

1 **A collaborative approach for incorporating forensic case data into crime investigation**
2 **using criminal intelligence analysis and visualisation**

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7
8 **Abstract**

9 There is an increasing awareness that the articulation of forensic science and criminal
10 investigation is critical to the resolution of crimes. However, models and methods to support
11 an effective collaboration between the partners are still poorly expressed or even lacking.

12 Three propositions are borrowed from crime intelligence methods in order to bridge this gap:
13 (a) the general intelligence process, (b) the analyses of investigative problems along principal
14 perspectives: entities and their relationships, time and space, quantitative aspects and (c)
15 visualisation methods as a mode of expression of a problem in these dimensions.

16 Indeed, in a collaborative framework, different kinds of visualisations integrating forensic
17 case data can play a central role for supporting decisions. Among them, link-charts are
18 scrutinised for their abilities to structure and ease the analysis of a case by describing how
19 relevant entities are connected. However, designing an informative chart that does not bias the
20 reasoning process is not straightforward. Using visualisation as a catalyser for a collaborative
21 approach integrating forensic data thus calls for better specifications.

22
23 **1. Introduction**

24 Many efforts have been dedicated to express what distinguishes the forensic scientist from the
25 investigator, rather than to think about what they share in common. Actually, the French
26 etymology of the term *investigation* provides the motivation for initiating a modelling process
27 aiming at building a common conceptual framework. It relies on the term ‘vestige’, which
28 means the trace or remnant of a litigious activity. This is exactly what forensic science is
29 (should be) about [1,2].

30 According to this vision, the best use of forensic science is in the integrated support it
31 provides to investigation. Indeed, detected failures have been recognised as occurring from a
32 lack of communication, rather than to collusion with law enforcement [3,4]. Conversely,
33 progresses are made difficult by the strength of the dominant view, which states that forensic
34 scientists should keep their distance from investigators [5,6]. The NAS report has promoted

35 radical solutions to protect forensic scientists from extraneous contextual information that has
36 proved to perturb their judgement [7].

37 Moreover, the consensual solution to distinguish and study two types of forensic practitioners
38 (investigators or evaluators) [5] seems to sign the divorce between science and investigation:
39 “Expanding the forensic scientists’ domain to the ‘activity level’ destroys the line between
40 their expertise in their specific forensic discipline and a more general (and dangerous) claim
41 to general investigative expertise” [6] p. 70.

42 This mainstream thought tends to confine laboratory scientists (or forensic analysts) within
43 their technical specialisation. It reinforces the centralization of forensic operations in
44 laboratories increasingly distant from investigation units. It makes specific technical areas
45 attractive to forensic analysts but deviates their attention away from investigative
46 requirements [1,2].

47 In order to compensate this movement and handle communication between the laboratory and
48 the police, a case manager is increasingly integrated into the forensic laboratory [8]. This
49 individual maintains a global view on a specific case and distributes tasks to specialised
50 forensic analysts, by shielding them away from contextual influences and knowledge
51 emanating from other pieces of evidence [9]. As a facilitator between forensic analysts and
52 investigators, a case manager can monitor the information conveyed by the specimens
53 analysed and can mostly defend personal independence as a member of the laboratory.

54 Symmetrically, investigators are often ill-informed of what forensic science can bring to help
55 them conduct their cases. These weaknesses have long been identified, and good practices
56 have been developed in order to mitigate their effects [10–12]. For instance, a forensic
57 coordinator (i.e., specialist advisor) is integrated into investigations and provides intelligence
58 from crime scene examination. Because the police is reluctant to publish information, very
59 few of their approaches are made available in scientific literature [3,13,14].

60 These noticeable efforts seem to provide a possible response to De Forest [11], who points out
61 that what is lacking is means to support teamwork and cooperative relationships between
62 stakeholders, while maintaining scientific and investigative integrity. However, models and
63 methods of how to share investigative approaches between partners are still lacking.

64 In order to fill this gap, we start from a set of general methods that were developed for
65 structuring information processing in complex investigations. They are grouped under the
66 umbrella of criminal intelligence analysis. We limit our approach to (a) a general process
67 called the intelligence process, (b) the analyses of investigative problems along principal

68 perspectives: entities and their relationships, time and space, quantitative aspects, and (c)
69 visualisations methods as a mode of expression of a problem in these dimensions.
70 Visualisations methods are at the core of a collaborative approach because, when adequately
71 used, they efficiently support teamwork. We focus on the conception and usage of link-charts
72 that collate entities and their relationships (e.g., a car and its owner) because they are
73 frequently used for supporting decision-making in criminal investigations. Moreover, they can
74 integrate information conveyed by forensic data that often consists of links between entities
75 (e.g., a mark and its source, two marks connected), but they have been little studied to date.

76

77 **2. From coordination and cooperation efforts to collaboration**

78 When a group of actors shares the task of solving a problem, it may coordinate, cooperate or
79 collaborate. These terms do not describe the same kind of interaction that may exist between
80 forensic science and investigation.

81 Coordination is a managerial approach where each member of the team may work
82 independently to solve the case. The coordinator plans, monitors and fits all the pieces of the
83 jigsaw together. For instance, a case manager coordinates the tasks of forensic analysts who
84 operate independently.

85 Cooperation relies more on trust since, in this view, lines of inquiries chosen to solve the case
86 may be informed by results obtained by colleagues. Their contribution is known, but may
87 neither influence nor be used in solving the problem. It means considering the forensic
88 scientist as an advisor who brings punctually a specialised expertise that is not necessarily
89 integrated into the solution.

90 For implementing the vision of a forensic generalist fully participating in the achievement of
91 the investigation, collaboration is a more suitable term. Collaboration is a process “through
92 which parties who see different aspects of a problem can constructively explore their
93 differences and search for solutions that go beyond their own limited vision of what is
94 possible” [15] p. 5. Collaboration processes are fostered because an investigation cannot
95 decompose from its beginning into a sequence of predefined operations. Forensic operations
96 required may thus vary during the course of the investigation. Collaboration aims at finding
97 solutions iteratively. All stakeholders move forwards with a shared understanding of the
98 problem, and they share the decisions about the ways to reach the solution.

99 These distinctions remain generally fuzzy and not understood in a common way by all the
100 actors. For instance, a study has shown that crime scene examiners have difficulties
101 qualifying themselves as forensic investigators (i.e., collaborative) or forensic advisors (i.e.,

102 cooperative), while investigators prefer to view crime scene examiners as cooperating
103 advisors [16]. These confusions feed tensions between the communities. We argue that there
104 is a position for a forensic generalist to contribute in a collaborative way to investigations.

105

106 **3. Criminal intelligence analysis contribution**

107 From the late seventies, it was recognised that investigators should better structure and more
108 transparently express the way they process information. Progressively, a new discipline called
109 criminal intelligence analysis gained a central position in crime investigation. Its main task is
110 to treat information in a manner that makes it intelligible to decision makers, whether they are
111 forensic scientists, crime scene examiners, investigators or magistrates. Its methods are thus
112 good candidates to initiate a collaborative framework for supporting the scientific
113 investigation of crime that integrates information conveyed by forensic data.

114

115 **3.1 Rationality of the intelligence process**

116 The basic method of criminal intelligence analysis has since become a classic in the
117 investigation culture and is broadly documented [17,18]. It consists of a very general process,
118 or iterative cycle: planning, collection, collation, analysis, dissemination and feedback. The
119 methods aim to timely, but progressively, turn raw data into hypotheses and intelligence that
120 provides lines of inquiries to decision makers. It is conceived with several underlying
121 objectives [19]:

- 122 • covering a broad diversity of criminal investigation problems;
- 123 • bringing forward a holistic and shared view on information, gathered from different
124 sources, in a common memory. This aims to reduce linkage blindness [20], enabling a
125 progressive structuring of different kinds of information, from often totally
126 unstructured data to a more structured and formalised model;
- 127 • facilitating a collaborative development of explicit and alternative hypothesis;
- 128 • postponing the development of hypotheses at the end of the process in order to avoid
129 drawing hasty conclusions;
- 130 • adapting to a new situation by iteratively reassessing hypotheses in the light of new
131 information.

132

133 The implementation of such a process calls for a great variety of techniques to structure data,
134 explore the available information and draw inferences.

135 The method insists on a critical aspect that has important consequences on the way to
136 envisage the integration of forensic data in the process. It states that it is undesirable to
137 immediately jump to complex formalisms, in order to enable an iterative integration of new
138 pieces of information, and to converge towards an adequate form of expression for the
139 specific problem to be solved. In this view, forensic scientists, rather than delivering their
140 own independent products, have to actively participate to this shared progressive modelling
141 process.

142 The role of visualisation to promote and support this collaborative approach is critical.
143 Different types of visualisations describe what is known on a case in a qualitative way. They
144 support analysis and exploration of information by decomposing the problem into simpler
145 perspectives. The next sections describe opportunities offered and risks of using such
146 representations in the collaborative resolution of problems.

147

148 **3.2. Envisioning information**

149 Visualisation in crime intelligence rests upon methods that are all embracing and significant
150 in scope. General roles, benefits and risks have been identified and formalised by different
151 researchers, active in many disciplines (in particular [21–25]).

152 Visualisations can be viewed as an external aid aiming at prolonging human cognition in four
153 complementary tasks:

- 154 • *Memorise*: to maintain an overview, visualisation extends memory by grouping pieces
155 of information in a common visual workspace (i.e., gather and summarise data). For
156 instance, investigators use them to quickly recall relevant information after an absence
157 or to prepare reports, meetings and police interviews. In court, they are used to
158 summarise evidence scattered in reports or statements, in regards to questions posed;
- 159 • *Explore*: to infer hypotheses from data, visualisations help to discover patterns (i.e.
160 relationships, correlations or tendencies) and exceptions (i.e. anomalies, errors or
161 missing data). Visualisations are used during crime investigations to express and
162 support the analysis of many types of complex structures, such as criminal networks or
163 chronologies of events. Forensic data, such as telephone records and financial
164 transactions, are frequently explored using visual abstractions.
- 165 • *Evaluate*: to test hypotheses, visualisations enable the evaluation of identified patterns
166 or the interpretation of assumed relationships between entities. In this sense, they
167 support many decisions during inquiries. For instance, specific link-charts are used to
168 gather all relevant information needed to decide which specimen to send to the

169 laboratory for analyses. Other typical visualisations enable the evaluation of crime
170 series by displaying on a single chart all the cases and their assumed links.

171 • *Communicate*: to impart knowledge, visualisations conveniently improve the global
172 apprehension of complex problems. In particular, they aim at easing the follow-up of
173 what is known on a case in an investigation team.

174 Visualisations combine with the many other techniques, which support similar functions, such
175 as databases to memorise, data mining or social networks metrics to explore, probabilistic
176 models to evaluate and texts or videos to communicate. However, visualisations have become
177 increasingly important in caseworks, as they make possible the exploration of a vast amount
178 of inhomogeneous data. They are intuitive, do not require the understanding of complex
179 mathematical formalisms and enable a quick and qualitative overview of complex problems
180 [26]. They capture the essential elements by an adequate use of abstractions and
181 simplifications, deliberately leaving out the rest [24]. All this background makes visualisation
182 a promising means to address the diversity of investigative problems. They force one to
183 identify the main aspects of the problem addressed before jumping to mathematical formulas
184 and computations.

185

186 **3.3. Limits and risks of visualisation**

187 Nevertheless, if visualisations provide many benefits, they may also endanger the rationality
188 of the investigative process. Two distinct families of causes have been identified: (a) the
189 designer choices, whether they are intentional or not, and (b) the user induced effects (e.g.,
190 confusion, distraction or misinterpretation) [27].

191 Indeed, visual choices are not neutral. The design involves selection and aggregation
192 processes, impacting both analysis and communication. For instance, the designer may
193 oversimplify the problem and leave aside crucial elements. This may induce biases
194 unintentionally. Occasionally, this offers opportunities for feeding rhetoric in court.

195 The discretionary nature of the design process of link-charts has been evaluated through an
196 experiment [28]. The extent of variations in the design has been measured on different
197 populations with forensic science or investigation backgrounds. An incredible disparity
198 between designers put under the same conditions has been noticed. Ambiguities and evident
199 interpretation mistakes have also been detected.

200 Even if some general guidelines are available to draw up such link-charts, the possibilities left
201 to the discretion of the designer remains too high, occasionally resulting in poor and
202 misleading representations.

203 Thus, using visualisation as a catalyser for a collaborative approach integrating forensic data
204 demands a better specification of the design method. We postulate that a set of simple
205 principles and guidelines can dramatically reduce undesirable outcomes.

206 The first critical decision is selecting an appropriate visualisation in regard to the investigative
207 problem faced. There are many possibilities among diagrams, maps, timelines or graphs.
208 Determining the most ‘efficient’ type should be guided by a clear definition of the problem
209 resulting from a strict application of the intelligence process. It is then influenced by the
210 identification of what we call the dominant perspective under which a case deserves scrutiny
211 at a certain time to answer a specific question.

212

213 **3.4. Addressing investigative problems through dominant dimensions and perspectives**

214 More often than not, the 5W+H (Who, What, When, Where, Why and How) model is
215 considered as a generic investigative problem solving approach. Additionally, “With Whom”,
216 “With What” and “How Many” also drive the forensic science approach to problems, and are
217 recurrent and important questions. When facing a problem, this questioning orients the choice
218 towards adequate visualisation techniques.

219 Spatiotemporal visualisation techniques are evidently chosen when the ‘When’ and ‘Where’
220 questions are crucial. Indeed, the *spatial* and *temporal* dimensions cover a broad range of
221 crime investigation and forensic concerns [29]. It is thus not a surprise to observe how
222 spatiotemporal visualisations have developed through the systematic use of geographical
223 information systems.

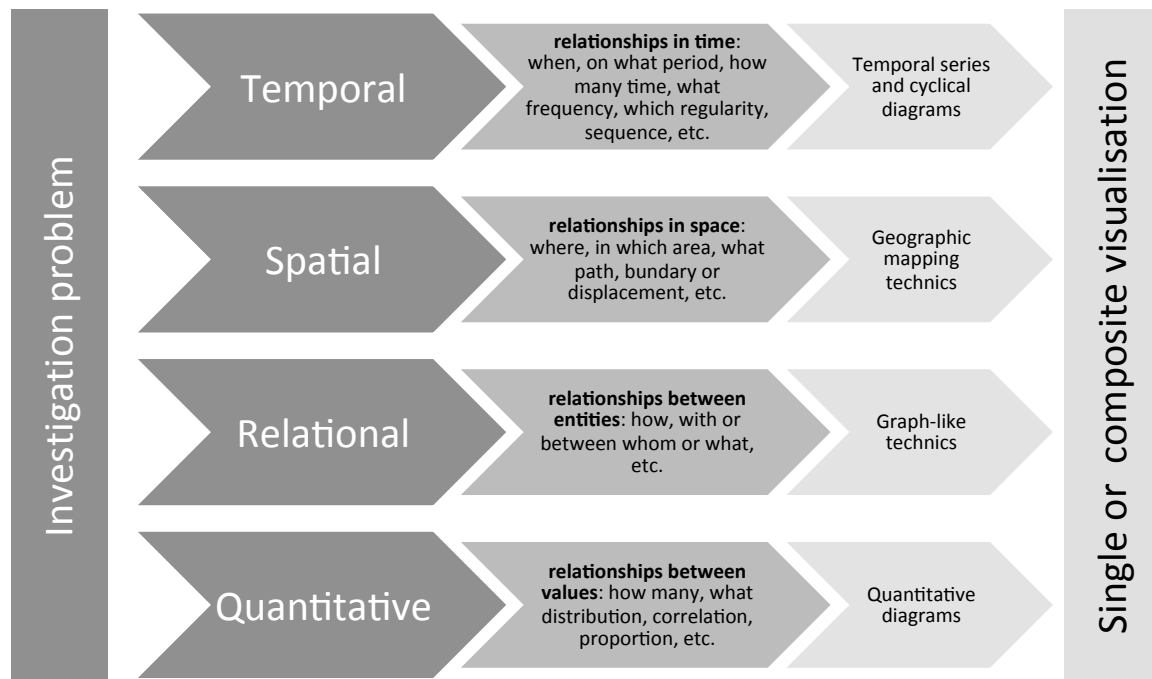
224 Other typical central investigative questions relate to the detection and analysis of
225 relationships between entities (such as persons, objects, traces collected at the scene, or other
226 pieces of evidence brought together): who did what with whom, with what, etc. They
227 constitute the third main perspective under which an investigative problem may be
228 scrutinised, and where forensic science has obviously a great role to play. Indeed, forensic
229 case data are commonly used to link entities by comparing characteristics of specimen
230 collected at crime scenes with reference material.

231 The importance of this dimension is well illustrated by how relational databases, graph-like
232 visualisations and social network metrics have developed to support the analysis of relations
233 between entities in many investigative contexts. Different languages have already been
234 proposed to analyse problems with graphs for a long time; in a court context at least since the
235 19th century [30], in social science to detect social patterns [31] and more recently as a root
236 method for criminal intelligence analysis [32]. However, the popularity of this kind of

237 visualisation has grown in the early 90s when computerised tools offered easy-to-use facilities
238 to draw so-called link-charts. This period corresponds also to the intensification of
239 international inquiries in complex cases and in a multi-language environment. This was
240 particularly critical in Europe. There is no doubt that the extensive use of these graphical tools
241 has brought progresses in efforts made by investigators to build models about what is known
242 on a case. They forced the expression of clear propositions and making informed decisions
243 about the choice of lines of inquiries.

244 These three-dimensional workspaces cover a broad range of investigative questions, but the
245 addition of a fourth *quantitative* dimension is necessary to complete the set of visualisations
246 tools. Actually, quantitative questions are recurrent. They are used in investigations to search
247 patterns in forensic case data, such as telephone records and financial transactions. In fact,
248 many dedicated visual methods have been developed for quantitative analysis. They are
249 widely studied as evidenced by the encyclopaedic list of methods gathered by Robert L.
250 Harris [33], the seminal work of Edward Tufte [25] and the root theory of their design
251 invented by Jacques Bertin [21]. Stephen Few has added some useful distinctions by defining
252 quantitative analysis as the study of relationships between quantitative values (while the
253 relational dimension covers relationships between entities). Consequently, dedicated
254 visualisations can be classified accordingly: part-to-whole and rankings, deviations,
255 distributions, correlations and multi-valuated patterns [34].

256



257
258 **Figure 1 Analysis of investigation problem through dominant dimensions. A dimension refers to a space in which**
259 **variability is observed and where dedicated questions are defined.**

260 The classification of a specific problem by identifying its dominant dimension (temporal,
261 spatial, relational or quantitative) allows a very general approach to each specific
262 investigation problem. It orients towards selecting the most appropriate and effective visual
263 abstraction although they are highly interconnected. Frequently, a combined approach is
264 chosen (e.g., a spatiotemporal visualisation).

265 As link-charts play an important role in integrating forensic data, further aspects of their
266 design are discussed in the following section.

267

268 **4. Prospects to improve link-chart design**

269 Guidance for a suitable design has been published more in practical criminal intelligence
270 analysis manuals than in scientific papers. They remain limited and hardly go beyond very
271 simple rules, such as a dotted-line convention to express uncertain relationships between
272 entities and global layout advices, such as ‘minimising edge crossings’ and ‘favouring
273 orthogonally’ to improve the readability of the chart [35,36].

274 There is a need for completing these recommendations on the basis of the issues presented in
275 the previous sections. The proposed framework contains three components:

- 276 1. The definition of the characteristics of a visual language for drawing useful link-
277 charts;
- 278 2. The formalisation of a general methodology for designing link-charts;

279 3. The identification of suitable visual model for expressing typical investigative sub-
280 problems.

281

282 **4.1. A better definition of visual languages without limiting their scope**

283 Every graphical language is based on conventions between the writer and the reader. The
284 relation between the visual sign (signifier) and its underlying meaning (signified) should be
285 clearly defined. A visual language is expressible if it can encode all the underlying facts and
286 only them [23]. One of the identified flaws in the design process of link-charts is the lack of a
287 formal definition of the visual language [37].

288 Promising developments are based on so-called arguments and story-based diagramming
289 approaches [38,39]. In short, they support the hypothetical-deductive reasoning of criminal
290 investigation with causal graphs. This formalism depicts causal relations between the
291 information collected and the hypotheses. It increases the analyst's abilities to generate and
292 evaluate scenarios. However, their practical use may not be straightforward in practical
293 settings, as they demand from the receiver of the information the capability of handling the
294 formalism. On the other hand, most importantly, formalisms themselves are generally
295 adequate to represent some aspects of a problem but are very poor in expressing other
296 dimensions. They may limit the practical scope of the language. The complexity of many
297 investigations, the amount of clues and the necessity to pay particular attention to specific
298 aspects of the problem make the use of sophisticated formal analysis impracticable [40]. In
299 particular, the kind of visualisation generally proposed does not cover many situations where
300 link-charts have been proved particularly adequate (e.g., the analysis of criminal networks,
301 chronologies of crime series, analysis of digital traces). De Forest highlights this tension
302 regarding crime-scene investigation, but it is easily transposable to many investigative
303 problems: "There is an apparent contradiction. How can we eschew a rigid protocol to be able
304 to have the adaptability necessary to deal with the unique aspects of each case while
305 simultaneously maintaining a systematic approach?" [11] p. 200.

306 Actually, the language must be sufficiently flexible to adequately grasp the most common
307 situations. Its formalism has to be reasonably solid to avoid ambiguities, but it has to remain
308 easy to understand for the collaborative actors solving a particular investigation problem.

309 We postulate that link-charts, even formally imperfect, can meet these requirements if used
310 adequately. In this view, the production of a link-chart is considered as an intermediary
311 modelling step in the whole process, from the early phase of the investigation to the ultimate
312 presentation of evidence in court.

313 The main languages used in practice for designing link-charts are available through
314 computerised tools such as the Analyst's Notebook®. Thus, the designers of those tools have
315 defined the language and *de facto* impose it. In the balance suggested by De Forest, the
316 graphical language (symbol) provided remains very flexible and simple. These qualities are
317 certainly reasons for the great success of this tool worldwide.

318 Conversely, at the same time, the language has still many weaknesses. There is really a lack
319 of convention about how to use and interpret symbols. Moreover, common situations in crime
320 investigation cannot be represented. For instance, multiple associations (i.e., relations
321 between more than two entities like an email with multiple receivers) or negation (i.e., a
322 connection between entities that is known to be absent) are lacking from dedicated and widely
323 accepted visual forms. Moreover, the language also fails to distinguish an entity from a set of
324 entities, such as a set of persons or a bundle of goods.

325 In order to consolidate and enrich the language without rigidifying it, new symbols and
326 conventions have to be adopted. Such developments and the discussion about the relevancy of
327 new formalisms are beyond the scope of this article. Some propositions can be found in [41].

328

329 **4.2. A general method to design link-charts**

330 Conceiving an appropriate chart and reading it are thus not mechanical processes. They rather
331 relate to the capacity of modelling a complex problem, handling uncertainties and applying
332 critical thinking. More often than not, they rely on tacit knowledge and informal assumptions
333 about both the question to address and the available data gathered throughout the
334 investigation. The methodology that orients the design of a link-chart must remain sufficiently
335 general. From the background expressed in the previous sections, we suggest the following
336 framework:

- 337 1. Clearly define the aims of the visualisation by the identification of
 - 338 • the nature of decisions it has to support
 - 339 • the receivers and their expectations;
- 340 2. Identify the relevant entities and relationships on which their reasoning relies
- 341 3. Handle the complexity of the problem to visualise and make appropriate design
342 choices, in particular:
 - 343 • detect and visualise uncertainties and incompleteness in data
 - 344 • distinguish facts from assumptions
 - 345 • select only relevant information, leaving out the rest

- 346 • identify appropriate visual items to express underlying concepts;
- 347 4. be aware of the biases that may be added by inappropriate visual choices:
- 348 • handle levels of abstraction and simplification to avoid misinterpretation
- 349 • know visualisation limits and risks to avoid unwanted effects
- 350 • document visual choices and conventions to avoid ambiguity.

351

352 We postulate that there are still possibilities to go further in providing guides for designing
353 relevant and efficient link-charts, keeping in mind not to rigidify the approach. A
354 complementary prospect is thus proposed to these general recommendations. Through a
355 bottom-up approach, some typical tasks encountered during crime investigations are
356 systematically identified. They are then expressed by specific visual arrangements of entities
357 in link-charts called ‘design patterns’. They are devised to be easily and unambiguously
358 interpretable by the different actors of a collaborative approach.

359

360 **4.3. Formalising design patterns**

361 In addition to the general method, we argue that some specific forms of link-charts can be
362 formalised. They consist of dedicated visual patterns aimed at supporting recurring tasks that
363 occur in the course of typical investigations. Patterns are thus descriptions of specific
364 solutions to recurring design problems [42,43]. One of these patterns is presented as an
365 example. It covers the design of link-charts typically supporting the triage function of
366 selecting which traces collected from the scene has to be submitted to a laboratory for
367 analysis.

368

369 **4.3.1 Visual pattern for supporting the decision to select forensic data to be analysed**

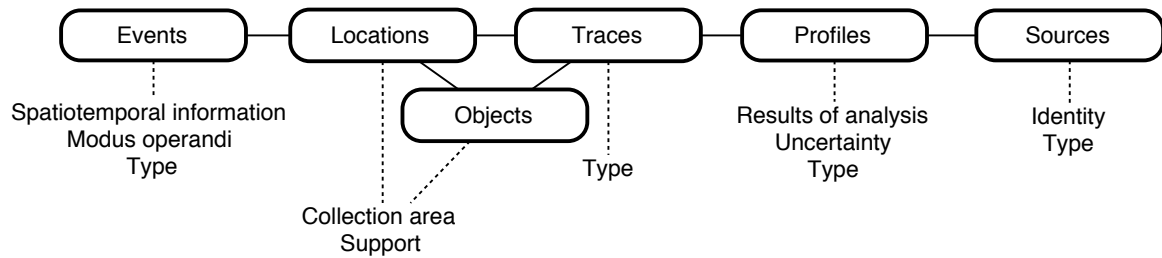
370 In serious crime investigation, keeping an overview of all collected specimens (biological
371 stains, among others), and of results obtained from previous operations is critical to ascertain
372 which specimens to further submit (or not) for forensic examination. Dedicated link-charts
373 can be used to more easily evaluate the potential of forensic operations to produce new
374 insights. They aim at supporting joint decision-making by all stakeholders (forensic scientists,
375 investigators and magistrates) through a collaborative discussion.

376

377 *Relevant entities and conceptual model*

378 Beyond the seriousness of the case and financial considerations, many prospects must be
379 considered in the triage process. They contain the specific location where the specimen was

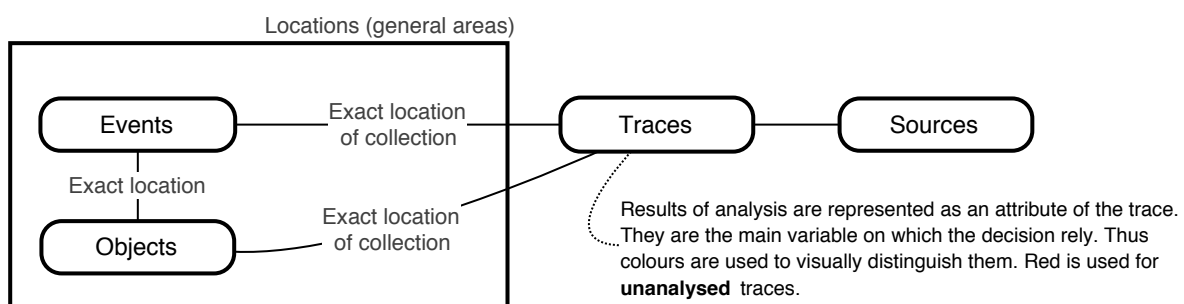
380 collected in order to evaluate the chance to detect a profile depending on the substrate, results
 381 from previously analysed specimens, and an evaluation of the potential investigative
 382 usefulness of the forensic operation [11,44]. All of these parameters define the relevant
 383 entities that are arranged in a conceptual model suitable for handling the problem.



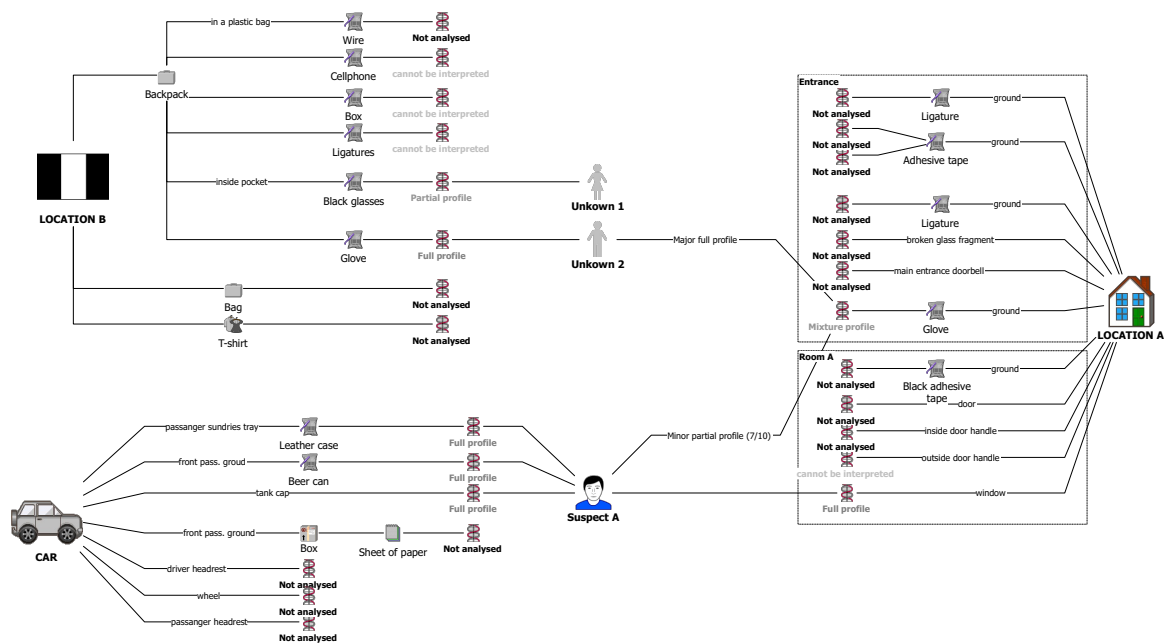
384
 385 **Figure 2 Conceptual model integrating the main entities involved to ascertain which traces to send to laboratory for**
 386 **analysis**

387
 388 *Visualisation model*

389 A visual model integrating several simplifications and design choices is then derived from the
 390 conceptual model. For instance, results from forensic operations are represented as coloured
 391 attributes of the nodes, which represent specimens. Icons depict the class of each entity (e.g.,
 392 the DNA icon represents biological stains). Figure 3 describes the general visual model, and
 393 its application to a simple case is presented in Figure 4.



394
 395 **Figure 3 Visual model used to create link-charts to ascertain which traces to send to laboratory for analysis**



396
397 **Figure 4 Simple example of visual model application**

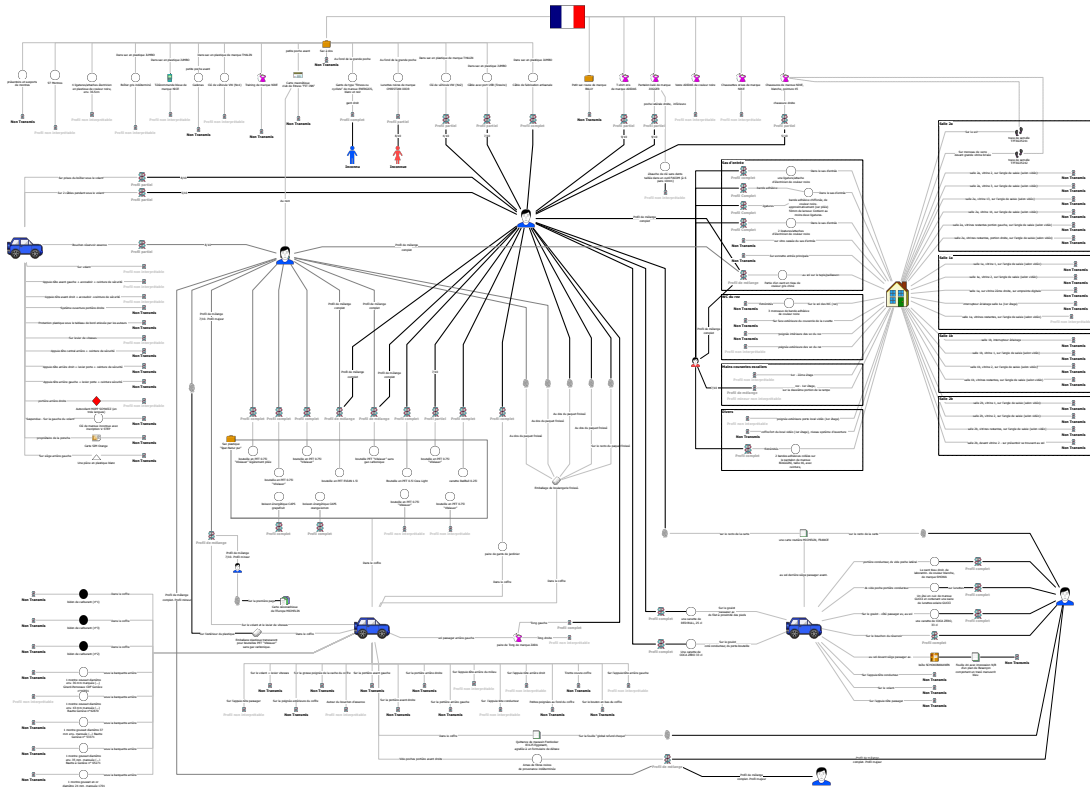
398 An iterative design process was conducted to maximise the final readability with known
399 design recommendations (e.g., minimise edge crossing, maximise orthogonally, avoid
400 distraction and orient to relevant comparisons).

401 Evaluations in experimental settings should still be performed, but this design pattern has
402 demonstrated its usability in several investigations, as in the following case.

403
404 *Case study*

405 During the investigation of a robbery in a museum, more than one hundred specimens were
406 collected at the crime scene: in vehicles used by the offenders and at the location where the
407 stolen objects were retrieved. Half of the specimens (biological stains) were easily evaluated
408 as relevant to the case (e.g., on pathway of introduction, ligatures, on stolen goods, etc.). They
409 were, therefore, quickly sent for forensic examination. A few months later, the magistrate in
410 charge (the case occurred in a jurisdiction with the inquisitorial system) asked the investigator
411 and crime-scene examiners to evaluate the opportunity to analyse more specimens. Due to the
412 complexity of the task, the link-chart presented in Figure 5 was produced to support the
413 discussion with the magistrate who had to make the decision.

414



415
416
417

Figure 5 Link-chart designed to review a robbery case to ascertain which specimens to submit (or not) for forensic examination

418 The chart was printed on large page used as a shared workspace to support the decision-
419 making process. During forty-five minutes of discussion, the opportunity to examine each
420 specimen was evaluated, and the chart was annotated with red circles to memorise the chosen
421 items. All relevant information needed for the task was present on the chart, and each
422 specimen's potential to bring new investigative insight was evaluated.

423

424 **4.3.2 Toward the development of a catalogue of patterns**

425 The pattern described in the previous section is an example of an approach that can be
426 broadened. Such a bottom-up approach starts from pieces of investigative problems for which
427 suitable expressive visual methods have been designed, whether they are relational,
428 quantitative, temporal or spatial ones, or a composition of several of them.

429 The visual arrangements that have proven efficiency during investigations are then
430 systematically collated. This process tends to develop a catalogue of design patterns. Indeed,
431 several patterns already initiate this catalogue, such as the reconstruction and evaluation of
432 crime series through dedicated spatiotemporal and relational visualisations. The analysis of
433 illicit traffics of goods with flow charts or the analysis of transactions data, such as telephone

434 and financial records, are others common examples where typical multidimensional
435 visualisations can be used.

436 This process opens the opportunity to reuse solutions found for typical investigative issues,
437 and to converge towards the adoption of a common language between partners investigating
438 in a collaborative way.

439

440 **5. General discussion and conclusions**

441 Due to the value and nature of information conveyed by forensic case data, a collaborative
442 approach should be promoted in crime investigation. However, it is difficult to implement in
443 practice in typical organisations and still largely remains to be formalised. The diversity and
444 complexity of criminal investigation notably require methods, which enable a flexible
445 progression in the structuring of information. We have shown how visualisation methods can
446 contribute as an external aid to support collaborative thinking and to support joint decision-
447 making processes. These basic methods constitute promising components of a shared
448 methodology in line with criminal intelligence analysis.

449 We have shown how investigative problems can be visually analysed through four main
450 perspectives and models: temporal, spatial, relational and quantitative. In this article, the
451 focus was on link-charts designed to structure relationships between relevant entities, such as
452 persons, events, traces, objects and locations.

453 However, the lack of guidelines and the discretionary nature of the design process may
454 occasionally lead to poor and misleading visual forms. Using visualisation as a catalyser of a
455 collaborative approach to integrating forensic data thus calls for better specifications. Three
456 directions have been investigated to that end. First, a better definition and an extension of the
457 visual language are suggested to more efficiently express investigative problems. Secondly, a
458 general methodological approach to design link-charts has been defined. Finally, the
459 development of a catalogue of patterns has been initiated to formalise solutions to recurring
460 and typical investigative sub-problems.

461 The proposed methodological improvements are not yet formally evaluated, but they have
462 proven efficiency in real case settings. Their effects on analytic quality should be further
463 investigated and evaluated [41]. A recent pilot study has especially shown that link-charts
464 have a positive impact on biases reduction [45].

465 Finally, these methods are often left in the hand of specialists (i.e., criminal intelligence
466 analysts), as they demand to master software functionalities. However, structuring
467 information and stating propositions is not about using a tool; it is rather about modelling,

468 which is the affair of all the actors. Every actor in the system should therefore be involved in
469 the process through a collaborative endeavour. Charting is relevant not only to investigators
470 or intelligence analysts, but also to magistrates and forensic scientists whether they are crime
471 scene investigators or forensic analysts in laboratories. Visualisations are convenient and
472 promising methods to structure information, support reasoning and promote collaborative
473 work. What are still considered today as specialised activities will soon become the bread and
474 butter of crime investigation.

475 **6. References**

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