CURRICULUM VITAE

**Dr. Charles M. Russo,** [**IFPC**](http://bcert.me/sfpuvvwuc)

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**Chief Operations Officer | Intelligence Analyst**

**Educator | Administrator | DevOps Consulting | DevOps Cloud Security Consulting**

A leader who has enabled exceptional collaboration amount cross-functional colleagues by establishing a safe and productive environment fueled by open communication and intentional relationship building. A veteran of the U.S. Intelligence Community and Federal Bureau of Investigation with over 30 years of experience in leadership, intelligence and law enforcement operations, analytic and research, in criminal justice, national security, and intelligence analysis, including homeland security, financial crimes, anti-money laundering, and counterterrorism. Cybersecurity professional (FBI/CIA investigations) and training includes Security+, CEH, and Splunk Core User trained professional, gained expertise in identifying valuable benefits to the business and IT lifecycle, formulating principles for continuous integration, continuous delivery, testing, and security. Developed expertise in providing the necessary education and hands-on expertise needed to build the DevOps vocabulary. Successful in driving change, reorganization, and risk management practices by identifying various control types and risk reduction policies to ensure risk prevention.

Genuine interest in students as people, prioritizes time for students, and supports students as they develop. Expertise in improving workflows, communication, and feedback loops by following best practices, and driving automation by using deployment pipelines and DevOps toolchains. Demonstrated knowledge of Risk Management Framework (RMF) Package, Artifacts, and SOPs as well as FISMA Compliance, NIST SP 800-53 Controls, and Cloud security. Brings subject matter expertise in research methodology, intelligence analysis, counterterrorism, and financial fraud investigations. Recognized for implementing intelligence tradecraft and capabilities in all aspects of work in Intelligence and law enforcement operations.

**Statement of Teaching Philosophy**

My teaching philosophy is to create an environment that facilitates student-centric exploration. The most significant learning occurs in both meaningful and realistic situations. For situated learning to occur, access to the domain where the skills and knowledge will eventually be used must be given to the student. The relevant setting is the key to success. It allows the student to integrate knowledge into a helpful framework and provides emotional resonance to the learning process. In addition, the environment must be realistic enough so that the knowledge and skills the student is learning apply to similar real-world situations in the future.

I follow this philosophy throughout the various levels of teaching and instruction. I have a genuine interest in my students as people and I will always prioritize my students as a first in order to help them develop. Students who are first entering the world of criminal justice, homeland security, intelligence, and counterterrorism have to lay their tradecraft foundations. While scholarship is critically essential, practitioner foundations are vital. They are taught the relevant basics of criminal justice theory and concept, homeland security organizational and policy, intelligence tradecraft, the expertise required for a counterterrorism specialist, their specialties, and how to identify knowledge deficits and resources to address their learning needs. Teaching individuals about national security issues or criminal justice concepts; such as complex financial crimes to include fraud, a constructivist approach to learning requires a constant needs assessment to identify the knowledge base of the student(s) and continuing evaluation of the student’s education; including establishing well-reasoned and specific goals and objectives for each stage of training and a willingness to be flexible when necessary to meet the individual student’s needs. I hope to instill a passion for lifelong learning in my students through these approaches.

**Personal Attributes**

I retired from the U.S. Intelligence Community and Federal Bureau of Investigation Intelligence Analyst with 30 plus years of experience where I have developed cases for disruption, indictment, and prosecution. Developed and ran Confidential Human Sources for US Law Enforcement (Local, state, and federal).

\*A highly effective, qualified, and passionate higher learning administrator (former University Associate Dean) and educator with over 30 years of analytical tradecraft and methodology teaching experience with a wide range of students and institutions.

\*A detail-oriented professional with structured solid analytic techniques, research methodology, and advanced analytics and technical writing skills.

\*A lauded subject matter expert in research methodology, intelligence analysis, counterterrorism, and financial fraud and cyber investigations.

\*Motivated and continually driven to enhance my analytical knowledge, skills, and abilities.

\*I am recognized for applying intelligence tradecraft and capabilities in all aspects of work in Intelligence operations.

\*Efficiently and creatively use my experience to identify ways to learn and discuss the material in educational settings.

\*Consistently demonstrate the ability to acquire technical knowledge and skills rapidly.

\*I possess exceptional oral, written communication, and critical thinking skills.

**Doctoral Dissertation and Thesis Committees Experience**

Since 2018, I have had the honor and pleasure of serving as a member and chair for doctoral and master's thesis students at several universities (Touro worldwide, National American University, and American Military University). As a committee member and chair, I was responsible for promptly reviewing thesis and dissertation drafts and providing feedback. Working with Institutional Review Board (IRB) submissions. In addition, I have successfully mentored 75 doctoral and thesis students on topics ranging from psychology to criminal justice and intelligence (national security). I have been selected due to being a methodologist, Quantitative and Qualitative research designs, and their aligned methodologies.

Touro University

Dissertation Chair (3) and committee member (5): Responsible for guiding the Ph.D. candidate to produce doctoral level, original scholarship in their proposed topic area. Institutional Review Board preparation and approval.

Successful Published Candidate, July 2019; two Doctoral Candidates in Dissertation as of September 2019. Committee member for four additional dissertation candidates in 2020.

National American University: As of 2022 (June) I have served as a committee member for two students. As of March 2022, I am a committee member as the Subject Matter Expert on a second doctoral candidate.

**Journal Reviewer**

2021-Present, reviewed journal manuscript articles for Policing and Oxford University Press academic journals.

**Certifications**

Intelligence Fundamentals Professional Certification (DoD) Renewal July 2022 – July 2025

DevOps Career Pathway Program, (Certifications Pending, August 2022):

* + CompTIA Security+;
	+ Certified Ethical Hacker (CEH);
	+ Splunk Core User.

Intelligence Fundamentals Professional Certification (Department of Defense) August 2019 – July 2022

Intelligence Community Advanced Analyst Program (Office, Director of National Intelligence) June 2016

**Teaching Experience**

**Full-Time Instructor**

Columbia Southern University February 2019 – Present

College of Safety & Emergency Services

Currently teaching undergraduate and graduate Criminal Justice and Homeland Security courses. Course curriculum developer, course writer, and instructional designer.

*\*Academic Program Review Committee Chair (2020-2021 & 2022-2023).* The Academic Program Review Committee (APRC) coordinates the continuous review of all colleges’ academic programs within the University. For continuous improvement and planning, the Committee directs the creation of the annual report of educational programs. In addition, it summarizes findings and recommendations for improvement to the Office of the Provost and Office of Academic Affairs via the Faculty Advisory Committee (FAC).

\*University Curriculum Committee (July 2022 - July 2024) The University Curriculum Committee (UCC) maintains a well-designed, effective process for developing academic courses, programs, and units. This committee, together with the departmental and college Faculty Advisory committee, provides the faculty review portion of curricular development at CSU.

\*Academic and Student Affairs Policy Committee (2021-2022). The committee is responsible for the review of new, modified, and discontinued policies and procedures submitted through Track I of the Institutional Decision Procedures. Responsibilities included the review and advice of Administratively Responsible Persons (ARPs) of submitted policies and procedures. Draw upon the expertise and knowledge of university faculty and staff, as needed. Uphold the university mission, service to students, and Track I process through careful consideration of all policies and procedures. Vote on all submissions and communicate appropriately. Preserve decisions in meeting minutes. Provide recommendation(s) to academic and student affairs leadership as outlined by the Track I process.

*\*Chapter Coordinator* for the Order of the Sword and Shield since June 2020. Over 90 new inductees since July 2021 and over 225 active and alumni members.

*Graduate Courses Taught:*

**MCJ 6374 – Special Topics in Criminology and Criminal Justice**

Introduces contemporary issues in criminology and criminal justice, developed around the writings of leading criminal justice researchers and specialists while exploring the current issues surrounding cybercrime and cyberterrorism. Students study criminal justice agencies, institutions, processes, strategies, threats, and personnel working with cybercrimes and globalization's impact on cybercrime and terrorism.

**MCJ6453 – Global Terrorism**

The evolution of new laws creates a cooperative environment coordinating training and action measures between local, state, and federal agencies to singularly respond to and prevent terrorist threats and incidents.

**MCJ5135 – Theory of Crime and Criminology**

Historical explanations of crime and criminal behavior address the social impact of crime, crime prevention, and research into current issues.

**BCJ4301 – Management and Supervision in Criminal Justice**

An overview of supervisor and middle management roles in criminal justice agencies emphasizes the importance of interpersonal skills and co-worker relations and various leadership styles' positive and negative aspects.

**BCJ4701 – Criminal Justice Organization and Administration**

Defines and analyzes criminal justice system organizations, including human resources planning and management, research studies, environmental factors, centralized authority, and other issues.

**MCJ5532 – Research Methods in Criminal Justice**

Examines research and methodology specifically designed for criminal justice applications to develop and implement basic research.

**HLS4304 – Intelligence Process**

Provides an in-depth analysis of the concepts and theoretical underpinnings of the United States intelligence process. Students analyze intelligence cycles and processes, collect intelligence information and data, and participate in simulations examining the student’s role in real-world scenarios linked to various U.S. Intelligence agencies.

**CMJ6303 – Forensics Criminal Intelligence Analysis**

Examines the historical timeline of forensic science in the field of criminal justice. Forensics, as it relates to current laws and legislation, is also presented. Students also describe current trends and issues within forensics and create professional career strategies for criminal justice agencies.

**OPS2302 – Military Logistics**

This course examines military logistics in support of combat theater operations and disasters. Students will explore and analyze the concepts and theories regarding logistics and operational support principles during this course. Students will examine the basic concepts of military logistics and operations and active support through the course readings and individualized research.

**BCJ3801 – Criminal Evidence and Legal Issues**

This course examines the laws governing proof of facts evidence presentation in trials and common law. Students study the practical application of the rules of criminal procedure regarding evidence, the burden of proof, presumptions, judicial notice, and the essential functions of courts as the third facet of the criminal justice system.

*Courses Developed/Revised:*

**HLS5301 – Advanced Seminar of Weapons of Mass Destruction**

Presents a balanced approach and detailed description of the security environment while illuminating the multidimensional nature of weapons of mass destruction and terrorism. Explores technical aspects of threats, terrorist capabilities, and risk assessments that form the basis for making strategic decisions.

**MCJ5135 – Theory of Crime and Criminology**

Historical and theoretical explanations of crime and criminal behavior address the social impact of crime, crime prevention, and research into current issues.

**HLS4304 – Intelligence Process**

Provides an in-depth analysis of the concepts and theoretical underpinnings of the United States intelligence process. Students analyze intelligence cycles and processes, collect intelligence information and data, and participate in simulations examining the student’s role in real-world scenarios linked to various U.S. Intelligence agencies.

**CMJ6309 – Forensics Criminal Intelligence Analysis**

Examines the historical timeline of forensic science in the field of criminal justice. Forensics, as it relates to current laws and legislation, is also presented. Students also describe current trends and issues within forensics and create professional career strategies for criminal justice agencies.

**OPS2302 – Foundations of Military Logistics**

This course examines military logistics in support of combat theater operations and disasters. Students will explore and analyze the concepts and theories regarding logistics and operational support principles during this course. In addition, students will examine through the course readings and individualized research the basic concepts of military logistics and operations and active support.

**Instructor (Doctoral) – Adjunct**  December 2021 – May 2022

St. John’s University, New York

College of Professional Studies

Instruct doctoral and graduate-level studies for homeland security and criminal justice curriculum.

*Courses Taught:*

**HLS 314 (formerly HCL 202) – Leadership in Public Administration**

This course examines the field of public administration with specific emphasis placed on the executive and leadership responsibilities of the criminal justice and homeland security administrators. Students review the literature in the area as presented by scholars and practitioners and examine the socio-economic, political, and technological environment in which the current criminal justice and homeland security leaders operate. Seminal works in the field of public administration are analyzed, including Woodrow Wilson's "The Study of Public Administration" and Chester I. Barnard's "The Function of the Executive." A thorough examination of the various paradigms in administration is undertaken in this course.

**HLS 108 – Enterprise Risk Management**

An analysis of the role that enterprise risk management plays in managerial and leadership decision-making within homeland security organizational environments is performed through this course. Students will identify and analyze risks faced by upper-echelon managers and the strategic decision-making steps needed to acquire an appropriate risk appetite. In addition, enterprise risk topics such as constructing frameworks for managing strategic and operational risks and strategies to outsource risks will be discussed.

**Adjunct Instructor (online)** April 2021 – Present

Quincy College, Quincy Massachusetts

Department of Criminal Justice (April 2021 – April 2022)

Instruct undergrad-level Criminal Justice courses.

**CJS 103 – Criminology**

The nature and cause of criminal behavior in contemporary America, the social forces involved, the significant causes of lawbreaking, and analysis of social responses to criminals, including the workings of the police, courts, laws, and prisons, are studied.

**CJS 105 - Criminal Evidence & Investigation**

An examination of the kinds and degrees of evidence and the rules governing the admissibility of evidence in court. The student will study the fundamentals of investigation, crime scene search and recording, collection and preservation of physical evidence, source of information, interviews, and interrogation, follow-up, and case preparation.

**CJS 214 – Risk Analysis and Disaster Management**

This course introduces students to themes and practices surrounding the value of information and intelligence, collaboration between public/private law enforcement agencies, and strategic awareness of threat and risk mitigation; themes with which police and security agencies have become intimately familiar since 9/11. Students will learn to balance and mitigate risk in the environments of private security, crime and terrorism, natural disasters, and threats to the nation’s critical infrastructure. Students will learn how risk analysis contributes to all decisions surrounding threats and hazards, how risk balance works and how it can be applied in the efforts of preparedness, prevention, and response strategies.

**Substitute Teacher** August 2022 – Present

Responsible for operating a safe, orderly, and positive classroom environment while the regular teacher is absent. Instruct the teacher’s lesson plans, as well as school policies and procedures, to provide effective instruction for students. Education of Social Sciences, US History, and Geography.

**Instructor - Adjunct**                                                                                        August 2014 – August 2022

American Military University, Charles Town, WV

Instruct and facilitate graduate-level Intelligence courses in the School of Global Security Studies to mentor the Master Thesis Capstone students (methodologist).

2021-2022 – Curriculum Committee for American Public University System.

\*2021 - Mary Kim Ward Award Reviewer.

\*School Curriculum Committee Faculty Representative: 2020-2021. As a faculty member, I play an integral role as a subject matter expert and participate as a voting member on the curriculum committee. Additionally, I assisted in creating and evaluating current programs of study and proposing revisions to the curriculum to ensure students are consistently offered relevant course content to develop skills necessary in a global society.

\*I have conducted course curriculum revisions for several courses. In addition, since 2008, I have acted as a university ambassador for prospective students.

*Courses Taught:*

**INT623 - Human Intelligence**

This course provides an overview of HUMINT operations include mission-target analysis, operational planning, execution and evaluation, cover, security and communications, collection and reporting, and financial management. Students will be expected to demonstrate the ability to assess, articulate, and defend the soundness of operational concepts, plans, and budgets.

**INTL616 - Ethical Challenges in the Intelligence Community**

This course examines issues of ethics, morality, and legal principles in the context of Intelligence through an in-depth critical analysis of the primary ethical philosophies and legal doctrines as they apply to contemporary U.S. Intelligence. In addition, students will research the moral, psychological, and legal issues about various topics. Finally, the course evaluates a problem related to ethical-moral and legal choices within the intelligence community.

**INTL508 - Intelligence Analysis**

This course studies intelligence analysis and the relationship to military, political, and economic security threats. It focuses on a variety of aspects related to both U.S. and foreign research and the analytical process, including the evolution of intelligence process, application in responses to threats, perspectives on intelligence action since World War II, principles of analysis and response, and assessments of successes and failures of such actions. The student will develop a foundation to understand and conduct critical research based on the collection. Students will develop a case study of a current or historical threat vector to national economic, political, or military security and participate in a simulation that analyzes a threat.

**INTL507 - Intelligence Operations**

This graduate-level course introduces the theory and practice of intelligence operations. The course will focus on the intellectual resources necessary to carry out the full range of intelligence operations using intelligence agencies' tools, techniques, and resources.

**INTL604 - Interagency Operations**

Learn how to improve interagency relationships among security, defense, and intelligence agencies. This course introduces the student to theoretical and practical material for understanding individual organizations’ behavior and what can be done to make organizations work more closely together at the federal, state, and local levels. Students are introduced to theoretical material on organizational cultures, bureaucracy, social trust; individual, group, organizational decision-making; and interagency collaboration. Emphasis is placed on explaining why organizations act the way they do and how to improve interagency coordination.

**INTL610 - Counterintelligence**

This course focuses on both U.S. and foreign aspects of counterintelligence, including the history and evolution of counterintelligence, the differences between passive and active CI measures, principles and processes of counterintelligence and its relationship to covert action, the ethics of counterintelligence, and the evaluation of CI successes and an estimate of the damage caused by failures. The student will develop a comprehensive knowledge of counterintelligence’s use and practices, especially in protecting homeland security and national security interests against foreign adversaries. Additionally, the collection process and future changes in the infusion of CI technology will be discussed.

**INTL635 - Indications and Warnings**

This course provides insight into information gathering and the need for indications and warnings on priority issues, including natural disasters, terrorism, critical infrastructure threats, and other vital events that potentially affect the United States’ national security. Through a series of readings and discussions, students learn about various intelligence indicators and vulnerabilities to the I&W system. In addition, students examine case studies to assess strategic surprise to understand best the relationship between early warning, operations planning, and information sharing.

**INTL653 - Deception, Propaganda, and Disinformation**

This course provides an overview of deceptive techniques, how they work, and how they can be defeated. It begins by understanding fundamental psychological principles and practices and then looks at crucial information practices. Finally, we look at how they developed from WWI to the present. Students will be exposed to and analyze deception and other persuasion techniques in various contexts throughout the course. These deceptive techniques are illustrated with a series of historical and current case studies, scenarios, and interactive simulations. This course focuses on specialized area knowledge related to persuasion, focusing on deception and related efforts to achieve strategic objectives of a state or near-state. This includes deception, disinformation, and propaganda. Students will engage in a specialized, task-based assignment, produce several short papers, and apply what they’ve learned in a practical project.

**INTL501 - Strategic Intelligence**

This course examines the current structure, function, capabilities, and contributions of individual U.S. national intelligence community members. Students appraise the intelligence cycle by an overview of the intelligence planning, collection, exploitation, analysis, production, and dissemination phases. The course also evaluates the intelligence oversight system, the restrictions on national intelligence community activities prescribed by federal law, executive and agency directives.

**INTL699 - Intelligence Studies Capstone**

The Master’s Capstone in Intelligence Studies is a capstone course for graduate programs in Intelligence Studies. As thesis advisor, I serve as the chair of the student's Master’s Thesis Committee and assist and guide the student through the process of thesis production, from a selection of the thesis topic and the members of the thesis committee, study design, proposal preparation, submission of IRB proposal, preparation for the experiment, data collection, data analysis and interpretation, and thesis writing, As the thesis advisor, I also check that the student meets all coursework requirements before accepting their final thesis.

**INTL502 – Collection**

This course is a study of intelligence collection and information gathering. It focuses on various collection issues on how Intelligence is gathered and processed. This course will cover intelligence collection disciplines and concepts. The focus of the class is threefold:

1. The course focuses on the management of collection, especially in a joint and interagency environment.
2. It centers on the intelligence collection disciplines: Human Intelligence (HUMINT), counterintelligence (CI), open-source intelligence (OSINT), signals intelligence (SIGINT), measurement and signature intelligence (MASINT), and geospatial intelligence (GEOINT) while examining their strengths and limitations and the various domains (space, air, ground, maritime, and cyber).
3. The course concludes by examining the future of Intelligence Collection in the 21st Century and some of the challenges and opportunities ahead.

**INTL401 - Critical Analysis**

This course introduces critical thinking, intelligence analysis, and structured methodologies. Functions associated with information processing including perception, memory, and information evaluation, are examined. Cognitive biases (conscious and unconscious) and strategies to mitigate their impact are also assessed. Students will also conduct a detailed assessment of the consequences of faulty analysis.

**CRMJ401 - Human Trafficking**

Human Trafficking is an upper-level undergraduate course designed to help students understand contemporary human trafficking and modern-day slavery. In this course, students will assess the different legal frameworks used to combat human trafficking worldwide and analyze the other discourses used to discuss the trafficking phenomena. Students will learn important terminology in this field, the different types of human trafficking that exist, and an understanding of the problem’s scope, both domestically and globally. The course will also explore the physical, emotional, psychological, and spiritual trauma experienced by victims of human trafficking and the methods used to recruit and control them. The government’s roles, the criminal justice system, the media, faith-based organizations, organized crime, and culture play in this thorny human rights and social justice issue.

**INTL402 - Intelligence Analysis**

This course builds upon the foundations of critical analysis taught in INTL401, expanding the student’s repertoire of analytical techniques. Students explore creative analysis techniques, including hypothesis generation, red-teaming, and adversarial collaboration. In addition, students focus on Intelligence as a service to decision-makers, including principles of customer-focused writing and techniques for analytic problems designed to provide tactical, operation, or strategic support.

**INTL443 - Foreign Intelligence Organizations**

This course introduces students to several foreign intelligence organizations that play a significant role in U.S. strategic intelligence, foreign policy, and national security strategy planning. Each country’s organizational structure, collection methods, operational strengths, and weaknesses will be assessed to evaluate their overall relative effectiveness.

**INTL446 – Intelligence and Narcotics**

This course surveys the role of narcotics and the illicit drug trade as risks to national security, international development, and progress. The purpose is to assess both domestic and foreign intelligence gathering and analysis, with an emphasis on counter-narcotics policies and strategies. Students will be able to critically analyze, strategically assess effective intelligence collection, and evaluate the impact of current drug interdiction efforts by federal domestic and international agencies.

**HLSS498 - Senior Homeland Security Seminar**

This senior capstone course allows students majoring in homeland security to analyze specific program-related issues and problems using the knowledge and understanding gained by completing the required studies in the program and a significant number of the major courses. After all other English courses have been satisfactorily completed, this capstone course is to be taken.

***Courses Revised:***

**INTL409 - Counterintelligence**

This course provides students with an introduction to counterintelligence analysis of foreign intelligence entities. Students will learn and apply aspects of counterintelligence basic principles, concepts, core competencies, functions, and missions outlined in the U.S. National Counterintelligence Strategy. In addition, students will be instructed in the analytical process, denial and deception identification, analytical techniques, threat profiling procedures, and analytical tools and databases.

**SCMT498 - Senior Seminar in Security Management**

The Capstone course is a senior-level course designed to allow the student to review, analyze, and integrate the student's work toward a degree in Security Management. The student will complete an approved academic project or paper that demonstrates mastery of their study program in a meaningful culmination of their learning and assess their level of mastery of the stated outcomes of their degree requirements. NOTE: All required core and major courses must be completed before enrollment in this course. The student must have SENIOR standing to register.

**SCMT371 - Legal and Ethical Issues in Security Management**

This course assesses legal and ethical issues that inevitably affect security managers. It examines security management dimensions, including pertinent points of civil and criminal law, personnel law and obligations, negotiations, contract management, individuals' constitutional rights, legal compliance, liability, ethical standards and dilemmas, and decision-making.

**Associate Dean of Intelligence Management and Foreign Languages**

National American University

Henley-Putnam School of Strategic Security January 2019 – March 2020

Oversaw the design, implementation, and support of the Intelligence Management Studies graduate and undergraduate programs. As Associate Dean, I provided system-wide leadership and facilitation for design implementation and improvement of Intelligence Management education. Works collaboratively with other deans to offer superior student academic support. Collaborates with faculty throughout the system to ensure excellence in teaching-learning and assessment—provided leadership in creativity for course delivery.

\*Responsible for the oversight and facilitation of curriculum assessments per Higher Learning Commission recommendations for accreditation.

\*Worked directly with Enrollment and Success Counselors regarding all student issues.

Evaluation of faculty performance and works with the faculty for improvement. Facilitates the hiring and administration of faculty and subject matter experts for instruction/course curriculum.

Represents NAU with the highest level of integrity and professionalism. Creates and delivers workshops and seminars to meet the needs of all faculty members teaching. Facilitates the ongoing evaluation and improvement of curricula, learning outcomes, and competencies: support student success and learning outcomes. Conducts outreach with associations, U.S. government entities, etc., to further academic partnerships and alliances.

\*Served on the Undergraduate Academic Affairs Council, New Product Committee, Faculty Quality Review, Rubric Development Committee, Branding and Marketing Initiatives. Participated in networking and development efforts as necessary.

**Adjunct Instructor**

National American University September 2016 – January 2019

Instructed undergraduate and graduate-level Intelligence Management and Counterterrorism Courses. Member of Graduate studies ePortfolio oral presentations.

*Graduate Courses Taught:*

**INT502 - Vetting**

The word vetting is a technical term used in agent authentication. The vetting process tests and examines agents to determine the degree of their reliability and truthfulness in reporting information. It is designed to weed out fabricators and double agents. In addition, the vetting process considers the possible willful dishonesty of agents/sources and their limitations in accurately remembering and reporting information. This course teaches how vetting is conducted and how the reliability of a source is established, quantified, reported, and verified.

**INT609 - Case Studies in Covert Operations**

This course is a graduate-level seminar where students study and evaluate various declassified covert operations in light of their goals, planning, execution, success or failure, and the fallout that may have resulted. Students will use these case studies to plan, run, and terminate covert operations for maximum benefit and minimal negative fallout while maintaining the necessary degree of deniability.

**INT552 - Counterespionage**

Counterespionage is that aspect of counterintelligence designed to detect, destroy, neutralize, exploit, or prevent espionage activities through identification, penetration, manipulation, deception, and repression of individuals, groups, or organizations conducting or suspected of conducting espionage activities. Several infamous spies have been uncovered through one method or another. The military, FBI, and CIA have all been affected. This course will look at counterespionage organizations and the spies that have been exposed.

**INT595 - Advanced Intelligence Operations**

This course is designed to familiarize graduate students from diverse backgrounds with the principles, practices, and vernacular intelligence operations. Students will study the history and current makeup of the U.S. Intelligence Community (I.C.). The course distinguishes positive or foreign intelligence collection operations from paramilitary or covert operations and counterintelligence operations.

**TCT595 - Advanced Counterterrorism Operations**

This course will define terrorism and its genesis, stages, and characteristic features. Students will identify and explain the aims and characteristics of various types of terrorism. Students will differentiate between military and law enforcement tools to counter-terrorism and the appropriate applications of each. Demonstrate how to formulate national, political, and diplomatic policies to engage terrorists effectively. Students will also develop a broad-based counterterrorism operations directive based on known case studies.

**TCT596 - Advanced Terrorism Studies**

This course is designed to introduce the subject of terrorism, both international and domestic. It explores, explains, clarifies key definitions and conceptual issues, describes terrorists (including the sociological and psychological characteristics of both leaders and members), and identifies their methods, including organizational structures, target selection criteria, operational tradecraft, and weaponry. In addition, this course surveys a wide range of existing terrorist groups, examines specific high-profile themes (e.g., CBRN terrorism, suicide terrorism), and assesses the nature of the threat terrorists pose to global security.

**Assistant Professor - Adjunct**June2013 – September 2019

Colorado TechnicalUniversity, Colorado Springs, CO

Teach undergraduate and graduate Criminal Justice, Homeland Security, and Cybersecurity Management courses for the Center for Security Studies Degree program and School of Economics and Finance.

           Revision Committee – CJUS 141 Introduction to Criminal Justice

I am certified as an Assessment Officer – April 2018. Since then, I have completed several assessments.

Faculty Handbook Revision Subcommittee – Student Escalation (May 2018)

*Undergraduate Courses Taught:*

**CJUS254 Introduction to Homeland Security**

The course introduced the theory and practice of homeland security in both the public and private sectors at the national, regional, state, and local levels. Provided an overview of the administrative, legislative, and operational elements of homeland security programs and processes (including a review of homeland security history, policies, and programs). The course instruction also touched on sub-disciplines within the enterprise: counterterrorism, emergency management, public health, transportation security, maritime security, border security, and critical infrastructure protection, as well as the agencies, organizations, and institutions involved in these fields.

**HLS 410 Psychology of Fear Management and Terrorism**

The course examined the motivations of terrorist groups and the psychological impact of terrorist attacks. Additionally, it aids in understanding the role of government and the media in shaping the public perception of and response to terrorist events. Finally, I have applied the knowledge gained to broaden my understanding of approaching complex problems.

**HLS 360 Counterintelligence (CI)**

The course introduced students to the foundations of counterintelligence concepts, such as CI basic principles, concepts, missions, and functions, and basic tradecraft. Additionally, I taught CI operations and techniques, history, and evolution in the United States.

**CJUS 253 Homeland Security**

The course introduced the changing dynamics of homeland security at both the national and state levels. It explored the various dynamics of protecting different environments. The history and dynamic future of terrorism were also examined globally.

**CJUS 275 Security Management**

This course provides an overview of principles and issues in business and organizational security management. Students can examine the challenges of various security aspects, such as personnel, facility, and information. Principles of loss prevention and the protection of assets are also covered.

**HLS 300 HR and Administrative Issues in Homeland Security and Emergency Management**

This course introduces the student to the many human resources and administrative issues related to Homeland Security and Emergency Management. In addition, the student will learn about diversity in the Homeland Security workplace and how diversity impacts how homeland security and emergency management personnel do their jobs.

**HLS 460 Advanced Application of Intelligence in Homeland Security**

This course looked at local law enforcement and the United States Intelligence Community. It introduced the student to state and local intelligence activities, and it discussed policing and actionable intelligence. The student was exposed to the Patriot Act's policy and legal issues, wire-tapping, advanced interrogation techniques, and other cultural/legal issues associated with collecting information on U.S. citizens. By the end of the course, the student evaluated the impact of local policies and strategies on collecting, sharing, coordinating, and analyzing intelligence. Additionally, accurately describe and discuss the challenges in collecting intelligence for local law enforcement and national security and local law enforcement's relationship to the intelligence fusion centers.

**HLS 350 Introduction to Intelligence**

This course introduces the student to the principles of intelligence, the different intelligence disciplines, the intelligence cycles, and the intelligence community.

**HLS 315 Interagency Relationships in Homeland Security**

This course is designed to introduce the student to the relationships between various Homeland Security and Emergency Management agencies. Federal, state, and local agencies all play a role in Homeland Security and Emergency Management. This course helps the student understand how the various agencies interact and work together to protect them from hazards and threats. Students will also develop their leadership skills vital to successful communication and coordination with other agencies.

**HLS 325 Research Methodology and Policy**

Understanding the role of research and policy analysis in homeland security and emergency management is incredibly critical. Students will learn and demonstrate research methodology within the homeland security and emergency management system and become familiar with the range and scope of quantitative and qualitative tools available to the criminal justice researcher. This course will assess the homeland security and emergency management system, including research theory, inquiry structure, observation modes, data interpretation, program evaluation, and policy analysis. This course is designed to give the student a fundamental understanding of statistical analysis, developing and constructing a research plan, and evaluating the results of said research in the context of Homeland Security and Emergency Management.

*Graduate Courses Taught:*

**HLS 610T Dynamics of Terrorism**

The purpose of this course is to provide an introduction to the operational and organizational dynamics of terrorism. It considers those who act as individuals in small groups or large organizations. It also finds indigenous actors and those who come to the United States to raise money, recruit or commit their acts of violence. In every instance, its focus is on violent, clandestine activity that, whatever its motivation, has a political purpose or effect. The course addresses such specific topics as suicide terrorism, the role of the media, innovation and technology acquisition, the decline of terrorism, and ways of measuring the effect of counterterrorism policies and strategies. The course also looks briefly at sabotage. By the end of the period, students should design effective countering measures and respond to terrorism based on understanding its organizational and operational dynamics.

**HLS 640T Vulnerability Analysis and Protection**

The course begins with an overview of risk, its definition, and its application to critical infrastructures related to the National Infrastructure Protection Plan (NIPP). We then investigate measures, tools, and techniques for CIP assessment. The course develops a network theory of vulnerability analysis and risk assessment called Model-Based Risk Assessment (MBRA) used to extract the critical nodes from each sector, model the nodes' vulnerabilities by representing them in the form of a fault-tree and then applying fault and financial risk reduction techniques to derive the optimal strategy for protection of each sector. Students will also apply Project Management methodologies to approaching challenges in the critical infrastructure sectors. The sectors are studied to learn how they are structured, how regulatory policy influences protection strategies, and how to identify specific vulnerabilities inherent to each industry and its components. After the course, students will apply CIP techniques (MBRA and others) to any critical infrastructure within their multi-jurisdictional region and derive optimal strategies and draft policies to prevent future terrorist attacks or natural disasters. The course also looks at public-private partnerships and the more significant role of the private sector in homeland security.

**CYBR 611 Fundamentals of Cybersecurity Management**

This course provides an overview of data and technology principles that frame and define cybersecurity. To understand the importance of cybersecurity and cybersecurity professionals' roles, students examine the underlying concepts of cybersecurity and information security, define commonly used terminology, discuss current and past cyber incidents, and identify factors that affect cybersecurity systems.

**CYBR 613 Cybersecurity Risk and Compliance**

This course examines the risk and compliance issues that impact the design and integration of cybersecurity policies and procedures within the organization. Topics covered include the regulatory, federal and state, and risk assessment techniques that defend against cyber threats.

**CYBR 617 Applied Cybersecurity Management**

This course emphasizes technical and managerial decision-making within the cybersecurity construct while examining the practical aspects of cybersecurity and its applicability in an administrative role. This course provides a systematic approach to evaluating best practices, determining operational strategies, and allocating resources within a business cybersecurity framework.

**CYBR 609 Professional Communication for Cybersecurity Managers**

This course focuses on preparing managers to communicate their ideas and technical information throughout the organizational hierarchy. The system provides a framework to develop the skills necessary to successfully advocate cybersecurity information, initiatives, and ideas to influence or motivate others throughout the organization. Digital communication and its impact on cybersecurity management objectives are also explored.

**CJUS 687 Homeland Security Concentration Capstone**

The Homeland Security Capstone is designed to integrate and synthesize all coursework in the MSM-HLS program and related areas, allowing the student to demonstrate the professional competencies associated with a broad conceptual and practical understanding of the homeland security field. In addition, students will evaluate case studies and other materials to demonstrate written competency in the areas of research, law, policy, critical infrastructure protection, and planning, allowing students to incorporate knowledge and experience as they apply ethical principles in developing effective strategies to confront issues facing practitioners within the realm of homeland security.

**HLS 604 Intelligence Organizational and Policy Challenges**

The course examined vital questions and issues facing the USIC and its role in homeland security and defense. Teaching the course allowed me to address policy, organizational, and substantive homeland intelligence support issues fully. Thus, emphasizing policy, oversight, and intelligence matters support homeland defense/security and national decision-making. Throughout this course, I was able to expand my knowledge of communities of interest, focus my efforts on homeland security intelligence support issues to the State/Local/tribal levels, and apply the principles of overcoming the organizational and policy challenges to my Bureau duties to increase my resources and production.

**HLS 642 Government and the Cyber Sector**

This course explores the fundamental roles of government and industry for cybersecurity, society's expectations, and the regulatory, technological, and cultural constraints and obstacles that exist for government and industry, respectively. These roles are explored by comparison against historical models, core principles of American society, and legal and policy considerations.

**HLS 603 Technology Solutions for Homeland Security**

In today's information age, homeland security (HLS) professionals and the agencies they lead are more dependent than ever on technology and information-sharing to strengthen national preparedness. The need to share information through interoperable technologies and collect and synthesize data quickly has become critical to our national security. This course provides HLS professionals with the requisite knowledge to leverage technology to prevent, protect against, respond to, and recover from terrorist and natural-born incidents. It also provides an in-depth understanding of inspection, detection, surveillance technologies; information sharing and knowledge management systems; and communication systems. Students explore and analyze management challenges currently facing HLS professionals, such as Information Assurance, voice, data, sensor interoperability, and technology implementation and acceptance. This knowledge will help HLS professionals become more effective technology consumers and recognize opportunities where technology solutions can provide a strategic advantage. Students will also employ project management techniques to address potential solutions to technological challenges in HLS. The course's ultimate objective is to enable HLS professionals to effectively evaluate, select, and implement technology to strengthen capability-specific national priorities better.

**HLS 641 Introduction to Cyber Security Policy**

This course explores the policy contours of cybersecurity. It reviews the field's dimensions, including cybersecurity as an evolutionary period of change, converging disciplines and established institutions and frameworks, and the challenges of integrating cybersecurity policy horizontally across the verticals of other disciplines and governance structures. Topics include national security and homeland security dimensions, privacy, public-private partnerships, information sharing, and the Internet's asymmetric challenges.

**HLS 600 Fundamentals of Homeland Security**

This course explores the U.S. strategy for achieving Homeland Security. First, it outlines the implications of the U.S. strategy for local and state homeland security strategies, especially concerning prevention. Next, it provides the student an understanding of the basic vocabulary of Homeland Security and evaluates the role of leadership in the establishment of Homeland Security. Lastly, the student will describe the significant solutions proposed for Homeland Security and cite its advantages and disadvantages.

**HLS 630 Organizational and Policy Challenges**

The course examined vital questions and issues facing the USIC and its role in homeland security and homeland defense. Teaching the course allowed me to address policy, organizational, and substantive homeland intelligence support issues fully. Thus, emphasizing matters affecting policy, oversight, and intelligence support homeland defense/security and national decision-making. Throughout this course, I was able to expand my knowledge of communities of interest, focus my efforts on homeland security intelligence support issues to the State/Local/tribal levels, and apply the principles of overcoming the organizational and policy challenges to my Bureau duties to increase my resources and production.

**HLS 602 Dynamics of Terrorism**

The course provided an introduction to the operational and organizational dynamics of terrorism. It considers those who act as individuals, in small groups or large organizations; it considers indigenous actors and those who come to the U.S. to raise money, recruit or commit acts of violence. With a focus on violent clandestine activity, it has a political purpose or effect whatever its motivations. The course addressed such specific topics as suicide terrorism, the role of the media, innovation and technology acquisition, the decline of terrorism, and ways of measuring the effect of counterterrorism policies and strategies.

**HLS 644 Emerging Initiatives of Cyber Security Strategy**

The introduction to the U.S. government's cybersecurity strategies and plans included the Comprehensive National Cyber Security Initiative, White House 60-day Cyberspace Policy Review, and National Military Strategy. In addition, students were expected to review and consider non-US cybersecurity strategies and plans. Finally, national plans and private sector initiatives were assessed to encourage critical thinking about security in the digital age. Grasping a better understanding of cybersecurity from a strategic level has allowed me to apply the knowledge to my work in HCF and other White-Collar criminal matters.

**Adjunct Instructor – Online**

Touro University Worldwide October 2017- October 2019

Teach online Cybersecurity, Criminal Justice, and Public Administration courses to graduate-level students.

**Dissertation Chair** (3) and committee member (5): Responsible for guiding the Ph.D. candidate to produce doctoral level, original scholarship in their proposed topic area. Institutional Review Board preparation and approval.

Successful Published Candidate, July 2019; two Doctoral Candidates in Dissertation as of September 2019. Committee member for four additional dissertation candidates in 2020.

*Graduate Courses Taught:*

**MPA606 Law and Public Policy**

This course introduces the law and legal system to public administration and policy. Students have an opportunity to evaluate the impact of the current legislation on the management and efficiency of public administration in organizations. In addition, the consequences of law and public policy formation on public administration will be discussed and assessed.

**CJS307 Criminal Justice in World Culture**

This course explores the nature of justice in philosophical, historical, and legal terms regarding racial justice, political representation, economic justice, gender and justice, the rights of cultural minorities, and crime and punishment. The course further explores effective formulations of the relationship between law and culture in sociological literature. Finally, the course examines the global sociological perspective on the development and consequences of laws and the courts in criminal justice.

**CBY610 Foundations of Cybersecurity Management**

In this course, students learn the basics of I.T. infrastructure and services, their associated vulnerabilities, and the size and complexity of security threats found within organizations. Special topics include cybersecurity principles that include but are not limited to availability, confidentiality, integrity, and governance. Students will learn the basics of cybersecurity infrastructures and other critical areas that managers need to develop security practices, policies, and compliance programs. Subsequently, students will view cybersecurity management through the lens of legal and regulatory perspectives in the context of assurance and security. Finally, the course will address the cybersecurity manager's role regarding access and authentication, data confidentiality and integrity, data availability, networking, and routing.

**MBA602 Ethics for H.R. Professionals**

This course provides an in-depth approach to ethical, legal, and social responsibility topics and issues, which influence human resource management decision-making. Readings and case studies will stimulate critical thinking and collaborative group discussions that address current ethical and legal issues/topics for the 21st-century human resource management professional.

**MBA606 Ethics for Business Professionals**

This course provides an in-depth approach to ethical, legal, and social responsibility topics and issues, which influence managerial decision-making. Readings and case studies will stimulate critical thinking and collaborative group discussions that address various current issues/topics for the 21st-century leader.

**CBY615 Foundations of Data Protection**

This course provides students with fundamental data protection techniques to protect data at rest, data in motion, and processing data. Students will examine data protection techniques and learn the fundamentals of cryptology, encryption, protection schemas, and systems vital to cybersecurity managers. Special topics include access controls, availability, authentication, confidentiality, data integrity, and non-repudiation. In addition, students receive an overview of the fundamentals of data protection techniques covered and an overview of defenses against Digital Denial of Service (DDoS) and other data attack types.

*Graduate Courses Developed:*

**CBY620 Compliance and Legal Issues**

This course examines legal, privacy, and compliance environments facing US-based organizations. Students will build an understanding of the complexities of these compliances and legal obligations, starting with a general foundation of laws and industry standards that apply across most organizations. Next, the course will review the legal aspects of customer information safeguards. Finally, examining industry verticals will expand the student's knowledge of particular federal and state regulatory and industry-based obligations. This course will also introduce the relevant laws and regulations about law enforcement and civil investigation of digital crimes.

**CBY615 Foundations of Data Protection**

This course provides students with essential fundamental data protection techniques to protect data at rest, data in motion, and data in processing. Students will examine data protection techniques and learn the fundamentals of cryptology, encryption, protection schemas, and systems vital to cybersecurity managers. Special topics include access controls, availability, authentication, confidentiality, data integrity, and non-repudiation. In addition, students receive an overview of the fundamentals of data protection techniques covered and an overview of defenses against Digital Denial of Service (DDoS) and other data attack types. Students will also review concepts relevant to data protection foundations to include but not be limited to networking and routing, security by diversity, and security in depth.

**CBY610 Foundations of Cybersecurity Management**

In this course, students learn the basics of I.T. infrastructure and services, their associated vulnerabilities, and the size and complexity of security threats found within organizations. Special topics include cybersecurity principles that include but are not limited to availability, confidentiality, integrity, and governance. Students will learn the basics of cybersecurity infrastructures and other critical areas that managers need to develop security practices, policies, and compliance programs. Subsequently, students will view cybersecurity management through the lens of legal and regulatory perspectives in the context of assurance and security. Finally, the course will address the cybersecurity manager's role regarding access and authentication, data confidentiality and integrity, data availability, networking, and routing.

**Associate Professor – Online**

Austin-Peay State University August 2016 – October 2019

Clarksville, TN

           Taught online undergraduate Criminal Justice and Corrections courses.

           Undergraduate *Courses Taught:*

**CRJ 1060 Introduction to Criminology**

Causes and patterns of criminal and deviant behavior; treatment and prevention methods.

**CRJ 1050 Introduction to Corrections**

Trends and developments in all elements of a modern correctional system for juvenile and adult offenders' treatment.

**CRJ 3020 Criminal Evidence Procedure**

An in-depth examination of criminal evidence rules in the United States. Topics include trial procedures, the examination of witnesses, real/physical evidence; circumstantial evidence; hearsay evidence and exceptions; privileged communications; declarations against interests, and judicial notice.

**CRJ 4000 Law Enforcement Administration**

Study of the organization, management, and administration of law enforcement agencies. Topics include police administration in the political arena, organizational theory; police organizational structure; leadership; organizational improvement.

**Adjunct Instructor – Online**

Florida State College at Jacksonville August 2016 – October 2018

           Teach online undergraduate Criminal Justice technology courses.

           Undergraduate *Courses Taught:*

**DSC 4016 Disaster Policy and Law (Not Purchased)**

This course included an overview of homeland security laws and regulations, public safety requirements and policies, privacy rights in the context of security concerns, human resource issues, organizational structure, and management priorities. In addition, students explore FEMA's role in policy, law, and management of natural and human-made disasters. Legal and policy issues impacting appropriate federal, state, local, and private-sector agencies are examined.

*Courses Developed:*

**DSC 4016 Disaster Policy and Law (No Purchased)**

This course included an overview of homeland security laws and regulations, public safety requirements and policies, privacy rights in the context of security concerns, human resource issues, organizational structure, and management priorities. In addition, students explore FEMA's role in policy, law, and management of natural and human-made disasters. Legal and policy issues impacting appropriate federal, state, local, and private-sector agencies are examined.

**Instructor (2nd Year Tenure Track) – Campus/Online**

State University of New York – Canton, NY            August 2016 – January 2018

Developed, reviewed, and instructed undergraduate Criminal Justice and Homeland Security program courses. Assisted the Homeland Security Curriculum Coordinator in matters about the program. Advised students enrolled in Homeland Security and Criminal Justice programs.

**Institutional Committees**: Faculty Salary Review Task Force (Spring 2017); Academic Integrity Committee (Summer & Fall 2017); Flex Course Pilot Program (Technology) (Fall 2017); C.J. Search Committee (Fall 2017) and Institutional Review Board (Fall 2017)

**Organization/Clubs**: National Honors Society of the Order of The Sword and Shield Chapter Advisor. Criminal Justice Student Association Co-advisor; U.S. Coast Guard Auxiliary Co-advisor.

           *Courses Taught:*

**JUST 203 Criminal Investigations**

This course is designed to teach those skills and knowledge necessary to conduct thorough preliminary investigations of crimes. Techniques used to investigate common categories of crimes will be discussed. A significant emphasis in this course will be preparing and executing investigative plans related to a team approach. Other skills will include interviewing, crime scene processing, and necessary forensic examination of evidence—three hours lecture per week.

**JUST 314 Ethics in Criminal Justice**

This course provides the student with theories and practices of ethics and professionalism in criminal justice. Areas of concentration are law enforcement, courts, and corrections. This course requires the student to exercise critical thinking skills to solve daily issues that test criminal justice professionals' morals and ethics.

**JUST 415 Emerging Issues in Homeland Security**

This course explores the evolving nature of the Homeland Security industry. It examines several contemporary issues and their immediate and long-term impact on Homeland Security policies and practices. The roles of the media, law, the Constitution, governmental and corporate entities, and politics at the federal, state, and local levels to determine and shape Homeland Security policy and practice are considered.

**JUST 230 Fundamentals of Homeland Security**

This course surveys the policies, practices, concepts, and challenges confronting practitioners in Homeland Security with a focus on local entities. First, it provides an overview of domestic security threats from terrorism, weapons of mass destruction, and other related risks and vulnerabilities. Second, it examines the strategies and systems involved in protecting against and responding to threats. Discussion includes the managerial, political, legal, and organizational issues related to crisis planning and response, the National Incident Management System impact on local practices, risk assessment and mitigation, communications and technology systems, medical and public health emergencies, and infrastructure protection.

**JUST 375 Methods of Terrorism Through the Ages**

The historical roots of modern terrorism, how the goals, justifications, and methods of terrorist acts in the successive eras are similar, and the strategies to bring terrorists and their organizations into the political process.

**JUST 323 Multiculturalism in Criminal Justice**

This course provides an examination of the pervasive influence of culture, race, and ethnicity in the criminal justice system and within society. This course exams the cross-cultural contacts that criminal justice practitioners have with citizens, victims, suspects, and coworkers from diverse backgrounds. This course's central themes include multiculturalism, cultural awareness, understanding cultural differences, cross-cultural communications, racial profiling, hate, racially motivated crimes, and peace officer professionalism.

**JUST 355 Public Safety Critical Incident Response**

In this course, students study the many facets of critical incident response. The course addresses specific obstacles public safety professionals face while responding to a critical incident or a disaster. The material contrasts a typical response to a large-scale critical incident. It requires the students to consider challenges that may not be common to a typical response situation. Students examine the actions a responder may take from the initial response to recovery and the likely consequences of those actions. Students in this class also study the National Interagency Incident Management System and its application in a critical incident.

**JUST 449 Current Issues in Law Enforcement**

This course identifies current and emerging issues that may impact a police manager. Students will integrate ethical conduct, morality, civil liberties violations, political correctness, and law enforcement corruption. In addition, current U.S. Supreme Court decisions and opinions, federal and state mandates affecting agency policies and procedures, and community activism and involvement will be used to help students evaluate their choices.

**JUST 326 Threats to Homeland Security**

Students study the post-cold war threats to the United States of America and the related security policies. This course takes an "all-hazard" approach to homeland security and the current threats facing our nation. Topics addressed include natural hazards, human-made hazards, domestic and international terrorism, weapons of mass destruction, cyber terrorism, and the emergency management planning model. In addition, this course explains the roles of various first responder agencies and the government's responsibility to coordinate their response.

**JUST 425 Intelligence Research and Analysis**

This course examines the concepts and practices involved in researching and analyzing intelligence for law enforcement and national security. It looks at intelligence analysts' intelligence research and analysis methods in the U.S. Intelligence Community and Crime Analysts in State and Local Fusion Centers. Students in this course will develop an understanding of intelligence tradecraft and the analytic and research skills used in intelligence work, and an appreciation for the ethical, Constitutional, and civil liberties issues involved. Specific topics will include analytic tradecraft in conducting analysis and structured analytical techniques used by Intelligence Analysts.

*Program Minor Developed:*

The **Minor in intelligence**is designed to expand students' exposure and knowledge of the national and homeland security structures, entities, components, and other intelligence-related fields. The minor focuses on the benefits of the overall tradecraft and intelligence concepts as a function, profession, and process in intelligence and law enforcement communities. The minor offers the students flexibility to pursue interests in criminal justice while preparing themselves for careers in the intelligence community and provides students with the foundational understanding of intelligence's theoretical, conceptual, and technological dimensions.

*Courses Developed or Revised:*

**JUST 230 Fundamentals of Homeland Security**

This course surveys the policies, practices, concepts, and challenges confronting practitioners in Homeland Security with a focus on locFirst, its entities. It provides an overview of domestic security threats from terrorism, weapons of mass destruction, and other related risks and vulnerabilities. Second, it examines the strategies and systems involved in protecting against and responding to threats. Discussion includes the managerial, political, legal, and organizational issues related to crisis planning and response, the National Incident Management System impact on local practices, risk assessment and mitigation, communications and technology systems, medical and public health emergencies, and infrastructure protection.

**JUST 232 Intelligence Analysis (Not Purchased)**

This course provides an introduction and overview of the concepts and theory of intelligence, the intelligence process and cycle, collection disciplines, and the U.S. Intelligence Community (USIC) at large. This course examines intelligence's role in the policy process, oversight and accountability, policies, strategies, and public laws regulating the USIC. In addition, students will examine counterintelligence, counterespionage, covert actions, and their place within the intelligence enterprise.

**JUST 231 Introduction to Terrorism, Intelligence and Homeland Security (Not Purchased)**

This course provides a comprehensive overview and examination of Terrorism, Intelligence, and Homeland Security subjects with a simultaneous historical and contemporary look at events and their interrelationship. In addition, this course explores terrorist personalities, organizations, ideologies, and the Acts, Laws, and Policies to combat terrorism.

**JUST 375 Global Terrorism: 20th Century to Present**

The course examines terrorism throughout the 20th Century to the Present (Post-9/11), how the goals, justifications, and methods of terrorist acts in the successive eras are similar, and the strategies to bring terrorists and their organizations into the political process. This course covers terrorism throughout the world, the individuals and the organizations that perpetrate violence and terrorist acts. Students will review strategies, policies, and the laws used to combat terrorism.

**JUST 415 Emerging Issues in Homeland Security**

This course explores the Homeland Security industry (Intelligence, Law Enforcement, and Private-sector). It examines several contemporary issues and their immediate and long-term impact on Homeland security policies and practices. The roles of the media, law, the Constitution, governmental and corporate entities, and politics at the federal, state, and local levels to determine and shape Homeland Security policy and practice are considered.

**JUST 425 Intelligence Research and Analysis**

This course examines the concepts and practices of research and analysis of intelligence for law enforcement and national security matters. It looks at intelligence analysts' intelligence research and analysis methods in the U.S. Intelligence Community and Crime Analysts in State and Local Fusion Centers. Students in this course will develop an understanding of intelligence tradecraft and the analytic and research skills used in intelligence work, and an appreciation for the ethical, Constitutional, and civil liberties issues involved. Specific topics will include analytic tradecraft in conducting analysis and structured analytical techniques used by Intelligence Analysts.

**JUST 326 Threats to Homeland Security**

Students study the post-cold war threats to the United States of America and the related security policies. This course takes an "all-hazard" approach to homeland security and the current threats facing our nation. Topics addressed include natural hazards, human-made hazards, domestic and international terrorism, weapons of mass destruction, cyber terrorism, and the emergency management planning model. In addition, this course explains the roles of various first responder agencies and the government's responsibility to coordinate their response.

**Certified Adjunct Faculty Member, FBI**June 2014 – October 2016

Federal Bureau of Investigation, Quantico, VA

Provide subject matter expertise regarding the Intelligence discipline, financial crimes, and fraud investigations: course facilitation, classroom engagement, and curriculum development.

*Courses Taught:*Various Intelligence Analysis, Methodology, and Counterintelligence courses.

                             Issue Threats: Espionage

                             Presentations Skills Course

                             Open Source Tools

                             Critical Thinking Development

                             Best Practices and Sharing

                             Strategic Partnership and Outreach

                             National Intelligence Integration–Counterintelligence and Field Intelligence Group

                             Elements of Crime

                             Satisfying the elements

*Courses Taught:*

**Health Care Fraud**: An overview of the FBI's jurisdiction overall health care fraud matters, government-sponsored benefit programs, private insurance, non-insurance, and medical privacy violations. Many of the individuals who attended presentations were members of anti-fraud agencies and organizations and students in academia who also were developed at potential liaison contacts or tripwires—personally, selected by executive management to provide Health care fraud investigations overview presentations to Citizens Academy classes in Fall and spring of 2013 and 2014.

**Understanding Collection Management**: An overview of Collection Management (CM) roles, responsibilities, and functions provide a deeper understanding of the Division's CM collaborative efforts with other EIAs to address cross-programmatic issues. This effort led to an increase in the identification of intelligence gaps and collection efforts against intelligence requirements, which resulted in more quality-focused intelligence reporting.

**Tutor/Instructor**2008 – 2009

Huntington Learning Center Manassas, VA

                           Tutored K-12, SAT Preparation: Reading, Writing, and Basic Math

**Instructor** 2003 – 2007

ManTech International, Falls Church, VA

Developed curriculum for several software tools used by the U.S. Intelligence Community.

Contractor detailed to Defense Intelligence Agency (DIA), Joint Intelligence Task Force – Combating Terrorism (JITF-CT) as an analytic tool's instructor.

I have performed significant duties displaying analytic tradecraft and technical knowledge of a wide range of programs, databases, and analytical tools.

Conveyed expertise to personnel at all analytic skills and experience through various mediums, training modules and courses, and seminars that were personally developed and implemented throughout the task force.

Conveyed complex topics and technical tools that all could understand, significantly increased the overall analytical skillsets of JITF-CT analysts.

*Courses Taught:*

**I2 Analyst's Notebook** Provided instruction to all users of the i2 Analyst's Notebook visualization tool. Lessons consisted of practical exercises to thoroughly learn the functionality of the tool—utilization of this tool assisted in better analysis and exploitation of information.

**Lead Instructor** 2005-2006

Department of Homeland Security, Office of Intelligence and Analysis, Washington, DC

Designed complex training programs related to intelligence analysis and analytical tools.

Directed analytical tool applications development and training for use by the intelligence and law enforcement analyst.

*Courses Taught:*

**Analytical Tools**

They provided user interface and database methodologies as part of the instruction to all users. Tools included ArcGIS, Analyst's Notebook, i2, and various toolsets used exclusively by the Office of Intelligence and Analysis. In addition, individuals examined the multiple databases to perform their missions and goals.

**Lead Instructor** 2005-2006

Federal Bureau of Investigation, Washington, DC

I designed all aspects of training material used in courses, instructor and student syllabus, course curriculum, and application instruction to Headquarters, Field Office, and Resident Agency personnel.

Led and managed a small team of contract trainers and instructors to perform computer system instruction to FBI Agents, Intelligence Analysts, Forensic specialists, and support personnel.

Managed the development and instruction program for the FBI's Sensitive Compartmented Information Operations Network application and the integration of analytic toolsets to include the FBI's case file management system.

*Courses Taught:*

**Sensitive Compartmented Information Operations Network**

Course taught users the basic functionality of SCION and associated tools and databases located within the network, such as; i2's Analyst's Notebook would be used as a tool kit for Agents and Intelligence Analysts.

**Instructor**1993 – 2006

U.S. Navy, Reserve Intelligence Area 19, Washington DC

Developed curriculum, lectures, and practical modules of the instructor for both Officer and enlisted "Intelligence Specialists."

Facilitated classroom instruction, graded coursework, and administered testing.

*Courses Taught:*

**Basic Reserve Intelligence (2004-2006)**

The overall course resulted in the individual graduating as a competent Intelligence Specialist or Intelligence Officer. Modules included; weapons systems and platforms, intelligence community partners' roles and responsibilities, maps, charts, geodetic, basic intelligence report writing, collection disciplines, platforms, intelligence cycle, meanings, and applications.

**Anti-Terrorism/Force Protection (1993-2000)**

Command briefings and presentations with current intelligence before deployments to be aware of terrorist threats and provide personal protective measures. Senior Executive level briefings provided policy and regulation awareness for command and control responsibilities. Additionally, I conducted the Chief of Naval Operations mandated training for over 1500 military personnel and their family members traveling to high risk and high terrorist threat areas of the world. My efforts were lauded and praised as a subject matter expert in the fields of intelligence, force protection (personal security measures), and anti-terrorism.

**Professional and Military Experience**

**Quantum Wealth LLC (Chief Operations Officer)** 2020- Present

Responsible for managing the logistics associated with running a multi-million dollar a year business and carrying out all of a company’s essential duties. Their duties include, but are not limited to creating an employee taxonomy and management structure, auditing various workplace processes and implementing new strategies to improve efficiency and communication across all parts of a company’s supply and distribution chain.

* Oversee operational policies and procedures.
* Oversee day-to-day operations, including finance, human resources and sales.
* Oversee planning, maintenance, and efficiency.
* Prepare operational reports and management reports.
* Ensure compliance on a company, state, and federal level.
* Drive sustainable growth and minimize losses.
* Head outreach and business relations.
* Review budgets and staffing.

**Intelligence Career Services (President and Chief Operations Officer)** 2010 – 2021

Provide expert career, training, and education advice to professionals and students (undergraduate and graduate (doctoral) studies). Assist with career path and education opportunities to individuals needing an understanding of how to attain needed training or education for upward career mobility.

**Nevada Department of Education (Full-time State employee/Part-time Contractor** January 2020 – March 2021

Coordinator for School Safety and SafeVoice Programs- Office for a Safe and Respectful Learning Environment

* Fostered the successful growth of K-12, postsecondary, and related education programs throughout Nevada by providing technical assistance, training, and oversight of 17 school districts.
* Oversaw and implemented $32 milion budget over two school safety programs.
* Trained, empowered, educated, collaborated, advocated, and intervened throughout 17 districts to ensure that every student in Nevada felt fully protected physically, emotionally, and socially regardless of any differing characteristic or interest.
* Administered the SAFEVOICE program and School Resource Officer, School Safety Specialist, and School Infrastructure security programs statewide.
* In partnership with the Nevada Department of Public Safety, the SafeVoice program provided students, parents, and faculty throughout Nevada a safe place to submit anonymous tips concerning their safety or that of others.
* Conducted numerous bullying investigations; assisted school districts with school safety and emergency operations plans; worked closely with the law enforcement and mental health sectors; compiled research and information gained from interest groups into written and oral presentations; planned and organized workshops and in-service activities; and prepare written letters, memoranda, guidelines, and technical compliance finding reports.
* Responsible for reviewing all Emergency Operations Plans for Districts and working with district Emergency Managers and the Nevada Department of Emergency Management.

Commissions, Boards, and Committees:

* 2020-21 Statewide School Safety Committee
* Re-Opening Schools in Nevada (April to June 2020)

**Leidos Corporation (Contractor)** July 2018 – January 2019

Specialized Skills Officer**–**Counterterrorism Collection Management for Human Intelligence

I supported a variety of operational and counterterrorism targeting efforts for USG. The position was part of a team that helped HUMINT operations against high-priority targets. Responsible for identifying targeting that led to enabling a variety of intelligence operations through exploiting human assets. Although the position was based in the U.S., occasional overseas travel was required. Responsibilities included, but were not limited to, operational traffic review, drafting substantive targeting active cables, devising targeting packages with information from multiple classified databases, and media exploitation. Utilized a keen sense of identifying and evaluating counterintelligence concerns; ability to drive HUMINT operations through written products and briefings to senior USG officers. I was expected to propose creative ideas, participate in brainstorming sessions, and offer operational recommendations. Used strong verbal and written communications skills and coordinated effectively with various offices and agencies in the U.S. Intelligence Community. I possess excellent active judgment and respond quickly to high-priority data with minimal supervision.

**Federal Bureau of Investigation (Retired)** June 2015 – October 2016

Intelligence Analyst (GS-13), Quantico, VA

Strategic Intelligence Analyst with the Terrorist Explosive Device Analytical Center (TEDAC).

TEDAC coordinates the entire government's efforts, from law enforcement to intelligence to military, to gather and share intelligence about these devices—helping to disarm and disrupt IEDs, link them to their makers, and most importantly, to prevent future attacks.

Conducted research and analysis on tactics, techniques, and procedures as they pertained to

Counter-Improvised Explosive Devices. Provided operational and strategic level briefings to deploying military and civilian agency or department personnel, including Special Agent Bomb Technicians.

Liaison with other U.S. Intelligence Community partners and foreign government partners to understand new tactics and techniques in Improvised Explosive Device construction. Attended Working Groups, Task Force, and Community of Action meetings with Senior Executive Leadership.

**Federal Bureau of Investigation** August 2010 – June 2015

Intelligence Analyst (GS-12), Collection Management Coordinator and Complex Financial Crimes, Sacramento, CA.

Provided subject matter expertise regarding intelligence discipline, financial crimes, cyber, and fraud investigations.

* Responsible for the analysis and production of criminal intelligence, tracking intelligence requirements, gaps, collection posture of the division, and the research and analysis for source identification.
* I allocated and directed HUMINT (Confidential Human Sources) and technical sources within the division for anti-money laundering and other complex financial crime violations.
* Accountable for policy and guidance and to create research methodology for Intelligence Analysts.
* Conduct in-depth research papers on essential topics to mitigate threats, including Situational Information Report, Assessments, and Bulletins disseminated to outside organizations and departments.

**Science Applications International Corporation**2009 - 2010

Senior Intelligence Analyst, Beale Air Force Base, CA

Prepared and presented intelligence assessments and briefings to customers. I advised vital leadership of intelligence issues and challenges.

Responsible for the fusion of SIGINT, IMINT, MASINT, HUMINT, and OSINT on issues supporting current and future areas of responsibility.

Directly supported Global Hawk, U-2, Reaper, and Predator operations in Afghanistan to counter Improvised Explosive Devices.

Collaborated with customers to research, evaluate, analyze, fuse, and interpret reporting from multiple sources to produce current and finished intelligence products.

**Battelle Memorial Institute**March2008 - December 2009

Intelligence Analyst, Targeting Officer, Arlington, VA

Provided counterterrorism targeting and analysis to support HUMINT operations against high-priority individuals and countries.

Conducted in-depth research and analysis to develop comprehensive human intelligence (HUMINT) targeting packages (dossiers).

**ManTech International** 2003 - 2008

Department of Defense Senior Intelligence Analyst & Trainer, Falls Church, VA

Produced critical intelligence analysis reviews of detained individuals.

Developed training curriculum and regimen of analytic tools needed for intelligence analysts.

Trained over 300 intelligence analysts on the newly established proprietary software system.

**ManTech International** 2003 - 2004

Analytical Research Team, Team Lead and Intelligence Analyst, Chantilly, VA

Directed and managed 20 junior and senior analysts responsible for collecting and analyzing open-source information and intelligence on current terrorism-related events and individuals worldwide.

Produced and published over 1500 biographies for inclusion into the Counter-Terrorism Knowledge Base.

**ManTech International** 2000 - 2001

Background Investigator (Contract)

Conducted personnel security investigations in Tulsa, Oklahoma, and surrounding areas (120 miles). Completed questionnaires and reported findings. Completed indices check with local and municipal courts and other government holdings.

Worked for Dyncorp and MZM International in addition to ManTech.

**U.S. Navy Reserve** 2002 - 2003

Defense Intelligence Agency/Joint Chiefs of Staff, J2M-2B Afghanistan Crisis Cell, Washington, DC

Primary Intelligence briefer to the Joint Chiefs of Staff Senior Intelligence Officers on Afghanistan Insurgency (Taliban) matters.

Watch Officer, responsible for closely monitoring all incoming information (open source, classified and diplomatic), analyzing and making an initial assessment of its significance, and determining if immediate responses are required.

I have assisted in producing and disseminating analytic products sent to the Secretary of Defense, Chairman of the Joint Chiefs of Staff, and the Joint Staff.

**Defense Intelligence Agency, U.S. Navy Reserve Unit 0366** 2001 - 2006

Intelligence Analyst/Instructor, Washington, DC

Instructed 75 plus officers and enlisted sailors through Intelligence tradecraft instruction, over 5,000 hours.

Managed monthly training schedule of almost 200 hundred sailors and 5 instructors to ensure student and instructor goals and objectives met high standards of U.S. Navy guidelines.

As Lead Enlisted Instructor, I conducted instruction, test, and evaluation of all students in the most extensive Naval Intelligence program with no failures during the two-year tour.

**Federal Bureau of Investigation, National Infrastructure Protection Center** 2001 - 2002

Physical Security Specialist, Washington, DC

Scheduled accreditation and approval for Sensitive Compartmented Information Facilities areas within FBI HQ and FBI Field Offices/Resident Agencies.

Sole National Infrastructure Protection Centers, Personnel Security liaison to FBI HQ, responsible for over 50 individual Military, civilians, and Contractors.

Responsible for a $250 million budget for all secure area constructions, oversaw all timelines for construction of H.Q. and field offices secure area construction.

**Oklahoma Department of Corrections** 2000 - 2001

Correctional Officer 3, Dick Connor Correctional Facility – Hominy, OK

Assigned responsibilities to maintain inmates' security, control, and custody in a state adult correctional facility.

Provided security and supervision to inmates in various situations and activities; maintained an assigned area or post.

Provided security and supervision over inmate work crews; escorted inmates to work sites; inventories and controlled all equipment, weapons, tools, and keys.

Patrolled yards, grounds, cell houses, corridors, dormitories, and work areas on an assigned shift; observed inmates' activities and movements; managed inmate conduct, work, and discipline.

Maintained order and discipline in programs and during meals and recreation; inspected living areas, facilities, and work locations for unauthorized objects or materials; and made reports on incidents.

Operated manually or electronically controlled security equipment maintaining controlled movement of inmates, staff, and the public.

Conducted inmate counts; performed searches of inmates and living quarters for contraband; enforced institutional rules and regulations.

Prepared written documentation and reports concerning inmate behavior, status, and movement.

Participated in escape and apprehension teams; response to riots and fires.

**Office of the Secretary of Defense, Personnel Security Directorate** 2001-2004

Personnel Security Officer (086). Conducted indices checks and other information requests to process personnel security clearances. Adjudicated up to collateral secret.

**United States Navy**1990 - 2000

**Intelligence Specialist**

Commands stationed:

**The Pentagon, Joint Chiefs of Staff, J-2, Crisis Management – Afghanistan Crisis Cell (2002-2003)**

Primary Intelligence briefer to the Joint Chiefs of Staff Senior Intelligence Officers for the crisis cell.

Watch Officer, responsible for closely monitoring all incoming information, analyzing and making an initial assessment of its significance, and determining if immediate responses are required.

I have assisted in producing and disseminating analytic products sent to the Secretary of Defense, Chairman of the Joint Chiefs of Staff, and the Joint Staff.

**Defense Intelligence Agency, U.S. Navy Reserve – National Infrastructure Protection Center, FBI (2001-2002)**

Scheduled accreditation and approval for Sensitive Compartmented Information Facilities areas within FBI HQ and FBI Field Offices/Resident Agencies.

National Infrastructure Protection Centers, Personnel Security liaison to FBI HQ, responsible for over 50 individual military, civilian, and contractors.

Responsible for a $250 million budget for all secure area constructions, oversaw all timelines for construction of H.Q. and field offices secure area construction.

Provided training and education on Sensitive Compartmented Information Facility physical and technical security programs for the FBI.

**Naval Criminal Investigative Service, Multi-Threat Analysis Center (MTAC), and Counterintelligence Directorate (1993-1996)**

Served as an Intelligence analyst on the NCIS/MTAC (formerly ATAC) watch to protect U.S. Navy assets worldwide.

I provided daily intelligence briefings to senior executives (Strategic, Cyclical, and Operational).

Produced analytic products (Warnings, Bulletins, Studies, and Assessments) specific to terrorist organizations, tactics, techniques, and procedures.

Provided training and education presentations on terrorist organizations and attacks to internal and external partners and special events or exercises.

**Commander, Sea Control Wing US Pacific Fleet - Intelligence and Anti-Terrorism and Force Protection Officer (1996-2000)**

Command briefings and presentations with current intelligence before deployments to be aware of terrorist threats and provide personal protective measures. Additionally, senior Executive level briefings provided policy and regulation awareness for command-and-control responsibilities.

As the Anti-Terrorism and Force Protection Analyst, I conducted the Chief of Naval Operations mandated training for over 1500 military personnel and their family members traveling to high risk and high terrorist threat areas of the world.

I have researched and analyzed intelligence information to provide specific threat information before squadron deployments.

My efforts were lauded and praised as a subject matter expert in the fields of intelligence, force protection (personal security measures), and anti-terrorism.

USS Papago ATF-160 – Law Enforcement Operations (1991-1992)

USS Wisconsin BB-64 – Desert Shield and Desert Strom (1990-1991)

**Entrepreneurial Experience**

Intelligence Career Services, Inc. (www.intelligencecareerservices.com) 2010 - 2022

**Formal Education**

**Ph.D., Public Safety Leadership (with Distinction)** August 2018
Specialization: Criminal Justice

Capella University, Minneapolis, MN

**Dissertation**: *Influence of Individual and Socio-Cultural Characteristics on Ethical Decision-Making Among Students.*

<https://pqdtopen.proquest.com/pubnum/10845349.html>

**Master of Arts, Intelligence Studies** September 2012
Concentration: Collection Management

American Military University, Charles Town, WV
**Thesis**: *Examination of the Potential Consequences and Effects of a Taliban Inclusion in a Political Settlement.*

<https://www.academia.edu/45479403/Masters_Thesis_Charles_M_Russo_2012_PDF>

**Bachelor of Arts, Intelligence Studies** August 2007

Concentration: Terrorism Studies

American Military University, Charles Town, WV

**Undergraduate Certificate Program** June 2006

Intelligence Analysis

American Military University, Charles Town, WV

**Associate of Science, Criminal Justice** 2003

Ashworth University, Norcross, GA

**Educational Training**

SAGE – Assessment Workshop March 2022

Quality Matters Certification Training April 2021

Social-Emotional and Academic Development – Nevada Department of Education April 2020

CITI Program – Social and Behavioral Responsible Conduct of Research January 2020

CITI Program – Social & Behavioral Research October 2018

APUS501 Graduate Faculty Certification October 2018

Colorado Technical University - University Assessment Officer Certification April 2018

NVIVO – As a Research Tool September 2017

SUNY Canton University Blackboard Basics August 2016

Henley-Putnam University Faculty Training July 2016

APUS – Engaging the First-Year Student October 2015

APUS - Writing Skills for Improved Faculty to Student Communications September 2015

FBI Adjunct Faculty – Instructional Strategies Course August 2015

FBI Adjunct Faculty – Presentation Skills Course July 2015

APUS - The Adult Learner in Online Education December 2014

APUS - Using Collaborative Tools to Deliver Online Lessons October 2014

American Public University System Faculty Candidate Training July 2014

Colorado Technical University Faculty Candidate Training June 2013

**Business and Technical Training**

"Counterintelligence and the Private Sector: Protecting Your Organization's Most Critical Assets"

FBI Office of Private Sector November 2020

Hate Crimes & Bias Incidents – Part III: How do I recover & become more resilient? (Resources) June 2020

EDGAR – U.S. Department of Education General Administrative Regulations April 2020

Social-Emotional Academic Development (SEAD) Training, Nevada Department of Education April 2020

Domestic Terrorism, Nevada Threat Analysis Center/Department of Public Safety December 2019

Intelligence Fundamentals Professional Certification (Department of Defense) August 2019

Sovereigns, Anti-Government, and 1st Amendment Audits July 2019

Citizens Patrol – Reports Writer June 2019

Sovereign Citizen and Anti-Government Movements (NTAC) July 2018

Enhancing Law Enforcement's Analytical Capacity: Technology Integration May 2018

JTTF-FBI Webinar: Christopher Lee Cornell Case Study February 2018

Domestic Terrorism and Extremist Groups in America Workshop (NTAC) January 2018

FEMA – Introduction to National Incident Management System (IS-700.a) January 2018

FEMA – Introduction to Incident Command System (IS-100.b) January 2018

Community Emergency Response Team - Basic Certification Course January 2018

FEMA – Protecting Critical Infrastructure Against Insider Threats (IS-915) December 2017

FEMA – Introduction to Community Emergency Response Team (IS-317) December 2017

Active Shooter Training (Nevada Threat Analysis Center) July 2017

Fusion Center Liaison Officer Training (Nevada Threat Analysis Center) July 2017

FEMA - Decision Making and Problem Solving (IS-241.b) June 2017

Economic Crimes – Corporate Fraud (v2) July 2016

Introduction to Terrorist Financing July 2016

FEMA - Incident Command System (IS-100.b) April 2016

Realities of Iran (CIA-Sherman Kent School) February 2016

Thinking Like a Terrorist – The Virginia Fusion Center February 2016

Chemistry of Energetic Materials Course (IEDs) (FBI) January 2016

Improvised Explosive Device (IED) Electronics course (FBI) November 2015

FBI: Digital Evidence Handling – 2015 October 2015

Intelligence Successes and Failures – Sherman Kent School (CIA) October 2015

Economic Crimes: Insurance Fraud September 2015

Economic Crimes: Securities and Commodities Fraud September 2015

Civil Rights Program Overview September 2015

Counterterrorism Policy Implementation Guide Overview August 2015

Domestic Terrorism (DT) Investigations: Extremist Ideologies and Actions August 2015

Domestic Terrorism (DT) Investigations: Legal Overview August 2015

Correctional Intelligence Initiative August 2015

Library of National Intelligence August 2015

Domestic Terrorism Investigations: Introduction July 2015

The FBI Intelligence Program July 2015

Information Security (INFOSEC) Awareness 2015 July 2015

Correlates of Crime June 2015

Whistleblower Protection 2015 June 2015

Psychological and biological Theory of Criminal Behavior June 2015

Introduction to Geospatial Intelligence May 2015

Diversity and Inclusion the New IQ is for You May 2015

Advanced Qualitative Research Methods in Public Service 200 March 2015

Current Research on Violent Behavior March 2015

Reporting of Suspected Child Abuse Neglect and-or Sexual Exploitation January 2015

No Fear Act 2014 December 2014

Criminal Justice Policy Analysis December 2014

Quantitative Research Methods in Public Service December 2014

Discovery for Law Enforcement Agents Refresher 2014 October 2014

Diversity Issues in Public Safety 150 September 2014

Open Source Fundamentals September 2014

Open Source Center Capabilities and Services Online) September 2014

Supervisor Management Resource Training: Employee Challenges v2 August 2014

FBI Records Management: Records Management for All August 2014

Effective Warning Intelligence Analysis August 2014

Identifying Designating and Marking Classified National Security Information FY2014 June 2014

Codebreaking May 2014

Technology for Homeland Security: Inspection and Detection Technologies April 2014

FBI Palantir Introduction April 2014

Law and Legal Foundations March 2014

Fraud and Abuse, Electrodiagnostic Health Care Fraud Training February 2014

Critical Infrastructure Protection: Transportation Security February 2014

Understanding Terrorism: A Social Science View on Terrorism February 2014

Information Security (INFOSEC) Awareness 2014 February 2014

Advanced-Data Exploitation and Manipulation (ADEX) Course January 2014

DOJ WMD Workplace Safety January 2014

Obtaining and Analyzing Digital Records December 2013

Exploiting Mobile Communications: Criminal Tactics and Investigative Techniques December 2013

The Cloud: It's All About Communication December 2013

Social Media: Friend or Foe December 2013

Basic Networking for Investigators December 2013

Investigating Web Sites, A Wealth of Information December 2013

Epistemology of Practice Knowledge December 2013

Tracing Email Addresses December 2013

Discovery for Law Enforcement Agents Refresher 2013 November 2013

Public Safety Incident Command Paradigms September 2013

Sociological Theories of Crime September 2013

Introduction to Electronic Surveillance v3 August 2013

Psychology of Intelligence Collection and Analysis June 2013

Contemporary Public Safety Leadership June 2013

Management and Leadership Theory June 2013

Identifying Designating and Marking Classified National Security Information FY2013 May 2013

FBI Records Management: E-mail Record Marking Tool April 2013

Cyber Division: Information Age Technology April 2013

Advanced Research in Public Safety Issues Theories and Concepts April 2013

Advanced Briefing March 2013

Discovery for Law Enforcement Agents Refresher March 2013

Open Source Practitioners Course February 2013

Ethics for Intelligence Analysts January 2013

Advanced Writing November 2012

Intelligence for Homeland Security: Organizational and Policy Challenges November 2012

Data Integration and Visualization System - Investigative Data Warehouse October 2012

Merger - Search

Data Integration and Visualization System - Investigative Data Warehouse October 2012 Merger - Analytical Tools

Best Practices in Community Collaboration August 2012

Overseas Security Awareness Training (v2) June 2012

High-Tech Environment Training (HiTET) Overview June 2012

Advanced Approaches to Critical Thinking May 2012

FBI Intelligence Information Report Dissemination System April 2012

Medicare 101 March 2012

Fire Safety and Prevention March 2012

Type 5 Assessment Policy February 2012

Imagery Intelligence January 2012

Nationwide Suspicious Activity Reporting (SAR) Initiative (NSI) Line Officer Training December 2011

Applied Collection Management December 2011

Active Shooter Awareness September 2011

National Crime Information Center (NCIC) Customized September 2011

Joint Terrorism Task Force Orientation v2 August 2011

Advanced Analytic Tools and Techniques Workshop August 2011

Intelligence Operations August 2011

Signals Intelligence August 2011

Geographic Information Systems and Spatial Analysis August 2011

Analytics II June 2011

Interagency Operations June 2011

FBI Watch listing (v2) May 2011

Collection May 2011

Threat Analysis May 2011

Data Utilization for Operational Outcomes (DUOO) March 2011

Human Intelligence (HUMINT) February 2011

Research Methods in Security and Intelligence Studies February 2011

Navigating Strategic Change February 2011

Insider Threat 2010 January 2011

Introduction to Collection Management January 2011

Confidential Human Source Policy Manual Training December 2010

Introduction to Records Management November 2010

Introduction to Analytical Investigative Tools October 2010

Delta System Overview v1 October 2010

Basics of Dragon NaturallySpeaking October 2010

Electronic Communications: Navigating the WordPerfect Macros October 2010

Privacy: It's Every Employee's Business October 2010

Introduction to Counterintelligence (v1.1) October 2010

Intelligence Basic Class October 2010

Reports Officer Training September 2010

HUMINT Tradecraft Course September 2010

Introduction to Domestic Terrorism September 2010

U.S. Persons and Information Sharing v2 September 2010

Foreign Intelligence Surveillance Act (FISA) Accuracy September 2010

FBI Watch listing September 2010

Introduction to International Terrorism September 2010

Overview of the Domestic Investigations and Operations Guide August 2010

Primer for Drafting Intelligence Information Reports (IIRs) August 2010

Foreign Intelligence Surveillance Act (FISA) Section 702 Retention August 2011

Overview of the Attorney General’s Guidelines for Domestic FBI Operations August 2010

National Security Letters August 2010

National Security Branch Introduction August 2010

The New Field Intelligence August 2010

Information Sharing Environment (ISE) Core Awareness Training August 2010

2008 FISA SMP - Policy Implementation Guidelines August 2010

FBI Analyst's Notebook v7 Level 1 August 2010

Introduction to TAC: Tripwire Analytic Capability August 2008

HUMINT Targeting Officers Certification Course April 2008

Criminal Justice September 2007

Intelligence Analysis May 2006

Structured Analytic Techniques Course (CIA) March 2006

ETA: The Dictatorship of Terror August 2006

Manage Mentor Plus July 2006

Tomorrow's Intelligence Professionals Course March 2006

Indications and Warning (Virtual) JMITC February 2006

i2 Analyst's Notebook v6 Level 2 Workshop January 2006

i2 Analyst's Notebook v6 Level 1 Workshop January 2006

Analytic Tradecraft Course September 2005

Counterterrorism Analyst Course (Virtual) JMITC Course September 2005

Asymmetric Threat (Virtual) JMITC Course August 2005

Mentoring: How to be a Learning Coach July 2005

Coaching for Success July 2005

National Security Policy and Counterintelligence Implications April 2005

of Denial and Deception Practices

Global Terrorism March 2005

Terrorist Surveillance Detection Field Exercise December 2004

Dying to Kill Us: Understanding the Terrorist Mindset November 2004

Understanding Global Terrorism October 2004

M16 Weapon Safety September 2004

M500 Shotgun Weapon Safety September 2004

M9 Service Pistol Training September 2004

Antiterrorism Force Protection Level III September 2004

Professional Assertiveness September 2004

Writing with Intention September 2004

Frontline Leadership: Preparing to Lead November 2003

Tactical Intelligence Familiarization Course January 2003

Fundamentals for Managers January 2003

Requirements Management System May 2002

SCI Security Officials Course April 2002

WebSAFE Message Retrieval April 2002

Overview of Cyberterrorism Course March 2002

Collection Management Course March 2002

Counter Intelligence Familiarization Course November 2001

Human Intelligence Collector Course October 2001

Captivity: The Extreme Circumstance October 2001

Legalman 3 & 2 (Unit 1) September 2001

Legalman 3 & 2 (Unit 2) September 2001

The Professional in Emergency Management July 2001

Correctional Officer Pre-Service Training December 2000

Interrogator Course October 2000

Emergency Response to Terrorism October 2000

Basic Shipboard Intelligence Course February 2000

Precision/Protective Driving Course January 2000

Anti-Terrorism Training Officer Course August 1999

Anti-Terrorism Instructor Qualification Source, US Army June 1999

Counterintelligence Agent (US Army) May 1999

Basic Intelligence Analyst (US Army) April 1999

Korea Intelligence Tactics, Techniques, and Procedures Course March 1999

Basic Information Security Course February 1999

Second Class Petty Officer Leadership Course November 1997

SCI Administration and Physical Security December 1996

Leading Petty Officer Course (Leadership Training) July 1996

Counterdrug Intelligence Analysis Course July 1995

National Intelligence Course February 1995

Intelligence Specialist Basic Course (Naval Intelligence) January 1993

**Memberships and Affiliations**

Academy of Criminal Justice Sciences 2021 – Present

*Justice Quarterly – Reviewer (as of October 2021)*

InfraGard (North Texas Chapter) 2022 – Present

InfraGard (Sierra Nevada Chapter) 2016 - 2021

International Association for Intelligence Education 2014 – Present

Order of the Sword and Shield, National Honors Society

(Columbia Southern University (2020-Present)

(National American University 2019-2020)

(SUNY Canton 2017) 2015 – Present

Alpha Phi Sigma, National Honors Society (Canton Chapter) 2017 - Present

International Association of Crime Intelligence Analysts 2012 - Present

Society of the Sword and Shield 2015 - 2021

National Advisory Board Member

Training Curriculum Development Committee Member 2013 - Present

International Association Crime Intelligence Analyst

International Association of Law Enforcement Intelligence Analysts 2012 - 2015

US Coast Guard Auxiliary (Canton) 2017 - 2018

National Association of School Resource Officers 2020 - 2021

Community Emergency Response Team (Douglas County) 2018 - 2020

Iraq and Afghanistan Veterans Association 2011 - 2020

**Community Service and Leadership**

Nevada Department of Education, Office for a Safe and Respectful Learning Environment

School Safety Coordinator December 2019 – March 2021

Statewide School Safety Task Force – Nevada, Appointed July 2020 – June 2021

Order of the Sword and Shield – Columbia Southern University June 2020 – Present

Academy of Criminal Justice Sciences - Hate Crimes Topic Chair March 2020 – August 2020

Knights of Columbus 2nd Degree (California, Nevada & Virginia) 2015 - Present

Order of the Sword and Shield – NAU Campus October 2019 - March 2020

Western Nevada College – Criminal Justice Program Fall 2019 Advisory Board November 2019

Citizen Patrol – Douglas County Sheriff’s Office (minimum 16 hours per month) 2019 – 2020

National Intelligence University Master’s Thesis Reviewer August 2018 – January 2019

Douglas County, Nevada Community Emergency Response Team January 2018 – February 2020

SUNY Canton – 9/11 Memorial Day Guest Speaker September 2017

“Hate Crimes” Presentation - St. Lawrence County April 2017

Police Supervisors Training Conference, Canton, NY.

Community Service Event – Sacramento Food Bank September 2014

American Military University (AMU) Sacramento, CA

American Military University - Ambassador Program and AMU Ad campaigns 2008 - 2010

### Professional and Scholarly Presentations

Russo, C.M., Spaulding J., Harte, B., and Martinez, C., (2022, March). *Cross-border Law Enforcement Intelligence as an Addition to Criminal Justice and Homeland Security Curricula.* ACJS 59th Annual Meeting.

Russo, C.M. (2020, October). “Critical Thinking Theory; Application in Student Learning” Columbia Southern University, Faculty Lounge Presentation.

Russo, C.M. (2020, July). School Safety and School Safety Specialists in Nevada to POOL/PACT.

Russo, C. M. (2020, July). “Order of the Sword and Shield.” Columbia Southern University, Criminal Justice Meeting.

French, A. & Russo, C.M. (2020, June). “Positive Student Communication” Columbia Southern University, Faculty Lounge Presentation.

Russo, C. (2019, March). “Differences Between a Criminal Justice and Homeland Security Degrees.” Panel discussion; Dr. Brian Harte (Moderator); Dr. Charles Russo (Discussant); Mr. Justin Spaulding, Ph.D. - ABD (Discussant), Ms. Kaitlynn Tibbetts, BA.

Russo, C. (2019, February 28). “Intelligence Discipline: Scholar or Practitioner Based Curriculum” National American University’s *Harold D. Buckingham Conference for Scholarship and Academic Excellence.*

Russo, C. (2018, November). “Intelligence Discipline: Scholar or Practitioner Based Curriculum” Pacific Northwest Political Science Association Conference (Invited/Accepted)

Russo, C. (2018, October). “Intelligence in the Knowledge Society, 24th Annual Conference, Bucharest Romania” - Intelligence Discipline: Scholar or Practitioner Based Curriculum (Invited/Accepted)

Russo, C. (2018, September) “Influence of Individual and Socio-Cultural Characteristics on Ethical Decision-Making Among Students” – Southern Criminal Justice Association – Panel (Invited/Accepted).

Russo, C. (2018, April 19). *“National Suspicious Activity Reporting Initiative.”* Douglas County CERT

Russo, C. (2018, April 9). *“National Suspicious Activity Reporting Initiative.”* Douglas County CERT

Russo, C. (2017, April 14). *“Hate Crimes.”* Presentation at St. Lawrence County Police Supervisors Training Conference, Canton, NY.

Russo, C. (2017, March 30). Keynote speaker for Alpha Phi Sigma and Omicron Sigma Sigma Induction Ceremony, SUNY Canton, Canton, NY.

Russo, C. (2015, September). *“Visual Analytics: A Case for Ethical Decision-Making.”* Purdue University and DHS, Scientific and Innovation Webinar.

Russo, C. (2015, May). “*What is an Intelligence Analyst?”* Squires, youth organization Holy Family Catholic Church. Citrus Heights, CA.

Russo, C. (2015, April). Health Care and Financial Fraud Schemes. California Health Advocates Annual Conference. Sacramento, CA.

Russo, C. (2014, May). Trends in Health Care Fraud. 9th Annual Conference on Elder Abuse. UC Hastings College of the Law. San Francisco, CA.

Russo, C. (2013, 2014 & 2015). FBI Health Care Fraud. Sacramento County Adult Protective Service, Financial Abuse Specialist Team, Sacramento, CA.

Russo, C. (2014, August). The FBI Intelligence Program. Casa Roble High School American Government Class. Orangevale, CA.

Russo, C. (2013-2014). Sacramento Division – Citizens Academy (Multiple Sessions) Complex Financial Crimes. Sacramento, CA.

Russo, C. (2012, February). Intelligence Collection Management. Sacramento FBI Senior Executive Management. Sacramento, CA.

Russo, C. (2012, June). Master Thesis: Consequences of inclusion of Taliban in a Political Settlement with Afghanistan Government. American Military University, Charles Town, WV.

### Conferences Attended

2022 LEIU/IALEIA Annual Training Event – Dallas Texas (April 25-29) 2022

Regional Organized Crime Information Center Annual Conference – Dallas Texas (20-23 March). 2022

Academy of Criminal Justice Sciences 59th Annual Meeting – Las Vegas Nevada (15-18 March). 2022

2022 IAFIE and IAFIE-EC Virtual Conference 18 January 2022

Foundation for Critical Thinking: 40th Annual International Conference on Critical Thinking. September-October 2020

Nevada Emergency Management Association Annual Meeting – Las Vegas Nevada (10-12 February) 2020

Russo, C. (2019, March) “Influence of Individual and Socio-Cultural Characteristics on Ethical Decision-Making Among Students” – American Criminal Justice Sciences 56th Annual Meeting – Baltimore Maryland

Russo, C. (2019, February 28). “Intelligence Discipline: Scholar or Practitioner Based Curriculum” National American University’s Harold D. Buckingham Conference for Scholarship and Academic Excellence.

Russo, C. (2017, November) “Intelligence Discipline: Scholar or Practitioner Based Curriculum” Pacific Northwest Political Science Association Conference (Invited/Accepted)

Colorado Technical University Assessment Workshop (Denver Colorado) April 2018

William Bertram, Nathan Hoteling, and Daniel Blumenthal (DOE/NNSA): "Nuclear Emergency Response Training: Preparing for an Event You Hope Never Happens" 22 March 2018

National Counterterrorism Center–Joint Counterterrorism Assessment Team–First Responders Tools Kit for Medical Facilities June 2017

US Attorney’s Office - National Security Conference, Reno NV May 2017

Federal Bureau of Investigation, Special Agent Bomb Tech Annual Conference March 2016

Quantico, VA

Commonwealth of Virginia’s Fusion Center “Thinking Like a Terrorist” February 2016

Alexandria, VA

California Health Advocates, Senior Medicare Patrol Bi-Annual Conference April 2015

Sacramento, CA

Legal Assistance for Seniors, 9th Annual Conference on Elder Abuse. May 2014

UC Hastings College of the Law. San Francisco, CA

Sacramento All Employee Conference December 2013

Federal Bureau of Investigation

Sacramento All Employee Conference December 2012

Federal Bureau of Investigation

**Research - Articles, Books, and Blogs**

Russo, C.M. & Harte, B. (2022**).** Intelligence Curricula Design: Scholar or Practitioner Based Approach. In draft as of June 2022

Kelly, C., Logan, M., Russo, C., & Rzemyk, T. (2022). Violent Extremists and the Social Contract Theory. Police Chief Magazine (online). <https://www.policechiefmagazine.org/violent-extremism-and-the-social-contract-theory/>

Russo, C.M., Micholitsi, S., & Jones, M.D. (2022). “Call for Papers: Imagining a New U.S. National Security Act for the 21st century.” Announcement. Belfer Center for Science and International Affairs. Harvard Kennedy School. December 16, 2021.

Russo, C.M. (2021). Building Community Relations and Involvement for Policing. Published 15 October 2021. <https://www.officer.com/training-careers/education/article/21233789/columbia-southern-university-building-community-relations-and-involvement-for-policing>

Russo, C.M. & Rzemyk, T. (2021). Finding Equity, Inclusion, and Diversity in Policing. Police Chief Magazine. <https://www.policechiefmagazine.org/finding-equity-inclusion-and-diversity-in-policing/>

Russo, C.M. (2021). Ethically Using Data Mining in Law Enforcement. Police Magazine.

<https://digital.policemag.com/publication/?m=61241&i=699667&p=16>

Reinhold, Derek; Russo, Charles M.; and Eisenfeld, Beth. "Analytical Standards in the Intelligence Community: Are Standards Professionalized Enough?." *Journal of Strategic Security* 14, no. 1 (2021): 106-121. DOI: <https://doi.org/10.5038/1944-0472.14.1.1923>

Russo, C. M. & Campbell, A.G. (2020). 25 Years of Lone Offenders in America. <http://csesjournal.columbiasouthern.edu/25-years-of-lone-offenders-in-america/>

Russo, C. M. (2020, September 28). Crime Analysts and Intelligence Analysts. <http://csesjournal.columbiasouthern.edu/crime-analysts-and-intelligence-analysts/>

Russo, C. M. (2020, August 5). Ethics in Law Enforcement and Intelligence. Columbia Southern University. <http://csesjournal.columbiasouthern.edu/345/>

Russo, C.M. (2019, October 2). “The Ukrainian Phone Call Whistleblower” <https://youtu.be/LRalGnLjN5o>

Russo, C.M. (2019, September 6). “Meet Your Associate Dean Series: Dr. Charles Russo”

 <https://youtu.be/EWnE_e7LwCU>

Russo, C.M. (2019, July 28). “The Gilroy Garlic Festival Shooting – Podcast”

<https://youtu.be/KBqZok0wNLo>

Russo, C.M. (2018, December 10). “Studying the Ethics of Criminal Justice Students.” <https://www.policeone.com/police-jobs-and-careers/articles/482329006-Studying-the-ethics-of-criminal-justice-students/>

Russo, C. (2018, November 27). “Criminal Justice Students and the Reasons behind their Ethics.”

<https://onlinelearningtips.com/2018/11/criminal-justice-students-ethics/>

Russo, C. (2018, October 23). “Studying the Ethics of Criminal Justice Students.” <https://amuedge.com/studying-the-ethics-of-criminal-justice-students/>

Russo, C. and Spaulding, J. (2018, August 8). “Differences Between a Criminal Justice and Homeland Security Degrees.” <https://amuedge.com/differences-between-a-criminal-justice-and-homeland-security-degree/>

Russo, C. (2018, August 8). “Differences Between a Criminal Justice and Homeland Security Degrees.”

 <https://amuedge.com/differences-between-a-criminal-justice-and-homeland-security-degree/>

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**Certifications, Awards and Honors**

Columbia Southern University – Raising the bar Award (Second Quarter 2022) 2022

[Intelligence Fundamentals Professional Certification,](http://bcert.me/sfpuvvwuc) DoD, USDI 2022

CompTIA Security + - Completed Course, certification training program 2022

Certified Ethical Hacker (CEH) – Completed Course, certification training program 2022

Splunk Core User – Completed Course, certification training program course 2022

Columbia Southern University – Raising the bar Award (Fourth Quarter 2021) 2022

American Military University – Faculty Mentorship and Excellence in Group Work Awards 2021

Columbia Southern University – Raising the bar Award (Second Quarter 2021) 2021

Columbia Southern University – Raising the bar Award (First Quarter 2020) 2020

Columbia Southern University – Raising the bar Award (Fourth Quarter 2019) 2019

[Intelligence Fundamentals Professional Certification,](http://bcert.me/sfpuvvwuc) DoD, USDI 2019

Nominated - Intelligence and National Security Alliance (2019 Sidney D. Drell Academic Award ) 2019

2018 Distinguished Faculty of the Year – Influencing Student Success (Nominated) 2018

2017 Distinguished Faculty of the Year – Influencing Student Success 2017

Colorado Technical University

Promotion from Lecturer to Instructor (Tenure Track) 2017

State University of New York at Canton

Golden Apple Award Spring 2017

SUNY Canton

Intelligence Community Advanced Analyst Program ICAAP (DNI-Certification) February 2016

Promotion to GS-13 – Intelligence Analyst, FBI 2016

Promotion to Assistant Professor 2016

Colorado Technical University

Incentive Award – New Agent & Analyst Training Unit 2015

Federal Bureau of Investigation

FBI Intelligence Basic Course – Field Counselor Award 2014

Federal Bureau of Investigation

Student Achievement Award 2nd Quarter 2014

Colorado Technical University

Pat Roberts Intelligence Scholars Program Award 2012 & 2013

US Intelligence Community

Joint Service Achievement Medal – National Infrastructure Protection Center 2005

Federal Bureau of Investigation/Department of Defense

Joint Service Commendation Medal 2003

Joint Chiefs of Staff/DIA, J-2 Afghan Crisis Cell

**Areas of Expertise**

Cloud DevOps Engineering | Risk Evaluation | DevOps Architecting | DevOps Administration | DevOps Tools Administration | DevOps Consulting | Process Improvements | Change Management | Incident Management, Audit and Data Loss Prevention (DLP) Controls | Data Handling | Data Normalization | Log Ingestion and Analysis | Requirements Gathering | Prototyping | Architecture | Triaging | Critical Thinking | Problem Solving Skills | Alternative Competing Hypothesis (ACH) Software | ArcGIS – Geo-Spatial Information System | Google Earth | Palantir | i2 Analysts Notebook Version 7 | IBM SPSS Statistical Software | R-Tab (Statistics) | Camtasia (video capture and editing) | Panapto | Quality Matters Training Certified | Adobe Connect | Blackboard | D2L (Distance 2 Learn) – Brightspace | Moodle | Sakai | Canvas | School Safety | Collection Management | Cybersecurity | Public Safety/Emergency Management | Ethics of Intelligence | Homeland Security | Criminal Justice & Crime Analysis | Criminal Intelligence Analysis | White Collar Criminal Matters | Financial Crimes/Fraud Investigations | Sociological Theories of Crime | Management and Leadership Theory | Public Safety Leadership | Law and Legal Foundations | Psychological and Biological Theories of Criminal Behavior | U.S. Penal System | Research Methods | Terrorism and Counterterrorism | Interrogation & Interview Techniques | Psychology of Terrorism | Intelligence Trade Craft, Methodology & Intelligence Analysis | Domestic and International Terrorism | Threat Analysis | Foreign Intelligence Organizations | National Security | Counter-Improvised Explosive Device Tactics, Techniques, and Procedures | Counterintelligence/Espionage/Counterespionage

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