This course examines what we know about launching innovations in policing, and how criminologists can help make innovations more effective. Our central focus is on developing and testing innovations that may produce evidence that they can

- Enhance the fairness, legality and legitimacy of the justice system
- Reduce the harm that crime does to victims
- Reduce the harm that policing and criminal justice does to society

The innovations will be examined in the course on the following schedule:

30 January Restricting Fatal Police Shootings by 90%
6 February Police-Led Restorative Justice Conferences
13 February Police Body-Worn Video Cameras
20 February The Cambridge Crime Harm Index
27 February Policing to Prevent Domestic Abuse
6 March Problem-Oriented Policing and Evidence-Based Policing
13 March Offender-Desistance Policing
27 March Algorithmic Harm Forecasting at Point of Arrest
3 April High-Harm Offender Policing: Post-Conviction and Release
10 April Reducing and Detecting Burglary (guest speaker)
17 April Hot Spots Policing (Dr. Renee Mitchell, guest speaker)
24 April Training Police for Better Field Behavior
1 May Student Oral Presentations
8 May Student Oral Presentations

About the Instructor: Lawrence Sherman splits his time between Maryland and the University of Cambridge, where he is Chair of the Cambridge Police Executive Programme and Editor of the Cambridge Journal of Evidence-Based Policing. Teaching over 150 police leaders annually from the UK, Australia, Sweden, Denmark, Hong Kong, Canada and the US how to do their own research on police innovations, he has helped to develop and test new ideas in over 50 police agencies in over 30 countries. He holds medals, honorary degrees or other honors from Yale, Penn, University of Stockholm, Denison, Bialystok, George Mason, the Royal Society of Arts, American, German & International Societies of Criminology, the Academy of Experimental Criminology, Academy of Criminal Justice Sciences and the American Sociological Association. In 2016 he was Knighted by the King of Sweden, in the same order as Carl Linneaus.
The general aim of this course is to help students develop systematic knowledge and skill about the design and testing of innovations in any domain of the public sector, from health to education and sustainable energy. Using policing as the case in point,

1) We examine the political, scientific and leadership factors leading to innovations: how good ideas and strong evidence may identify what can work.
2) We critically explore the planning and delivery of implementation of innovations, understanding both failures and successes in change that does work;
3) We analytically explore the measurement of both implementation of innovations and their outcomes so that they can work sustainably.

The course addresses these questions with an emphasis on where good ideas come from (Johnson, 2010), within the frameworks of Problem-Oriented Policing (Goldstein, 1979, 1990) Evidence-Based Policing (Sherman, 1998, 2013, 2015) and organizational change.

Requirements. The course requires students to attend all seminars, to read all assigned materials before each seminar, to discuss the reading materials during the seminar at an advanced level of analysis, to write a paper, and to deliver a 15-minute, powerpoint slide-assisted presentation summarizing the paper in class.

Grading. Grades will be based on the following work elements in the indicated proportions:

- Class participation (50%)
- Written paper (25%)
- Oral Presentation (25%)

Class Medium. Class meetings will be held mostly face-to-face, with videos for discussion and a few video-linked seminars. All classes will meet in LeFrak Hall 2165E.

Paper. The paper should be a proposal for developing, testing or implementing an innovation in a police agency that will help address the police legitimacy crisis in America. The innovation can be a refinement on current practices, the adoption of a well-tested but not widely used evidence-based policy, or an entirely new idea. The paper should not exceed 6,000 words (excluding references and graphics). It should have three parts: A) Why the innovation might work, B) How to implement it, C) How to test it.

A) Why Might It Work?

A.1. Targeting: What is the nature and distribution of the problem that you intend to address, with what “power few” concentrations? How would you focus police resources on the different dimensions or units of analysis of the problem? For the sake of discussion, identify one US police agency in which you would propose to develop and implement an evidence-based innovation.

A.2. Theorizing: What is the logic model that connects the innovation to different policing outputs with better outcomes.
A.2. **Testing:** What is the evidence on which your proposed innovation would be based?

**Existing Evidence.** If the program has been tested, summarize the results of all of the tests, including some measures tracking the extent to which the program was implemented as planned.  

**No Prior Evidence.** If the program has not been tested, propose a detailed research design with which the police agency could test the program, measuring the cost-effectiveness of outcomes of the innovation compared to outcomes of business as usual.

B. **How To Implement It:** How would you plan to implement the innovation:

- anticipating what major obstacles, with what tactics to overcome them;  
- what systematic *measurement* evidence about whether the program is being delivered as intended across the agency,  
- how you would provide *feedback* to those delivering the program with less than full implementation (in either qualitative or quantitative terms), and  
- how you would make *corrections* of implementation failures through better training, coaching, performance reviews and re-assignment of personnel.

**Readings:** Each student should have access to a copy of WHERE GOOD IDEAS COME FROM (2010), by Steven B. Johnson. All students will receive a free copy of POLICING DOMESTIC VIOLENCE (1992) and several reprints. All other assigned readings will be available by PDF, and are listed below for each class meetings.

**Schedule and Readings (TBC)**

1. Tuesday, January 30:
2. Tuesday, February 6
3. Tuesday, February 13
4. Tuesday, February 20
5. Tuesday, February 27:
6. Tuesday, March 6:
7. Title: March 13:
   Tuesday, March 20—Spring Break
8. Tuesday March 27:
9. Tuesday April 3:

10. Tuesday, April 10:

11. Tuesday April 17:

12. Tuesday April 24:

13. Tuesday May 1: Student Paper Oral Presentations

14. Tuesday, May 8: Student Paper Oral Presentations
A Bibliography on Innovations in Policing (To Be Updated by 30th January)


Washington, DC: Police Foundation.


Sherman, Lawrence W., and Heather M. Harris. (2014). "Increased death rates of domestic violence victims from arresting vs. warning suspects in the Milwaukee Domestic Violence


https://www.scribd.com/doc/155590313/Police-Community-Stations-The-Houston-Field-Test