**Heather Prince**
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**PROFESSIONAL SKILLS**

**Education**

* Masters of Science in Criminology, University of Pennsylvania, May 2018
* Bachelor of Arts in Criminology, Magna Cum Laude, Albright College, May 2017

**Employment**

* Large and small-scale data collection, management, and analysis experience
* Federal level law enforcement research, investigation, analysis and case building experience
* Federal law enforcement field/street level enforcement experience
* Skilled researcher with both large organization and independent project experience
* Motivated professional who exceeds expectations as evidenced by improvement of Scoutreach program, grant award of $7,000 and ability to become a leader and work as a member of a team within diverse environments

**EDUCATION**

**Doctorate of Philosophy in Criminology, Law and Society,**Presently Attending

**George Mason University,** Fairfax, VA

* Awarded Graduate Research Assistant Position at Center for Evidence Based Crime Policy

**Masters of Science in Criminology,** May 2018

**University of Pennsylvania**, Philadelphia, PA

* Awarded $3600 in grant funding
* Awarded a Teaching Assistant Position, Fall 2017/Spring 2018

**Bachelor of Arts in Sociology, Criminology**, May 2017
**Albright College**, Reading, PA, Major GPA 3.8/4.0; Cumulative GPA: 3.7/4.0

* Graduated with Departmental Distinction in Sociology
* Graduated Magna Cum Laude
* Presented Senior Honors Thesis at Eastern Sociological Society Annual Meeting, Spring 2017
* Awarded a Travel Grant for Presentation of Senior Honors Thesis at Eastern Sociological Society Conference, $723.38
* Awarded the Sociology & Anthropology Department Research Award, Spring 2017
* Awarded the Evelyn Boquist Kemp & Esther Boquist Strauch Memorial Award, Spring 2017
* Dean's Honor List Award for five semesters
* Alpha Kappa Delta, International Sociology Honors Society, Inducted Spring 2016
* Received a Provost Scholar Award totaling $70,000 to attend Albright College

**PUBLICATIONS**

**Prince, H.,** Lum, C., & Koper, C.S. (2021). Effective police investigative practices: An evidence-assessment of the research. *Policing: An International Journal (of Strategies and Management).* <https://doi-org.mutex.gmu.edu/10.1108/PIJPSM-04-2021-0054>.

Lum, C., Koper, C.S., Stoltz, M., Goodier, M., Johnson, W., **Prince, H**., & Wu, X. (2020). Constrained Gatekeepers of the Criminal Justice Footprint: A Systematic Social Observation Study of 9-1-1 Calltakers and Dispatchers. *Justice Quarterly, DOI: 10.1080/07418825.2020.1834604.*

**Prince, H**. (2020). Anti-bully legislation: Effects for youth in United States schools. *Justice Evaluation Journal.* DOI: 10.1080/24751979.2020.1749870

Gill, C., & **Prince, H**. (2020). *Rainier Beach: A beautiful safe place for youth. 2019 Evaluation Update.* Fairfax, VA: George Mason University, Department of Criminology, Law and Society, Center for Evidence-Based Crime Policy.

Lum, C., Koper, C.S., Wu, X., Stoltz, M*.*, Goodier, M., Johnson, W., & **Prince, H.** (2020). *Empirical Analyses of Emergency Dispatcher Decision-making and Police Resource Allocation for 911 Calls for Service.*Final Report to Arnold Ventures. Fairfax, VA: George Mason University.

Lum, C., Koper, C.S., Stoltz, M., Goodier, M., Johnson, W., **Prince, H**., & Wu, X. (2020). The world of emergency calltakers and dispatchers. *Translational Criminology Magazine, Spring 2020,* 14-16.

**Prince, H**. (2019). Book Review: Journeys: Resilience and growth for survivors of intimate partner abuse. *Criminal Justice Review*. <https://doi.org/10.1177/0734016819843981>

Gill, C., Jensen, R., & **Prince, H**. (2018). *Rainier Beach: A beautiful safe place for youth. 2018 Evaluation Update.* Fairfax, VA: George Mason University, Department of Criminology, Law and Society, Center for Evidence-Based Crime Policy.

\*Indicates an accepted publication pending release

**ACADEMIC PROJECTS**

**The Effect of Anti-Bully Legislation on Bullying Outcomes for Youth in United States Schools,** Spring 2018

**Masters Thesis,** University of Pennsylvania, Philadelphia, PA

* Performed a logistic regression analysis estimating a decrease in five different bullying outcomes nationwide after anti-bully legislation was passed
* Demonstrated proficiency in R coding; cleaned and manipulated a national level dataset independently
* Found, analyzed and interpreted statistically significant results
* Identified potential limitations and areas for future research

**Hyperconsumerism in Relation to Property Crime,** Spring 2017

**Senior Capstone,** Albright College, Reading, PA

* Completed a quantitative analysis of the effects of hyperconsumerist behaviors on property crime in counties of the United States
* Used multivariate regression in SPSS controlling for factors such as educational attainment, median income, population of youth ages (18-25)
* Found and analyzed statistically significant relationships between hyperconsumerist characteristics and property crime
* Identified potential study weaknesses and suggested themes for possible future research

**Caution! Men Working: Women in a Man’s Working World,** Spring 2016- Spring 2017

**Senior Honors Thesis,** Albright College, Reading, PA

* Designed and completed a two part study including ethnographic data from firsthand experience and data from interviews of women working in various “male dominated” fields
* Used coding methods to organize and recognize patterns within the gathered data
* Used an interdisciplinary approach to structuring a study, implementing both field study and structured interview methods
* Explored the challenges and implications women face in a male-dominated workforce
* Explored the reactions and reflections of participants when faced with these challenges in the workplace

**The Exclusivity of The American Shopping Mall,** Fall 2016

**Social Stratification,** Albright College, Reading, PA

* Completed a comprehensive report with various elements detailing the exclusive nature of the American shopping mall
* Conducted small scale field work and studies at the King of Prussia Mall
* Explored and developed ideas and theories using themes from the course lectures and themes that appeared during field work
* Applied theoretical knowledge to field study to synthesize possible explanations for social phenomena
* Suggested themes for possible future research

**Into the Frontier of Night**, Fall 2015

**Ethnographic Studies in Crime and Deviance**, Albright College, Reading, PA

* Completed a semester-long ethnographic style research project using deviance as the focus of my analysis
* Analyzed a commonplace American location, Wal-Mart, using the concept of “time as frontier;” a setting for the suspension of social norms and breakdown of social barriers to allow deviance to occur
* Demonstrated the idea of nighttime as a separate social environment in which barriers are broken down and deviance is more likely to occur

**A Comparison of Crime Through Various Social Theories,** Fall 2014

**Social Theory,** Albright College, Reading, PA

* Applied the three major social paradigms to the modern sociological issue of crime
* Analyzed classical sociological theories
* Compared and contrasted major theoretical perspectives as applied to crime in modern society

**PROFESSIONAL WORK EXPERIENCE**

**Graduate Lecturer,** June-July 2021

**George Mason University,** Fairfax, VA

* Created and taught undergraduate level CRIM 401 – Policing in America
* Adapted to asynchronous online teaching due to COVID-19
* Created an interactive and immersive online discussion-based course experience about the state of policing in the U.S. today

**Graduate Lecturer,** June-July 2020

**George Mason University,** Fairfax, VA

* Created and taught undergraduate course CRIM 315 – Research Methods and Analysis in Criminology
* Adapted to online teaching due to COVID-19 pandemic

**Terry Stop Interrater Reliability Project,** August 2019-August 2019

**Seattle Police Department,** City of Seattle, WA

* Interrater reliability project involving rating Terry stops in the city of Seattle
* Read 300 officer narratives of Terry Stops and coded for weapons frisks, reasonable suspicion, and “Terry Stop” validity
* Data used in court evaluation of legitimacy of Terry Stops for Seattle PD
* Received a $1,000 honorarium

**Research Assistant,** May 2019 - Present

**American Society of Evidence Based Policing**

* First authored a book chapter about ASEBP’s goals and mission
* Create marketing materials and other ASEBP publications
* Assist in organizing and facilitating ASEBP annual conference
* Create PDF publications detailing info about joining ASEBP and the COVID-19 portal
* Assist in creating and overseeing management of a COVID-19 secure law enforcement portal to allow for collaboration and communication among law enforcement agencies worldwide in the management of police services and safety during the COVID-19 pandemic
* Assist in creating an evidence-based leadership class for police/ASEBP members through NIJ grant
* Create research brief PDF documents and share with partners at New Zealand Police Department
* Write article briefs for publication on ASEBP website
* Locate academic research articles relevant to policing
* Manage ASEBP research brief writers including task assignments, working schedules, and completion timelines
* Schedule and organize research brief and blog posts on ASEBP website
* Evaluate and hire new writers
* Collaborate with authors of academic articles to finalize research briefs
* Proofread and finalize briefs and other ASEBP materials
* Publish research briefs to ASEBP website
* Promote briefs to ASEBP members

**Graduate Research Assistant,** August 2018- Present

**George Mason University,** Fairfax VA

 Police Investigative Effectiveness Project

* Create data sheet in MS Excel of all relevant literature on effectiveness of police investigations
* Organize literature into 7 research categories
* First authored a publication piece synthesizing the literature in a narrative review
* Assisted in organizing a virtual symposium discussing the state of policing investigations and research with policing scholars

 Fairfax County Police Department: COVID-19 Research

* Analysis of Fairfax County Police Department crime and incident, arrests, calls for service data
* Project goals: determine the effects, if any, of COVID-19 on youth routine activities and offending

 Policing and Mentally Ill Populations

* Coded 3,600 police narratives involving police and subjects with mental health diagnoses
* Assisted on research to explore use of force/use of resistance between police and mentally ill populations

“A Beautiful Safe Place for Youth” Rainier Beach, Seattle Youth Crime Intervention/Prevention Initiative

* Wrote data cleaning programs for all data compatible with new NIBRS formatting
* Attended monthly Core Team meetings, collaborated as a member of a team to serve both the community and research interests of the project
* Switch 2010-2020 years of data to the NIBRS coding system
* Wrote data cleaning and analysis programs for ABSPY data in R to switch from Stata to R systems
* Wrote detailed instructions to instruct new users on using the quarterly data and community safety report programs in R
* Wrote programs in R to create community data reports for each ASBPY hotspot
* Wrote data analysis programs in R that create quarterly data reports for Seattle ASBPY data
* Wrote program in R to create graphics from community survey data for ABSPY publications/newsletters
* Cleaned and reorganized, standardized all monthly ABSPY data, 2011-2019
* Wrote data cleaning program for all CAD data, 2011-2019
* Cleaned and standardized all CAD data, 2011-2019

Positive Behavioral Intervention Support in Seattle Schools

* Drew random survey sample of households to administer surveys for PBIS research project
* Created set of surveys for elementary, middle, and high school students to measure perceptions of school discipline and policing
* Assisted in organizing and streamlining the data collection and analysis process for Seattle ABSPY project
* Performed data entry for qualitative field surveys for ABSPY Seattle intervention project

911 Call Taker/Dispatch Reactivity Project

* Participated in field work observing and interviewing 911 call takers and dispatchers
* Assisted in creation of qualitative data collection instruments for field research on 911 dispatch

**Graduate Intern,** May 2018-August 2018

**Bureau of Alcohol, Tobacco, Firearms and Explosives,** Philadelphia PA

* Worked as a team member to assist in trial preparations for high priority cases
* Attended court sessions and hearings for suspects
* Assisted in surveillance of controlled drug and firearm buys with confidential informants
* Analyzed prison phone calls
* Assisted in social media analysis of suspects’ Instagram and Facebook accounts
* Assisted in case building leading up to arrests
* Transcribed prison phone calls and 911 phone calls as needed
* Participated in meetings discussing case progress and deciding next steps in ongoing investigations

**Research Assistant,** May 2018-August 2018

**Quattrone Center for the Fair Administration of Justice, University of Pennsylvania Law School**, Philadelphia PA

* Worked independently to complete case law research and review each week
* Coded findings of prosecutorial misconduct in unpublished appeals
* Worked as a member of a team to evaluate findings of prosecutorial misconduct and code into a master database
* Worked as a team member to create a database of every alleged instance of prosecutorial misconduct in the state of PA for the previous 20 years

**Teaching Assistant,** August 2017-May 2018

**University of Pennsylvania,** Philadelphia, PA

* Assisted students in undergraduate level courses in understanding material and assignments: Intro to Criminal Justice Research and Intro to Criminology Theory
* Proctored exams/makeup exams
* Graded exams and assignments
* Monitored and record class attendance and participation
* Assisted professor in lectures, preparation, writing exams, creating assignments
* Managed technology in the classroom, assist in acquiring accommodations for students with disabilities
* Entered grades/feedback/participation points on Canvas
* Held office hours and be available as a resource to students

**Scoutreach Program Director**, October 2014 – August 2016
**Boy Scouts of America,** Reading, PA

* Designed and wrote curriculum for 9 Scoutreach units totaling over 300 Scouts in the city of Reading, PA requiring knowledge of: developmental abilities and skills of Scouts ages 6 - 15; badge requirements and opportunities for advancement; budget to determine best use of funds to reach/benefit most Scouts; facilities and supplies available, resulting in recognition at end of the year by Scout leaders for organization, planning, direction and ability of all Scouts to earn their Bobcat badge for the first time in the program’s history
* Organized and delivered materials and lesson plans weekly to 9 program coordinators in a timely fashion, resulting in enhanced planning and facilitation of lessons to Scouts, allowing scouts to reach badge/advancement goals
* Wrote a National Boy Scouts of America grant proposal to enhance funding of the Scoutreach program, resulting in a $7,000 grant award to bring 20 youth from underserved communities to the Summit High Adventure camp in West Virginia
* Wrote articles for the Reading Eagle newspaper and Scouting publications; organized, planned, and attended meetings; performed additional administrative duties
* Actively engaged with scouts by leading scout meetings with various boy scout troops and cub scout packs around the city, demonstrating presentation and leadership ability as well as cooperation with program coordinators resulting in vast improvement of the Scoutreach program overall

**Albright Ambassador,** February 2016-May 2017
**Albright College** - Reading , PA

* Performed administrative duties including assembling information folders, organizing office materials, filing, answering phones and taking messages in a fast-paced, customer-service oriented environment
* Gave tours to prospective students and families requiring extensive knowledge of the academics and co-curricular opportunities available at Albright College, answering all questions and helping students and families to understand and become more comfortable with the college application, acceptance, and transition process
* Collaborated with professional admission staff to plan and facilitate "open house" events, where all new/prospective students and their families come to campus for tours and information
* Represented Albright College students as a member of a Q+A informational panel for new students, providing insight into students’ experience at Albright

**Admissions Fellow,** September 2016-May 2017

**Albright College**- Reading, PA

* Conducted information sessions with potential students and families
* Provided information about financial aid, student research opportunities, majors and programs of study
* Conducted interviews with prospective students and gave recommendation for admission/denial of admission
* Presented information sessions to large group tours
* Represented Albright as a student, scholar and professional at introductory lunches and meetings with professors
* Assisted in the organization and management of large (300+ person) events, i.e. “open house” days

**CRLA Level 1 Certified Peer Tutor,** September 2015-May 2017
**Albright College** - Reading , PA

* Developed individualized study techniques based on students’ needs
* Helped students to understand materials and lessons from class in individualized ways, encouraging healthy independent studying and learning habits
* Assisted students in studying for exams, comprehending challenging material, becoming and staying organized, and prioritizing various tasks
* Promoted a positive, healthy learning environment and optimistic attitude toward learning and education
* Tutored/lead study groups for the following: Research Methods, Social Theory, Introduction to Sociology, Sociological Theories of Religion, Criminology Theory, and Cults and New Religious Movements

**Summer Youth Employment Program Supervisor,** July 2016-Augist 2016

**Safeguards Specialized Foster Care-** Reading, PA

* Collaborated with a team including three supervisors to create a supportive and creative learning environment for youth using risk management strategies and knowledge of real-world critical thinking and problem solving skills, resulting in youth improving their teamwork skills, cooperation and coping skills, anger management skills, and knowledge of life skills
* Provided services to youth and foster families that I supervised in order to assist youth in developing career skills and knowledge for future success
* Managed and served as a leader and supervisor to 5-7 clients every day while assisting youth in meeting individualized goals
* Participated in and facilitated group therapy sessions and meetings for clients including anger management techniques, social skills development and life skills development
* Led discussions and activity sessions to help youth create goals and achievement plans to foster career and workplace skills for future success
* Supervised and served as a positive leader and motivator of the youth at their work sites throughout the day

**SERVICE**

**Guest Speaker,** April 2021

**Online, Lambda Alpha Epsilon,** Fairfax, VA

* Spoke to members of LAE about the field of criminology, graduate school, relevant experiences

**Guest Speaker,** October 2020

**Online, Berks Solve-it,** Reading, PA

* Volunteered as a guest speaker for the Berks County Solve-it speaker series, aimed at career exploration for Berks County, PA youth
* Spoke virtually to youth about criminology, academia, research, and answered questions about the field/how to get into criminology as a career

**Guest Speaker,** October 2019

**New Egypt High School-**New Egypt, NJ

* Volunteered as a guest speaker/mentor for the “Criminal Justice Academy” at New Egypt High School
* Spoke in person to classes of students and answered questions, spoke about my experiences in academia and in the field of criminal justice
* Provided advice, mentoring, and suggestions to high school students looking to go into Criminology/Criminal Justice fields as a career

**Guest Speaker,** May 2019

**New Egypt High School –** New Egypt, NJ

* Volunteered to speak at NEHS career day as an alumni speaker
* Spoke to ~100 high school students about the field of criminology, research, academia, and employment experiences
* Answered questions and gave advice to students preparing to attend college and aiming to go into the criminology/criminal justice field

**Criminology, Law and Society Student Association,** May 2019-May 2021

**George Mason University**-Fairfax, VA

* Assisted with new student orientations and represented GMU in question/answer sessions
* Assisted in scheduling, organizing and facilitating social events such as Trivia Night
* Elected and served as Web Chair 2019-2020
* Elected and served as Web Chair, 2020-2021

**Albright College New Student Orientation**, August 20-28 2016

**Albright College Office of Orientation**-Reading, PA

* Led a group of 16 college freshmen through orientation weekend, facilitated discussions about academics, the college transition, alcohol and the law, sex and the law, student life and activities, provided emotional support and a positive transition environment, acted as an upbeat leader, respectable role model and representative of Albright College for new students

**13th and Union Partnership**

**Albright College Volunteer Center**, Reading, PA

* Volunteered as a mentor for at-risk elementary age youth
* Provided a positive and supportive environment and facilitated the establishment of a healthy and respectful relationship with my mentee(s)
* Assisted in development of academic and life skills for the mentee(s) such as problem solving, critical thinking, reading, mathematics, anger management, healthy communication of emotions, and healthy emotional coping skills

**PRESENTATIONS**

**Academy of Criminal Justice Sciences Conference,** March 2020

San Antonio, TX

CANCELLED due to COVID-19

* Paper presentation; “Anti-Bully Legislation: Effects for Youth in United States Schools”
* Awards Ceremony; Juvenile Justice and Delinquency Section Student Paper Award, 2nd Place

**American Society of Criminology Conference,** November 2019

San Francisco, CA

* Presented Paper in a Roundtable; “The Effect of Anti-Bully Legislation on Bullying Outcomes for Youth in United States Schools”

**International Criminology Conference,** October 2019

Washington DC

* Presented paper, “The Effect of Anti-Bully Legislation on Bullying Outcomes for Youth in United States Schools”

**New Egypt High School Alumni Career Day, New Egypt High School,** May 2019

New Egypt, NJ

* Gave an overview of my career path and accomplishments, answered questions and gave advice to high school students who are interested in criminology/crime and justice fields

**Criminology Day Poster Session, University of Pennsylvania,** April 2018

Philadelphia, PA

* Masters Thesis, “The Effect of Anti-Bully Legislation on Bullying Outcomes for Youth in United States Schools”

**Poster Session, Eastern Sociological Society Annual Meeting,** February 2017

Philadelphia, PA

* Senior honors thesis, “Caution! Men Working: Women in a Man’s Working World”

**Thesis Presentation, Albright College,** May 2017

Reading, PA

* Represented Albright during honors week by giving a thesis presentation about my study, “Caution! Men Working..” and reported findings

**ORGANIZATIONS**

**Alpha Kappa Delta, International Sociology Honor Society,** Member

**Eastern Sociological Society,** Member

**American Society of Criminology,** Member

**Academy of Criminal Justice Sciences,** Member

**Academy of Criminal Justice Sciences: Juvenile Justice and Delinquency Section,** Member