 1 states that those who support concealed carry will likely score highly conservative of the Social and Economic Conservatism Scale (SECS). This study shows that Republicans and Libertarians are the only groups of participants to support on-campus concealed-carry. In Table 3 of Chapter IV, the data show that Republicans have the highest SECS mean of 874.86. The second highest SECS mean is Libertarian at 833.21. Likewise, the two highest supporters of off-campus concealed-carry are

Republicans and Libertarians. Democrats scored lowest on the SECS (587.89) and was the only group to not support of off-campus conceal-carry.

Similar to Thompson et al. (2013), the faculty respondents who identified as Republicans were more supportive than others regarding concealed-carry on-campus. This study adds the Libertarian party as a supporter of on-campus concealed-carry. Whereas Bennet et al. (2012) found that 17% supported the option to carry concealed weapons at the university, this Mississippi study found that 34.9% of the respondents supported the option to carry concealed weapons on campus, and 17.7% would like to carry concealed weapons at the university. However, this study does support Bennett et al. that Democrats were the least supportive (of the most common political parties) of on-campus (or off-campus) concealed-carry.

#### Mississippi Support for Concealed-Carry

Whereas on-campus concealed-carry in Mississippi is viewed unfavorably among these faculty of Mississippi public universities, this study that is restricted to a single state is not consistent with findings from the Thompson et al. (2013) study. Where Thompson et al. saw that only 16% of their faculty respondents were supportive of permit holders carrying concealed weapons off-campus, this study found that 65.4% were supportive of permit holders carrying concealed weapons off-campus. Additionally, whereas Thompson et al. found that 6% of their respondents were either supportive or very supportive, this study found that 34.9% of the Mississippi public university faculty either agreed or strongly agreed that they support the on-campus carrying of concealed firearms. The previous studies that were researched are much more unilateral than this Mississippi study. The research from the university studies in chapter 2 left no doubt

with the researcher that guns on campus are not supported. While this study does support that generally faculty are not supportive of the concealed carrying of firearms on-campus, Mississippi faculty in this study are more supportive than those in the other research of De Angelis et al. (2017), Bennett et al. (2012) and A. Thompson, Price, Dake & Teeple (2013). This holds with Hypothesis 2 that Mississippi faculty are more likely to support off-campus concealed-carry.

### Discussion

The question of gun control is a polarizing topic of concern in the United States. The laws regarding gun control have been relegated to the states for their implementation. While there have been some national studies done on gun control at the universities, a more practical view is state-wide research since the laws should be consistent within each state. While conducted as a statewide study, the communication mechanisms among Mississippi universities regarding student-led research is challenging by nature. The access to querying faculty at public universities in Mississippi is quite censored in general. In addition, there are no reciprocal IRB agreements which causes circular referrals in obtaining IRB approvals. Because of these limitations, while the data were collected from multiple universities, the university with the least restrictive communications was over-represented compared to the other institutions.

The questions surrounding gun control at the university have the potential to involve the emotion of fear and the ability to defend oneself. As Lane et al. (2014) asserts, fear can affect cause constrained and avoidance behaviors. The research questions were derived to determine if faculty attitudes regarding the ability to carry



concealed firearms at the university would reflect being supportive of a safer environment or if it would promote fear.

### Summary

Faculty in Mississippi are generally non-supportive of concealed-carry at the university. According to the data from this study, those who identify with the Libertarian and/or Republican parties do support on-campus concealed-carry – but to a lower degree than they support off-campus campus concealed-carry. Corresponding to the Mississippi’s conservative nature (Caughey & Warshaw, 2016), each political party’s grouped responses indicated that the second amendment afforded the right to carry firearms with the appropriate permits off-campus. Indeed, all parties except Democrat supported the ability to carry concealed firearms off-campus with the appropriate permits.

The faculty reported that in general, campus safety would suffer and that constrained behaviors and avoidance behaviors would prevent open and honest dialog whether discussing controversial subjects or advising students.

One area of concern is that faculty seemingly contradicted themselves when asked directly about their behaviors (Table 14, Appendix H). For example, faculty agreed they would be comfortable advising students about not being a good fit for a program and comfortable in engaging in information conversation about a student’s future, but at the same time, reported they would feel threatened in providing negative information to a student, and apprehensive in discussing material in which a student may disagree. This should be researched as the questions may have been confusing, or even suggest the possibility faculty were apprehensive about reporting honestly about how fear may affect them.

## Recommendations

The idea of applicability of concealed-carry at the university should be further researched. There is no doubt that an assailant would more likely target an environment that is restricted from carrying firearms. However, some weight should also be given to the impact of guns on the university campus. The actual foundation of scholarly debate, social discourse, student learning, assessment, and advisement are all subject to the possibility of disruption.

Legislators might consider the thoughts of the population of sub-environments when drafting legislation. This research shows that while faculty at Mississippi universities are likely to support the notion of the Second Amendment and its applicability to the carrying of firearms off campus, the faculty do not support such a concept for the on-campus environment. Further, through this research, the faculty have expressed their concerns that student advisement, classroom discussion, and scholarly debate would all suffer if it were allowed.

Research with partner institutions should be reviewed to allow a better and more efficient communication path for larger research projects to flourish.

APPENDIX A Bennet et al. (2012) Demographic Data

Variable	Percent
Sex	
Male	39
Female	61
Age	
25 – 34 years	16
35 – 44 years	24
45 – 54 years	27
55 and older	33
Race	
Caucasian	90
African-American	3
Asian	3
Other	3
College	
Liberal Arts	22
Science and technology	22
Health professions	20
Education	14
Library/Missing	22
Gun Owners	31
Participants with gun permits to carry	8

Continued

Political party

Democrat	45
Independent	27
Republican	19
Other	4
None	6

Region

Southeast	45
Northeast	20
Midwest	21
Southwest	3
West	5
N/A	6

Religious attendance

>Weekly	6
Weekly	19
Almost Weekly	14
Monthly	8
Few times a year	26
Never	27

Religious affiliation

Liberal Protestant	23
Moderate Protestant	3

---

Continued	
Conservative Protestant	15
Catholic	21
Jewish	3
No preference / none / atheist	16
Other	18

APPENDIX B Thompson et al. (2013) Demographic Data

Item	N	(%)
<b>Sex</b>		
Male	436	(55)
Female	352	(45)
<b>Race/ethnicity</b>		
African American	38	(5)
Asian	44	(6)
Hispanic	16	(2)
White	659	(83)
Other	34	(4)
<b>Academic rank</b>		
Instructor	10	(1)
Assistant Professor	206	(26)
Associate Professor	244	(31)
Full Professor	324	(41)
<b>Political affiliation</b>		
Democrat	445	(56)
Independent	246	(31)
Libertarian	19	(2)
Republican	54	(7)

Continued	
Member of a firearm Organization (yes)	17 (2)
(National Rifle Association = 13)	
Number of firearms owned	
0	627 (79)
1	48 (6)
2+	81 (10)
Type of Firearm Owned	
	(0)
Shotgun	79 (10)
Rifle	77 (10)
Handgun	68 (9)
Other	5 (1)
Why do you own a firearm	
Personal safety	54 (7)
Hunting / Sport	82 (10)
Collect firearms	11 (1)
Was a gift	31 (4)
Other	22 (3)
Ever received formal firearms training for shooting a handgun	122 (15)
Have a valid permit to carry a concealed handgun (yes)	22 (3)
Firearm in the home when group up (yes)	338 (5)

APPENDIX C The 12 Item Social and Economic Conservatism Scale (SECS)

“Please indicate the extent to which you feel positive or negative towards each issue. Scores of 0 indicate greater negativity, and scores of 100 indicate greater positivity. Scores of 50 indicate that you feel neutral about the issue.”

1. Abortion (reverse scored). (S)
2. Limited government (S).
3. Military and national security. (S)
4. Religion. (S)
5. Welfare benefits (reverse scored). (E)
6. Gun ownership(E)
7. Traditional marriage. (S)
8. Traditional values. (S)
9. Fiscal responsibility. (E)
10. Business. (E)
11. The family unit. (S)
12. Patriotism. (S)



APPENDIX D Permission to Use SECS

**Jim A.C. Everett** <jim.ac.everett@gmail.com>

Apr 6,  
2018,  
11:49 AM

to me

Dear David,

You are more than welcome to use it, and good luck with your research. You can find scoring information etc at my website (it's also in the paper of course).

---

**Dr. Jim A.C. Everett**

Marie-Sklodowska-Curie "LEaDing" PostDoctoral Research Fellow  
Department of Psychology, Leiden University

Room 2A43, Pieter de la Court Building,  
Wassenaarseweg 52  
2333 AK Leiden, Netherlands

Tel: + 31 71 527 2727  
Website: [www.jimaceverett.com](http://www.jimaceverett.com)

On 6 April 2018 at 18:16:08, David Besancon ([david@dabhome.net](mailto:david@dabhome.net)) wrote:

Dr. Everett,

I am preparing a proposal for my dissertation and would like to use the instrument you developed and presented in the aforementioned article. My research is on faculty opinions conceal carry laws and policies at the public four year universities in the state of Mississippi of the United States. I would like to review faculty conservatism multidimensionally rather than a simple question regarding political party identification.

I realize the article is open access, but would still like your approval to use the instrument nonetheless.

Thank You,  
David A. Besancon

APPENDIX E IRB Letter

Office of  
Research Integrity



118 COLLEGE DRIVE #5125 • HATTIESBURG, MS | 601.266.6576 | USM.EDU/ORI

**NOTICE OF INSTITUTIONAL REVIEW BOARD ACTION**

The project below has been reviewed by The University of Southern Mississippi Institutional Review Board in accordance with Federal Drug Administration regulations (21 CFR 26, 111), Department of Health and Human Services regulations (45 CFR Part 46), and University Policy to ensure:

- The risks to subjects are minimized and reasonable in relation to the anticipated benefits.
- The selection of subjects is equitable.
- Informed consent is adequate and appropriately documented.
- Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data.
- Appropriate additional safeguards have been included to protect vulnerable subjects.
- Any unanticipated, serious, or continuing problems encountered involving risks to subjects must be reported immediately. Problems should be reported to ORI via the Incident template on Cayuse IRB.
- The period of approval is twelve months. An application for renewal must be submitted for projects exceeding twelve months.
- Face-to-Face data collection may not commence without prior approval from the Vice President for Researches Office.

PROTOCOL NUMBER: IRB-20-87

PROJECT TITLE: Concealed Carrying of Firearms at Mississippi Universities

SCHOOL/PROGRAM: Educational Research and Admin

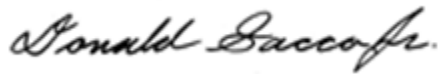
RESEARCHER(S): David Besancon, Kyna Shelley

IRB COMMITTEE ACTION: Approved

CATEGORY: Expedited

7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

PERIOD OF APPROVAL: September 30, 2020

A handwritten signature in cursive script that reads "Donald Sacco".

**Donald Sacco, Ph.D.**

**Institutional Review Board Chairperson**

## APPENDIX F Instrument

### Demographics

Please select the university at which you are employed. If you are employed at multiple universities, please select the University where most of your time is utilized.	Select from a list of Mississippi Universities
Please indicate your Employment Status	(Full Time, Adjunct, Other -- Explain)
Please indicate your Professor Rank	(Adjunct Professor, Visiting Professor, Assistant Professor, Full Professor)
Which school within the university is most or all of your time utilized?	Free form text
Please indicate your Gender	Male / Female / Other
Please indicate the race with which you mostly identify	(African American, American Indian, Asian, Native Hawaiian, White)
Are you Hispanic?	Yes / No
Were you born in the United States?	Yes / No
In what country where you born?	(Free form text. Asked only if not born in USA)
At what age did you come to the United States?	(Number. Asked only if not born in USA)
Please indicate your political preference (the party with which you mostly identify)	(Independent, Libertarian, Democrat, Republican)

Measure of Social and Economic Conservatism

Please indicate the extent to which you feel positive of negative towards each issue. Scores of 0 indicate greater negativity, and scores of 100 indicate greater positivity. Scores of 50 indicate that you feel neutral about the issue.

	Value
Abortion	
Limited Government	
Military and national security	
Religion	
Welfare benefits	
Gun ownership	
Traditional marriage	
Traditional values	
Fiscal responsibility	
Business	
The family unity	
Patriotism	

General Response Questions

Please choose either Strongly Disagree, Disagree, Agree, Strongly Agree, or No answer for each of the following

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Answer
I encourage classroom discussion among the students in my class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I encourage debate about socially divisive topics in my class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scholarly debate occurs on my campus in open areas regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scholarly debate is encouraged at this university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
During scholarly debate events, audience participation is encouraged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Where do scholarly debate events occur (check all that apply)	<input type="checkbox"/>	Open Areas	<input type="checkbox"/>	Classrooms
	<input type="checkbox"/>	Auditoriums	<input type="checkbox"/>	Student Union

Other?

Perceptions of Off-Campus Conceal Carry

Please contain your responses to OFF-CAMPUS beliefs only.

Please respond to the following statements with Strongly Disagree, Disagree, Agree, or Strongly Agree. These questions pertain to your beliefs about Off Campus only. On Campus beliefs will be addressed in later questions.

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Answer
I believe the second amendment of the US Constitution affords me the right to own a firearm through a legally prescribed means	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe that conceal carry off campus is beneficial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe that conceal carry off campus is problematic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe that conceal carry off campus should be banned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please describe any limitations that you believe to be inherent or implied in the second ammendment regarding the right to bear arms.	
---	--

If desired, please use this area to freely discuss any feelings you have on the right to bear arms off campus.	
--	--

Perceptions of On-Campus Conceal Carry

Please ensure your answers pertain to On-Campus beliefs.

Please respond to the following statements with Strongly Disagree, Disagree, Agree, or Strongly Agree. These questions pertain to your beliefs about On Campus only.

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Answer
I believe that conceal carry on campus is beneficial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe that conceal carry on campus is problematic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe that conceal carry on campus should be banned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please answer this question without referring to other material or looking policies. The intent is simply to determine your current perception of policies regarding conceal carry on campus. Please choose the answer that mostly identifies with your understanding:	Please choose only One	
	<input type="checkbox"/>	Employees may carry concealed handguns anywhere on campus
	<input type="checkbox"/>	Employees may carry concealed handguns in some places outside their vehicle on campus
	<input type="checkbox"/>	Employees may not carry concealed handguns on campus

Please answer this question without referring to other material or looking policies. The intent is simply to determine your current perception of policies regarding conceal carry on campus. Please choose the answer that mostly identifies with your understanding:	Please choose only One	
	<input type="checkbox"/>	Students may carry concealed handguns anywhere on campus
	<input type="checkbox"/>	Students may carry concealed handguns in some places outside their vehicle on campus
	<input type="checkbox"/>	Students may not carry concealed handguns generally on campus

Please answer this question without referring to other material or looking policies. The intent is simply to determine your current perception of policies regarding conceal carry on campus. Please choose the answer that mostly identifies with your understanding:	Please choose only One	
	<input type="checkbox"/>	Visitors may carry concealed handguns anywhere on campus
	<input type="checkbox"/>	Visitors may carry concealed handguns in some places outside their vehicle on campus
	<input type="checkbox"/>	Visitors may not carry concealed handguns generally on campus

Research Questions

Consider the possibility of a student carrying a concealed weapon in the following statements. Respond with Strongly Disagree, Disagree, Agree, Strongly Agree.

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Answer
I would feel threatened in sharing information with the student that he/she may find to be negative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would feel comfortable in advising the student that the program may not be a good fit for him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would feel threatened in providing assessment information if it is perceived to be negative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would feel comfortable in engaging in informal conversation discussing the student's future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students would feel free to engage in emotionally sensitive debates in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would feel threatened starting a classroom discussion on a socially divisive topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scholarly debate in open campus areas would be welcomed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The classroom would be a safe environment to explore diversity free from retaliation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students would feel threatened to participate in an organized scholarly debate about a socially sensitive topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professors would freely participate in organized scholarly debate about socially divisive topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grading of students would remain objective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please take a moment to reflect on the questions in this section. Add any comments that you feel would add understanding to your selections above.	
--	--



## APPENDIX G Final Instrument

### Gun Control at Mississippi Public Universities

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Start of Block: Introduction

Q1.1 Good Day,

Thank you in advance for completing this questionnaire regarding faculty attitudes of the concealed carrying of firearms on university campuses. This project has been reviewed by the Institutional Review Board of the University of Southern Mississippi, which ensures that research projects involving human subjects follow federal regulations.

The following page is the informed consent agreement required by USM. It also offers contact information for the researcher as well as the IRB.

Again,

Thank you for your participation.

End of Block: Introduction

---

Start of Block: Informed Consent

Q2.1 As a faculty member at an institution of higher education in Mississippi, you are being asked to respond to a brief questionnaire regarding gun laws and policies.

This research project will review the attitudes of the faculty of Mississippi public universities to evaluate the extent to which the laws and policies concerning guns, gun control, and conceal carry align with overall faculty desires. Specifically, this research will measure the reported impact of concealed-carry legislation and policy on student advisement, class discussion, as well as scholarly debate. In addition, this research will show possible areas for improvements regarding faculty work environment.

This study seeks to add to the existing research by contributing research on the topic of faculty attitudes towards the concealed carry of firearms. There are no known risks associated with participating. This questionnaire will require less than 20 minutes to complete and participants must be at least 18 years of age.

All participation is voluntary and no identifying information is requested in the questionnaire. If any is inadvertently offered via the free text areas, that information will be kept confidential. All data collection is within Qualtrics Inc. computers through an encrypted network connection. Therefore, the data are as safe as the measures for those supported servers.

This research is being conducted by David Besancon, a doctoral student at The University of Southern Mississippi who can be reached at David.Besancon@usm.edu. The research supervisor is Kyna Shelley (Kyna.Shelley@usm.edu).

This project has been approved by The Institutional Review Board at The University of Southern Mississippi.

Any questions or concerns about rights as a research participant should be directed to the Chair of the IRB at 601-266-5997. Participation in this project is completely voluntary, and participants may withdraw from this study at any time without penalty, prejudice, or loss of benefits. Any questions about the research should be directed to the Principal Investigator using the contact information provided in Project Information Section above.

I Consent to participate in this research

End of Block: Informed Consent

---

Start of Block: Demographics

Q3.1 Please select the university at which you are employed. If you are employed at multiple universities, please select the university where most of your time is utilized.

- Alcorn State University
- Mississippi State University
- Mississippi University for Women
- The University of Mississippi
- The University of Southern Mississippi

Q3.2 Employment Status

- Full Time
  - Adjunct
  - Other — Please Explain \_\_\_\_\_
- 

Q3.3 Professor Rank

- Full Professor
  - Associate Professor
  - Assistant Professor
  - Visiting Professor
  - Adjunct Professor
-

Q3.4 In which academic discipline is your primary appointment?

<b><u>Discipline</u></b>	<b><u>Sub Area</u></b>
Business	Accounting, Economics, Finance, Management, Marketing, Others
Humanities	Art, History, Languages, Literature, Music, Philosophy, Religion, Theater, Others
Natural and Applied Sciences	Biology, Chemistry, Computer Science, Engineering, Geology, Mathematics, Physics, Medicine, Others
Social Sciences	Anthropology, Education, Geography, Law, Political Science, Psychology, Sociology, Others

- Business
- Humanities
- Natural and Applied Sciences
- Social Sciences
- Other -- Please explain \_\_\_\_\_

-----

Q3.4.Business Which area within the discipline of Business?

- Accounting
- Economics
- Finance
- Management
- Marketing
- Other Business Sub Area -- Please Explain

---

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Q3.4.Humanities Which area within the discipline of Humanities?

- Art
- History
- Languages
- Literature
- Music
- Philosophy
- Religion
- Theatre
- Other Humanities Sub Area -- Please explain

---

---

Q3.4. Applied Science Which area within the discipline of Natural and Applied Sciences?

- Biology
- Chemistry
- Computer Science
- Engineering
- Geology
- Mathematics
- Physics
- Medicine
- Other Natural and Applied Sciences Sub Area -- Please Explain

---

---



Q3.4.Social Science Which area within the discipline of Social Sciences?

- Anthropology
  - Education
  - Geography
  - Law
  - Political Science
  - Psychology
  - Sociology
  - Other Social Sciences Sub Area -- Please Explain
- 

Q3.5 Sex

- Male
  - Female
  - Prefer not to answer
-

Q3.6 Race

- African American
  - American Indian
  - Asian
  - Native
  - Hawaiian
  - White
  - Other (Explain) \_\_\_\_\_
- 

Q3.7 Are you Hispanic?

- Yes
  - No
- 

Q3.8 Were you born in the United States?

- Yes
  - No
-

Q3.9 In what country were you born?

---



Q3.10 At what age did you come to the United States

---

Q3.11 Please indicate your political preference (the party with which you mostly identify):

- Democrat
- Independent
- Libertarian
- Republican
- Other -- Please explain \_\_\_\_\_

End of Block: Demographics

---

Start of Block: Political temperament

Q4.1 Please indicate the extent to which you feel positively or negatively towards each issue. Scores of 0 indicate greater negativity, and scores of 100 indicate greater positivity. Scores of 50 indicate that you feel neutral about the issue.



End of Block: Political temperament

Start of Block: General Response Questions

Q5.1 Please choose the answer most suited to your view of the statement

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
I encourage classroom discussion among the students in my class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encourage debate about socially controversial topics in my class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scholarly debate occurs on my campus in open areas regularly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scholarly debate is encouraged at this university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During scholarly debate events, audience participation is encouraged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.2 Where do scholarly debate events occur (check all that apply)

- Open Areas
- Auditoriums
- Classrooms
- Student Union
- Other -- Explain \_\_\_\_\_

End of Block: General Response Questions

---

Start of Block: Personal views of OFF-CAMPUS Concealed Carrying

Q6.1 These items deal ONLY with OFF CAMPUS carrying of concealed firearms .

	Strongly Disagree	Disagree	Agree	Strongly Agree	A
I believe the second amendment of the US Constitution affords me the right to own a firearm through a legally prescribed means	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that conceal carry off campus is beneficial	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that conceal carry off campus is problematic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that conceal carry off campus should be banned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Off-Campus conceal carry of firearms poses a threat to safety off campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Off-Campus conceal carry laws decrease off-campus violent crime rates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I support the ability to carry concealed firearms with appropriate permits off-campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6.2 Please describe any limitations that you believe to be inherent or implied in the second amendment regarding the right to bear arms.

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Q6.3 If desired, please use this area to freely discuss any feelings you have on the right to bear arms **off campus**.

---

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---

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End of Block: Personal views of OFF-CAMPUS Concealed Carrying

---

Start of Block: Personal Views of On-Campus Conceal Carry



Q7.1 These items deal ONLY with ON CAMPUS carrying of concealed firearms.

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
I believe that conceal carry on campus is beneficial	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that conceal carry on campus is problematic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that conceal carry on campus should be banned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe the second amendment of the US Constitution affords me the right to own a firearm on the university campus through a legally prescribed means	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-Campus conceal carry of firearms poses a threat to safety on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-Campus conceal carry laws decrease on-campus violent crime rates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I support the ability to carry concealed firearms with appropriate permits on-campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Personal Views of On-Campus Conceal Carry

Start of Block: Your current understanding of policies

Q8.1 Please answer these questions without referring to other material or looking policies. The intent is simply to determine your current belief of policies regarding conceal carry on campus. Please choose the answer that mostly identifies with your understanding:

---

Q8.2 Regarding Employees:

- Employees may carry concealed handguns anywhere on campus
  - Employees may carry concealed handguns in some places outside their vehicle on campus
  - Employees may not carry concealed handguns on campus
- 

Q8.3 Regarding Students:

- Students may carry concealed handguns anywhere on campus
  - Students may carry concealed handguns in some places outside their vehicle on campus
  - Students may not carry concealed handguns generally on campus
-

Q8.4 Regarding Visitors:

- Visitors may carry concealed handguns anywhere on campus
- Visitors may carry concealed handguns in some places outside their vehicle on campus
- Visitors may not carry concealed handguns generally on campus

End of Block: Your current understanding of policies

---

Start of Block: Research Questions

Q9.1 Please answer the following statements regarding the concealed carrying of firearms ON CAMPUS.

Allowing Concealed Carry of Firearms on campus will:

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
enhance the safety on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
promote open conversation in classrooms on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
contribute to an environment where students and faculty feel safe to exchange ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

contribute to an environment where controversial debate can be explored safely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have a liberating effect on faculty-student conversation regarding grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
allow faculty to provide honest feedback to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
decrease effect on classroom participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
allow me advise students honestly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
decrease the safety on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
stifle open conversation in classrooms on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
contribute to an environment where students and faculty feel hesitant to exchange ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
contribute to an environment where controversial debate will be muted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
cause faculty to disengage from faculty-student conversation regarding grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
limit the ability of faculty to provide honest feedback to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
limit my ability to advise students honestly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
promote feelings of fear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9.2 Please answer rate your alignment with the following statements: "I would feel:

	Strongly Disagree	Disagree	Agree	Strongly agree	N/A
apprehensive discussing material with which a student may disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
open to discussing controversial material in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
apprehensive in engaging in academic debate in public areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
threatened in sharing information with the student that he/she may find to be negative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
comfortable in advising the student that the program may not be a good fit for him/her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
threatened in providing assessment information if it is perceived to be negative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
comfortable in engaging in informal conversation discussing the student's future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9.3 Please express how these statements represent your views if the concealed carrying of firearms were to be allowed on campus:

	Strongly Disagree	Disagree	Agree	Strongly agree	N/A
Students would feel free to engage in emotionally sensitive debates in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would feel threatened starting a classroom discussion on a socially controversial topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scholarly debate in open campus areas would be welcomed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The classroom would be a safe environment to explore diversity free from retaliation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students would feel threatened to participate in an organized scholarly debate about a socially sensitive topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professors would freely participate in organized scholarly debate about socially divisive topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
other students would feel encouraged to engage in academic debate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
students in the classroom would be encouraged in discussing controversial subjects in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grading of students would remain objective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q9.4 Please express how these statements regarding your support of the concealed carrying of firearms on campus represent your views:

	Disagree	Neutral	Agree
I support the ability to carry concealed firearms with appropriate permits on-campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I support the conceal carry of firearms in public areas on campus assuming proper permits are obtained	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I support the conceal carry of firearms on campus assuming proper permits are obtained	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I support the conceal carry of firearms in public areas in classrooms assuming proper permits are obtained	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I support the conceal carry of firearms in public areas in dorms assuming proper permits are obtained	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like the opportunity to carry a concealed weapon on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q9.5 Do you believe that there are legitimate reasons to allow the concealed carrying of firearms on campus?

Yes

No

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Q9.6 Please take a moment to list any of those legitimate reasons

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Q9.7 Do you have a permit to carry a concealed firearm?

Yes

No

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Q9.8 Do you have an enhanced or instructor certified permit to carry a concealed firearm?

Yes

No



Q9.9 Please specify the number of each type of firearm you own:

	Number Owned
Handgun	
Rifle	
Shotgun	

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Q9.10 Have you ever been a victim of a violent crime?

Yes

No

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Q9.11 Has anyone in your household been a victim of a violent crime?

Yes

No

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Q9.12 Do you support more restrictive gun ownership laws off-campus?

Yes

No

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Q9.13 I believe that individuals should have a right to own firearms for the following purposes (Check all that apply)

- The purpose is irrelevant
  - For Hunting
  - For Sport
  - For Self-Defense
  - None of the Above
- 

Q9.14 Please take a moment to reflect on the questions in this section. Add any comments that you feel would add understanding to you selections above.

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End of Block: Research Questions

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APPENDIX H Response Tables

Table 7 *Race*

Race	N
African American	28
American Indian	2
Asian	15
Hawaiian	2
Other (Explain)	7
White	362
NA	75

Table 8 *Academic Discipline*

Discipline	N
Business	51
Humanities	127
Natural and Applied Sciences	189
Nursing	42
Other -- Please Explain	12
Social Sciences	6
NA	64

Table 9 *Professor Rank*

Professor Rank	N
Adjunct Professor	56
Assistant Professor	89
Assistant Teaching Professor	13
Associate Professor	105
Associate Teaching Professor	4
Full Professor	108
Instructor	23
Lecturer	6
Senior Lecturer	2
Teaching Professor	3
Visiting Professor	10
NA	72

Table 10 *Reported Political Party Affiliation*

Political Party	N
Democrat	122
Independent	81
Libertarian	19
Other – Please explain	31
Republican	56
NA	182

Table 11 *Number of gun owners and how many of each type owned.*

	N	Average Owned	SD
Handgun Owners	92	2.60	3.305
Rifle Owners	67	3.33	4.450
Shotgun Owners	70	2.60	3.305

Table 12 *Scholarly Debate at the University*

	Mean	SD	N
I encourage classroom discussion among the students in my class	3.71	0.649	372
I encourage debate about socially controversial topics in my class	3.06	0.887	329
Scholarly debate occurs on my campus in open areas regularly	2.71	0.764	293
Scholarly debate is encouraged at this university	2.98	0.719	330
During scholarly debate events, audience participation is encouraged	2.94	0.763	252

Note. Responses were on a 4-point scale: (4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree)

Table 13 *Reported Effects on communication, advising, and participation of Allowing Concealed-carry on campus*

Allowing Concealed Carry of Firearms on campus will:	Mean	SD	N
enhance the safety on campus	1.84	0.973	311
promote open conversation in classrooms on campus	1.73	0.886	291
contribute to an environment where students and faculty feel safe to exchange ideas.	1.64	0.816	296
contribute to an environment where controversial debate can be explored safely	1.65	0.808	289
have a liberating effect on faculty-student conversation regarding grades	1.46	0.686	281
allow faculty to provide honest feedback to students	1.54	0.744	284
decrease effect on classroom participation	2.43	1.082	254
allow me advise students honestly	1.61	0.766	265
decrease the safety on campus	2.89	1.109	305
stifle open conversation in classrooms on campus	2.83	1.048	293
contribute to an environment where students and faculty feel hesitant to exchange ideas.	2.93	1.024	297
contribute to an environment where controversial debate will be muted	2.93	0.999	299
cause faculty to disengage from faculty-student conversation regarding grades	2.83	1.038	289
limit the ability of faculty to provide honest feedback to students	2.83	1.042	294
limit my ability to advise students honestly	2.73	1.066	286
promote feelings of fear	3.16	0.978	308

Note. Responses were on a 4-point scale: (4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree)

Table 14 *Faculty reported feelings towards allowing the concealed carrying of firearms on campus*

With On Campus Concealed Carry, I would feel:	Mean	SD	N
apprehensive discussing material with which a student may disagree	2.55	0.968	306
open to discussing controversial material in class	2.54	0.949	302
apprehensive in engaging in academic debate in public areas	2.69	0.958	300
threatened in sharing information with the student that he/she may find to be negative	2.61	0.938	301
comfortable in advising the student that the program may not be a good fit for him/her	2.57	0.971	294
threatened in providing assessment information if it is perceived to be negative	2.55	0.944	300
comfortable in engaging in informal conversation discussing the student's future	2.73	0.918	299

Note. Responses were on a 4-point scale: (4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree)

Table 15 *Reported support of allowing concealed carry at the university*

	Mean	SD	N
I believe that conceal carry on campus is beneficial	1.89	1.067	336
I believe that conceal carry on campus is problematic	3.15	1.012	337
I believe that conceal carry on campus should be banned	2.99	1.091	336
I believe the second amendment of the US Constitution affords me the right to own a firearm on the university campus through a legally prescribed means	2.21	1.078	331
On-Campus conceal carry of firearms poses a threat to safety on campus	3.05	1.033	335
On-Campus conceal carry laws decrease on-campus violent crime rates	1.88	0.953	301
I support the ability to carry concealed firearms with appropriate permits on-campus	2.10	1.118	335

Note. Responses were on a 4-point scale: (4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree)

Table 16 *Reported support of concealed carry OFF campus*

	Mean	SD	N
I believe the second amendment of the US Constitution affords me the right to own a firearm through a legally prescribed means	3.35	0.805	353
I believe that conceal carry off campus is beneficial	2.49	1.123	347
I believe that conceal carry off campus is problematic	2.65	1.066	347
I believe that conceal carry off campus should be banned	2.22	1.107	335
Off-Campus conceal carry of firearms poses a threat to safety off campus	2.49	1.086	343
Off-Campus conceal carry laws decrease off-campus violent crime rates	2.10	0.961	315
I support the ability to carry concealed firearms with appropriate permits off-campus	2.79	1.084	341

Note. Responses were on a 4-point scale: (4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree)



Table 17 *Reported attitudes of students and faculty regarding the concealed carrying of firearms on campus*

Disagree (1) / Neutral (2) / Agree (3)	Mean	SD	N
Students would feel free to engage in emotionally sensitive debates in the classroom	1.96	0.917	276
I would feel threatened starting a classroom discussion on a socially controversial topic	2.76	0.981	280
Scholarly debate in open campus areas would be welcomed	2.13	0.921	272
The classroom would be a safe environment to explore diversity free from retaliation	2.04	0.958	284
Students would feel threatened to participate in an organized scholarly debate about a socially sensitive topic	2.86	0.967	281
Professors would freely participate in organized scholarly debate about socially divisive topics	2.06	0.864	274
other students would feel encouraged to engage in academic debate	2.03	0.855	274
Students in the classroom would be encouraged in discussing controversial subjects in class	1.99	0.858	274
Grading of students would remain objective	2.54	1.003	276

Table 18 *Responses to: I believe the Second Amendment to the US Constitution affords me the right to own a firearm through a legally prescribed means” by views of on/off campus and political party identification*

Off Campus	M	SD	N
Democrat	3.07	0.784	106
Independent	3.49	0.705	75
Libertarian	3.56	0.784	18
No Response	3.26	0.879	70
Other	3.29	0.854	28
Republican	3.75	0.640	56
Total	3.35	0.805	353
<b>On Campus</b>			
Democrat	1.77	0.931	103
Independent	2.07	0.991	73
Libertarian	2.78	0.943	18
No Response	2.22	1.009	58
Other	2.21	1.141	24
Republican	3.04	1.018	55
Total	2.21	1.078	331

Note. Responses were on a 4-point scale: (4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree)

Table 19 Responses to “I believe concealed-carry is beneficial” by views of on/off campus and political party identification

Off Campus	M	SD	N
Democrat	1.82	0.888	107
Independent	2.57	1.032	72
Libertarian	3.12	1.054	17
No Response	2.55	1.158	67
Other	2.36	1.162	28
Republican	3.45	0.711	56
Total	2.49	1.123	347
On Campus			
Democrat	1.31	0.650	107
Independent	1.83	1.042	71
Libertarian	2.22	0.878	18
No Response	2.00	1.044	56
Other	1.87	1.074	30
Republican	2.89	1.076	54
Total	1.89	1.067	336

Note. Responses were on a 4-point scale: (4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree)

Table 20 Responses to “I believe concealed-carry is problematic” by views of on/off campus and political party identification

Off Campus	M	SD	N
Democrat	3.31	0.782	107
Independent	2.53	0.949	72
Libertarian	2.35	0.996	17
No Response	2.52	1.078	67
Other	2.64	1.162	28
Republican	1.79	0.889	56
Total	2.65	1.066	347
On Campus			
Democrat	3.65	0.674	108
Independent	3.28	0.923	72
Libertarian	2.76	0.970	17
No Response	3.07	1.033	57
Other	3.17	1.037	29
Republican	2.20	0.979	54
Total	3.15	1.012	337

Note. Responses were on a 4-point scale: (4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree)

Table 21 Responses to “I believe concealed-carry should be banned” by views of on/off campus and political party identification

Off Campus	M	SD	N
Democrat	2.91	1.001	101
Independent	2.03	0.992	70
Libertarian	1.63	0.806	16
No Response	2.22	1.170	63
Other	2.10	1.081	29
Republican	1.43	0.628	56
Total	2.22	1.107	335
On Campus			
Democrat	3.48	0.886	106
Independent	3.10	1.002	71
Libertarian	2.67	1.085	18
No Response	2.93	1.057	58
Other	3.03	1.129	30
Republican	2.02	0.951	53
Total	2.99	1.091	336

Note. Responses were on a 4-point scale: (4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree)

Table 22 Responses to “I believe concealed-carry of firearms poses a threat to safety” by views of on/off campus and political party identification

Off Campus	M	SD	N
Democrat	3.11	0.939	106
Independent	2.40	0.954	70
Libertarian	2.12	0.928	17
No Response	2.46	1.092	67
Other	2.43	1.200	28
Republican	1.58	0.712	55
Total	2.49	1.086	343
On Campus			
Democrat	3.54	0.802	108
Independent	3.11	0.958	72
Libertarian	2.72	0.958	18
No Response	2.96	1.063	54
Other	3.03	1.017	29
Republican	2.20	0.979	54
Total	3.05	1.033	335

Note. Responses were on a 4-point scale: (4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree)

Table 23 Responses to “I believe concealed-carry laws decreased violent crime rates” by views of on/off campus and political party identification

Off Campus	M	SD	N
Democrat	1.56	0.669	102
Independent	2.07	0.876	67
Libertarian	2.75	1.065	16
No Response	2.30	1.039	54
Other	1.92	0.744	26
Republican	2.90	0.839	50
Total	2.10	0.961	315
On Campus			
Democrat	1.45	0.762	104
Independent	1.78	0.910	65
Libertarian	2.28	0.826	18
No Response	2.02	1.011	45
Other	1.75	0.794	24
Republican	2.76	0.830	45
Total	1.88	0.953	301

Note. Responses were on a 4-point scale: (4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree)

Table 24 Responses to “I support the ability to carry concealed firearms with appropriate permits” by views of on/off campus and political party identification

Off Campus	M	SD	N
Democrat	2.17	0.923	103
Independent	2.89	1.022	71
Libertarian	3.47	0.874	17
No Response	2.76	1.124	66
Other	2.71	1.182	28
Republican	3.64	0.586	56
Total	2.79	1.084	341
On Campus			
Democrat	1.51	0.842	106
Independent	2.04	1.060	73
Libertarian	2.56	0.784	18
No Response	2.15	1.096	55
Other	2.23	1.165	30
Republican	3.08	1.035	53
Total	2.10	1.118	335

Note. Responses were on a 4-point scale: (4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree)



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