Teaching Load and Goals

Teaching Load

My base teaching load had varied across my institutions while in rank. At UNF where I began my tenure-track position, the base teaching load was 3 class per semester (3/3). However, during my time at UNF the criminal justice faculty was short-handed, especially at the graduate-level, and we continued to have graduate student demands for classes. As a result, I volunteered to take on an additional course at the graduate level during the Spring 2012, Fall 2012, and Spring 2013 semesters – equating my teaching load to 4 classes during each of these semesters. I did not receive extra compensation for these classes and volunteered to teach these courses in order to allow a number of our graduate students to complete their degree requirements in a timely manner.

At IUPUI, the base teaching load in SPEA is two courses per semester (2/2). However, during my time at IUPUI, I have secured extramural funding for research projects that has bought out a portion of my time in the classroom. During each semester that I have been at IUPUI, I have bought out one course in order to reallocate time to my funded research. As a result, I have taught one class per semester for a total of 6 courses to date. It is worth noting that the one course I have consistently taught (5 out of my 6 classes) is the criminal justice capstone course. This course is writing intensive and requires significant time and effort to provide students with detailed feedback on their papers and guide them through scholarly evidence throughout the semester.

Teaching Goals

I discuss my goals and teaching philosophy in my candidate statement. Here, I discuss more generally my approach to educating students and I couch this discussion in the context of the J439 Criminology and Public Policy capstone course. In preparation of my course I remain cognizant of the students who are likely to be enrolled in a given course – which is graduating seniors in the case of capstone. These students have received the bulk of the education and are preparing to depart into the work force or graduate school following the completion of my course. As such, I integrate components into my course that reflects strong academic performance as well as professional responsibilities. In the first week of class I inform students of the class expectations for these two areas. I discuss how this class will be both a culmination and expansion of their degree program to date in addition to the course etiquette and professional responsibilities. The latter point reflects my expectations that student will submit work by established deadlines or face penalties for late work. Products must also be professionally done with care given to both substance and appearance. While substance obviously trumps appearance, I reinforce the importance of always putting care and effort into appearance as it reflects on the substance as well as level of overall effort. I explain to students that this approach will not only be expected in their professional careers or graduate programs, but will also position them for success in their respective tracks. I also emphasize strategic planning for course success. For example, one of the papers I require in the capstone class is a proposal for the final policy paper. In this proposal students must not only demonstrate an understanding of their topic and appropriate evidence that will likely translate into a successful final product, but they must also compose a progress plan with milestones for completion. I ask students to review their calendars for commitments and provide details regarding when they plan to complete their review of research, have an initial draft for revising, make an appointment with the writing lab, and have a final product prior to the submission deadline. In class I discuss how this type of approach will lend itself to more efficient and effective completion of tasks beyond my course. Put simply, I not only aim to enhance the academic performance and education of students, but also their level of professional preparedness following graduation.

Peer Review of Teaching

To demonstrate peer review of my teaching, the Center for Teaching and Learning (CTL) at IUPUI conducted two peer reviews of my instruction. One of these peer reviews was a classroom observation in my J439 capstone course in Spring 2015. The other peer review was an online course evaluation of my J666 course in Fall 2015. Summary information is provided below, followed by commentary regarding how I plan to integrate this information into my future teaching.

CTL Peer Review Classroom Observation of J439 Crime and Public Policy Spring 2015

In their peer review classroom observation, CTL provides a report in which certain course components are observed within different categories. Below are the summary comments from each of these categories. The complete CTL review report for my classroom observation is provided in the Peer Review appendix in the teaching section of my dossier.

Learning Climate
Dr. Carter is a highly effective lecturer and discussion leader. The success of his approach was obvious from the consistent engagement and participation that his students displayed.

Style of Presentation
Dr. Carter has an excellent classroom presence. His lecture style - posing open-ended questions repeatedly throughout the session while moving around the entire room - is highly conversational and successful. His questions required students to articulate understanding of essential concepts, to apply those conceptual understandings to example scenarios, or to offer examples that illustrate important concepts. The students responded well.

Promotion of Understanding and Retention of Information
Dr. Carter often used real-world stories, examples, and anecdotes to illustrate the concepts under discussion. He also stopped regularly to ask students if they had questions about the content. When doing so, he usually paused for a notable amount of time, thereby allowing students to formulate questions. This approach helped to underscore key points in the discussion.

Management of Learning Environment
Dr. Carter managed his classroom effectively. His presence and pacing contributed to a positive and welcoming environment for all students during the lecture portion of the class. In the last part of the session, Dr. Carter asked the students to respond to a hot button issue: the notion that women wearing provocative clothing are inviting sexual assault. He did an excellent job of playing devil's advocate and of steering what could have been a problematic conversation toward the goals of the session.

Assessment of Learning
The open-ended questioning that punctuated Dr. Carter's lecture kept the students focused and on task throughout the session. For example, he asked students to make an argument that buying a firearm and getting a concealed carry permit could be considered situational crime prevention (SCP) based on the previous examples of SCP discussed in class.

Encouragement of Student Motivation
Dr. Carter's relaxed and humorous style paired well with the reinforcement he gave to students throughout the period. The students responded to Dr. Carter's encouragement by engaging actively and positively in the discussion.

Student Behavior
Dr. Carter's students were engaged and focused throughout the class session, which was a direct result of his conversational and engaging style of presentation. During the lecture portion of the session, the overwhelming majority of the students participated actively by responding to questions, posing questions of their own, offering examples, and suggesting interpretations. During the final discussion of the class period—i.e., on the notion that women wearing provocative clothing are inviting sexual assault—students interacted civilly, respectfully, and productively.

Summary and Recommendations
At the beginning of the period Dr. Carter asked students to provide information about the parameters of an upcoming assignment and the final exam rather than reciting this information himself; this approach helped to break the ice and established the expectation that class discussion would involve active student involvement. Dr. Carter then led an excellent lecture and discussion session in which his students participated actively. The following recommendations are intended to build on an already strong set of pedagogical skills.

To mix things up and to reinforce new concepts, pause every so often to perform a quick classroom assessment technique like the One-Minute Paper or One-Sentence Summary. In the class observed, this approach would have worked well shortly after the point where students were introduced to the concept of primary, secondary, and tertiary levels of crime prevention. After reviewing a few real-world examples of these levels in the lecture, it would have been possible to pause and ask the students to brainstorm and write down more examples of these levels on their own, perhaps in relation to on-campus crime prevention. Student responses could then have been shared with the class. To add some variety while continuing to foster productive conversation, consider using a small-group discussion technique like Buzz Groups. This approach often works well at the beginning of class periods and generally involves asking students, in spontaneously formed groups, to respond briefly to a question or problem related to the topic of the day's lecture. It may be beneficial to ask students to engage in such an activity using questions similar to those that will appear on an upcoming exam.

CTL Peer Review Online Course Evaluation of J666 Criminal Justice and Public Safety Policy Evaluation Fall 2015

In their peer review evaluation of online courses, CTL provides a report matrix of course components that includes ratings within each of the matrix categories. Below are the rating totals within each category in which I received an "Excellent" rating. The report also includes summary comments regarding areas of strength and improvement – which are also provided below. The complete CTL review report for my online course is provided in the Peer Review appendix in the teaching section of my dossier.

Getting Started: Excellent rating in 4/6 rated categories
Learning Objectives: Excellent rating in 3/3 rated categories
Assessment / Grading: Excellent rating in 7/7 rated categories
Course Materials: Excellent rating in 4/4 rated categories
Creating a Community of Learners: Excellent rating in 2/2 rated categories
Course Technology: Excellent rating in 3/3 rated categories
Learner Support: Excellent rating in 2/5 categories
Teaching Strategies Used: Excellent rating in 3/4 rated categories

Strengths of the Course
This course exhibits careful organization and communication. Assignment requirements and due dates, expectations for the quality of student work, and information about finding and accessing various resources

are all explicitly spelled out in detail. The course site is uncluttered and streamlined, making it easy for students to focus on and find only those tools, functions, or information they need to be successful. Rather than focusing solely on a midterm exam and final project, this course consists of exercises and assignments that provide a balance of activities for students. This balance includes plenty of opportunities to receive feedback and learn, something critical to student success in an online learning environment. So far as the reviewer could determine, Dr. Carter appeared to be present and engaged in the course throughout.

Ideas for Improvement
Review the online and print syllabi for the course and be sure to address any discrepancies between them (e.g., the different lists of course outcomes, the statement on Accessibility and Accommodations; see notes above for other suggestions). Also, consider recording video feedback to respond to and to summarize themes in student discussions. Consider creating a transcript of or captions for any course videos that will be reused in future iterations of the course (e.g., instructor introduction, accessing journal articles video).

Integration of Peer Review into Teaching and Course Development

The peer reviews of my teaching lend insights as to how I may improve my instruction and course delivery in future classes. In traditional classroom courses the review recommends that I better incorporate small group discussion and exercises. This strategy is applicable to all courses and will be a component of future classes. In the next course I teach, which will be the criminal justice capstone in the Fall 2016, I plan to include small group sessions where each group will be given a case study, or scenario, to review and develop a short response with respect to how the broader course discussion and material apply to their case study or scenario. I envision these will be short, informal presentations to the entire class that emphasize key points and also create opportunities for further discussion that I will moderate. The reviewer also noted that subject, or learning, recall exercises would benefit the class. This small group exercise would also create an opportunity for students to demonstrate and apply course knowledge to further reinforce desired learning outcomes. This approach is also likely to enhance students' development of learning communities in class and intra-group communication skills.

With respect to online courses, or the design of online components within traditional and hybrid classes, the peer review noted that I have room for improvement in administrative consistency as well as student accessibility and accommodation. In terms of administrative consistency, the reviewer noted that the course syllabus included information that was not provided, or stated, in assignment-specific areas within the course learning platform (i.e., Canvas page). For example, an assignment might have specific deadlines or requirements and though this information is provided in the syllabus, it should also be included on the assignment page within Canvas. In future courses I will make sure to repeat all assignment and course information in the appropriate areas; both in the syllabus and online. This will hopefully mitigate any confusion students may have while providing improved access to necessary and relevant information on an assignment-by-assignment basis. With regards to student accessibility and accommodation, the reviewer noted that my course did not provide transcripts of videos or clear (neutral) presentation material. Though I had attempted to mitigate this problem by composing the majority of information in PDF documents and not videos, this was not always the case. To remedy this problem in future online courses, I will work with CTL to develop transcripts for every video and post these transcripts online along with the video file. This strategy will enable students with any auditory impairments. For clear content materials, I will provide presentation and course materials with plain black font on white background templates in addition to the more colorful materials. This approach should aid students with any visual impairments.

Student Evaluation of Teaching Aggregate

Provided in this section are aggregated quantitative student evaluations, a sample of qualitative student comments, and a discussion of how I integrate student feedback into my instruction.

Quantitative Student Evaluations

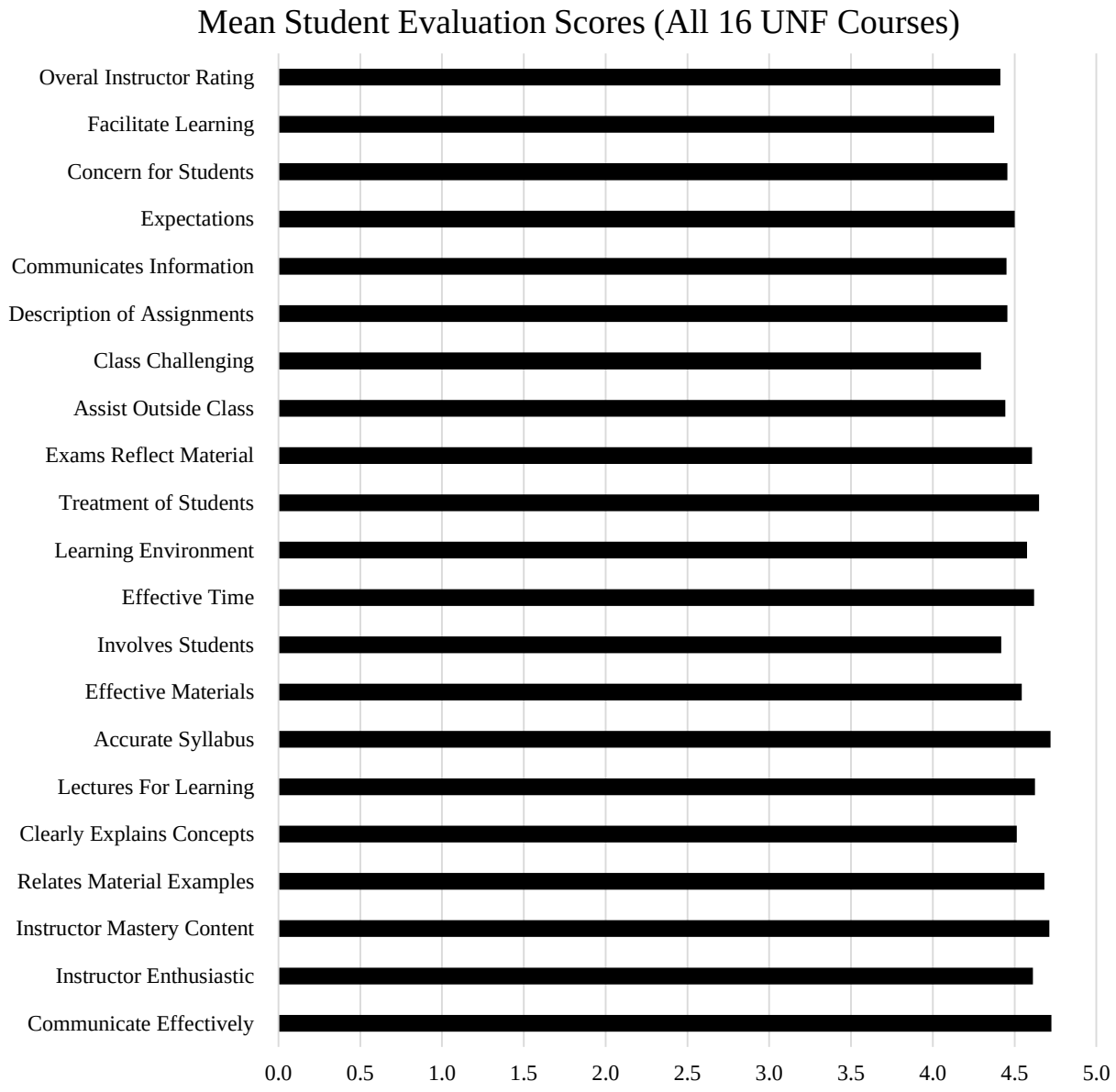
In my two-years at UNF I taught 16 courses across policing, homeland security, and criminological theory. During my time at IUPUI, I have primarily taught the criminal justice capstone course. This is the final course taken by student prior to their graduation and is designated as writing intensive. The orientation of the course, in addition to my teaching philosophy to intellectually push students, challenges students across a number of areas. Students are expected to read scholarly evidence, compose a supported policy paper, and complete essay exams. As I note in my candidate statement, I challenge students to think critically about criminal justice issues and leverage evidence to develop effective policy positions. This process, along with a significant writing product in the course, can frustrate students – especially prior to graduation. Despite these challenges, students' evaluation of my instruction and course management have been generally positive. Overall evaluations from both UNF and IUPUI indicate the quality of my instruction, organization, enthusiasm, and fairness have been positive. I provide two graphs below to illustrate my aggregate teaching evaluations from both UNF and IUPUI. Each metric from the student evaluation form is presented, reporting the mean for each metric across all classes.

To norm my student evaluations, during the 2015 calendar year, average scores across all of SPEA instructors are provide in the *Teaching Evaluation Metrics Normed* table below. The available student evaluation metrics for SPEA-wide instructors were the Global Index, Item #36 "I learned a lot in this course", and Item #37 "I would rate the quality of instruction in this course as outstanding". My own scores for these metrics, averaged across all of my IUPUI courses, reflect similar performance to my peers. My global index and outstanding instructions metrics are equal to those SPEA-wide (4.1 in both) and my metric of student learning is slightly higher than the SPEA-wide average (4.3 compared to 4.2).

Teaching Evaluation Metrics Normed

	Global Index	Item 36 "Learned A Lot"	Item 37 "Outstanding Instruction"
All SPEA Instructors	4.1	4.2	4.1
Jeremy Carter	4.1	4.3	4.1

Mean Student Evaluation Scores (All 6 IUPUI Courses)
Overal Outstanding Instruction
Overall Learned
Instructor Office Hours
Instructure Effective Lectures
Instructor Promote Discussion
Instructor Encourage Participation
Instructor Willing Appointments
Instructor Helpful Outside
Instructor Comfortable Environment
Instructor Grading Clear
Instructor Assignments Clear
Instructor Aware Problems
Instructor Evaluate Fairly
Instructor Course Goals
Instructive Effective Time
Instructor Material Interesting
Instructor Enthusiastic
Instructor Explained Material
Instructor Prepared
Group Projects Helpful
Useful Skills Developed
Duplicates Other Curriculum
Graded Activities Reflect Subject
Useful Readings
Materials Thought-Provoking
Rigorous
Requires More Effort
Fulfilled Objectives
Clear Syllabus
Concepts Challenging
Global Overall Rating
Global Instructor Information
Global Course Information
Global Index
0.0
0.5
1.0
1.5
2.0
2.5
3.0
3.5
4.0
4.5
5.0



Qualitative Student Comments

Below I provide a sample of qualitative student comments – both from my J439 Criminology and Public Policy capstone course; Spring 2015 and Spring 2016 semesters. The comments generally reflect the quantitative metrics above and reinforce my approach in the classroom to challenge students. Many of the comments mention my expectations, knowledge of course materials, emphasis on empirical research, and the strong integration of writing assignments. Of the negative comments, many focused on students' displeasure of having to write a lengthy policy paper, read academic journal articles, and perceive my evaluation (grading) to be too rigid. This perception of grading is likely the result of holding students to the expectations outlined in the course, and to those of the university and SPEA. These are graduating students who should be able to demonstrate appropriate skills and abilities upon graduation. However, it is noteworthy that the average grade distribution across all of my courses is as follows: 25% = A's, 34% = B's, 27% C's, and 14% D or below. I believe this distribution is rather consistent with many of my colleagues and speaks to the overall fairness with which I evaluate students. Overall, the positive comments

outnumber the negative and appear to reflect the learning and experiential goals I seek to achieve in my classes.

SPEA-J 439, Spring 2016: What did you like most about this course and instructor?

- No BS he kept everything on track and made sure we were learning what we needed to be learning
- Dr. Carter is hilarious.
- Dr. Carter is clearly knowledgeable on the topics discussed in class and continued to encourage open discussions within class.
- Some students thought you were intimidating when talking about the rigor and difficulty of the course but that motivated me to do my best. Also, this should be a rigorous course.
- Dr. Carter is very knowledgeable about research and it is obvious through the way he teaches.
- The instructor, he is very knowledgeable about his career and in his lectures
- Dr. Carter was well prepared for class and very knowledgeable on the course topic.
- I liked the way the instructor explained things clearly and gave examples. I also liked how he put the power points on canvas before class so I could write down the extra information and listen rather than scrambling to write everything on the screen.
- The instructor is very knowledgeable, and is able to give great examples of research to back up his presentations.
- The information.
- I enjoyed, though it took some time, how intimidating Dr. Carter is. He comes across as scary at first, but over the course of the class, I realized that he cares about the success of the students and wants to push us to do our best in the course. His goal is to set us up to succeed not only in the course but in future careers.
- Carter provided an environment that allowed for discussions, this makes me think more critically on course topics.
- I really enjoyed the discussion aspect of the course.
- He explained the course concepts very clearly and encouraged students to ask questions.

SPEA-J 439, Spring 2016: What did you like least about this course and instructor?

- I didn't like that the tests were 4 essays. I understand a capstone class is supposed to be more difficult, but if 1 question is mostly incorrect the grade drops to a C.
- The term paper assignment instruction was a little vague. More time should be spent going over exactly what it is the professor is looking for. Very few students have any experience writing a true policy paper and even fewer know how to write one correctly. Also I'm not sure how appropriate it is to have more than half the grade rely on a subjective opinion of the work.
- Nothing.
- The lectures were very dry and hard to keep out attention for 3 hours. Also, since this was a 3 hour class we were supposed to given a break and never got one. While I appreciate being let out early on some occasions I would rather have a break to refocus since it is 3 hours long.
- All the articles we had to read and the pop quizzes, but made me read them
- I didn't like the amount of reading there was but that was just a minor thing. I understand that the course is reading and writing intensive, it was just that four articles every week seemed to be too much at times.
- Several classmates, and I believe that the Policy paper has some flaws to it. The policy paper is worth over half the grade for this class now (I was told by past students it was worth only around one third of the grade.) While I understand the need for knowing how to write a policy paper, this is the first time in our college careers that they have ever been an assignment. I believe if this paper means pass or fail for the degree program, then there should be a class required beforehand on how to write a policy paper, instead of just learning as we go and then turning in a paper 3 months later.

- This paper was and is very stressful due to its weight. I think many of the students in my class, including myself, probably over stressed this paper. I understand the need for this paper, but I believe it should hold less weight, or maybe it should be turned in once earlier for revisions, and then it would be up to the student to make it perfect for the final turn in. This is not against the Instructor at all, it is just the policy paper is very different from any other paper I have had to write during college.
- Three, hour night class...We needed a break. If we are not getting out early. It is so hard to maintain focus without taking a break halfway through. Not allowing a break at all then saying we are getting out early at 8:20, is not early. Also 52% of our grade was based off of one project, if that is the case, the course should not only consist of 7 other possible grade opportunities. Especially revolved around quizzes that are ten questions out of 100 pages we read.
- The amount of readings - all the readings are long and there are usually 4/week. That's a lot, especially when coupled with my course load and other commitments. If it was two readings at the same length it would be much more manageable.
- Course topics could be dry at times.
- This course was extremely rigorous but the part I liked the least was the extensive amount of reading that had to be done each week. It got very challenging when we were working on our papers, preparing for his midterm or final exam, and trying to read the articles to prepare for a pop quiz.

SPEA-J 439, Spring 2015: What did you like best about this course and/or instructor?

- I liked the instructor and the material covered during the course. I think the paper needs to be more outlined.
- Dr. Carter wanted us to engage in discussions instead of him just lecturing for every class. He also told some funny stories (that related to what we were learning).
- Realistic expectations.
- Dr. Carter created a course that required us to fully utilize all that we have learned in our undergraduate program. I enjoyed how challenging and equally rewarding this course was. The things we learned will be useful in our future careers. Dr. Carter also held us to a higher standard than do many other SPEA instructors.
- I enjoyed being able to branch out and learn about policy in criminal justice since this is something I plan to do in the future. I found the assignments very helpful.
- It was a condensed recap of my degree. This was much needed. The professor graded our work as if we were professionals and provided in-depth feedback to better future papers.
- The professor was ready for all classes and encouraged class discussions. Also liked that he gave the test questions our early enough so that student could prepare accordingly.
- The topics were relevant and a good summary of previous classes.
- Dr. Carter was tough – good prep for law school.
- The powerpoints were well put together and informative. Discussions were well-maintained and directed.
- Exactly what you would expect a capstone class to be. The work is challenging, but in a good way.
- Class material. It was a recap of stuff learned in past classes, but he made it interesting in a different way.
- Nothing.
- Overall, the material was interesting.
- Having to do a policy proposal was a good idea. It kept me on track throughout the semester.
- The information was interesting. Good material. Didn’t know I had to have a masters in research to be able to get a decent grade in this class.
- This course went more in-depth than any other J-- class.
- The instructor took time to explain in detail how the final paper should have been written and what types of things he wanted to see in them.

- Knowledgeable on topics at hand.

SPEA-J 439, Spring 2015: What did you like least about this course and instructor?

- The course seemed very research based – too much so. There was too much emphasis on it and not many ways to improve your grade. The course was very difficult. Part of me liked it, part of me hated it. The instructor knows the material and explains it well. His expectations are very high, stressfully so. The outline and details of the paper could have been better explained.
- Make your instructions for the final paper more clear. Some things sounded the same, just worded differently.
- Carter's grading is not fair, it's too strict.
- Toughness of grading.
- Having been used to having so many instructors who don't hold us to such a high standard, it was a bit difficult to get used to. Having to cite sources from memorization on the final/midterm was also very challenging.
- I really did not like the way the papers were set up. Firstly, the paper instructions were set out for both, I interpreted it like there needed to be separate sections only to learn that a few were supposed to be together. Also, I felt like the proposal was graded harshly because it was only supposed to introduce the topic, but I am docked points.
- That the paper was worth the most of the points in the class.
- The readings in the books. Some were difficult or hard to follow. I preferred the additional handouts.
- Grading may have been a bit harsh on exams.
- There was a ton of reading that went "along" with class notes. Sometimes the readings felt like busy work, not so much like I was learning information that aided in learning, class or any sort of discussion.
- Paper. I am not a strong writer so the paper to the exams (all essay) were a little tough.
- Graded unfairly. Over half the class got a C or lower on project proposals. Read off slide during lectures. The test were to regurgitate paragraphs. The paper was twice as long as the other capstone teachers.
- The directions for the final paper were vague. Perhaps giving examples would have been useful.
- Having prepared paper topics really disappointed me. I was very excited to write a paper on a topic that was important to me and was unable to.
- The grading was extremely too harsh and the instructor was full of himself, we don't care you're a researcher.
- Why does he teach undergrad if he's going to grade like we are on our 3rd masters degree.
- Paper and tests were graded overly harsh and no explanation was given.
- N/A
- Treats class like we're masters/PhD students when majority of class are not on that level/didn't want to be required to do that level of work. Teach to your audience.

SPEA-J439, Spring 2015: Additional Comments

- I enjoyed the course and although it made me stress out and stress eat I enjoyed it. It pushed me beyond my limits, hopefully I succeeded. I do wish there were more opportunities to improve our grade and the expectations for the paper were more detailed. Overall stressful as all get out but a good class and good instructor.
- Overall good.
- Excellent professor.
- Thank you for putting so much time into your students. This was a great way to finish my 7 years in college. God bless you!
- I have a feeling I will recall this course with a bit of fondness – because it was so tough.
- Providing students with the extra credit opportunity was a valuable experience. The ability to participate was insightful.

- I know that in this field we have to be able to write and I appreciate you trying to prepare us, but it is a lot of pressure for the last class that I need to graduate.
- The class did not teach relevant info for the real world. The class just summarized statistics learned in other classes. Did not have to give critical thinking.
- Overall – Dr. Carter is an amazing professor – really enjoyed his class and the way he lectured.
- We want to pass. I've never had to write a paper like this one before and was useless for my future.
- Calm down – you're not a god!

Integration of Student Feedback into Instruction and Course Design

I continually utilize student feedback to improve my instruction and course design. I leverage student feedback from one semester to the other, but also during the semester. For example, I solicit feedback from students throughout the semester to best ensure students are learning, or at least consuming, the course material. For example, when I began teaching I did not provide class notes (PowerPoint slides) prior to the class as I wanted to reward students for attending class. However, I had a number of students suggest that if I provided class notes prior to each class that this would allow them to better listen to the lecture content and supplement the notes with key points. As a result of this feedback, I now post all of my lecture notes online (on the Canvas course page) ahead of class to allow students to bring these notes to the corresponding lecture. I have heard a number of students comment on their appreciation for this and have also not observed any decrease in attendance after implementing this practice. As another example, in my J439 capstone course, I had students express a desire for me to walk the class through how criminal justice practitioners employ risk assessment tools as well as threat assessment instruments. I now include these demonstrates in my capstone course. During these demonstrates I not only illustrate how these tools are "scored" but also how the operationalization of each metric can be subjective and influential on desired outcomes – which leads into a strong class discussion surrounding the evidence-base of these tools.

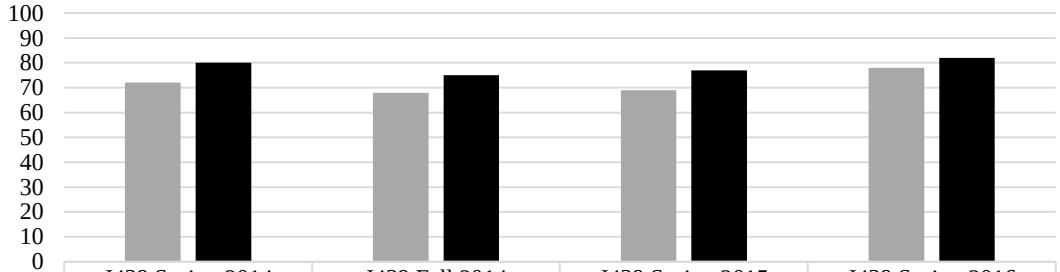
From a student evaluation perspective, one of the common areas in which I received comparatively lower scores was in relation to clear grading criteria and perceptions of fair evaluation. In response to these concerns I developed a series of grading rubrics for each of the assignments that I grade in my courses. Each rubric clearly articulates that components expected to be included in the assignment as well as points possible for each component along a series of categories. For example, the essay final exam in J439 requires students to demonstrate knowledge of supporting evidence. For this component, the rubric clearly articulates what is expected for knowledge of supporting research across a continuum of "Unacceptable", "Acceptable", and "Exemplary." Examples of these rubrics are provided in the Samples of Course Materials appendix in my dossier.

Student feedback is also informative to reinforce desired outcomes of my courses; though these outcomes may not always be perceived as positive by students. For example, I strive to challenge students and maintain an appropriate level of academic performance and student accountability. Often students – typically in the form of qualitative comments – will express displeasure with the course requirements to read scholarly empirical journal articles or write a comprehensive policy paper (especially in their final semester before graduation). A certain level of student displeasure, or frustration, is to be expected. However, in an attempt to alleviate some of these negative perceptions, I discuss the importance of reading scholarly articles and composing the policy paper for both academic education and developing skills students can use in their careers or graduate school. For example, I have received emails from former students that indicated they were able to use the policy paper from my class as an example of writing for job interviews and they expressed gratitude in hindsight for having done the paper. I relay these examples to students at the beginning of each semester. Lastly, many student comments also reflect appreciation for my instruction and the knowledge gained in my classes. This is welcomed, and humbling, and demonstrates my approach in the classroom is generally effective.

Impact of Instruction on Student Learning Outcomes

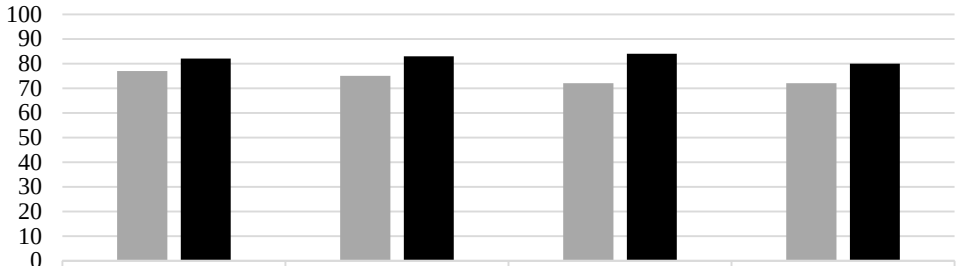
There is no single metric that accurately captures student learning. Student course evaluations suggest students perceived to learn in my classes (an average 4.3 out of 5 across all classes). Comments from students across my classes also lend support that students believe they are learning valuable material and skills in my courses. Consistent with IUPUI's Principles of Undergraduate Learning (PULs), my courses have emphasized the process of learning knowledge and skills. In my SPEA-J439 capstone courses, I particularly emphasize communication skills, critical thinking, and the integration and application of knowledge. Though the course and assignments as a whole embody these principles, they are best captured through the two papers, essay midterm, and essay final required in my courses. The paper requires students to review scholarly evidence, synthesize this evidence in a clear and coherent manner, develop policy recommendations based on this evidence, and identify relevant limitations to the policy recommendations they identify. The essay midterm and final follow a similar approach in that students must compose a supported response to a policy scenario. Throughout the semester I emphasize these skills and processes through the presentation of course material and discussions with the intent to improve student performance in these areas. The two figures below illustrate that students' performance in my courses have improved each semester across their papers, midterms, and finals. The figures report that students, on average, show improved performance in these PUL areas. Student grades improved on the second paper of the semester compared to the first paper of the semester. This same improvement holds true for essay exams as students, on average, perform better on the final exam as compared to the midterm exam. This evidence, in conjunction with student feedback, suggest students are learning in my courses.

SPEA-J439 Crime and Public Policy Capstone within Semester Paper Grade Improvements



	J439 Spring 2014	J439 Fall 2014	J439 Spring 2015	J439 Spring 2016
Paper 1 Average	72	68	69	78
Paper 2 Average	80	75	77	82

SPEA-J439 Crime and Public Policy Capstone within Semester Exam Grade Improvements



	J439 Spring 2014	J439 Fall 2014	J439 Spring 2015	J439 Spring 2016
Essay Midterm Average	77	75	72	72
Essay Final Average	82	83	84	80

Undergraduate and Graduate Research Mentoring and Outcomes

Undergraduate Research Mentoring

Beyond classroom instruction, I have also supervised seven independent study courses for graduate and undergraduate students as well as honors student research projects. For example, at IUPUI, I have mentored two undergraduate students as part of their research project for completion of their honors designation. One of these students, Victoria MacLain, worked collaboratively with me to develop a literature review of homicide investigations for case clearance. I worked with Victoria to review relevant journal articles and develop her skills to synthesize research methods and findings to develop a concise review of evidence. I also wrote the nomination letter for Victoria to be considered an IUPUI Top-100 student, which she received. The other honors student I mentored at IUPUI was Isaac Trolinder. In our initial meeting to discuss his honors project, Isaac explained his desire to pursue law school and his scholarly interest in the legal aspects of criminal justice. With respect to mentorship, I believe in tailoring students' experiences to their own interests and professional goals as opposed to simply keeping within my own research agenda. As such, I worked with Isaac to design a research project wherein he compiled an open source database of legislation guiding the electronic monitoring of domestic violence (DV) defendants. As part of this project, I worked with Isaac to develop a search and screen process, coding database, and coding scheme. I then worked with Isaac to explain how such legislation was impactful on practice in the context of one of my own research projects examining electronic monitoring.

Beyond individual undergraduate research mentorship, I also integrate research experience into my course instruction when applicable. For example, in my Spring 2015 J439 capstone course, the class had expressed an interest in the research process to inform policy and outcomes. Based on this feedback, I created an extra credit assignment for all students to opt-into. Put simply, this assignment looked at a national sample of police residency requirements and how such policies could influence police department demographics to mirror the communities they serve. This assignment required students to attend an additional "training" lecture outside of the normal class period where I explained the research project, data collection, data coding, and how this data would inform the desired research question. Once data was collected, I integrated the data into a research presentation for the class. The student participation rate was 80% and those who participated conveyed a sense of appreciation and enhanced understanding of the social science research process to inform policy and observe outcomes.

Lastly, I have maintained a commitment to mentoring undergraduate students (as well as graduate students) in professional development and their pursuit of careers and further education. For example, I discuss employment and graduate school opportunities, processes, and realities. Relatedly, I have composed countless letters of recommendation to help students fulfill these desired next steps. As one example from my time at UNF, I mentored a student through the graduate school application and scholarship process. This student was eventually accepted into the graduate program at Georgetown University and sent me an unsolicited email which included the narrative below:

Natasha Escalera, UNF Student, Unsolicited Email

"I have great news! I have been accepted into the Security Studies Program at Georgetown University. I will be attending in January or August of next year. I want to thank you for your support, the admissions committee weighed recommendations heavily and I couldn't have gotten accepted without your help. I also want to thank you for all you taught me in class, your recommendation helped me get accepted, but the knowledge you imparted to me will help me excel once enrolled and beyond."

Graduate Research Mentoring

During my time in rank I have actively engaged graduate students in research. The inclusion of graduate students in research is not only a professional desire of mine, but also creates more robust opportunities and experiences for students that are likely to facilitate their admission to, and success in, the next stages of

their academic or professional careers. I balance my efforts to incorporate my graduate research assistant (GA) in research projects with the primary responsibly of graduate students in our program – for them to successfully complete their degree requirements. Once I am satisfied that my GA is successfully managing their course work, I work with them to co-develop collaborative research projects. As an example, I have co-authored a published journal article with my former graduate assistant Gabrielle May (*Criminal Justice Review*, 2016) in which we developed an open source data gathering and coding scheme to examine fusion center web content in comparison to self-reported survey data. Gabrielle not only developed unique research skills throughout this effort, but was also able to present the journal article as an example product of her research and critical thinking in a recent job interview to be an IMPD crime analyst. I believe such collaborations are the ideal process and outcome for graduate research mentorship. In addition to graduate students at IUPUI, I have also mentored two doctoral students at Rutgers University who reached out to me for assistance based on my research expertise. As a result of these mentorship roles, I participated on a dissertation committee as an outside member for one student and currently have two manuscripts under peer review with the other. My former IUPUI GA, Gabrielle, has provided a letter speaking to my mentorship and in provided in the Candidate Solicited Letters appendix in the teaching section of my dossier. Below is a sample from her letter:

Gabrielle May, Former Graduate Assistant, SPEA Master's Student

"Dr. Carter provided invaluable mentorship to me while serving as his research assistant. In this role, he taught me how to conduct research on various topics, perform open source data gathering, compile databases and prepare journal manuscript. As a result of Dr. Carter's exemplary mentoring, he helped enhance my skills in self-management and detail-orientation by requiring me to meet deadlines and make progress on various research topics without direct supervision. Moreover, Dr. Carter provided an opportunity for me to develop quantitative and qualitative data and critical thinking skills that are directly applicable to my desired employment position as a crime/intelligence analyst. In addition to serving as a research assistant to Dr. Carter, I was a student in his J666 Criminal Justice and Public Safety Policy Evaluation. As my professor in the J666 course, Dr. Carter enhanced my logical reasoning skills by providing invaluable insight into developing criminal justice policies and the impact these polices have on the criminal justice system as a whole. Moreover, Dr. Carter demonstrated the importance of discussing and reflecting on modern criminal justice issues and practices in order prepare me for employment opportunities involving the criminal justice field. In summation, Dr. Carter is highly regarded by his students and professionals within the criminal justice field. He brings to his position credibility, professionalism, and a level of expertise that is outstanding and above reproach. I anticipate that Dr. Carter will serve as a life-long mentor to my career."

Course Curricular and Professional Development

Curriculum Development

During my time in rank at IUPUI and the University of North Florida (UNF) I have developed and delivered seven unique courses (for a total of 22 courses taught). At the undergraduate level, these five courses include: Law Enforcement Systems and Processes; Criminological Theory; Homeland Security; American Policing; and Criminology and Public Policy (the CJ capstone course). At the graduate level, these two courses include: Criminal Justice and Public Safety Policy Evaluation; and Homeland Security. Moreover, I have developed and delivered courses across traditional classroom, online-classroom hybrid, and fully online environments. As part of a 2015 IU Online grant received by SPEA, I developed the J666 Criminal Justice and Public Safety Policy Evaluation graduate course that I delivered online in Fall 2015. This course development included instructional guidance from IUPUI's Center for Teaching and Learning (CTL) to best communicate course content for maximized student learning and experiences. I am also scheduled to develop and deliver a special topics course in Spring 2017 on Law Enforcement Intelligence Operations. Beyond the original development of these courses, I continually revise my course curriculum and class structure based on student feedback from semester-to-semester as well as emerging research relevant to course topics. For example, I have revised the instructions and guidelines for the J439 policy paper after each semester based on student comments regarding clarifications or recommendations. With respect to content, I recently utilized a new primary textbook for the J439 course as well. In the first iterations of this course I used two books that were collections of policy debates from leading scholars in the field. Student feedback suggested the readings were somewhat disconnected and lacked direct applicability to some topics discussed in class. As a result, I adopted a single and more comprehensive textbook for the Spring 2016 semester. Initial feedback from students in class was that this book was generally well-received. Relatedly, I require additional journal articles as supplements to the course textbook. As new research emerges, or articles I feel are more directly applicable come to my attention, I replace articles with those I feel are most pertinent to class. On average I replace approximately three to four journal articles per semester. Lastly, I have been an active member on SPEA curriculum committees to include the development of SPEA's online graduate certificate in Cyber Security in partnership with the School of Informatics and Computing; redesign of SPEA-J170 Introduction to Public Affairs; redesign of the course requirements for the criminal justice track in the MPA degree; and the redesign of the criminal justice undergraduate curriculum.

Professional Development

To better improve my quality of instruction and increase my awareness of effective and innovative teaching strategies, I have participated in curriculum and teaching development programs. Thus far in my career these efforts have focused on improving my online delivery of courses. This has largely been driven by the movement of universities to deliver more courses online while also being able to integrate effective online learning components into my traditional and hybrid courses. I have successfully completed three online learning programs; the IU Online Course Development Program provided through IUPUI's CTL and two courses from the Sloan Online Consortium; one of which was to become a certified online instructor and the other was on effective online instructional methodologies (both completed in 2012). These programs have enabled me to be an effective online instructor, as demonstrated by the CTL peer review of my J666 online course.