CANDIDATE STATEMENT
Jeremy G. Carter, Ph.D.

I began my tenure-earning position in August 2011 at the University of North Florida (UNF) in the Department of Criminology and Criminal Justice. After two years as an Assistant Professor at UNF, I joined the faculty in 2013 as an Assistant Professor in the School of Public and Environmental Affairs at Indiana University – Purdue University Indianapolis (SPEA IUPUI) and thus, including my time at UNF, enter my sixth academic year in-rank in autumn of 2016. In the following pages, I support my case for excellence in research based on my record of peer-reviewed and high impact publications, external research funding, and national research reputation. I have also established synergy between my research, teaching, and service. My research program has enhanced student learning and opportunities at IUPUI, provided influential service to the Indianapolis community, and contributed expertise to the creation of knowledge through peer review, journal editorship, and expert panels in the discipline.

Research

The SPEA IUPUI standards for research excellence are that faculty should 1) engage in interdisciplinary research, 2) demonstrate a publication record that balances quantity and quality, 3) demonstrate an independent research output, and 4) develop synergy between research, teaching, and service. As will be supported in this statement and additional materials in my dossier, my research program has excelled in these expected areas. My research agenda is driven by a general societal challenge: How can criminal justice professionals, in particular the police, do their jobs more effectively within the context of a rapidly changing technological, social, and cultural environment? To meet this challenge my research is focused on three inter-related areas; (1) law enforcement information sharing, (2) criminal justice technologies, and (3) police practice. The majority of my published work examines information sharing in the post-September 11, 2001 environment (hereafter 9/11). In order to produce scholarship that impacts practice and advances scholarship, my research encompasses strong theoretical frameworks, sophisticated quantitative methods, and qualitative inquiry. My research appears in respected criminal justice and policing journals.

In rank, I have 20 peer-reviewed journal publications (23 overall) with 4 additional manuscripts currently under review. I am the lead or sole author on 17 of these published articles. I am also the sole author of a book and author/co-author of six technical reports, six book chapters, and four other published works. To date, these works have garnered 233 Google Scholar citations. Additionally, I have secured $416,140 in extramural funding as PI or Co-PI during my five years in rank – a metric that speaks to the quality and relevance of my work. My national research reputation is further demonstrated by an invitation from the Director of the National Institute of Justice (NIJ) to Co-Chair the Standing Scientific Review Panel that provides recommendations for competitive funding and guidance for future research initiatives. Moreover, I have served as a subject matter expert for national groups – including NIJ, RAND, and the Police Executive Research Forum - examining contemporary issues in policing and technology. The reach of my research has resulted in interviews with national media outlets such as Time Magazine, USA Today, MSNBC, and CNN among others. The narrative to follow highlights my contributions within my three primary streams of research.

Law Enforcement Information Sharing

American law enforcement experienced a significant operational and philosophical shift after the terrorist attacks of 9/11. Police agencies nationwide confronted the need to develop new practices to prevent and mitigate acts of terrorism while balancing everyday demands to deliver crime control and public services. The law enforcement community responded to this challenge with initiatives to improve information sharing, build interagency partnerships, and develop analytic capabilities to guide decision-making. The area of improved information sharing, also known as law enforcement intelligence, is the central focus of my research. The information sharing and intelligence literature emerged in the wake of 9/11. Thus, I have had the opportunity to contribute to the development of knowledge in this area as it has

evolved from conceptual and descriptive work to theory testing, robust modeling, and identification of effective organizational practices to inform policy. Following 9/11, the law enforcement community responded to the need for improved information sharing and intelligence analysis with the development of a police practice known as intelligence-led policing (ILP). "Fusion centers" were created across the nation to facilitate information sharing, analysis, and partnerships.

My independent contribution to this area began in 2011 when I articulated how law enforcement could develop information sharing relationships with disparate organizations and how such efforts related to the everyday mission of policing. My first article in rank illuminated the potential impact of effective information sharing practices by analyzing chronological events from two terrorist incidents, one that unfortunately occurred and the other that was successfully prevented given advances in information sharing (*Police Practice and Research*, 2012). This work highlighted the need for inter-organizational relationships in policing, a concept that law enforcement and scholars struggled to understand outside of the traditional policing purview. To fill this knowledge gap I engaged in two separate inter-disciplinary collaborations - one with a colleague from environmental conservation (*Journal of Applied Security Research*, 2013) and the other with a colleague from public health (*Criminal Justice Policy Review*, 2013). Each of these works clearly articulated practical outcomes for developing information sharing relationships. **As an example of impact from these works, the FBI National Academy includes these articles as required readings within their Advanced Intelligence Training Unit curriculum**.

My research efforts in this area followed a natural progression from conceptualization to description as the literature almost universally lacked quantitative illustrations of law enforcement information sharing and fusion center practices. The research question guiding these inquiries was rather straightforward: to what extent are police agencies and fusion centers engaging in the practices outlined by federal guidelines and academic recommendations? I published a series of articles that were the first to provide this needed insight. My work concluded that significant progress had been made to implement policy and procedures to build the intelligence capacity of law enforcement and fusion centers; however clear needs for training, resources, and strategies to address the tension between specialization and generalization of police operations were also revealed (see *Police Quarterly*, 2013; *Journal of Crime and Justice*, 2015; *Journal of Police and Criminal Psychology*, 2016; *Journal of Intelligence Analysis*, 2015; *Criminal Justice Review*, 2016).

The presence, or absence, of such organizational practices begs the next question in this emerging literature: what organizational characteristics facilitate the adoption of ILP? To this end, I have applied a range of organizational frameworks to explore ILP adoption among U.S. police agencies. Akin to the emergence of community- and problem-oriented policing, ILP may be influenced by a profusion of organizational factors. Looking through the theoretical lens of "loose-coupling" (the degree to which municipal organizations align with prescribed federal practices), agencies nationwide appear to be closely adhering to federal recommendations posited in the National Criminal Intelligence Sharing Plan and Department of Homeland Security's Target Capabilities List. It was also observed that larger agencies have a more diverse range of relationships, create more intelligence products, and that training facilitated ILP adoption (*Journal of Criminal Justice*, 2014). In an additional article, a force-field methodology that identifies facilitating and inhibiting factors of innovation found that familiarity with the ILP concept and increases in information pushed to agencies drove successful adoption (*Policing and Society*, 2015). Most recently, in a sole-authored article, I employed measurement and structural equation models to test the influence of institutional isomorphism on ILP adoption. The findings demonstrate that legal requirements and the belief that ILP promotes crime prevention were drivers of adoption (*Police Quarterly*, 2016).

Criminal Justice Technologies

A second focal area of my research is the study of technology adoption in criminal justice agencies. The use and effect of technology is one of the most rapidly growing and important areas of the contemporary criminal justice literature. Technology is transforming the expectations of, and opportunities for, criminal justice agencies at the cost of investing scarce resources. This line of my research was supported with a grant from the National Institute of Justice, U.S. Department of Justice, on which I was the co-principal investigator with Eric Grommon from SPEA-IUPUI. The funding supported four primary technology

outcome and process evaluations with the intent to provide evidence to inform how criminal justice practitioners successfully adopt technology and how new technology can be observed to impact practice. To date, data gleaned from these projects has produced peer-reviewed products, including numerous papers both under-review and in progress.

Consistent with the missions of both IUPUI and SPEA, my research in criminal justice technologies exemplifies my desire to impact policy and practice, advance academic knowledge, and foster community engagement. In terms of policy and practice, one of my projects evaluated the implementation of a dedicated wireless broadband network to facilitate police operations. Many agencies nationwide rely upon cellular data communications to facilitate in-vehicle computing. However, cellular data suffers from a number of signal and bandwidth inefficiencies that can be solved with a broadband wireless network. Police depend upon data communications to receive calls for service through computer-aided dispatch and to conduct information queries and complete field reports that eventually "clear" a call for service. **Using a pooled time series analysis of administrative system data pre- and post-implementation, the study revealed decreased call clearance times in patrol zones that previously suffered from poor cellular data communications** (*Police Quarterly*, 2014). Beyond operational outcomes, user perceptions of technology in policing are salient factors for successful adoption. **Surveys and interviews with officers demonstrated that perceptions of time savings and execution of job tasks also improved after the implementation of wireless broadband. Moreover, officers perceived wireless broadband as a positive influence on information flow, quality, and accessibility** (*Policing and Society*, 2015).

Advancements in technology are far outpacing the academy's ability to develop evidence to guide both practice and research. In an effort to close this gap, my research in technology has helped to provide a scholarly foundation to inform future inquiries on similar technologies, but also inform how such inquiries should be appropriately specified. **I co-authored a methodological article that articulates how technology evaluations in criminal justice should integrate concepts from the human factors engineering and information processing fields.** More specifically, this study outlined a set of guiding principles for identifying and defining key study metrics, facilitating communication within an interdisciplinary research team, and for understanding the interaction between users, technology, and information. Such an approach will enable researchers to better assess factors that facilitate or degrade the operational impact of technology and answer fundamental questions concerning whether the technology works as intended, at what level, and at what cost (*Evaluation Review*, 2015). Lastly, my work in criminal justice technologies has created pathways into community engagement and professional service. In one instance of community engagement, I have worked with the Indianapolis Metropolitan Police Department (IMPD) to develop policies and operational deployment strategies for body worn cameras. While helping to improve IMPD practice, this partnership also resulted in multiple grant proposals in an attempt to secure additional public safety funds and generate further research opportunities in Indianapolis. **My work on these varied research projects has also garnered attention from NIJ, RAND, and PERF, who each solicited my participation in a number of focus groups to develop national technology standards, identity research funding priorities, and create best practices for national dissemination. My growing reputation in this field is perhaps best illustrated by the aforementioned invitation from the Director of NIJ to co-chair NIJ's Standing Scientific Review Panel; a committee that had yet to include a member at the rank of assistant professor prior to my participation.** The invitation to co-chair this panel was based on my research and expertise in the area of criminal justice technologies.

Police Practice

My third stream of research is dynamic and examines police practice. As a policing scholar, my academic interests extend beyond intelligence, homeland security, and technologies into other areas of contemporary importance. The field of policing and public safety is constantly changing with emerging environmental demands, such as the ever-present threat of terrorism and corresponding police responses to terrorism. Many of the challenges facing law enforcement are correlative. For example, I co-authored a study that identified successful strategic and tactical practices to improve the rate of homicide case clearance (*Homicide Studies*, 2015). While this issue has been examined by a number of scholars, the uniqueness of the findings reported in my article were a result of being able to identify effective practices

that manifested from my previous research on police information sharing and technology. One such finding was the effectiveness of integrating intelligence and information gathering practices into homicide investigations to identify potential retaliation victims in cases of gang homicides.

Further, my interest in police practice generally allows me to be responsive to the needs of community partners and emerging research trends. One of the areas that demonstrates significant promise is for police to focus their efforts on places rather than people. By identifying crime "hotspots" or criminogenic micro-places, police are positioned to reduce crime and disorder through focused deterrence strategies. This approach is gaining momentum in Indianapolis; however IMPD lacks the data analytic capabilities that can inform such strategies. To this end, I have recently begun a series of projects to assist IMPD in this effort as well as make meaningful contributions to this growing literature. In sum, these projects utilize a range of data, including past crimes, vehicle crashes, situational characteristics, known crime generators, geographic boundaries, land use, and socio-economic factors to identify areas for police intervention. As examples of this work, one project has identified near repeat crime patterns and originator events for burglary, robbery, and auto theft while the other has identified locations in Indianapolis where crime predicts the rate of vehicle crashes. In each instance, the clustering of these activities are significant and demonstrate promising potential for IMPD to develop crime prevention benefits. Moreover, in conjunction with my research partnership with IMPD, I am the sole principal investigator on a project funded by the Central Indiana Community Foundation (CICF) to develop and deliver data analytic training to IMPD's real-time crime center analysts. Beyond improving the analytic capability of IMPD, this project incorporates a research component to examine improved analytic quality and the utility of information shared by the analyst with operational personnel. These ongoing projects represent part of my future program of research that I articulate in more detail within the specified section of my dossier.

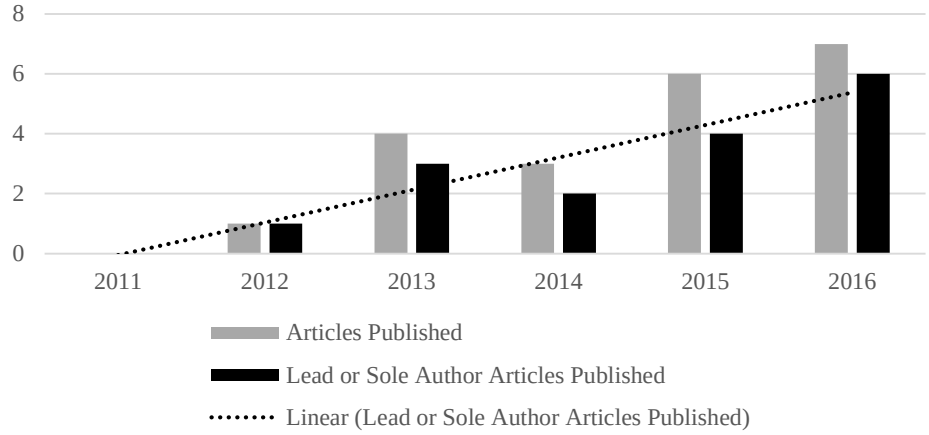
Research Excellence and Scholarly Productivity

My research agenda in rank has produced an active and influential record of publications that serves as evidence of my national reputation as an original contributor and demonstrates high promise of continued development as a research scholar. **I have published my work in top-tier criminal justice and policing journals and published 20 articles in rank. Authorship convention in criminal justice is to list the lead, or primary contributing author, first. The independence of my research agenda is supported by the facts that I have been the sole or lead author on 17 of my 20 articles in rank, have published with 11 co-authors that were not affiliated with my graduate advisors, only 3 of my 20 publications were with graduate advisor co-authors, and 3 were sole author publications in rank.** These works have utilized a variety of sophisticated and original methods such as structural equation modeling, pooled time series, and the creation of the first additive outcome index for ILP. My research was the first to apply loose-coupling and institutional isomorphism theories to ILP; demonstrating conceptual and theoretical innovation and the substantive illumination of ILP. My level of scholarly productivity is perhaps best demonstrated when compared to other faculty in my field. Copes *et al*. (2012) compiled data on the publication productivity of 504 tenure-track faculty across the ranks of assistant, associate, and professor at the 35 doctoral granting programs in criminology and criminal justice (CCJ). The table below (adapted from Copes *et al*., 2012, p. 429) reports the average scholarly productivity of these faculty by rank in addition to my own productivity (as of 6/22/2016). These metrics include: total articles, articles per year, total citations, cites per year, *h*-index (where *h* is the number of published articles with at least *h* citations) and *m*-quotient (*h*-index / years since first publication).

Rank	Total Articles	Articles per Year	Total Cites	Cites per Year	*h*-Index	*m*-Quotient
Assistant	7.38	1.45	46.91	6.44	2.64	.50
Associate	12.36	1.22	111.23	9.62	4.45	.41
Full	23.13	1.58	335.15	22.64	6.18	.42
Jeremy Carter	**20**	**4.0**	**233**	**46.6**	**7**	**1.4**

Across each of these metrics, my scholarly productivity is substantially higher when compared to other faculty at the rank of assistant professor and exceeds the levels reported for the average associate professors in my field. It is worth noting these data represent tenure-track faculty in the 35 CCJ PhD programs and SPEA IUPUI has a professionally-oriented master's program. My overall scholarly productivity and independent contribution, is illustrated in the *Peer-Reviewed Productivity In Rank* figure and indicates a positive trajectory across both overall and independent contributions.

Peer-Reviewed Productivity In Rank



Future Research Program

A detailed discussion of my post-tenure research program is provided in the Future Plans for Ongoing Program of Research folder in my dossier. Given space considerations, here I provide a brief synopsis of this agenda. In the coming years I will work to remain a productive scholar and community partner, building upon the research platform I have developed. Specifically, I am continuing to take a leadership role on funded research endeavors that address matters of great importance locally, nationally, and internationally. I will seek to maintain an active and highly visible research agenda targeting top-tier peer review outlets in the social sciences. Given the policy relevance of my work, I will continue to pursue external funding sources to support my research agenda and bring additional resources to the community and university. I believe the experience I have gained on federally and locally funded projects will aid in this effort and promote success. In addition to the wealth of data from the aforementioned projects yet to be translated into publications, I will continue to cultivate new partnerships and projects. For example, I currently have a proposal under review at the Laura and John Arnold Foundation to fund a randomized control trial of body worn cameras at IMPD. This proposal was selected as one of five finalists from a pool of over 100 mini proposals. I am also in the processing of developing a robust and unique database to further examine the characteristics of criminogenic micro-places in Indianapolis. This data will allow for a refined specification for models of crime and place.

Teaching

Over the course of my career at IUPUI (and UNF) I have developed and delivered 7 unique courses, 5 undergraduate and 2 graduate, across traditional classroom, online-classroom hybrid, and fully online environments. In total, I have taught 22 classes in-rank with an average enrollment of 28 students. These courses have included pillars of criminal justice curriculum, such as criminological theory and policing, in addition to the degree capstone course that examines the role of research to inform policy. My teaching interests closely align with my research expertise. I have primarily taught classes on policing, homeland security, and criminal justice policy. These courses provide me the opportunity to expose students to innovative research conducted simultaneous to their education and in some cases in the city of Indianapolis where they have familiarity and can better relate to the issues discussed.

Regardless of the course topic or student audience, my pedagogical goal is to impart critical thinking skills. Popular discourse on crime and justice is fraught with "folk wisdom" and anecdotal

explanations of the causes and consequences of crime. The ability to identify fact from fiction, therefore, is especially important in the study of criminal justice. I encourage students in my class to challenge the research they are exposed to through course readings and in the popular media. To this end, I regularly incorporate current criminological news and events in my courses, as well as readings on common techniques for discerning fact from fiction by using independent, peer reviewed evidence. I also unveil research to my students that suffers from methodological and theoretical limitations along with examples that were better able to answer the specified research question in order to demonstrate the inherent limitations associated with social scientific understanding. I continually emphasize that the production of knowledge is a process, and must be continually challenged for progress to be made. I also emphasize the role of research in the creation and transformation of public policy. Given the policy relevance of criminal justice research, I believe students benefit greatly from a critical assessment of current policies and procedures. Similar to the production of knowledge, I often discuss the process through which public policy is made and enacted, and how everyday practicalities make changes to this system of behavior difficult to produce. Included in this discussion of criminal justice sciences and public policy, I also highlight how criminal justice researchers have failed public policy officials and how such failures can be potentially remedied. To accomplish these goals, I encourage student interaction and discussion during class time. I actively engage students in question and answer sessions throughout my lectures, and make it clear that they can, and should, ask questions during our class discussions in addition to my availability outside the classroom.

I seek to challenge students' in multiple ways. First, I present discussions on controversial topics – such as race in policing, guns in society, and appropriate punishment – that positions students to challenge their preconceptions of controversial issues. Second, to independently inform the controversial issues discussed I leverage scholarly articles as sources of empirical evidence. These readings often challenge students to work through in-depth discussions of issues and interpret scientific evidence. Third, and especially with respect to my senior capstone course, I require a robust policy paper wherein students must review empirical evidence to develop policy recommendations for practitioners. Through this assignment, students develop skills to seek out independent evidence, gain exposure to additional perspectives surrounding their issue of interest, effectively communicate facts and positions through writing, and demonstrate critical thinking skills to articulate effective policy recommendations. This paper is not only a rigorous academic exercise, but it also helps students develop the skills and thought processes that will be critical to their career advancement. Lastly, I maintain a strong culture of accountability and responsibility. Students are expected to meet deadlines and perform at the appropriate academic level for the specific course. Given these aforementioned challenges, students at times become frustrated in class. Despite these challenges, student evaluations of my teaching performance have been generally positive. **Across my 22 courses taught and using a five-point scale, students indicate that I am an outstanding (4.2) and enthusiastic (4.5) instructor, they learned in the course (4.3), and perceived the course as rigorous (4.3). Qualitative student comments reflect that students placed value in my instruction, approach to learning, and appreciated the skills they developed to help them achieve professional success.**

Beyond classroom instruction, I have also supervised six independent study courses for graduate and undergraduate students as well as honors student research projects. I have further extended this instructional and mentorship role with my graduate student research assistants. **I work with my graduate assistants to develop collaborative research projects and products. As an example, I have co-authored a published journal article with my former graduate assistant (*Criminal Justice Review*, 2016) and have two manuscripts currently under review where I directed a graduate student to play an integral role in the research effort.**

Lastly, I have actively sought professional development and peer review of my teaching. At both UNF and IUPUI I have undergone intensive online instructional training. These training programs have improved the quality of my online course development and delivery. Given the movement to greater use of online offerings at IUPUI and nationwide, such development is likely to benefit the university and me in years to come. **In an effort to independently assess my strengths and areas of improvement in teaching, the Center for Teaching and Learning at IUPUI has conducted two peer reviews of my instructional performance; one of an online class and the other of a traditional classroom course. Overall, these**

peer reviews mirror the feedback from students, concluding that my instructional performance is interactive, organized, rigorous, and impactful through knowledge development. These instructional experiences to date, coupled with my continued pursuit of improvement, will position me well as I continue to grow as a faculty member at IUPUI. Further evidence that I have engaged in at least satisfactory teaching is provided in the teaching section of my dossier.

Service

The mission of IUPUI to be a civically engaged research institution aligns with my interest in translational research and community engagement. Service responsibility for faculty can range across department, university, community, and professional activities. I have been an active departmental citizen, serving on a number of curriculum, admission, faculty search, and governance committees. At the university level, I served as a member of the Faculty Executive Committee (equivalent to Faculty Council at IUPUI) while at UNF. At IUPUI, I have participate on a number of university-level special events hosted by the Office of Academic Affairs focusing on professional development for other university faculty. At the department level, I have served in several capacities as noted in my CV. Most notably, I am an elected member of the SPEA Core School Policy Committee that oversees governance and policy development for the school. During my tenure on the Policy Committee, I have helped to revise the SPEA Governance and SPEA Promotion and Tenure Guidelines documents in addition to altering the voting processes and procedures for SPEA governance. Beyond university service, I adhere to the value of community engagement in professional service. Inter-related to my research efforts, I actively work with IMPD to lend my expertise to a number of policing issues facing Indianapolis. As an example, I have assisted IMPD in their efforts to develop policies and procedures for various technologies as well as effective policing strategies to combat crime and improve community relations. Throughout 2016-2017, and related to my effectiveness as a scholar and teacher, I will be delivering a number of training programs to IMPD command staff, patrol and investigative officers, and analysts on topics such as data analytics, problem solving, and legal compliance for information sharing.

My involvement in professional service has been demonstrable to date and reflects my growing research reputation within the fields of policing and criminal justice technology. I highlight select activities here. As noted previously, **I served as the co-chair of NIJ's Standing Scientific Review panel in 2015. The year previously, I was a member of this same committee.** Being a member of this panel is an honor in its own right as members are selected on the belief they represent national experts in the area of interest, but being a member also provides a platform to further promote SPEA, IUPUI, and my personal research agenda. I am able to network with the top scholars and field experts in the area of my research while being exposed to innovative scientific approaches and strategies that help to inform my own future grant proposal efforts. My commitment to service in scholarship is reflected not only by my invitation and willingness to review manuscripts for a number of top criminal justice and policing journals, but also the role **I served as editor-in-chief of the peer reviewed *Journal of Intelligence Analysis* (JIA) which I held from 2010-2013. Under my editorship, the JIA showed substantial improvement in the number of manuscripts submitted, overall scientific quality (and lower acceptance rate), impact metrics, and subscribed readers. My performance in this editorship earned me the President's Award of Excellence from the International Association of Law Enforcement Intelligence Analysts** presented to me in Chicago in April 2013. Lastly, I am actively involved with the leading professional association in criminology, the American Society of Criminology (ASC), and as a member of the journals committee for the ASC Division of Policing.

Post tenure I plan to continue my time investment in all areas of service participation. I am willing, and look forward, to assuming leadership and administrative positions within the school. I believe such efforts are critical to the operational and strategic success of SPEA. Moreover, I am committed to pursuing additional service responsibilities within the university, community, and profession as such efforts create opportunities for new research, student engagement, and the communication of translational research into practice. Further evidence that I have engaged in at least satisfactory service is provided in the service section of my dossier.