Russel Amrit Gramer

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EDUCATION AND SELF-DEVELOPMENT:

B.S. Cybersecurity and Global Policy **Expected Graduation (Jan. 2022 - May 2025)**
Specialization: *Information Security, Global and Public Policy, and Informatics (Information Systems)*
Research and Career Interests: *Ethical Hacking, Blockchain and Cryptocurrencies, Information Security, Information Privacy, Government, Cybercrime and Threats, Data Science, Cyber and Networked Systems*
Indiana University (IU) Bloomington, Indiana
Advisors: Isak Nti Asare
GPA: 4.00/4.00

Hillcrest High School **2011-2016**
High School Diploma

PROFESSIONAL EXPERIENCES:

Army National Guard **Nov. 2022 - Present**

- Conduct physical training six days a week to maintain top physical shape.
- Qualify with different weapon systems.
- Conduct live fire training exercises to simulate real world events.

Army (Active) Infantryman **July 2019 - Nov. 2022**

- Pull guard for over $500,000 worth of equipment.
- Supervised maintenance of weapons systems and specialized equipment.
- Work efficiently with a team and complete high risk tasks while unsupervised and undermanned.
- Make split second decisions under constant physical and mental stress

PROFESSIONAL MEMBERSHIPS:

[1] IU Cybersecurity Clinic
[2] Cybersecurity Club at Indiana University
[3] INgineering: The Engineering Club at Indiana University
[4] National Society of Black Engineers
[5] Data Science Club at Indiana University

COMPUTING AND COMPUTATIONAL SKILLS:

Statistical Analysis Skills: Z3 Theorem Prover (Python), STATA, Gephi, Probability, SPSS Software, Minitab, SAS, Hypothesis Testing, Boolean models, Stats Models
Data Science and Machine Learning (ML) Skills: Data Visualization, Predictive Analysis, Statistical Modeling, Data Mining, Clustering & Classification, Data Analytics, Quantitative Analysis, Web Scraping, Regression, Classification, Network Science, Vector Machines, Naive Bayes, Neural

Networks, Decision Trees and Random Forests, Affective Computing, Keras, Theano, Scikit-Learn, Torch, AI and Computing Ethics, SQL; NoSQL; Data Structures and Management, Cloud Computing, Tableau
HCI and UI/UX Practices: UI/UX Design Principles, Instructional Design, Pedagogical Design, Graphic and Industrial Design, Human Factors, DevSecOps, First and Ameritech Principles of Design, Interface Usability Principles, Accessible Design Guidelines, Usability Heuristics, Contextual Design Methodology
Programming Languages, Libraries, and Skills: Python, Photoshop, HTML, Figma, Adobe Suite, Microsoft Suite, TensorFlow, PyTorch, Apache Spark, Pandas (Python), Numpy (Python)
Educational Programming Languages, Platforms, and Skills: Jupyter Notebook, Kaggle, MIT App Inventor, CS First By Google, Stack Overflow, GitHub, DataCamp, Repl.it, LeetCode
Game Design: Unity, Maya, Unreal Engine

RESEARCH AND ANALYTICAL SKILLS:

Theoretical and Philosophical Analysis: I have practiced the ability to engage with deep theoretical or philosophical conceptions, in order to communicate or synthesize findings from a specific theory, framework, phenomenology, or methodology.
Conceptual Review and Analysis: I have practiced the ability to engage with a high variance and multitude of archived literature, in order to communicate or synthesize findings from the discourse, pedagogies, and principles of a wider community (e.g. academic communities).
Critical Thinking and High-Level Perception: I have practiced the ability to engage with critical thinking, meta-cognitive, and high-level perceptual skills, in order to accurately conduct research methodologies, team-oriented projects, and conference/article reports.

Reading Speed: 500wpm | **Typing Speed:** 100wpm

SOCIOEMOTIONAL AND TEACHING SKILLS:

Computational Thinking and Problem-Solving: I approach problems systematically, technologically, and within executable abstraction. I encourage learners to recognize computational and problem-solving competencies, within their own wealths of knowledge (e.g. communities, families, friends, social networks, and selves).
Mentorship and Community-Building: I aim to be observant and considerant of learners' prior knowledge, lived experiences, competencies, cultural backgrounds, and challenges, when performing in mentoring and teaching roles. I scaffold and empower learners' engagement and critical thinking around shared knowledge, experiences, and captivating activities.
Meta-Cognition: I recognize my psychological and cognitive processes as being experientially, sociologically, and practice-driven. I perform meta-cognitive modeling and praxes daily, in order to prioritize my life-long learning, knowledgeability, and self-aggregation, of new ways of thinking (e.g. computational thinking).
